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Means of Hesitation in Conversation

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### Z á s a d y p r o v y p r a c o v á n í :

Cílem bakalářské práce je zmapování a analýza použití různých jazykových prostředků, které jsou v konverzaci používány za účelem získání času a vyjadřují mluvčího nejistotu a váhání. Studentka na základě studia odborné lingvistické literatury shrne základní charakteristické rysy konverzace, především ty, které ji odlišují od textů psaných, a popíše jednotlivé prostředky, které lze identifikovat jako projevy váhání.

V následné analytické části se zaměří na popis výskytu jednotlivých výše popsaných struktur ve vybraném souboru autentických anglických dialogů. Poté se pokusí vysledovat, zda existují nějaké obecné trendy použití jednotlivých prostředků především v závislosti na jejich funkci, na pozici v rámci promluvy či na typu a tématu dialogu.

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## **Annotation**

This bachelor thesis deals with means that express speakers' hesitation or uncertainty. The first chapter of the theoretical part introduces main characteristics of conversation. It focuses mainly on those that distinguish spoken language from written language. A great deal of attention is then devoted to the means that express speakers' uncertainty and hesitation. It discusses their forms and functions. In the practical part, findings obtained in the theoretical part are applied to the analysis of conversations, in order to map the frequency of means of hesitation in formal and informal conversations.

## **Key words**

conversation, hesitation, filled pauses, repetitions, speech repairs

## **Název práce**

Prostředky váhání v konverzaci

## **Anotace**

Tato bakalářské práce se zabývá prostředky, které vyjadřují váhání či nejistotu mluvčího. V teoretické části jsou nejprve představeny charakteristické rysy konverzace, především pak ty, které ji odlišují od textů psaných. Práce také v krátkosti představuje konverzační analýzu. Poslední a zároveň nejobsáhlejší kapitola teoretické části se zabývá samotnými prostředky váhání. V praktické části jsou poznatky z teoretické části využity pro analýzu konverzací, za účelem zmapování frekvence, typu a důvodu užití prostředků váhání ve formálních a neformálních konverzacích.

## **Klíčová slova**

konverzace, váhání, vyplněné pauzy, opakování, opravné struktury

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## **Introduction**

This bachelor thesis deals with the phenomena of hesitation in spoken language. More specifically, this thesis focuses on the use of filled pauses, repetitions and speech repairs in conversations. The main goal of the analysis is to detect and categorize occurrences of hesitation phenomena in the chosen material. The chosen corpus comprises formal and informal conversations, since the secondary goal is to compare the usage of hesitation phenomena within formal and informal conversations.

The thesis is divided into two major parts; a theoretical part and an analytical part. The theoretical part describes the characteristics of conversation, namely those that distinguish spoken language from the written language. The term conversational analysis is then introduced. The final chapter of the theoretical part focuses on the three types of means of hesitation that are essential for this thesis. It discusses their form, function and usage. Moreover, it also describes discourse markers which are crucial for this thesis since they frequently occur in a form of hesitation phenomena.

The practical part provides an analysis of transcripts of chosen conversations using information obtained in the theoretical part. The practical part starts with a brief recapitulation of the goals of the analysis. Next, sources of a chosen corpus and methodology used to gather occurrences of hesitation phenomena are described. The following chapters of the practical part provide the interpretation of findings. Each hesitation phenomenon will be analysed individually in its own subchapter and each subchapter will provide the interpretation of findings from formal and informal conversations. Finally, there will be a chapter which will provide a summary of results which will compare the results of hesitation phenomena occurring in formal and informal conversations.

## 1. Characteristics of Conversation

This chapter of the thesis deals with the main characteristics of conversation. Firstly, it tries to define the term *conversation* and its functions. The focus is then given to the main characteristics of conversation. Further, the chapter distinguishes between spoken and written language.

“Conversation is discourse mutually constructed and negotiated in time between speakers; it is usually informal and unplanned” (Cutting 2002, 28). Thornbury and Slade further claim that conversation is a fundamental human activity in which most of people engage many times a day. The way people talk with others or the style of conversation can vary significantly. People communicate in various ways among themselves. Within each of these, the relationship is very different. To illustrate, conversation among people of the same age or who have the same social position will have a different course than a boss-employee conversation. (2006, 1)

Biber et al. distinguish between four main registers: *conversation, fiction, newspaper language, and academic prose*. The authors highlight the main differences between conversation and the three written registers: “they are written, not directly interactive, lack specific addresses, and have communicative purposes not focused on the personal concerns of the writer/reader.” (2007, 16) The authors also discuss the primary function of conversation. Unlike the written registers, the communicative goal or social function of conversation cannot be easily characterized. However, they do claim that the primary function of conversation is to “establish and maintain social cohesion through the sharing of experience”. (2007, 1041) Secondary functions include; exchange of information, entertainment or control of others’ behavior. (2007, 1041) In relation to functions of conversation stated by Biber et al., Brown and Yule introduce two different kinds of conversational interaction: *transactional* and *interactional*. (1983, 1) The transactional talk, as stated by Brown and Yule, is message-oriented. (1983, 2) The primary function is on the exchange of information. This might include: to tell somebody something they need to know, request further information about something, or to get someone to do something. (McCarthy 1996, 136) Brown and Yule also express the importance of the correct transference of information. The speaker has to make sure that the recipient understands the received information correctly. However, interactional talk, is listener-oriented. Its primary function is to maintain social contact between the participants. (1983, 3-4) Both McCarthy (1996) and Brown and Yule (1983) agree that everyday human interaction is interactional rather than transactional. In contrast to spoken language, written texts are usually transactional. However, there are written genres whose purpose is not to

exchange information but to maintain social relationships. These genres can be, for example, *love letters*, *'thank you' notes* or *anonymous letters*. (Brown and Yule 1983, 4)

The first characteristic of conversation which will be discussed is that a conversation is spoken. It is obvious that, from the point of view of production, "spoken and written language make somewhat different demands on language-producers". (Brown and Yule 1983, 4) A speaker may use paralinguistic features which may be either vocal or body. Vocal features are related to the way people speak. People can speak loudly or softly and the tone of their voice can be changed. These changes can indicate a speaker's nervousness, anger or doubt. Body features are related to the way people use their bodies to communicate meaning. Body features can be gestures, facial expressions, proximity or posture. (Educational research techniques 2015) Paralinguistic features are fully denied to writers.

Brown and Yule (1983, 4-5) further mention that speakers have to monitor and control what they have just said. They have to determine whether what they said is clear to the listener or whether the listener is paying attention. Speakers also have to plan their speech carefully because everything they say will be heard by their listeners. However, the writer may look at what they have just written. "He can pause between each word with no fear of his interlocutor interrupting him, take his time in choosing a particular word, even looking it up in the dictionary if necessary". (Brown and Yule 1983, 5) The advantage for the speaker is that they have immediate feedback from other participants in the conversation. They can modify what they are saying and they can make it more acceptable for their listeners. There is no immediate feedback for the writer; they can only imagine the reader's reaction. (Brown and Yule 1983, 5)

Another characteristic of conversation is its inexplicitness. Speech lacks a clear division into units and therefore sentences in speech are sometimes hard to rightly delimit. However, in writing the beginning and the end of a sentence is usually easy to recognize. This is due to a grammatically correct sentence starting with a capital letter and ending with a full stop or with another punctuation mark. (Novotná 2016, 12-13) Sometimes the sentences in spoken language are left unfinished because they do not require completion. Speakers may express the intended parts of the information via facial expressions or gestures.

Another characteristic of conversation is that it happens in real time. Conversations are usually spontaneous and speakers are 'under pressure' of real time because they have to plan and execute their utterances simultaneously (Biber et al. 2007, Thornbury and Slade 2006). Due to the lack of time for planning, speakers do not utter long and complex sentences. According to Thornbury and Slade, the main factor which distinguishes spoken and written language is time. "The real-time spontaneity of talk accounts for a number of features that distinguish it

from writing. The most obvious of these are ‘dysfluency’ effects.” (2006, 12) Dysfluencies, which reflect speaker’s hesitation and result from the unprepared nature of speech, can be expressed by pauses, repetitions, ungrammaticality or repairs; all of them contributing to normal non-fluency. (Leech, Deuchar and Hoogenraad 1982, 139). Dysfluencies in speech, their functions and specifications, will be discussed later in the thesis. However, Biber et al. mention another difference between spoken and written language regarding real-time spontaneity. Speakers who know precisely what to say can save time and energy by reducing the length of what they actually say. An effort-saving device commonly used in conversation can be the use of contraction: reduced enclitic forms of the verb (*it’s*) and of the negative particle (*can’t*). Another effort-saving device is the use situational ellipsis. (2007, 1049)

Another characteristic of conversation is that it takes place in a shared context. Biber et al. claim that “conversation is typically carried out in face to-face interaction with others” (2007, 1042), especially with members of our family, our co-workers or our friends with whom we share contextual background as well as an immediate physical context of time and space. In addition, we also share context of social, cultural and institutional knowledge. (Biber et al. 2007, 1042) This reliance on the shared knowledge of the participants is, according to Thornbury and Slade, a reason for a number of features of talk that distinguish it from written texts. (2006, 14) Typical for conversation is a low frequency of nouns a very high frequency of pronouns, “as the speaker assumes the listener shares with him/her the knowledge of who is referred to by the pronouns he, she, they etc.” (Novotná 2016, 14) Personal pronouns (especially *I* and *You*) are typically used based on shared knowledge because they refer directly to the participants of the conversation. Quite frequent is also the use of non-clausal expressions or inserts, whose interpretation also depends on situational factors. (Biber et al. 2007, 1042-1043) The use of pronouns represents a feature of grammatical reduction, however, there are other structures that can be used as well: *ellipsis* and *substitute pro-forms*. Reduction of the number of words uttered leads to the simplification of grammatical structures. Short sentences are one of the most basic features of spoken language. (Biber et al. 2007, 1043) In contrast, writers do not share contextual background with their readers. They cannot assume that readers share their knowledge of references mentioned in the text, therefore “greater explicitness is needed to ensure understanding.” (Thornbury and Slade 2006, 15)

Another aspect of conversation is that it is interactive. It means that at least two parties have to exchange turns in order to have a meaningful conversation. (Thornbury and Slade 2006, 16) Brazil points out that not all forms of speech are interactive. He compares conversation with monologue. While conversation might be said to be interactive because both parties contribute,

monologue cannot because it is a speech carried out by one person. (1995, 29) Thornbury and Slade confirm this as they state: “Conversation is speech but it is not a speech” (2006, 16). The way speakers manage their turns and continue in ongoing conversation will be described later in the thesis.

Another characteristic of conversation is that it is informal. The informal style of conversation is due to its spontaneous and interactive nature as well as because of its interpersonal function. (Thornbury and Slade 2006, 20) In general, speech is considered less formal than writing, as stated by Novotná. (2016, 13) In connection with the informal style of conversation, Biber et al. introduce linguistic means that express the informality in speech. Such means are, for example, simple and short sentences and an extensive use of contracted forms and phrasal verbs. (2007, 9-10)

Conversation is also characterized by a high level of repetitiveness. Biber et al. claim that conversation is more repetitive than three written registers. Speakers often repeat what they have already said. This might be due to the pressure of real time. By repeating, speakers get more time to plan what to say next. (2007, 1049) Novotná also claims that speakers repeat themselves in order to emphasize an important piece of information for their listeners. The advantage of written language is the possibility to read the same text repeatedly until a piece of information is understood. (2016, 13)

## **2. Conversation Analysis**

Having covered the main characteristics of conversation, we can now move on to another topic, which is the conversation analysis. Since this thesis deals with analysis of conversations it might be useful to briefly introduce the area of study of conversation analysis.

The most basic definition of conversation analysis (hereinafter referred to as CA) is that it is the study of talk. (Hutchby and Wooffitt 1998, 13) However, for the purpose of this thesis, the definition requires more complex definition: “it is the systematic analysis of the talk produced in everyday situations of human interaction: talk-in-interaction.” (Hutchby and Wooffitt 1998, 13) The objective of CA is also to discover how “participants understand and respond to one another in their turns at talk, with a central focus being on how sequences of actions are generated”. (Hutchby and Wooffitt 1998, 14) That is to say, talk is an essential aspect of human life and CA tries to understand its organization and how participants display their understanding of what is going on in the current conversation.

It is preferable by conversation analysts to use the term talk-in-interaction over conversation to refer to the object of CA research. This is because the field of CA is not based

solely on the analysis of everyday conversations. Practitioners study a wide range of forms of talk-in-interaction, therefore the term conversation is less accurate (Hutchby and Wooffitt 1998, 13). Despite the fact that talk is the verbal instantiation of language, the object of CA study is “the interactional organization of social activities” (Hutchby and Wooffitt 1998, 14) and not the language as such. In other words, CA does not study structures of language but the aim is to discover what sense these structures obtain. The authors also propose that words which are used in talk are not studied from the view of semantics but they are studied as “products or objects which are designed and used in terms of the activities being negotiated in the talk.”(1998, 14)

## **2. 1. Turn-taking**

As already mentioned, in a normal conversation there are always turns. Turns can be defined as a characteristic of conversation which refers to a shift in the direction of the speaking flow (Rheisa 2014, 9). For conversational analysts, it is important how these turns are sequentially ordered. They study transitions between turns in order to discover how the participants act. It is essential for the speaker in the ‘next turn’ to display his understanding of what was said in the previous turn. That understanding “may turn out to be what the prior speaker intended, or not” (Hutchby and Wooffitt 1998, 15). This is considered to be the most basic tool used in CA because, as mentioned before, for CA it is important how the participants understand, or make sense of, any given utterance. (1998, 16)

### **2. 1. 1. Adjacency Pairs**

The first term that needs to be defined in relation to sequentially ordered turns is the term *adjacency pairs*. According to Seedhouse, such pairs “are paired utterances such that on production of the first part of the pair the second part of the pair becomes conditionally relevant” (Seedhouse 2005, 167). Such pairs can be *questions and answers, invitations and acceptance/declinations, or greetings and return greetings*. According to Hutchby and Wooffitt, these sequences “are called adjacency pairs because, ideally, the two parts should be produced next to each other”. (1998. 40) However, Seedhouse claims that the adjacency pair concept does not ensure that the second pair is always provided for the first pair. In other words, if the speaker produces the first pair (question) and second speaker does not provide the second pair (answer), the adjacency pair rule is violated and the first speaker may feel snubbed. (2005, 167)

## **2. 1. 2. The Organization of Turn-taking**

Cutting (2002) explains the turn-taking model as a cooperation in conversation which is managed by all participants. She further claims that, normally, only one person speaks at a time and the rest of the participants wait until the speaker finishes their turn (2002, 29). The position or point in conversation where a change of turn is possible is called transition-relevance place (Hutchby and Wooffitt 1998, Cutting 2002). This is when a problem arises when a speaker fails to recognize the transition-relevance place and interrupts the current speaker in the middle of an utterance. This is called an overlap (Cutting 2002, 29). In relation to this, Sacks, Schegloff and Jefferson introduced a set of rules which describe how turns come to be allocated at transition-relevance places (as cited in Hutchby and Wooffitt 1998, 49):

1. If the current speaker has identified or selected a particular next speaker, then that speaker should take a turn at the place.
2. If no such selection has been made, then any next speaker may (but need not) self-select at that point. If self-selection occurs, then the first speaker has the right to the turn
3. If no next speaker has been selected, then alternatively the current speaker may, but need not, continue talking unless another speaker has self-selected, in which case that speaker gains the right to the turn.

However, the authors do not propose that this turn-taking system is strictly reproduced on every occasion of talk-in-interaction. They note that every speaker adopts these rules and transforms them in a way that is most suitable for them. (Hutchby and Wooffitt 1998, 50),

## **3. Means of Hesitation**

Having covered characteristics of conversation and the turn-taking system, attention can be turned to the means of hesitation. As was already mentioned, spontaneous speech provides many challenges for speakers. Especially the unprepared nature of speech and the pressure of a real time result in frequent disruptions of fluency. This chapter deals with those means that reflect speakers' hesitation. More specifically, it provides an overview of hesitation pauses, repetitions and speech repairs. Other types of speech disfluencies are not considered in this work.

### **3. 1. Pauses**

Generally speaking, hesitation pauses are devices for signaling that speakers are having problems regarding fluent continuation. In conversations, where hesitation pauses occur



frequently, two types can be distinguished. These are *unfilled pauses* and *filled pauses*. (Biber et al. 2007, Zellner 1994, Lickley 2015)

### **3. 1. 1. Unfilled Pauses**

An unfilled pause is the most basic form that speakers might use to hesitate. It is a short period of silence which speakers use to find the right word to say or to prepare a plan of what to say next (Biber et al. 2007, 1053). However, unfilled pauses occur naturally in speech for fluency reasons. The simplest explanation of using an unfilled pause is the need for breathing. Fors specifies this fact as a process in which people speak for as long as they can and then take a pause to inhale (2015, 22). It is impossible to imagine speaking fluently without breathing. In fact, speaking without natural pauses for breathing would result in a chaotic speech with a little chance to understand what the speaker is trying to say. For this reason, such pauses are of a little concern in studies of hesitation phenomena. (Rose 1998, 7) For the same reason, unfilled pauses of a fluent nature will not be further discussed in the thesis.

Referring to the unfilled pauses that express hesitation, we can see that their presence in conversations have multiple reasons. According to Biber et al., an unfilled pause is a period of silence which gives the speaker time to plan what to say next or to retrieve the following structures. (2007, 1053). Example 1 illustrates the short period of silence which signals that a speaker needs extra time to finish the intended message (the unfilled pause is indicated by a dash).

[Ex.1] *Do we have a couple of dice about? – Or shall we just guess?* (Biber et al. 2007, 1053)

However, Carter and McCarthy explain the usage of unfilled pauses as an indication that the topic of the conversation is about to change. (2006, 172) This fact can be demonstrated by this example (the unfilled pause is indicated by three dots):

[Ex.2] *A: I spoke to her last night and ... well she's not going to take the job*

*B: How is he taking the divorce thing?*

*A: Okay, I suppose ... Are you planning on shopping this afternoon?* (Carter and McCarthy 2006, 172)

### **3. 1. 2. Filled Pauses**

Filled pauses are filled not by silence but by fillers and they are “generally considered to be an indicator for hesitation and bad preparedness” (Kock 2007, 3), although they are believed to have more functions (2007, 3). Before moving to functions of filled pauses, it should be noted that filled pauses might be further divided into two subcategories. Some authors (Kock 2007,

Thornbury and Slade 2006) distinguish between *lexicalized* and *unlexicalized* forms of filled pauses. Lexicalized filled pauses consist of lexical words such as: *well, like, or, you know*, while non-lexicalized filled pauses consist of non-lexical elements such as: *er, erm, uh, um, or, em*. (Thornbury and Slade 2006, 56) However, this division does not suggest that each subcategory of filled pauses has different functions. Considering the hesitant functions, both lexicalized and unlexicalized filled pauses occur in conversation for the same reasons.

The use of filled pauses can indicate that the speaker has not yet finished his or her turn and wish to continue (Carter and McCarthy 2006, 172). In other words, speakers use filled pauses to hold their conversational turns. This might be shown using the example:

[Ex.3] *I suppose, er, she'll, she'll take over next week then?* (Carter and McCarthy 2006, 172)

In Example 3, the speaker used the unlexicalized filler 'er' to clarify that they will continue in their speech. The first act is completed, yet the speaker wants to continue, but they are not ready yet. By using the filler, which works as a filling act, the speaker is getting enough thinking time to organize what to say next, but the speaker is also sending a signal to other participants of the conversation that they will continue in their turn. Speakers may signal that they want to hold the conversational turn by producing filled pauses in the middle of the turn. However, filled pauses produced at the end of a turn can be used to relinquish the turn (Kock 2007, 3). Whether the speakers want to continue in their turns or whether they want to stop speaking, filled pauses and their functions "pertain to the management of conversational turns" (Kock 2007, 3).

Another function of filled pauses occurring frequently in conversations is to give a speaker enough time to retrieve following words or to organize a discourse as a whole. To understand what role filled pauses play in conversation, it is important to identify words that are preceded by filled pauses. Many authors agree that filled pauses occur dominantly before function words. It suggests that filled pauses primarily function as devices to give a speaker enough time to organize the discourse. (Carter and McCarthy 2006, Maclay and Osgood 1959)

In general, the use of both unfilled and filled pauses depends on the speaker and situational context. According to Igras-Cybulska, Ziółko, Żelasko and Witkowski (2016, 2), the use of pauses is strongly influenced by the speaker's personality and their speaking habits. Another important factor is how much a speaker is prepared for the task. Authors also discuss durations of pauses. They claim, "stress during speaking is an important factor dictating the frequency and lengths of pauses" (2016, 2). It is expected that speakers in less formal conversations, with people of the same age or the same social position, will produce less hesitation pauses than people in formal conversations. Zellner, however, pointed out that there are other factors that influence the frequency of pauses. More specifically, she mentioned the

situational context of a conversation. If the speaker is being constantly interrupted by other speakers or when the speaker is under pressure of any kind, he/she is more likely to produce more hesitation pauses. In other words, the more difficult the conversational context, the more pauses are likely to occur. (Zellner 1994, 47-48)

For the purpose of this thesis, I have decided to use the classification of pauses introduced, for example, by Biber et al. 2007, Zellner 1994 and Lickley 2015. However, only filled pauses will be taken into account in the analytical part in order to make the analysis as objective as possible. This is because the work is with transcripts of conversations where the unfilled pauses are not marked sufficiently. All filled pauses will be further analyzed according to their form (lexicalized and non-lexicalized).

### **3. 2. Repetition**

Another hesitation phenomenon that a speaker may use to gain more time is repetition. When speakers pause while they are speaking, they often restart by repeating a word or two with a fluent continuation.

Lickley points out that repetition does not always express hesitation. Speakers may repeat words in order to convey the intended message (repetition of digits in a phone number), or to emphasize an important piece of information. (2015, 28) This corresponds in full with Biber et al., who also distinguish between fluent and hesitant repetition. More precisely, they distinguish between the terms *repeats* and *repetition*. Repeats are a form of dysfluency that are usually unplanned. It is another strategy that a speaker may use to gain more time. The same words or parts of clauses are repeated until the speaker is ready to continue. (2007, 1055)

[Ex.4] *Hopefully, he'll, er, he'll see the error of his ways.* (Biber et al. 2007, 1055)

In this example there is a repeat of *he'll*. The speaker takes time to produce an appropriate expression. This sentence combines a repeat and a pause. By using two types of dysfluencies, the speaker has even more time to plan what to say next.

However, repetition can occur intentionally. Repetition of words or phrases can help the speaker to get more attention or intensify their speech. Biber et al. claim that sometimes it is rather difficult to distinguish between hesitation and intention. (2007, 1056) This fact could be demonstrated by these examples:

[Ex.5] *I cried and cried and cried and cried.*

*Oh wait, wait, wait, you forgot this.* (Biber et al. 2007, 1056)

In the above examples repetitions seem to be rather more intentional than disfluent. Speakers do not struggle for what to say next but emphasize important parts of the speech (cried and wait).

When deciding whether the repetition is fluent or hesitant, it is important to look at the repeated word. Lexical words are frequently repeated for fluent rhetorical reasons (Lickley 2015, 29). One of the reasons for repeating lexical words is to make the talk both cohesive and coherent. When speakers feel that a piece of information is important, they repeat it to make sure that the other participants understand it. (Thornbury and Slade 2006, 49) Although Lickley concedes that lexical words are repeated for fluent reasons, he also states that they might be repeated dysfluently. If so, the repetition of lexical words is usually accompanied by other hesitation phenomena. (2015, 29) However, Lickley (2015) and Biber et al. (2007) reveal that words more likely to be repeated are grammatical words. Biber et al., for example, mention that determiners (*the, a*) usually introduce noun phrases that contain at least one content word. Words like *the* or *a* are infrequently repeated for fluency reasons. Instead, they are repeated dysfluently. Repetition of grammatical words allows more time for planning following content words. (2007, 1058-1059) Example 6 illustrates the repetition of the grammatical word *the*, which precedes the content word *summer*.

[Ex.6] Aye, *the the* – *summer house is Victorian*. (Biber et al. 2007, 1059)

Before preceding any further, it should be noted that the term *repetition* will be used, in this thesis, to refer to all occurrences of repetitions that express hesitation. The term *repeats* introduced by Biber et al. (2007) will not be used in this thesis.

### **3. 3. Speech Repairs**

Spoken language is usually unplanned and sometimes the speaker does not have enough time to plan what to say next. Hence, speakers might need to go back and repeat or modify what they just said. (Heeman and Allen 1999, 528)

Repairs usually have a standard form and consist of three parts: *original utterance*, *editing phase* and *repair* (Levelt 1983, 44). *Original utterance* contains a problematic spot or *reparandum*; the item that needs to be repaired. *Original utterance* is everything from the last sentence boundary before the *reparandum* to the moment of interruption. The second part is called the *editing phase*, which is a shorter or longer period of hesitation. (Levelt 1983, 44) Heeman and Allen add that this part can be optionally followed by the *editing term* which can consist of unlexicalized filled pauses (*or, uhm, um*) or lexicalized filled pauses (*I mean, well, let's see*). (1999, 529) Heeman and Allen (1999, 529) call the third part *alteration* as opposed

to Levelt's (1983, 44) *repair*. Heeman and Allen define the last part as "the speech that speaker intends as the replacement for the reparandum" (1999, 529). For the hearer, it is important to determine the intended utterance; they need to detect the repair and determine the extent of the *reparandum*. If the hearer fails to recognize the extent of reparandum, it might lead to confusion and the course of the whole conversation might change. Levelt adds "that there are many repairs where there is nothing wrong to start with; also many repairs are not correct themselves, sometimes leading to a staggering of additional repairs" (1983, 44).

[Ex.13] *that's the one with the bananas I mean that's taking the bananas* (Heeman and Allen 1999, 529)

The original utterance in the above example is *that's the one with the bananas* and the utterance contains the reparandum *with the bananas*. At this stage, the speech is interrupted for editing. The editing phase in this example is followed by the filled pause *I mean*. The last part, the repair *that's taking the bananas*, represents the replacement for the reparandum. In the above example, the speaker's intended utterance was *that's the one that's taking the bananas*.

### 3.3.1. Repair Types

Many linguists have presented various classification systems of speech repairs. For that reason, different categories provided by authors such as Schegloff, Jefferson and Sacks (1977), Levelt (1983) and Heeman and Allen (1999) will be presented. The chapter will also specify what terminology will be used for the analytical part.

Schegloff, Jefferson and Sacks introduced a system that covers a broad area of repairs in conversation as well as a set of methods helping identify errors and execute repairs. Firstly, the authors distinguish between 'self-repair' and 'other-repair', meaning "correction of that which is being corrected vs. correction by some other". (1977, 361) Secondly, the authors propose that a distinction is also made between repair-initiation and repair completion. A speaker who performs a repair does not have to be the one who initiated the repair process. Combinations of the two essential components result in four types of repair defined by Schegloff, Jefferson and Sacks (1977, 364-365): *self-initiated self-repair*, *other-initiated self-repair*, *self-initiated other-repair*, and *other-initiated other-repair*.

Levelt's classification system of speech repairs is based solely on *self-repairs*. Levelt claims that speakers may monitor their own speech to detect what error has been made during the process of planning an utterance. Once the speaker realizes the origin of a trouble source, they can interrupt their speech and make a repair. The monitor is a fundamental aspect of Levelt's classification of self-repairs. (1983, 49-50)

The main categories in Levelt's classification system are *D-repairs*, *Appropriateness repairs*, and *Error repairs*. D-repairs address the question 'Do I want to say this now?' (Levelt 1983, 51) and they are required when the speaker wants to change the current message with a different one. While speaking, a speaker may realize that another choice of words would be easier or more effective and therefore they interrupt the flow of speech and start again. Appropriateness repairs address the question 'Do I want to say it this way?' (Levelt 1983, 51) and they are required when a speaker realizes that what has been said is correct but needs to be modified for the purposes of a conversation. Error repairs are repairs which address the question 'Am I making an error?' (Levelt 1983, 53). They are required when a speaker makes a mistake at lexical, syntactic or phonological level.

Besides the three main categories, Levelt also introduces a group of *covert repairs* (hereinafter referred to as C-repairs) which "are characterized by either just an interruption plus editing term, or the repeat of one or more lexical items" (1983, 55). It is important to mention that Levelt (1983) makes a difference between covert error and overt error. An overt error is spoken, therefore it is actually presented in speech. A covert error is an error that has been identified in the middle of a planning process and corrected by the speaker before it was articulated, so C-repairs are errors that are never heard.

Heeman and Allen divide speech repairs into three groups: *fresh starts*, *modification repairs*, and *abridged repairs* (1999, 529). A fresh start occurs when the speaker abandons what she was saying and starts again. "For fresh start, there can sometimes be little or even no correlation between reparandum and alteration" (Heeman and Allen 1999, 530). Example 17 illustrates a fresh start where speaker abandons the original utterance *I need to send*, and replaces it by a question *How many boxcars can one engine take?*

[Ex.17] *I need to send*    *let's see*    *How many boxcars can one engine take?* (Heeman and Allen 1999, 530)

Modification repairs present the second type of speech repair classified by Heeman and Allen. These repairs modify what was said before and comprise the rest of repairs with a nonempty reparandum. Speakers can modify what they said by deleting words, which do not fit the ongoing conversations. As opposed to deletion of words, speakers can add words, which would be more appropriate for the purpose of a conversation. One of the most important features of modification repairs is a strong word correspondence between reparandum and alteration. (1999, 530) In addition to modification repairs, Heeman and Allen claim: "modification repairs can in fact consist solely of the reparandum being repeated by the alteration" (1999, 530). Nevertheless, repetitions that are used to hold the floor will not be coded as repairs in this thesis.

For the last type, abridged repairs, there is no reparandum. It consists of a word fragment or/and editing term. As for the function, Heeman and Allen claim, that an abridged repair is a result of an error identified and corrected by the speaker before it was fully articulated. (1999, 530)

Although Heeman and Allen (1999, 530) propose that filled pauses are signals of abridged repairs, they will not be considered as abridged repair in this thesis since there is no direct evidence to detect whether the filled pause occurs as a stalling device or whether the filled pause suggests that a repair has been made. Therefore, only abridged repairs consisting of a word fragment will be coded as abridged repairs.

Although Levelt (1983) and Heeman and Allen (1999) categorize speech repairs differently, some similarities can be observed. The major repair structures introduced by Heeman and Allen correspond with the functional categories stated by Levelt. Fresh starts map on D-repairs since they both cover cases where the speaker abandons the current message and starts again. Modification repairs map on appropriateness repairs as well as on error repairs, since modification repairs involve repairs with a non-empty reparandum. The abridged repairs resemble Levelt's C-repairs since their use suggests that a repair has been made during the planning process.

To conclude, for the purpose of this thesis, I have decided to use the classification introduced by Schegloff, Jefferson and Sacks (1977). However, the analytical part of the present thesis will focus mainly on self-initiated self-repairs. All self-initiated self-repairs will be further analysed according to categories introduced by Heeman and Allen (1999) - *fresh starts*, *modification repairs*, and *abridged repairs*. The classification suggested by Levelt offers an overabundance of categories, which might lead to disordered results in my research.

### **3. 4. Discourse Markers**

This chapter deals with expressions such as *like*, *I mean* or *um* which can be used as discourse markers. These are often used in the editing term of speech repairs or they occur in a conversation as filled pauses. Therefore, these expressions represent a crucial part in identifying hesitation phenomena.

A wide range of relevant literature deals with discourse markers. Despite this wide research, however, there is no generally accepted definition of the term *discourse marker*. There is also a wide range of terms used to refer to these elements. Among them there are the *discourse marker*, *pragmatic marker*, *discourse particle*, *pragmatic particle*, *pragmatic expression* or *connective*. (Jucker and Ziv 1998, 1) Jucker and Ziv claim that "the terminological diversity

reflects both the wide range of linguistics approaches that have been employed for their study, and the multiplicity of functions which these elements are said to fulfil” (1998, 1).

Biber et al. define discourse markers as “inserts which tend to occur at the beginning of a turn or utterance” (2007, 1086). Discourse markers are words or expressions that are freely connected to clauses and facilitate an ongoing interaction. Biber et al. claim that “lexically, discourse markers are indecomposable, although they may have grammatical structure (e.g. *good grief* has the structure of a noun phrase), they do not affect the propositional meaning of the clause, instead having a purely pragmatic function” (2007, 140). Authors further sorted discourse markers into categories including interactive uses of *well*, *right* and *know* as well as of the finite verb formulae *I mean*, *you know* and *you see*, but also less frequent forms such as *mind you* and *now then*. (2007, 1086) Together with discourse markers, Biber et al. introduce other inserts such as *attention signals*, *response forms* or *hesitators*. The main function of attention signals is to attract the attention of addressees. Response forms are used as responses to a previous remark by a different speaker. Hesitators are defined as pause fillers. Hesitators are for example: *um*, *er*, *erm*, *ehm* or *uh*. (2007, 1888-1092)

Schiffrin characterizes discourse markers as “sequentially dependent elements that bracket units of talk i.e. nonobligatory utterance-initial items that function in relation to ongoing talk and text” (2001, 57). Schiffrin proposes that discourse markers are linguistic expressions consisting of members of word classes as varied as conjunctions (*and*, *but*, *or*), interjections (*oh*), adverbs (*now*, *then*), and lexicalized phrases (*you know*, *I mean*). (2001, 57) However, Fraser defines discourse markers “as a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases” (1999, 931), and he does not consider interjections such as *oh* and *now* and non-verbal expressions as discourse markers. Although he does not suggest that discourse markers consist solely of lexical expressions, he does consider groups classified by Schiffrin (2001) as discourse markers to be defined imprecisely. (2009, 294)

At the start of this section, it was mentioned that discourse markers are said to fulfill the multiplicity of functions. “These functions include *discourse connectors*, *turn-takers*, *confirmation-seekers*, *intimacy signals*, *topic switchers*, *hesitation markers*, *boundary markers*, *fillers*, *prompters*, *repair markers*, *attitude markers*, and *hedging devices*” (Jucker and Ziv 1998, 1). According to Biber et al. discourse markers combine two roles. The first role is “to signal a transition in the evolving progress of a conversation” and the second role is “to signal an interactive relationship between speaker, hearer and message” (2007, 1086). Heeman and Allen also note that discourse markers “are used to achieve a variety of effects: such as signal



an acknowledgement or acceptance, hold a turn, stall for time, signal a speech repair, or signal an interruption in the discourse structure or the return from one” (1999, 530).

Although many linguists agreed that discourse markers have multiple functions, they hold widely divergent opinions on which expressions can be considered discourse markers. For the purpose of this thesis, however, only those expressions indicating the hesitation of speakers will be considered in this thesis. Such markers are lexicalized phrases, for example, *I mean, you know, well, or I see*. It should be noted that interjections such as *oh, um* or *uh* will also be considered in this thesis.

## **4. Introduction to the Practical Part**

The practical part of the present thesis focuses on the analysis of hesitation phenomena as they occurred in the material chosen for the analysis. Firstly, the main goals of the analysis are set out. Secondly, sources of a chosen corpus and methodology used to gather occurrences of hesitation phenomena for the purposes of the analysis are described. Finally, the latter chapters focus on the interpretation of the results of the analysis.

### **4. 1. Aim of the Analysis**

The goal of the practical part is to analyze occurrences of hesitation phenomena in the chosen corpus. The goal of this part is also to find out whether level of formality, type and topic of conversation is an indicator for the usage of means of hesitation. Therefore, the means of hesitation will be analyzed separately for formal and informal conversations. After that, the results will be discussed and compared.

### **4. 2. Corpus Description**

The corpus comprises eight conversations on various topics and with different levels of formality. Three conversations were taken from the Michigan Corpus of Academic Spoken English (hereinafter referred to as MICASE) the remaining conversations were taken from Santa Barbara Corpus of Spoken American English (hereinafter referred to as BARBARA). Chosen conversations from both corpora consist of approximately 9,000 words. In order to obtain data from more conversations, only parts of conversations were selected for the analysis. The reason why these two sources were chosen for the analysis is that they provide conversations with different levels of formality. MICHIGAN includes formal conversations while BARBARA corpus focuses on everyday conversations with a lower level of formality. Each conversation has its own identification number. The examples of the analysis will have renewed numbering starting with the number 1, and at the end of every example there will be

an identification number in brackets which will refer to the particular conversation in the Appendix C. The Appendix B includes a set of transcript symbols used to provide details of the vocal production of utterances in conversations. Although most of the symbols were irrelevant for the analysis, it is included for the sake of completeness.

### **4. 3. Methodology**

As stated in 4. 1, the aim of this analysis is to detect and categorize occurrences of hesitation phenomena in the chosen material. For this purpose, two corpora were created. The first corpus consists of formal conversations which were taken from the MICASE corpus. The second corpus consists of informal conversations which were taken from the BARBRA corpus. Each conversation has its unique identification number. Conversations from the MICASE corpus are marked as INT425JG002, INT175SF003 and DIS115JU087, while conversations from the BARBARA corpus are marked as SBC043, SBC047, SBC048, SBC060 and SBC058, when each number refers to the particular conversation in the Appendix. Chosen conversations were further analyzed in order to detect means of hesitation; their form, function and number of occurrences. Occurrences of each group are counted and expressed in both exact numbers and percentages.

As for the groups of hesitation phenomena, three categories are used, which are filled pauses, repetitions and speech repairs. In order to ascertain which category of hesitation phenomena has the most numerous representation in the corpus, filled pauses and speech repairs were divided into subcategories, which were introduced in the theoretical part, and each subcategory was analyzed individually.

When deciding to which category a particular occurrence should be assigned, certain identification criteria needed to be established. For the filled pauses, it was important to distinguish whether they occurred on their own or whether they were a part of a speech repair. If they occurred within reparandum or alteration of a speech repair, they were not coded as filled pauses. Another important aspect of filled pauses is their function. Only those occurrences that express speakers' hesitation were tagged in the corpus. However, the analytical part also provides examples of other functions of filled pauses. In terms of repetition, the decision whether they express hesitation also had to be done before tagging them in the corpus. Again, if repetitions did not express hesitation, these occurrences were not marked in the corpus. The great difficulty was related to word fragments. It had to be distinguished whether a word fragment indicates repetition, word replacement or whether it is a signal of an abridged repair. If a word fragment included only corresponding letters with the next word, then it was

considered as repetition (e.g. *dif- different*). If the first letter was corresponding with the first one in the next word and the other not, then it was considered as a modification repair. (e.g. *cu-court*). Abridged repairs consist solely of a one-letter word fragment with no corresponding letter with the next word.

Finally, a distinction between modification repairs and fresh starts had to be made. If there was little or even no correlation between reparandum and alteration, the speech repair was coded as a fresh start. Consequently, if there were corresponding words between reparandum and alteration, the speech repairs were coded as modification repairs.

Before moving to the actual analysis, it is important to mention that there were occurrences in the corpus that were unable to be precisely categorized. This is due to transcripts of conversations occasionally containing unintelligible parts. These are marked as (xx) in the MICASE corpus and as (x) in the BARBARA corpus. In other words, transcripts do not always contain everything that speakers said. Therefore, it was not possible to determine a precise category of hesitation because it was not clear what preceded or what followed the hesitation. For this reason, only those structures that were completed and where the speakers' intention was clear were considered for the analysis.

## 5. Findings and Results

Table 1 shows the frequency of hesitation phenomena in chosen corpora. Altogether, there were 801 instances that signal speakers' hesitation. However, it should be noted that the number of occurrences in the MICASE corpus is almost double the number of occurrences in the BARBARA corpus. Given the fact that both corpora consist of approximately the same amount of words, it is a surprising finding. The following chapters will investigate occurrences of hesitation phenomena within formal and informal conversations.

Table 1: Frequency of hesitation phenomena

	MICASE	%MICASE	BARBARA	%BARBARA	Total
Unlexicalized filled pauses	142	17,7	74	9,2	216
Lexicalized filled pauses	121	15,1	61	7,6	182
Repetition	165	20,6	69	8,6	234
Modification repairs	65	8,1	55	6,8	120
Fresh starts	19	2,3	13	1,6	32
Abridged repairs	5	0,6	12	1,5	17

## 5. 1. Analysis of Filled Pauses

By far the most common hesitation phenomena in corpus were filled pauses. Altogether there were 398 occurrences. Unlexicalized and lexicalized filled pauses are analyzed individually.

### 5. 1. 1 Unlexicalized Filled Pauses

The most common unlexicalized filled pauses (hereinafter referred to as UFPs) identified in the corpus are *um* and *uh*. There were also identified other UPFs such as *mm*, *ah*, *oh*, or *mhm* but these are less noticeable in the corpus. In total, all these fillers occurred in 216 cases in the data analyzed. However, this chapter focuses mainly on UFPs occurring alone. UFPs which co-occurring with other hesitation phenomena will be analyzed in the chapter 5.4. UFPs occurring alone were identified in 170 cases.

When comparing formal and informal conversations, there is a significant difference in an amount of produced UFPs. Such pauses were used in 108 cases in formal conversations and in 62 cases in informal conversations. This finding lends support to the author's assertion (see chapter 3.1.2.) that speakers in informal conversations produce less hesitation pauses than people in formal conversations.

The main function of UFPs is to give a speaker extra time to think about what to say next, or to give a speaker enough time when he/she is searching for an appropriate word.

[Ex.1] S1: (...) *they have plant science and they have **uh** agricultural engineering.*  
(INT425JG002)

[Ex.2] S2: *or they're just too young to understand the **uh**, consequences of stealing*  
(DIS115JU087)

In the first example, the speaker explains what areas of study are there. After citing one area, the speaker utters *and* which requires listing a second area of study. However, it appears not to be prepared. Therefore, the speaker utters *uh* to get extra time to finish the remainder of the clause. In the second example, the speaker seems to struggle to recall the word *consequences*. Again, the filled pause provides a little extra time. In this case, to search for an appropriate word.

Although UFPs express hesitation in most cases, there are occurrences in the corpus, where UPFs have different functions. In Example 3, *oh* used in the form of *oh yeah?* expresses surprise, while *oh* used in Example 4 illustrates the confusion of Jon. The UFP *mhm* used in Example 5, expresses agreement of one speaker with another.

[Ex.3] Alice: *It's really spicy ~Annette.*

Annette: **Oh** yeah? (SBC058)

[Ex.4] Alan: (...) *Not the same guy, as this guy.. Nierman* (...)

Jon: **Oh** I thought there was a connection (SBC060)

[Ex.5] Lea: (...) *this is the one I want you to open now*

Judy: *This one?*

Lea: **mh**m (SBC048)

There is another function of UFPs that is worth mentioning. The filler *oh* is quite often used as a part of an exclamation. In the corpus, several exclamations were identified. More precisely, there are occurrences of exclamation of shock, as in Example 8, annoyance, as in Example 7, and surprise or joy, as in Example 6. However, it should be noted that exclamations were identified mainly in informal conversations.

[Ex.6] Steven: (...) *And it's a bowl with goodies and coupons.*

Sheri: **Oh** wow. (SBC058)

[Ex.7] Steven: *You don't know the half of it*

Sheri: (...) *I don't know the half of it, do I.. Yeah, oh man* (SBC058)

[Ex.8] Alan: (...) *He died in sixty-s=-*

Jon: **Oh** God

Alan: *December sixty-seven* (SBC060)

### 5. 1. 1. 1. Location of Unlexicalized Filled Pauses

Table 2: Summary of positions of UFPs within turns

	MICASE	%MICASE	BARBARA	%BARBARA	Total
At the beginning of a turn	4	2,3	0	0	4
In the middle of a turn	104	61,3	62	36,4	166

Table 2 indicates that the dominant position of UFPs in both formal and informal conversations is the position in the middle of a turn. This result is not surprising since UFPs are devices for signaling that speakers have not yet finished their turn, and for discouraging other speakers from taking their turn. Kock mentions that UFPs can appear throughout an utterance at varying

levels of syntactic boundaries and he believes that speakers use this extra time to plan what to say next. (2007, 3) When focusing on UFPs produced in the middle of a turn, it is important to analyze words that were preceded by UFPs. UFPs that are used in the middle of a turn and do not precede a lexical word signal an ongoing planning process. Speakers pause to make an overall plan of a discourse. However, UFPs that do precede lexical words signal a lexical retrieval problem. In this case, speakers pause because they search for one specific word.

In 44 cases in the MICASE corpus, UFPs preceded content words signaling a lexical retrieval. However, the rate of UFPs that preceded non-lexical words is much higher. More specifically, UFPs preceding non-lexical words were identified in 60 cases. In terms of percentage, this can be expressed as 42.3% for preceding lexical words, and 57.7% for preceding non-lexical words.

In the BARBARA corpus, the difference between UFPs preceding lexical and non-lexical words is even more significant. UFPs preceding a lexical word were identified in 20 cases which makes 32%, while UFPs preceding a non-lexical word were found in 42 cases which makes 68% of all UFPs produced in the middle of a turn in the BARBARA corpus. Therefore, we can see that speakers are more likely to use UFPs in the middle of a turn in order to make an overall plan of discourse rather than searching for one word.

An example of a lexical retrieval problem is evident in Example 9, where the speaker seems to search for the word *examination*. The use of a UFP as a tool to plan the discourse is demonstrated in Example 10, where a speaker pauses to organize his thoughts.

[Ex.9] S1: (...) *but to put species names on things requires, uh examination of the spores* (INT175SF003)

[Ex.10] S1: (...) *um what does that tell us about young people, um if young people are more likely to say, steal something?* (DIS115JU087)

Although it was generally easy to identify functions of hesitation of UFPs produced in the middle of turns, it was more difficult to identify hesitant UFPs produced at the beginning of a turn or at the end of a turn. The presence of UFPs at the beginning of a turn can indicate several functions. They can express a speaker's hesitation. If so, the turn usually starts at a point where the current speaker should answer a question from another speaker. The current speaker struggles to find the right words to answer the question and, therefore they utter an UFP to gain extra time. Table 3 shows that hesitant UFPs occurred at the beginning of a turn only 4 times throughout the corpus. All of these were identified in formal conversations.

Another function of UFPs, which are used at the beginning of a turn is to signal that the speaker is going to speak or express surprise or agreement with what the previous speaker said. This is common in informal conversations, especially in conversations with more speakers such as the conversation with identification number SBC048. It is a highly interactive conversation including 4 speakers. Speakers do not follow the rules of taking turns and make frequent overlaps. However, these occurrences of UFPs are not in the scope of my study because they do not express hesitation and therefore they were not tagged in the corpus.

The final position of UFPs in a turn usually indicates that the current speaker has finished and he wants to encourage other speakers to take their turn. However, this intention was difficult to recognize in the corpus because it was not clear whether the speaker wanted to relinquish his turn or whether he was interrupted by other speaker in the middle of a turn. As a result, these occurrences are not considered as a means of hesitation. The Example 11 illustrates the difficulty in recognizing the origin of the UFP *um* produced at the end of a turn by speaker 2. There is a possibility that speaker 2 wanted to continue but was interrupted by speaker 1. [Ex.11] S2: *you mentioned actually in this conversation, um going to university in the capital of your country?* [S1: *mhm* ] *um*.

S1: *yeah I, got a degree in... uh agronomic engineering* (INT425JG002)

## 5. 1. 2. Lexicalized Filled Pauses

Table 3: Summary of occurrences of lexicalized filled pauses

	MICASE	%MICASE	BARBARA	%BARBARA	Total
Lexicalized filled pauses	121	66	61	34	182

Lexicalized filled pauses (hereinafter referred to as LFP), were found in 182 cases, which makes 45.7 % of all filled pauses identified in the corpus. As Table 3 indicates, 121 cases of LFPs were identified in formal conversations and 61 cases of LFPs were identified in informal conversations. Again, at this stage of the analysis, we have to exclude such occurrences that co-occurred with other hesitation phenomena since this chapter focuses solely on LFPs occurring alone. LFPs that occurred alone were identified in 94 cases in the MICASE corpus, which makes 66% of all LFPs occurring alone, and in 48 cases in the BARBARA corpus, which makes 34%.

LFPs are identified in the corpus in the following expressions: *you know, well, so, I mean, like, and yeah*. Each of these expressions can convey a particular meaning. However, for

the purpose of the present thesis only those expressions that reflect a speakers' hesitation are considered.

[Ex.12] Annette: *Yeah. Um.. because, well we had customer appreciation day (...)* (SBC043)

[Ex.13] S2: *when you're the second author of a paper that the\_ this means that... you're not the primary writer right but you co-author it or you argue about it?*

S1: *well, in my associations, it doesn't matter who did the research, whoever writes the paper, is the first author (...)* (INT175SF003)

In Example 12, *well* expresses hesitation; i.e. it gives the speaker extra time to plan what to say next. While *well* used in Example 13 serves as a turn initiator. In this case, the expression *well* signals that speaker 1 is taking the turn. Biber et al. count other discourse markers (*right, I mean, or you know*) as turn initiators (2007, 1086-1087). Throughout the whole corpus, these expressions occur frequently in the initial position of a turn. It is noticeable that speakers produce LFPs to take a turn rather than UFPs.

When speakers produce a LFP in the middle of a turn they usually need to get extra time to formulate their thoughts. All LFPs produced in the middle of a turn were further analyzed in order to find out why speakers made such pauses. In 33 cases in the MICASE corpus, which makes 35% of all occurrences of LFPs produced in the middle of a turn, LFPs preceded content words signaling a lexical retrieval while in 61 cases, LFPs preceded grammatical words, which makes 65% of all LFPs produced in the middle of a turn. As for the BARBARA corpus, in 11 cases LFPs preceded lexical words and in 37 cases, LFPs preceded grammatical words. In terms of percentage, this can be expressed as 22. 9% for preceding lexical words, and 77. 9% for preceding non-lexical words. Therefore, we can see the same pattern as with UFPs. Speakers produce LFPs in the middle of a turn to rethink the whole discourse rather than search for a specific word.

In summary, UFPs and LFPs carry similar functions; i.e. to give a speaker enough time to express his thoughts or to retrieve following lexical expressions. Another function that UFPs and LFPs have in common is to discourage other speakers from taking their turn.

## **5. 2. Analysis of Repetition**

Repetition is a typical feature of spoken language which is quite naturally non-fluent (Leech, Deuchar and Hoogenraad 1982, 139). The theoretical part mentions that conversations happen in real time and speakers do not have much time to prepare a detailed plan of what they want to say. Consequently, the unprepared nature of conversation results in frequent repetition. This



hesitation phenomenon was found in 234 cases throughout the corpus. This number however, includes also repetitions that co-occurred with other hesitation phenomena. For the purpose of this part of the analysis, only those repetitions that occurred alone are considered.

In the MICASE corpus, 136 occurrences of repetition were identified and 62 occurrences were found in the BARBARA corpus. In terms of percentage, this can be expressed as 68% for repetitions occurring in the MICASE corpus and 32% for repetitions occurring in the BARBARA corpus.

## 5. 2. 1. Structure of Repetition

Table 4: Summary of occurrences of repetitions

	MICASE	%MICASE	BARBARA	%BARBARA	Total
Repetition of one word or a word fragment	91	46	42	21	133
Repetition of more words or phrases	45	23	20	10	65

In the simplest and most common cases, one word or even less than one word (a word that is incompletely articulated, i.e. a word fragment) is repeated. As Table 4 indicates, repetition of one word or a word fragment occurred 91 times in the MICASE corpus and 42 times in the BARBARA corpus. Example 14 illustrates a common repetition of the word *might*, while in Example 15, there is a repetition of the word *editing*. Although the word was not completely articulated when the speaker decided to re-begin the same piece of speech.

[Ex.14] S1: *Um, what other kind of consequences, are there that **might, might** be, useful, to teach morals?* (DIS115JU087)

[Ex.15] S1: *you mean **edit- editing** of other people's stuff?* (INT175SF003)

Table 4 showed that speakers usually repeated a single word or a word fragment. However the number of occurrences with the repetition of more words or even the whole phrases is considerable as well. Repetition of more words or whole phrases occurred 45 times in the MICASE corpus and 20 times in the BARBARA corpus. Both repetitions of a single word and repetitions of more words have the same function; i.e. to fill in silence and gain extra time to retrieve the following lexical items or structure. Nevertheless, repetition of more words signal that speakers need even more time to fluently continue speaking. Example 16 illustrates repetition of more words (*that is, let us and if you are a*). It also illustrates that speakers make

several repetitions within one turn. Such occurrences were identified in many cases throughout the whole corpus.

[Ex.16] S1: *I think though **that's, that's** a good point, actually. so **let's let's** keep that in mind.*

S2: *and sometimes that when you're older you still do like **if you're a, if you're a** criminal. (DIS115JU087)*

When discussing the number of repeated words, it is important to note that there are few instances of multiple repetition; i.e. one or more words are repeated three times.

[Ex.17] S2: *now **th- the** guys down the corridor who do deal with vascular plants and **th- they** develop their keys **and and and** so on (...) INT175SF003*

In Example 17, there are two ‘single’ repetitions of words fragments which denote a brief stalling act. However, there is an occurrence of the multiple repetition of the word *and*. In this case, the speaker utters *and* which requires the listing of another thing that they developed. However, the speaker apparently struggles to recall the other things that were developed. Thus, the speaker repeats the word *and* two more times. In this case, the speaker fails to recall the other developed things and utters *so on* in order not to delay the conversation. Multiple repetition was not very frequent, as it occurred only 15 times throughout the whole corpus.

Furthermore, the theoretical section mentions that grammatical words are more likely to be repeated than lexical words. Table 5 below illustrates the frequency of single repetitions; i.e. repetitions of one word or a word fragment. It also illustrates whether the repeated words were lexical or grammatical.

Table 5: Frequency of single repetitions

	MICASE	%MICASE	BARBARA	%BARBARA	Total
Repetition of lexical words	13	9,7	4	3,1	17
Repetition of grammatical words	78	58,6	38	28,6	116

As for the classification of repeated words, Table 5 shows that repetition of grammatical words predominated with 113 instances. More precisely, repetition of grammatical words occurred 76 times in the MICASE corpus and 38 times in the BARBARA corpus. However, repetition of lexical words occurred only 13 times in the MICASE corpus and 4 times in the BARBARA corpus. This finding proves that speakers have to plan harder when focusing on major structures (noun phrases, finite clauses) that are usually preceded by grammatical words.

At the start of this section it was mentioned that repetition is a strategy to gain extra time to retrieve the next structures. However, there are occurrences in the corpus where repetitions have different functions. Example 18 illustrates the repetition of the word *real*, although in this case the speaker, Alice, does not want to gain extra time by repeating the word, she wants to emphasize that the kids behaved in a really good way. Again, repetitions that do not express speakers' hesitation are not marked in the corpus.

[Ex.18] Alice: (...) *it was going pretty good this morning, and the kids were **real real** good* (...) (SBC043)

Another non-hesitant function of repetition can be found in the corpus. Speakers frequently repeat words when other speakers interrupt them. An example of interruption is evident in Example 19, below. Speaker 2 interrupts speaker 1 in the middle of his turn, yet speaker 1 wants to finish what he had prepared and they repeat the words *about it* in order to re-begin from the point of interruption. Since the analysis focuses solely on self-initiated self-repairs, repetitions caused by interruption from another speaker are not tagged in the corpus.

[Ex.19] S1: *I just didn't need to, put up with all the hassle that the other thing involved. So actually I was, I was thinking **about it**,* [S2: *before yeah*] ***about it** before.* (INT425JG002)

### 5. 3. Analysis of Speech Repairs

Speech repairs result from the unprepared nature of speech. They occur when a speaker wants to modify what has just been said or when they want to start again, but this time with a different set of words. All three types of speech repair proposed by Heeman and Allen (1999) were found in the corpus. They were *modification repairs, fresh starts and abridged repairs*. However, as Table 6 indicates, the frequency of occurrence of each type is different.

Table 6: Summary of frequency of speech repairs

	MICASE	%MICASE	BARBARA	%BARBARA	Total
Modification repairs	65	38,4	55	32	120
Fresh starts	19	11	13	7,6	32
Abridged repairs	5	3	12	7	17

#### 5. 3. 1. Modification Repairs

According to Table 6, the most common type of speech repair used in the corpus is modification repairs. In total, modification repairs occurred 120 times thorough the whole corpus, 65 occurrences were identified in the MICASE corpus and 55 occurrences were found in the BARBRA corpus. Surprisingly, speakers in informal conversations made nearly the same

amount of modification repairs as speakers in formal conversations. This result is in contrast to other hesitation phenomena which occurred predominantly in formal conversations.

Modification repairs modify what was said before. Speakers can modify their speech in various ways. If they say something incorrect, they go back and replace the problematic word or part of speech with a correct word or part of speech. Another way of modifying their speech is to delete words. This happens frequently when speakers say something that does not fit the ongoing conversation and do not want to confuse other participants of the conversation. Therefore, they go back and say the problematic part again, this time without the confusing words. As opposed to the deletion of words, speakers may modify their speech by inserting words or longer structures. In other words, if they say something unclear to their listeners, they insert words that may help to make the conversation more understandable for their listeners. Word replacement, word deletion as well as word insertion were identified in the corpus.

Word replacement is evident in Example 20 below. The speech repair includes the reparandum *he w-* and the alteration *she was*. In this case, the speaker realizes that the baby she is talking about is a girl, not a boy. Therefore, she interrupts herself and replaces the word *he* with the right word *she*. The speech repair in Example 21 includes the reparandum *systematics tends to be*, editing the term *uh* and the alteration *systematics to me tends to be*. The notable difference between the reparandum and the alteration is the insertion of the word *to* in the alteration. The reparandum does not include a mistake, but still, the speaker feels that they need to modify what they said for the purpose of the conversation. It is only their opinion, not a general one. Finally, word deletion can be found in Example 22. In this example, the speech repair includes the reparandum *I'm not a ver-* and the alteration *I'm not very fond of capitalism*. Again, there is a notable difference between the reparandum and the alteration. The speaker decided to change the structure of the sentence and deleted the word *a* from the original utterance.

[Ex.20] Annette: *Oh this little baby came in **he w- she was**(MR) a week and a half old (...)*  
(SBC043)

[Ex.21] S1: *yeah, that's that's a, function of the disciplines, **systematics tends to be uh, systematics to me tends to be** a... kind of a solitary occupation (...)* (INT175SF003)

[Ex.22] S1: *and ah, I, I don't believe in that, **I'm not a ver- I'm not very fond of capitalism***  
(INT425JG002)

Another example of word replacement is evident in Example 23 where the speech repair includes the reparandum *a prob-* and the alteration *a puzzle*. It is a clear example of the replacement of one word with another. However, this example also illustrates a difference between a modification repair and a repetition. In Example 23, the word fragment *prob-* does not include the corresponding letters with the next word, therefore, it is considered as word replacement; i.e. a modification repair. However, a word fragment *dif-* in Example 24 includes the corresponding letters with the next word and it is considered as repetition.

[Ex.23] S1: (...) *it's kinda like solving a prob- a puzzle* (...) (INT175SF003)

[Ex.24] S3: (...) *morals are all the same, but i think uh, different cultures, rank, the importance of dif- different morals accordingly.* (DIS115JU087)

In addition, modification repairs always include reparandum; i.e. a part that needs to be repaired. Reparandum is also typical for fresh starts. However, a difference between these two types of speech repair is that modification repairs tend to have strong word correspondences between the reparandum and alteration. This difference is demonstrated in Examples 25-26. Example 25 illustrates a modification repair with word replacement. The word *it* is replaced with a more specific word *the paper*. There are four word correspondences (*just, put, in* and *there*), therefore, it is clear that it is a modification repair. While in Example 26, there is no word correspondence between reparandum and alteration. In this example, the speaker abandoned the original utterance *you know it was a actually though* and replaced it with a new utterance *I think they made a remake of it*, therefore Example 26 illustrates a *fresh start*. However, fresh starts will be analysed in detail in chapter 5. 3. 2. of the present thesis.

[Ex.25] Lea: (...) *just put it in there, just put the paper in there* (SBC048)

[Ex.26] Sheri: (...) *it was kind of a show kinda like The Shadow was. You know it was a actually though, I think they made a remake of it, with Chevy Chase* (...) (SBC058)

### 5. 3. 2. Fresh Starts

In the corpus, fresh starts occurred infrequently; 19 occurrences were identified in the MICASE corpus, which makes 11% of all speech repairs, and 13 occurrences were found in the BARBARA corpus, which makes 7, 6% of all speech repairs identified in the corpus.

Fresh starts occur when the speaker abandons what they just said and starts again, but with a different choice of words. An example of a fresh start is illustrated in Example 27, below. Speaker 1 asks a question and speaker 7 provides an answer for the question. However, speaker 1 seems to be confused with what speaker 7 is trying to express as he utters, *sorry?*. Therefore,

speaker 7 tries to specify his answer. While repeating the answer, he realizes that another choice of words would be easier or more understandable and therefore he interrupts the flow of speech and utters a new answer *when you're little your parents don't expose you to death*.

[Ex.27] S1: (...) *so why is it, why is it that, young children don't understand, say, about, what it means to kill somebody?*

S7: *they've never really seen it [S1: sorry? ] I mean they've never they\_ when you're little your parents don't expose you to death like, my parents like when my grandparents died and I was like four or five they didn't take me to the funeral so like I was never exposed to death until I was like old enough to like, handle it. (DIS115JU087)*

Fresh starts also occur when a speaker talks too fast without a clear idea of what they want to say and seems to trip over their words. In Example 28, the speaker wants to express their feelings towards other people doing a dual degree. However, they seem to not to be prepared which leads to the fresh start. The problematic part *I don't regard... I I don't, I don't feel, they're much, uh*, is replaced with much simpler utterance *I'm really not in love with these people*.

[Ex.28] S1: (...) *there's like, like three or four, people there are doing a dual degree with their school, the business school [S2: uhuh ] and I don't regard... I I don't, I don't feel, they're much, uh, [S2: yeah ] I'm really not in love with these people (...)* (INT425JG002)

### 5. 3. 3. Abridged Repairs

The last type of speech repairs also have the lowest number of occurrences identified in the corpus. Abridged repairs occurred only 5 times in the MICASE corpus, which makes 3% of all speech repairs, and 12 times in the BARBARA corpus, which makes 7% of all speech repairs.

The theoretical part mentions that abridged repairs do not have reparandum and consist of a word fragment only. For the word fragment *p-* in Example 29, there is no correspondence word or reparandum, therefore the speech repair consist only of a word fragment, which classifies it as an abridged repair.

[Ex.29] Sheri: *You could p- take these Coke cans,.. and put them in the bag full of Coke cans that are in your bedroom (...)* (SBC058)

## 5. 4. Interrelationships among Hesitation Phenomena

This section of a present thesis investigates hesitation phenomena that did not occurred alone, but occurred together with other types of hesitation phenomena. Combinations of hesitation phenomena that occurred in the corpus and the numbers of occurrences of each combination are shown in Table 7, below.

Table 7: Summary of frequency of combinations of hesitation phenomena

	MICASE	%MICASE	BARBARA	%BARBARA	Total
LFPs + UFPs	13	22,4	9	15,5	22
LFPs + Repetition	8	13,8	4	6,9	12
UFPs + Repetition	15	25,9	3	5,1	18
LFPs + UFPs + Repetition	6	10,3	-	-	6

Table 7 indicates that in the BARBARA corpus only three combinations of hesitation phenomena were identified, while in the MICASE corpus four different combinations were found. Combinations of hesitation phenomena that occurred in both formal and informal conversations are combinations of LFPs + UFPs, LFPs + repetition and UFPs + repetition. The combination of LFPs and UFPs occurred 13 times in the MICASE corpus, which makes 22.4% of all combinations identified in the corpus, and 9 times in the BARBARA corpus, which makes 15.5%. Function of LFPs and UFPs co-occurring together is the same as if they occur alone; i.e. to stall for a short period of time. However, the co-occurrence of LFPs and UFPs suggests that a speaker needs even more time to decide what to say next. A perfect example of such a combination is illustrated in Example 30. In this case, the speaker is giving a list of people he met at church and he wants to express his feelings about this meeting. However, he seems not to have a clear idea of how to express it and therefore he produces *uh* in order to gain extra time. Since the UFP does not provide enough time to retrieve the following structure, he produces a second signal of hesitation, this time in the form of LFP.

[Ex.30] Richard: (...) *I went over there, and her brother was there, her nephews and nieces, her sister,... our godson,.. And **uh**=,... **you know** it was just like everybody was real ... friendly and every[thing]* (SBC047)

Combinations of repetition and LFPs occurred 8 times in the MICASE corpus, which makes 13.8% of all combinations, and 4 times in the BARBARA corpus, which makes 6.9%. The function of such combinations is, again, to give a speaker extra time to fluently continue in speaking. In Example 31, there is a repetition of *you're*, in which a LFP *you know* is inserted.

[Ex.31] S2: *uhuh, uhuh... well it's also hard just out of the, out of the blue, to get back into the setting, cuz **you're you know, you're** out of the context (...)* (INT425JG002)

As for the combination of UFPs and repetition, it has a same function as combinations of LFPs and repetition. The only difference between them is the use of a different form of filled pause. It occurred 15 times in the MICASE corpus, which makes 25.9% of all combinations, and only in 3 cases in the BARBARA corpus, which makes 5.1% of all combinations.

The last combination that identified in the corpus is a combination of LFPs, UPFs and repetition. This combination was not frequent as it occurred only 6 times in the MICASE corpus, which makes 10.3% of all combinations. Such combinations of hesitation phenomena result in speakers' uncertainty about how to formulate what to say next, as illustrated in Example 32.

[Ex.32] S2: (...) *it seems sort of petty maybe to decide I'm not going to this school because I don't like, um, you know, I don't like the guy who I talked to on the phone.* (...) (INT425JG002)

## 6. Summary and Comparison of Results

This section summarizes the findings from the analysis as well as providing a comparison between hesitation phenomena occurring in formal and informal conversations.

The analysis shows that filled pauses are the most frequent means of hesitation as they occurred 398 times throughout the whole corpus. However, there is a significant difference in the amount of filled pauses produced in formal and informal conversations. Filled pauses were predominantly used in formal conversations as they were identified in 236 cases, while speakers in informal conversations produced only 135 filled pauses. This dominance may be due to the nature of conversations. Speakers in informal conversations are not under pressure since they speak with people they know or they discuss casual things and therefore do not produce as many filled pauses. However, in formal conversations the course of conversation is different. Speakers tend to avoid expressions that would normally be used in informal conversations, thus, they produce filled pauses to retrieve more appropriate words. The topics of formal conversations are rather more serious and require speakers' preparation. If the speakers are not prepared, they produce filled pauses but also other hesitation phenomena because they simply do not know how to respond immediately. For instance, speakers in conversation DIS115JU087 produced a great number of LFPs while explaining various kinds of consequences. The overuse of LFPs indicates that speakers might not know what they are talking about because of an unfamiliar topic. It might be argued that speakers cannot prepare for any kind of a conversation, however the analysis shows that speakers do not produce as many filled pauses in relatively casual conversations as speakers in serious conversations.

Filled pauses tend to occur unintentionally and without a clear systematic behaviour. However, we can still observe some general trends in their nature. In both corpora, filled pauses occurred predominantly in the middle of a turn preceding grammatical words. Therefore, we



can see a clear pattern here. Speakers in both formal and informal conversations tend to use filled pauses in order to make an overall plan of a discourse.

The second most frequent hesitation phenomenon is repetition. It occurred in 165 cases in formal conversations and in 69 cases in informal conversations. Similarly to the filled pauses, the crucial factors for repeating words were topics of conversations, speakers' preparedness for the task and level of formality. Despite the great difference in the amount of repetitions in both corpora, we can still observe a general trend of their usage. The analysis shows that most repeated words are function words. Repetition of function words is fairly balanced amongst both formal and informal conversations, as it occurs in 85% of repetitions of single words in the MICASE corpus and in 90% of all single repetitions in the BARBARA corpus. Therefore, we can say that speakers have to plan harder when focusing on lexical items.

As for the speech repairs, altogether they occurred in 169 cases. Interestingly enough, speakers in informal conversations made nearly the same amount of speech repairs as speakers in formal conversations. Out of the overall 169 instances, 89 were identified in formal conversations and 80 instances were found in informal conversations with modification repairs being the most frequent type of speech repairs. If we compare speech repairs with filled pauses and repetitions, we discern certain differences between them. While filled pauses and repetitions are used as a stalling device, speech repairs involve going back to what has already been said and modifying it or changing it in some way. Consequently, speech repairs do not occur as often as filled pauses and repetitions.

Finally, a significant difference is evident in the frequency of combinations of hesitation phenomena between formal and informal conversations. Out of the overall 58 occurrences, 42 were found in formal conversations. This finding shows that speakers in formal conversations tend to have longer delays before retrieving words or structures.

## 7. Conclusion

The aim of this thesis was to analyse means of hesitation in spontaneous conversations. The aim was not only to detect which of the hesitation phenomena occurred most frequently but also to compare usage of hesitation phenomena within formal and informal conversations. To fulfil this goal, the chosen corpus comprises formal and informal conversations.

The first chapter of the theoretical part introduced main characteristics of conversation. It focused mainly on those that distinguish spoken language from written language. The following chapter focused on conversational analysis, where the scope of study of conversational analysis and the concept of turn-taking were introduced. A great deal of attention was then devoted to the means that express speakers' uncertainty and hesitation. More specifically, three means of hesitation were introduced – pauses, repetitions and speech repairs. They were defined and then possible functions and properties were discussed.

In the practical part, information presented in the theoretical part were put into practice for the analysis of means of hesitation in the chosen corpus. The corpus consisted of formal and informal conversations which were taken from the Michigan Corpus of Academic Spoken English and from the Santa Barbara Corpus of Spoken American English. The reason why these two sources were chosen is that they provide conversations with different levels of formality.

To sum up the results of the analysis, filled pauses occurred most frequently in the corpus with 398 instances. This number includes both lexicalized and unlexicalized filled pauses as well as those filled pauses that co-occurred with other hesitation phenomena. Moreover, the analysis showed that filled pauses occurred predominantly before grammatical words, which indicates that speakers use these expressions in order to gain extra time to prepare the whole discourse. The second most frequent hesitation phenomenon was repetitions as they occurred 234 times. Again, this number includes also repetitions that co-occurred with other hesitation phenomena. The analysis of repetitions showed that words more likely to be repeated are grammatical words. This result indicates that lexical words or structures containing at least one lexical item are much harder to recall for the speakers than grammatical words. The least frequent hesitation phenomenon was speech repairs. All three types of speech repairs occurred 169 times.

As for the second aim of the analysis, it was discovered that means of hesitation predominantly occurred in formal conversations. Especially filled pauses and repetitions whose numbers of occurrences was double the number of occurrences in informal conversations. Therefore, we can say that topics and a high level of formality are important factors dictating

the frequency of hesitation phenomena in spoken language. Nevertheless, it should be taken into consideration that the analysis was based on a relatively small amount of material and it would require further investigation to state definite results.

## 8. Resumé

Tato bakalářská práce se zabývá prostředky, které jsou v konverzaci používány za účelem získání času a vyjadřují mluvčího nejistotu a váhání. Cílem práce bylo nalézt tyto prostředky ve vybraném souboru autentických konverzací. Vybraný korpus čítá osm konverzací, přičemž zahrnuje konverzace formální a neformální, jelikož sekundárním cílem této práce je vysledovat, zda úroveň formality či téma konverzace představují rozhodující faktory, které ovlivňují četnost užití těchto prostředků

Práce je rozdělena do dvou částí. Teoretická část se skládá ze tří hlavních kapitol. V té první jsou popsány hlavní charakteristické rysy konverzace, především pak ty, které ji odlišují od textů psaných. V následné druhé kapitole je představena konverzační analýza, která je pro tuto práci důležitá především z toho důvodu, že se zabývá strukturou konverzace. Mimo jiné také zkoumá, jakými způsoby si mluvčí v rámci konverzace berou slovo či jak poznají, že předchozí mluvčí ukončil svou repliku.

Poslední a zároveň nejobsáhlejší kapitola teoretické části se zabývá vybranými prostředky, které vyjadřují nejistotu a váhání mluvčího. Prvním představeným prostředkem jsou pauzy, které jsou obecně považovány za prostředky, kterými mluvčí získává čas. V konverzacích se tento fenomén vyskytuje ve dvou typech. Prvním typem jsou takzvané nevyplněné pauzy (*unfilled pauses*). Nevyplněné pauzy, jak jejich název napovídá, jsou krátké chvíle, během kterých mluvčí mlčí a využívá získaný čas k ucelení svých myšlenek, popřípadě se snaží vzpomenout na konkrétní slovo či frázi. Avšak spíše než prostředek váhání se nevyplněné pauzy v konverzacích vyskytují z čistě přirozených důvodů, které přispívají k plynulosti projevu, a to k dýchání. Druhým typem jsou vyplněné pauzy (*filled pauses*). Tyto prostředky využívají mluvčí, aby vyplnili jinak nepříjemné ticho a získali tak více času na vyjádření svých myšlenek. Někteří autoři, například, Kock či Thornbury a Slade vyplněné pauzy dále dělí na lexikální a nelexikální. Lexikální vyplněné pauzy jsou vyplněné, jak je z názvu patrné, lexikálními výrazy. Mezi tyto výrazy patří například *I mean, you know* či *well*. Nelexikální pauzy jsou vyplněné krátkými a nelexikálními výrazy jako *um, mm* či *oh*. Je nutné dodat, že oba typy vyplněných pauz mají v konverzaci stejné funkce.

Další prostředek, který mluvčí používají za účelem získání času, je opakování (*repetitions*). Opakování slov či frází je velmi často se vyskytující prostředek ve spontánní komunikaci. Ačkoli mluvčí mohou opakování využít i záměrně, když chtějí zdůraznit či upozornit na důležitou informaci. V práci je dále uvedeno, že gramatická slova jsou v konverzaci opakována častěji než slova lexikální, což značí, že lexikální slova vyžadují větší

připravenost mluvčího. Jinými slovy, vybavit si slovo lexikální činí mluvčím větší problémy než vybavit si slovo gramatické.

Poslední prostředek, kterému se věnuje teoretická část, jsou takzvané opravné struktury (speech repairs). Tím, že jsou konverzace většinou neplánované, se může stát, že mluvčí někdy potřebuje nějakým způsobem opravit, co již bylo řečeno, nebo začít úplně znovu. Obecně lze říci, že opravné struktury mají tři části. První z nich je původní výrok (original utterance), který obsahuje problematickou část (reparandum). Problematická část může být rovnou opravena, nebo jak uvádí Heeman a Allen, může být doprovázena zaváháním v případě, kdy mluvčí není schopen opravu provést hned. Dále se práce zabývá kategoriemi opravných struktur, kdy je uvedeno, že pro analytickou část bude využita kategorizace Heemana a Allena, kteří dělí opravné struktury do tří podskupin. Tou první jsou takzvané *fresh starty*. Když si mluvčí během své repliky uvědomí, že to, co říká, by mohl říct jinak či zjednodušeně, uchýlí se právě k použití *fresh startu*. Druhou podskupinu tvoří *modification repairs*. Zcela jistě se jedná o nejobsáhlejší skupinu, jelikož zahrnuje opravy, při kterých mluvčí nahrazuje, vynechává či naopak doplňuje slova či fráze, které byly použity v původním výroku a obsahovaly nějakou problematickou část. Poslední podskupinu tvoří *abridged repairs*.

Analytická část začíná čtvrtou kapitolou. Nejprve jsou připomenuty cíle samotné analýzy. Posléze je podrobně popsán samotný korpus a zvolený postup pro vypracování analýzy. Celkově bylo analyzováno 8 konverzací obsahujících téměř 18 000 slov, uvnitř kterých bylo nalezeno celkem 801 prostředků vyjadřujících nejistotu a váhání mluvčího. V popisu korpusu je také uvedeno, že formální konverzace byly použity z Michiganského korpusu akademické mluvené angličtiny a neformální konverzace ze Santa Barbarského korpusu mluvené americké angličtiny. Z celkového počtu 801 výskytů bylo 517 výskytů nalezeno ve formálních konverzacích. Vzhledem k tomu, že formální i neformální konverzace obsahují téměř stejný počet slov, jedná se o velmi překvapivou dominanci.

Samotná analýza začíná přehledem všech výsledků. Bylo prokázáno, že nejčastěji se v konverzacích vyskytly vyplněné pauzy, kterých bylo nalezeno celkem 398. Přičemž nadpoloviční většina, 263 výskytů, byla nalezena ve formálních konverzacích. Druhým nejčetnějším prostředkem váhání byla opakování, která se celkem vyskytla 234krát. I v tomto případě byla většina výskytů (165) zaznamenána ve formálních konverzacích. Posledním zkoumaným jevem byly opravné struktury, které se objevily celkem 169krát. Co se týče opravných struktur, rozdíl mezi výskyty ve formálních a neformálních konverzacích nebyl tak markantní jako u předchozích dvou prostředků váhání. Z celkového počtu výskytů (169) bylo 89 nalezeno ve formálních konverzacích a 80 v neformálních konverzacích.

Následující kapitoly analytické části se podrobně věnují jednotlivým prostředkům. Nejprve se práce zaměřuje na nelexikální vyplněné pauzy, které se samostatně v obou typech konverzací vyskytly celkem 170krát. Nutno dodat, že 108 výskytů bylo zaznamenáno ve formálních konverzacích a pouze 62 výskytů bylo nalezeno v neformálních konverzacích. Analýza vyplněných nelexikálních pauz se také snažila vysledovat nejčastější motiv použití takových prostředků. Bylo zjištěno, že nejčastěji se takové pauzy vyskytují před gramatickými slovy, což signalizuje, že mluvčí používají tyto prostředky především proto, aby získali dostatek času na utřídění myšlenek a naplánovali tak celkový průběh konverzace. Co se týče lexikálních vyplněných pauz, ty se v konverzacích vyskytují ze stejného důvodu jak nelexikální vyplněné pauzy. I v tomto případě bylo více výskytů zaznamenáno ve formálních konverzacích. Celkově se tyto pauzy vyskytly 182krát, z toho 121 výskytů bylo zaznamenáno ve formálních konverzacích a zbylých 61 výskytů bylo nalezeno v neformálních konverzacích. I v případě lexikálních vyplněných pauz bylo zjištěno, že se většinou objevují před gramatickými slovy. Dalším analyzovaným prostředkem, vyjadřující váhání mluvčího, bylo opakování. Opakování se celkem objevila 198krát. I v tomto případě počet výskytů ve formálních konverzacích jasně převažuje s 136 výskyty. V nejvíce případech bylo opakováno jedno slovo či část slova. Analýza opakování dále prokázala, že mluvčí nejčastěji opakovali gramatická slova.

Posledním analyzovaným prostředkem byly opravné struktury, které se celkem vyskytly 169krát. Nejvíce početnou skupinu tvoří *modification repairs*, které byly zaznamenány 65krát ve formálních a 55krát v neformálních konverzacích. Zbylé dvě skupiny opravných struktur – *fresh starty* a *abridged repairs* nemají tak četné zastoupení a vyskytly se velmi zřídka.

Poslední kapitola analytické části obsahuje shrnutí a porovnání výsledků formálních a neformálních konverzací. Mezi nejpodstatnější rozdíly určitě patří větší četnost vyplněných pauz a opakování v konverzacích formálních než v konverzacích neformálních. Tyto vysoké rozdíly v počtu výskytů jsou zapříčiněny odlišnostmi, kterými se konverzace vyznačují. Mluvčí v neformálních konverzacích projednávají jednoduché a ve většině případů jim známé věci, zatímco témata formálních konverzací jsou většinou vážná a vyžadující určitou připravenost mluvčího. Pokud mluvčí není na danou konverzaci připraven, produkuje velké množství prostředků, díky kterým získá více času na přípravu vhodné odpovědi. Co se týče opravných struktur, mluvčí v neformálních konverzacích učinili téměř stejný počet jako mluvčí ve formálních konverzacích. Při srovnání vyplněných pauz a opakování s opravnými strukturami, lze objevit jisté odlišnosti, především v souvislosti s jejich použitím v konverzacích. Zatímco vyplněné pauzy a opakování jsou prostředky, které poskytují mluvčímu více času. Opravné struktury se vyznačují především tím, že v dané replice mluvčího neproběhlo vše podle

představ a on/ona tak musí začít úplně znovu či nějakým způsobem opravit to, co již bylo řečeno.

Závěrem bych ráda dodala, že analýza byla provedena na relativně malém vzorku konverzací a pro potvrzení či vyvrácení výše zmíněných výsledků, by tak byl potřeba rozsáhlejší výzkum.

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## **10. Appendices**

### **Appendix A List of abbreviations**

UFP – unlexicalized filled pause

LFP – lexicalized filled pause

R – repetition

FS – fresh start

MR – modification repair

AR – abridged repair

CHP- combination of hesitation phenomena

## Appendix B Transcription Conventions

### Units

Intonation Unit	RETURN
Truncated intonation unit	--
Word	SPACE
truncated word	-

### Speakers

Speaker identity/turn start	:
Speech overlap	[ ]

### Transitional Continuity

Final	.
Continuing	,
Appeal	?

### Terminal Pitch Direction

Fall	\
Rise	/
Level	-

### Accent and Lengthening

Primary accent	^
Secondary accent	'
Booster	!
Lengthening	=

### Tone

Fall	\
Rise	/
Fall-rise	∨
Rise-fall	∧
Level	-

### Pause

Long	(N)
Medium	...
Short	..
Latching	(0)

### Vocal Noises

Vocal noises	( )
Inhalation	(H)
Exhalation	(Hx)
Glottal stop	%
Laughter	@

### Quality

Quality	<Y Y>
Laugh quality	<@ @>

Quotation quality	<Q Q>
Multiple quality features	<Y <Z Z> Y>
<b>Phonetics</b>	
Phonetic transcription	( / / )
<b>Transcriber's Perspective</b>	
Researcher's comments	(( ))
Uncertain hearing	<X X>
Indecipherable syllable	X
<b>Specialized notation</b>	
Duration	(N)
Intonation unit continued	&
Intonation subunit boundary	
Embedded intonation unit	<   >
Reset	
False start	< >
Codeswitching	<L2 L2>
<b>Non-transcription Lines</b>	
Comment	\$
Interlinear gloss	\$G
<b>Reserved Symbols</b>	
Phonemic/orthographic	,
Morphosyntactic coding	= * # { }
User-definable	" ~ ;

## Appendix C The data corpus

### Formal conversations

#### INT425JG002

S1: (xx) [S2: <LAUGH>] my god i don't understand a word

S2: <LAUGH> it's shocking looking isn't it?

S1: very shocking

S2: it's really normal. it's what speech looks like. when you, take down everything. nobody speaks, like those neat dialogues in language <LAUGH> books. we all do, starts stops, hesitations restarts, **um(UFP)**, ungrammatical things [S1: (xx) get the message across? ] yeah we do, **i mean(LFP)**, you guys weren't having any difficulty, <LAUGH> communicating with each other. it was perfectly, idiomatic, and comfortable

S1: i don't understand what i'm saying <S2: LAUGH> any of it, (xx) i don't understand a thing i'm saying.

S2: uhuh, uhuh... well it's also hard just **out of the, out of the(R)** blue, to get back into the setting, cuz **you're you know, you're(CHP)** out of the context. <PAUSE:05> but really your conversations are, perfectly coherent.

S1: hm', yeah that's (fine)

S2: okay, good... actually **it's, it's(R)** an example of something you do, **um(UFP)**, and, **i- in in(R)** the meetings, **um(UFP)** that i hope we'll get to a little bit later, to, talking about it. **Um(UFP)**, i think it's really nice. i have some questions to ask you. how long have you been in the U-S...?

S1: **uh... uh(R)**, okay, i'm gonna give you **the, the(R)** history of it [S2: yeah ] i came here in, nineteen ninety [S2: uhuh ] left like eleven months after [S2: mhm ] **uh(UFP)** stayed in Guatemala **for, from(MR)** nineteen ninety-one until, nineteen ninety... four i think? [S2: mhm ] and **came a month, came to the United States for a month(MR)**, took my, TOEFL and my G-R-E [S2: uhuh... ] (xx) **in ninety-four <PAUSE:08> mm actually that was ninety-five(MR)** [S2: mhm mhm ] i came here for a month took the G-R-E, and the TOEFL, went back... came back for another month, [S2: mhm ] (a) few months later [S2: yeah ] and... i might have come for like another month **a- a(R)** few more [S2: mhm ] months, after that and [S2: yeah... ] in January of ninety... six... yeah, January of ninety-six [S2: mhm ] i came for good, and... **yeah(LFP)** you can say i've been here continuously.

S2: uhuh, since **ninety-six, since January ninety-six(MR)**, **yeah(LFP)**, okay. and, **before, before(R)** you came to the University of Michigan, what was your educational experience i know you, **um... um(R)**, you mentioned actually in this conversation, **um(UFP)** going to university in the capital of your country? [S1: mhm ] um

S1: yeah i, got a degree in... **uh(UFP)**, agronomic engineering

S2: agronomic?

S1: yeah, it's a, one of those, third world degrees, that you do, basically, the way i see it is [S2: mhm ] the purpose of the university is to prepare you, to work. [S2: mhm ] and so when you're eighteen years old and **start, start(R)**, university, [S2: mhm ] you're supposed to, go there, learn, everything you need to, then, take on the, **uh, you know(CHP)** market... [S2: mhm ] sometime. job market and, get a position and, succeed. without, having to go, and do, anything else

S2: do a graduate degree. yeah

S1: and therefore, **uh(UFP)**, there's **a... a(R)** bunch of, aspects and, things that are packed together [S2: yeah ] and **uh(UFP)** for example i took fifty-four, courses [S2: mhm, mhm ] **uh(UFP)**, two hundred thirty-five semester hours [S2: uhuh ] which is like twice **as, as, as(R)**, twice as much [S2: yeah ] the **requirement** [S2: right right ] **u- the requirements(MR)** for undergraduate degree [S2: uhuh ] and then, i did a practicum, **i did the\_ i wrote a thesis(MR)**... **and, and(R)** then i graduated after [S2: mhm mhm ] **like(LFP)** (seven years.) **um(UFP)**... that's why and, its (still) [S2: yeah ] (you find a) agronomic engineering thing, [S2: uhuh, uhuh ] it's basically a combination of plant science and agriculture [S2: yeah ] engineering

S2: right right i wonder if there's anything like that, like at M-S-U, at the, sort of

S1: **oh they have plant science.** [S2: uhuh ] **they have plant science(R)** and they have **uh(UFP)** agricultural engineering. [S2: uhuh ] that's what they have [S2: yeah ] so **the, the(R)** guys who know plant science, they know, about... soils and they know about **um, you know(CHP)** crops and stuff [S2: yeah... yeah ] and then the other guys, the agricultural engineers, they know about channels, [S2: mm ] and irrigation [S2: mm ] systems **um(UFP)**, all the things that have to do with, structures and stuff. [S2: yeah ] agricultural, theory [S2: right ] so, for us, they basically [S2: it's ] combined [S2: yeah ] all of that with **some** [S2: yeah ] **lots\_ a lot of(MR)** biology and, that sort of stuff.

S2: right... so when did you get, to thinking about, **um(UFP)**, environmental issues **and... doing, a nat- you know, think about(FS)** natural landscapes say as opposed to farming and

S1: oh, i **ju- i just(R)** never felt, really, comfortable doing what i was doing [S2: uhuh ] **i actually was going into, we had the chance of becoming(FS)** an, agronomic engineer, i'm an agronomic engineer, in, systems of agricultural production, [S2: okay ] **that's that's(R) my, my(R)** thing, [S2: mhm ] basically, **like like(R)** what i was telling you [S2: yeah ] and then that's the other thing, the other **mm(UFP)**, you can also, go for, agronomic engineer in, **uh(UFP), natural\_ in renewable natural resources(MR)** [S1: mm mm ] so you could do... any of that, [S2: yeah ] you have to pick [S2: yeah ] you wanna go into farming you wanna go into natural resources [S2: right ] and **um(UFP)**, i was going into natural resources but **then i had, to, i came to Ame- to the U-S (FS)** and got, to study English and stuff [S2: mhm ] in nineteen ninety (that) i was telling you [S2: mhm ] that **uh(UFP)**, messed me up a bit. so when i came back i wasn't **uh(UFP)** not in, a very good situation [S2: yeah ] the professors, that i, was planning on, taking classes, with [S2: yup ] weren't teaching those classes anymore, **and, and(R)** the T-As, were my classmates of last year [S2: yeah ] and i didn't like that [S2: yeah, yeah ] and **uh(UFP)**, so then i decided, that the farming thing was easier, and i just needed the degrees that [S2: mhm ] anyway i was gonna get a Master's after that [S2: mhm ] so **that i, that i(R)** just didn't need to, put up with all the hassle that [S2: yeah ] (it meant) [S2: yeah ] the other thing involved. so actually i **was, i was(R)** thinking about it, [S2: before yeah ] (xx) about it before

S2: right, right. how'd you pick Michigan?

S1: **uh(UFP)**... i actually did a, search [S2: mhm ] went to a library in Pasadena, **when\_ back when(MR)** we were living in California my wife and i [S2: uhuh ] **uh(UFP)**... no i wasn't living there actually one of those (xx) that i (xx) i just went there [S2: mhm ] and sat for a couple of days and, [S2: yeah ] programs and, schools and, all of that, and i, picked, like... forty-something schools [S2: <LAUGH> mhm, mhm ] out of there, sent the letter, to all of them i mean actually sent, made the letter made forty-three copies and said, okay this is me and this is what i do, [S2: mhm ] this and this i'm interested in this and this. do you do this do you do that. [S2: mhm mhm ] and they sent me an application in, the mail. [S2: yeah ] and then they came, all this, envelopes, [S2: <LAUGH> right, right ] at home and it was like, **yeah(LFP)**, Lamar university at Beaumont Texas... [S2: <LAUGH> uhuh ] and it was **like(LFP)** two thousand students **well(LFP)** i don't think i'm gonna go out there i'm just, not **gonna** [S2: yeah ] **wanna(MR)** go there [S2: yeah ] unless they offer me, lots of money. **so, uh(CHP)** i like that. [S2: yeah ] and **then uh then(CHP)** i picked like six. [S2: uhuh ] Michigan, Wisconsin, Duke, and stuff. [S2: mhm ] and **uh(UFP)** Ohio State actually. [S2: yeah ] everybody wanted to kill me when i <S2: LAUGH> told them that i, was supposed to go to Ohio State... [S2: uhuh ] **so, i, so i(R) sent, actually sent\_ applied(MR)** for the programs [S2: right ] got accepted in, Ohio State, Wisconsin. the Duke thing they wanted me to certify that i had forty thousand dollars [S2: uhuh, uhuh ] and **uh(UFP)**... i, thought it was, too disrespectful. [S2: yeah ] and i (decided... why would i?) [S2: right ] **and, and(R)** then, **so uh(CHP)** i was actually going to Ohio State. [S2: uhuh ] because they had been, more, more supportive. [S2: uhuh ] (they more) were, understanding. (xx) [S2: mhm ] i just told them **i'm, you know i'm(CHP)** here now. i'm marrying an American citizen immigration has no, business with me [S2: yeah ] you don't have to do anything with immigration, or anything [S2: uhuh ] so i can come, or go, so, don't ask me for money or, all those things [S2: yeah ] **if i pay\_ can pay(MR)** for tuition that should be enough for you [S2: mhm mhm ] and they said yeah that's fine [S2: uhuh ] **so(LFP)**, and then they assigned me an advisor and i was talking to my advisor and all that [S2: yeah ] i was ready to move [S2: yeah ] and **uh(UFP)**, then i get this letter from Michigan... you've been accepted, such and such and such [S2: mhm ] and then they, talked about the Master's project thing, and it sounded really good, [S2: yeah ] like the thing we're doing now [S2: yeah ] and **uh(UFP)**... so i came, to go to Michigan [S2: hm ] see what happened. [S2: yeah ] because of the reputation of the school, [S2: uhuh ] **like(LFP)** the natural resources, program, at this school is **like(LFP)**, rated one or two in the nation [S2: yeah ] **so it's, you always wanna(FS)**... take advantage of those things.

S2: **Right right yeah(CHP)**. and **the Ma- the Master's(R)** project does sound like it was, pretty appealing to you, and **th- that it still is, that the, um,** [S1: yeah ] **that it(FS)** really fits your own, [S1: yeah it is ] goals

S1: **i actually w- it wasn't my first preference though(FS)**. [S2: oh okay ] **there was another, there was another(R)** topic in joint implementation [S2: uhuh ] **i guess you went to th- did you attend uh, the presentation(FS)?**

S2: no.

S1: **there was this, th- this project was, like, i liked it it's [S2: uhuh ] (xx) (xx) i liked, the very strong international component and, [S2: uhuh ] and stuff and(AMB)**

S2: is this joint implementation of, environmental standards that were

S1: yeah it's carbon sequestration [S2: oh ] **um you know(CHP)** the global warming [S2: yeah ] issue [S2: right. ] then **um(UFP)**... the, **what is it... what is it you... wh- what they're trying to do(MR)** is, since abatement costs [S2: uhuh ] of **mm(UFP)**, greenhouse gases [S2: yeah ] here in the industrialized nation, it's more expensive. [S2: right ] means more the opportunity cost of, abating it [S2: mhm ] **i- it, it's(MR)** way too high. what they are trying

to do is they're trying to sponsor, people in the third world, to... reduce emissions, [S2: uhuh ] or to, reforest, land or to preserve, the forests and [S2: mm mm ] stuff. to, sequester, carbon. [S2: yeah ] to, get C-O-two from the atmosphere [S2: right ] and [S2: right ] and do the cleansing **you know(LFP)**, [S2: uhuh ] so the, cleansing...? or clean- cleansing? [S2: cleansing. yeah. ] yeah. do the cleansing and... that's **the whole, the whole(R)** rationale behind the [S2: yeah ] (xx) (project,) [S2: yeah ] and it sounds very interesting [S2: mhm ] an- ing- i'm really interested in those issues. **but the group didn't, i mean i didn't like, there's a, lot of(FS)** pushy people there're a **lot of** [S2: mhm ] **lot of, lots of(MR)** egos and stuff [S2: oh yeah. ] and i really have no problem with my experience and my, [S2: yeah ] qualifications i, think very highly of myself... [S2: <LAUGH> uhuh, uhuh ] you know especially... **uh(UFP)** when **y- you're(R)** gonna compare me with, other, people who really have done, not much [S2: yeah ] but, going to classes and taking on a little job at the E-P-A and [S2: mhm ] then going back to school. [S2: mhm ] and **uh so(CHP)**... and i, don't have that, what else. there was a lot of **mm(UFP)**, business people there [S2: uhuh, uhuh ] **uh(UFP)** there's **like, like(R)** three or four, people there are doing a dual degree with their school, the business school [S2: uhuh ] and **i don't regard... i i don't, i don't feel, they're much, uh,** [S2: yeah ] **i'm really not in love with these people.(FS)** [S2: yeah ] actually **they'll\_ they\_ their(MR)** concepts of industrial ecology and that thing that they just, are gonna save the world, by doing this and this and this [S2: yeah ] it's like, reducing and cleaning... instead of... eliminating [S2: yeah ] **you know(LFP)**, [S2: yeah ] (what) is, cheaper? [S2: yup ] it is cheaper to eliminate emissions or is it cheaper to, clean them, [S2: uhuh ] clean the mess? [S2: uhuh ] so... **th- that(R)** sort of thing. [S2: yeah, yeah ] and **ah, i, i(CHP)** don't believe in that, **i'm not a ver- i'm not very(MR)** fond of capitalism... [S2: mm. yeah ] in general. **So ah(CHP)**... that was **like the like the(R)**, dominating group [S2: yeah ] **they were trying to make me... in, in... November, they wanted... they wanted me to invest like(MR)**... five hours or ten hours a week... in the project. [S2: yeah. ] and i'm **like(LFP)**... i, don't have time, for this now. [S2: right ] we're gonna have the whole next semester to prepare [S2: yeah ] and then the **who- who- the (rest) of the whole(MR)** second year **actually**, [S2: uhuh, mhm ] **to actually(MR)** do the thing. [S2: right, right ] they were like that and all this business thing and all this beautiful resumes and [S2: yeah ] then it's like Pedro, (please) give us this thing, i'm gonna put it in this and this format, and i'm gonna **look\_ make it look like this(MR)** and this and that [S2: yeah ] and and on and on and on and on and on, [S2: so things you weren't really, ] like **uh(UFP)** [S2: yeah ] **and and Jack and and, basically, and Jack has been very... very, nice. very, sincere guy... very ah very(CHP)** nice person, [S2: mhm ] very down to earth but, sort of nerdy, [S2: <LAUGH>] (type worker) **you know(LFP)?** [S2: yeah ] and **ah(UFP)**, Peter, **i i i(R)** haven't had any contact with him, well maybe we had talked a couple of times, but, **nothing nothing(R)**, much. Jack (we had talked.) **um(UFP)**... i actually **like liked(MR)** him before that. **Um(UFP)**, and the group was small [S2: yeah ] and i saw myself fitting very well there. i could contribute. (so) [S2: yeah ] it's, been fine, so far. [S2: great ] i guess you don't want all those answers, huh? <LAUGH>

S2: no, **i am, i am(R)** interested in those, you'll see. you've answered some questions that i haven't asked yet. but, that's great. so, the fit is really kind of important. not just the topic, but, **um that it, that it(CHP)** work, as a group, that you feel good in it, feel comfortable. [S1: oh yeah (xx) really. ] **yeah, yeah(R)**, right... i think so too. **people, people(R)** often sort of propose, group work, **w- without(R)** really considering, how hard group dynamics can be. **you know(LFP)** how crucial they are. and, even issues like deciding what program to be in, **you know(LFP)**, it seems sort of petty maybe to decide i'm not going to this school because i **don't like, um, you know, i don't like(CHP)** the guy who i talked to on the phone. but if that guy's in fact gonna have, contact with you often all the time, **um(UFP)** be your advisor, [S1: yeah ] whatever, then the fact that you don't like him that, matters a lot. <LAUGH> i mean <LAUGH>[S1: well yeah, ]

S1: and i just had a problem with a professor (xx) [S2: uhuh ] **i, i(R)** don't like people not coming... straight at me [S2: yeah ] or giving me the things, the way they are, **you know(LFP)** [S2: yeah ] trying to give me, i'm a nice person really, i just can't help you now. [S2: yeah, ] **that, that(R)** sort of thing, **and, and(R)** you know **it's like it's,(CHP)** i just\_ find that\_ if you can help me, but you won't, [S2: yeah, ] you tell me that [S2: yeah, right, ] because i know, i'm not an idiot i know that you can [S2: right ] you just won't. [S2: yeah, yeah ] maybe because there are so many things, **that, that, that(R)** you have going. that, so many consequences, that you don't want to face. so many, it's gonna get messy for you. [S2: yeah ] but. that's not the point. the point is, you can, but you won't. [S2: yeah, yeah, ] **an- and and(R)** oh no [S2: yeah, ] **you you you(R)** realize we always talk about it we always complain about (it, the things in this school) [S2: yeah ] that people don't do, people (think of,) people do, [S2: yeah, yeah ] and all this stuff.

S2: i think, yeah being a student is a really disempowered position. <PAUSE> and also **i- it(R)** strikes me how, **um(UFP)**... the people who have the power in the institutions, **u- um(R)**, like it and preserve it, and, want it. but, also, want it very soft-pedaled. so, **they don't they don't(R)** want, **um(UFP)**, they don't want to be confronted with it. **Um(UFP)**, and **i i(R)** think that's a cultural thing, i mean i feel it also, as a teacher, **i i(R)** like that sense of,

**um, of(CHP)**, open flow of communication and equality in the classroom, but we aren't equal. **you know(LFP)**, in the end i'm grading them they're, really not grading me. and, to say, **um... you know(CHP)**, come on, take a risk. <LAUGH> do this, do that. **Um i- it's\_ - it's(CHP)** easy for me to say, because of being kind of insensitive **to the\_ um... to the facts(CHP)** of the situation. **you know(LFP)**. so **i- yeah, i think(MR)** that's a problem all over the place. <LAUGH>

### INT175SF003

S1: is this working?

S2: yeah it's working... **um, c- could(CHP)** i take you back **to the to the(R)** beginning because you're **a a(R)** mycologist and you use **you know(LFP)** a lot more scientific techniques than some systematic botanists was it the sort of... your interest in science that allowed you to choose mycology or was it because you got interested in mycology that, you developed, **you know(LFP)** more scientific, techniques chemical tec- or is that a bad question?  
S1: uh(UFP), **it's, it's(R)** not easy to categorize that way. **Um(UFP)**, as an undergraduate i got interested in lichens [S2: mhm ] which are, a type of fungal [S2: right ] association. and i went to graduate school to do a master's degree on lichens. and before i went **to grad- to master's(MR)** program at Washington, i went on a collecting trip [S2: mhm ] in Idaho with, a guy named, Jack Tyler, [S2: mhm ] and he was collecting these truffles and false truffles. and for various reasons i went from Washington back to Idaho mostly it had to do with the Vietnam war and, [S2: uhuh ] and draft status and the fact that my draft board was in Idaho, and i'd gotten more interested in truffles because, **um(UFP)**, everything i found was a new record by several, hundreds of miles [S2: oh okay ] or a new species or whatever it was like a big treasure hunt [S2: mhm ] and it was pretty exciting because everything was new. so i went back to Idaho and started a PhD with Tyler, **well(LFP)**, as part of my alternative service as a conscientious objector, **uh(UFP)** i had to do alternative service [S2: mhm ] and so i, went to work on **uh(UFP)** ecosystems, forest ecosystems project, as a technician, and studied, decomposition, **in in(R)** the forest. at the same time i was doing my PhD thesis at night and weekends, [S2: uhuh ] on **a, a(R)**systematics monograph. [S2: right ] **right(LFP)** so i was kinda two parallel <LAUGH>[S2: right ] tracks that weren't really very related, except that, **i was... i guess i've(MR)** always been interested in ecology [S2: mhm ] and i wanted to do more than just put names on things [S2: right ] (xx) to understand that truffles and false truffles and their biology and ecology, and i knew that **uh(UFP)** truffles and false truffles were mycorrhizal. [S2: mhm ] therefore they were important in forest ecosystems [S2: right ] as mycorrhizal fungi and i wanted to know more about that, and i couldn't convince the forest ecosystem people, **that that(R)** was something they really needed to study. and they eventually told me to go away and get my own grant because there wasn't gonna be enough money to do it, which is what i did. [S2: mhm ] so that's what got me into the ecosystems [S2: okay ] stuff, was trying to figure out how important these, fungi are that i'm interested [S2: right ] in.

S2: because you say several times, **uh(UFP)** that they're **uh(UFP)** important as food sources for small rodents and you (often) [S1: and i got into ] quite emphasize that people don't realize this very much and

S1: i got interested in **thi- this(R)**, group **of, of(R)** fungi because they have two important symbioses one is this one with trees for the nutrition, [S2: mhm ] and the second is with animals for spore dispersal [S2: right ] which means they have real bottlenecks when it comes to being, dispersed [S2: mhm ] and re-establishing new, [S2: right ] new colonies or whatever. and so that makes them intriguing. [S2: okay ] **so i guess i don't yeah i** [S2: that's very helpful ] **wasn't(MR)** satisfied just to put names on things.

S2: right **oh oh yeah(CHP)** that's going to come up again **a a a(R)** bit later **um(UFP)**... right up to date now, **uh(UFP)** Bob Shaeffer's retired. you're left as the single curator **of of(R)** fungi. is that gonna affect what you do very much or is that?

S1: yeah it means i have less time to be as, diverse as i have been [S2: uhuh ] and i have had- starting to shed, some kinds of research, because i just don't have time, and that's

S2: because of the curatorial **uh(UFP)** thing and that **r- right(R)**?

S1: **so i'm star- and because... my mission i guess is better defined with the herbarium(FS)** rather than an\_ as a **as- associate(R)** curator. [S1: mhm ] where i had **m- minimal(R)** curatorial [S2: oh yeah ] responsibility i could interpret my, research a lot broader, than i could, **you know(LFP)**(couldn't) now.

S2: so automatically even whether Bob was still here **as a as a(R)** curator **you, you(R)** hafta, **you know(LFP)** [S1: well ] work with Rich or whatever it is and (xx) or the technician?

S1: (a lot) with the technician yeah. [S2: yeah ] and... the other, part of that **is is(R)** that, i've gotten into a rather large project and **it's starting to, it's, scary(MR)** i'm not sure i'm gonna get it finished and **uh(UFP)**, that means i'm gonna have to shed some stuff [S2: right ] in order to finish that project.



S2: there's a new hire coming who's sort of **w- working(R)** on the molecular level [S1: yeah ] on vascular plants who's gonna have

S1: i'm hoping to [S2: that ] parasitize him yeah

S2: oh right. <S1: LAUGH> i mean **this is\_ there's(MR)** another person with your kind of experimental [S1: yeah ] right? bench sort of interests technical interests right. so that's gonna?

S1: **different, different(R)** problem [S2: right ] different group of organisms but, some of the techniques are the same

S2: oh okay...

S1: i think what we'll find with him is that he won't have time to (do) curator.

S2: mhm. is that, reasonable for a hotshot assistant professor to say **you know(LFP)** you can, don't worry about that too much, at this stage?

S1: yeah

S2: i mean it would strike me as being reasonable it's like [S1: yeah it's ] taking administrative jobs in you know

S1: yeah that's **what basically, how – how it's treated(MR)**.

S2: yeah... yeah, **um(UFP)**, you've got a lot of publications but, <S2: LAUGH> unlike some people you don't do much editing? has that been a matter of policy or have i misread

S1: you mean **edit- editing(R)** of other people's stuff?

S2: right yeah, **you know(LFP)**, on [S1: i c- i don't think ] journals or edited books you work with this guy Anderson a lot and he seems to do a whole stack of it right? this David Anderson?

S1: uh

S2: Aberdeen?

S1: David Atkinson

S2: Atkinson rather

S1: **uh(UFP)** i don't consider myself a good writer

S2: uhuh, and that's why **you you know you know(CHP)**

S1: plus **it, it(R)** requires more time than ..

S2: yeah i just wondered you know

S1: **i do i do(R)** a lot of editing in the sense that i do a lot of grant proposal reviewing, [S2: mhm ] and that kind of thing

S2: right. **Okay(LFM)**. but is that editing or is that, reviewing?

S1: it's reviewing, yeah

S2: so you get the final product and **say you say(MR)** yes or no, somebody knocks on your door and say, **you know(LFP)**, could you read through this and, .. alright.

S1: also i'm in a very esoteric field. [S2: uhuh ] in some respects [S2: right ] there isn't a body of people. although i just reviewed a manuscript for a woman at Berkeley.

S2: uhuh... if **you you(R)** look at the publication record it there **s- sort(R)** of seems to be quite a clear trend. it seems to me that **if when(MR)** you're working **on on(R)** systematics, **right uh of of(CHP)** fungi you tend to write on your own, or sometimes with one other person. when you do a lot of the sort of fungal ecology, you seem to join up with **you know(LFP)** another person and there's a couple of others like, **some, some(R)** paper on elevated atmospheric C-O-two and feedback, a kind of a big interdisciplinary thing where you join up **with a with a(R)** [S1: i think that's ] group would that be **fair assum- fair guess(MR)**?

S1: yeah, **that's that's(R)** a, function of the disciplines. [S2: mhm ] **systematics tends to be uh, systematics to me tends to be(MR)** a... kind of a solitary occupation. [S2: mhm ] **cuz i consider it to be it's kinda(FS)** like solving a **prob- a puzzle(MR)**. [S2: uhuh ] whereas the ecosystem stuff is done in collaboration with people because, no one person probably holds enough information to, [S2: right ] realize all the ramifications [S2: yeah ] so you typically work, the other thing is that in order for me to, stay involved in some of the ecosystems stuff, **i've, the only way i can do(MR)** [S2: mhm ] is to collaborate. in other words i don't think i'll ever write another proposal, [S2: uhuh ] as a P-I in ecosystems. [S2: uhuh ] i i'll collaborate as a co-P-I but i don't think i'll ever write another.

S2: right, is that because you now feel that your major contribution to this is **i- i- is(R)** knowing the organisms **i mean(LFP)** is **n- the(AR)** background **or or, or(R)** has the sort of ecosystem world moved on to more kind of **you know(LFP)** high-powered mathematical modeling or whatever else (xx?)

S1: no we have a proposal right now. [S2: uhuh ] and we just submitted another one, and **i- as(AR)** a collaborator. [S2: right ] **um(UFP)** <PAUSE:05> i've always felt that i have ideas, [S2: yeah ] and my problem is not coming up with ideas my **t- problem(AR)** is usually finding enough time to do something <LAUGH> about the ideas [S2: yeah well, that's right ] <LAUGH> and so my contribution **like(FLP)** on the recent proposal we got funded was,

to provide the framework and the ideas [S2: uhuh ] and the other person, **executes writes(MR)** the proposal, [S2: yeah ] and executes **the, the(R)** research with some input from me as to **you know(LFP)** what's going wrong and what needs to be done.

S2: **when i when i(R)** look through, it seems to me that the kind of the systematic stuff, over your career seems to go in certain kind of bursts. and now this may be just be because **there there're(MR)** delays and timelags in publications but there's sort of some stuff in sixty-six sixty-seven there's a couple of papers in eighty-five, there's some papers, [S1: yeah ] five or six years ago and there's a couple of recent ones. i wondered **whether that whether(R)** i was right about that or whether this is?

S1: yeah that's probably right. it **uh(UFP)** has to do with what i'm involved in a big p-

S2: yeah that's right, that's what i was gonna say. **there's a if there's(MR)** a big project that's **uh(UFP)**, taking your time away somewhat [S1: and i have several ] that's what you fall back on in some way, **well(LFP)** not really fall back on but that's the sort of steady state and then you get these peaks of other major project activity

S1: yeah but, i have a couple big things going on in taxonomy that i've been working on for, [S2: mhm ] i hate to say it decades now i just haven't f-

S2: yeah well <LAUGH> you're not the only one around here who's been working on these things for (decades)

S1: (just) haven't finished yet.

S2: yeah. **you know(LFP)** i do some sort of **uh(UFP)**, quite serious birdwatching, and the ornithologists **you know(LFP)** tend to be **uh(UFP)** kind of lumpers or splitters i mean they wanna divide species or (xx) but, it seemed to me if i looked at, for example, your two **n- papers(AR)** in **uh(UFP)**, nineteen eighty-five in one case you're setting up a new genus on the other case you're saying these six species are actually all one. **so you don't have any predisposition to\_ i mean cuz ornithologists seem to have a predisposition(MR)** is to go one way or the other it all depends on the evidence

S1: well, the group that i work in is so badly known, [S2: uhuh ] **that, you're gonna i've got, n- i have a new genus right now(FS)** [S2: uhuh ] that i am working on that i'm gonna describe. but it's taken me, three weeks to figure out, that, to feel comfortable with the fact that it is a new genus my basic philosophy, and, part of **what's, what(MR)** the interaction is with the ecosystem in order to ask some ecosystem's or ecology-type questions you have to be able to put names on the organisms. [S2: mhm ] the taxonomy of my group is so bad that you can't put names on organisms therefore you're forced **to, to(R)** do systematics, [S2: is the taxonomy? ] **in one in one(R)** sense. **and and(R)** what that means is that, i, tend to favor, a systematics that, is practical [S2: mhm ] and it works. and if you've got a large number of species that are distinguished by what i consider poor characters, [S2: mhm ] and that one paper you're talking about was, i used statistical analysis, [S2: mhm ] to resolve that problem, [S2: right ] **um(UFP)**, then i'll lump them. [S2: yeah ] on the other hand if i think something **is, is(R)** distinctive then i'll go ahead and describe it... but the idea **is is(R)** that, people other than me should be able to sit down and put a name on something [S2: right ] for whatever reason that they need a name.

S2: now **th- the(R)** guys down the corridor who do deal with vascular plants and **th- they(R)** develop their keys **and and and(R)** so on. these are sort of usable, in the field right? because, while in your case you're often dealing with microns rather than millimeters and you hafta bring 'em back and put 'em [S1: well the ] under big microscopes and?

S1: i can identify things **t- to(R)** genus in the field [S2: uhuh ] now how i do that sometimes i'm not sure [S1: right ] but i would guess my accuracy is, ninety percent, [S2: mhm ] but to put species names on things requires, **uh(UFP)** examination of the spores [S2: right ] and so it's not practical [S2: right ] for me to try to identify things in the [S2: right right ] field. i could probably give you a good guess, but, [S2: yeah ] i'd be wrong a lotta the time too.

S2: yeah right... **right(LFP)** what is Kelly and Judd? color names?

S1: it's a standard.

S2: just a color chart? a stamp collector's chart?

S1: there are various competing color charts.

S2: alright. **Um(UFP)** going back to your, Destuntzia paper, remember that one? [S1: yeah ] nineteen eighty-five ? **well on of the, because it was a a new genus(FS)** and you found three new species and so on, i'd like to talk to you a little bit about, how you come up with the names?

S1: okay

S2: Destuntzia himself in honor of professor Daniel E Stu- Stuntz or [S1: right ] whatever. who was?

S1: he was the mycologist at the University of Montana, who my major professor, Jack Tyler [S2: uhuh ] **my PhD professor, was a st- well was a, quote student of his(MR)** [S2: mhm ] this involved lineage but, **uh(UFP)** worked with Doctor Stuntz, and Tyler's the one that wanted to name it Destuntzia [S2: okay ] because what happened in that case is i picked up several things that i decided were new and different and Tyler had already decided the one

thing that he had, [S2: uhuh ] was new and different and, since i had the greater bulk of the material we decided to, **uh(UFP)** that i would go ahead and write the paper up but he insisted that it be named after this Stuntz, my personal preference would not be to name it after somebody, [S2: uhuh ] and especially **in that at that time(MR)** Stuntz was alive, and i would be very reluctant to name it after somebody else living.

S2: (well okay) so what's a Stuntz foray?

S1: that is a, gathering of mycologists and students from various institutions **uh(UFP)**, at a what's it called **oh(UFP)** Boy Scout camp [S2: mhm ] or some other place in the woods typically where [S2: uhuh ] it's a center for collecting over a weekend and, putting names on things and exchanging information

S2: right. that sounds good. is Harkness a hero of yours?

S1: **um(UFP)**

S2: one or two bits in this paper about Harkness **eight\_ eighteen(R)** ninety-nine and, suggesting **you know(LFP)** that maybe he got it right and later people were perhaps quite not got it right i mean

S1: well i've really never thought of him as a hero i di-

S2: well perhaps hero is a sort of jokey term but i mean a

S1: well, i thought it was amazing that he did what he did [S2: yeah ] given the time and state of things. [S2: right ] (Gilke) is another one that i feel, never received the recognition in her lifetime that she should've received.

S2: uhuh do people name things after Harkness? [S1: yeah ] i mean Harknessiae? do you get those?

S1: yeah Harknessiae.

S2: (xx...) and the Latin names that you choose?

S1: (xx) it usually has to do with **some distinctive what i think is something distinctive(MR)** about the species, like **So- Sax(MR)** Montana Rocky Mountains.

S2: right.

S1: i don't like color, terms for species names, (crescia) rubens and stuff that [S2: uhuh ] (Smith) used... partly cuz i don't like color as a character [S2: uhuh ] which i shouldn't admit but i'm partially color-blind

S2: uhuh... <S1: LAUGH> **well that's, that actually is,** <SS: LAUGH> **cuz there's a little sentence in one of your methodologies that's a little strange(FS),** and **uh that might that might(CHP)** actually explain that <LAUGH> oh actually that's brilliant. okay i'll write that up, (and you can tell me about it.) and you named one of them the last one for Herb Saylor?

S1: yeah, he's an amateur [S1: that's what i ] who has a very good knowledge of, hypogeous fungi and has spent a lotta time collecting things and was never able to realize his ambition to become a mycologist, [S2: mhm ] **because he, because of family(MR)** situations and because he could make more money as an engineer working for the Caterpillar corporation.

S2: mhm, hm', alright. okay. where is East Malling?

S1: East Malling?

S2: Malling.

S1: it's in Kent.

S2: okay, i ought to know that. i've now moved on to the **uh, you know(CHP)** the Soil Biotron [S1: right ] thing

S2: was that your term ?

S1: Biotron was **the, the(R)** name that's in the literature for similar facilities is Rhizotron.

S2: right, **that that's(MR)** an older name right?

S1: right and we chose Biotron, because we felt it reflected, the interaction the biology of below ground rather than just the focus on roots...

S2: the one that's up at the biological station and the one at East **Ma- Malling(R)**, these're the two main ones?

S1: **no there there're(MR)** a bunch [S2: uhuh ] now

S2: now is there, this is all sort of [S1: well ] the last decade or what?

S1: i should give you a paper [S2: okay ] i'll give you a paper, [S2: right ] **the there're(MR)** at least two major different types [S2: mhm ] and there're ones that are used as lysimeters to study, physical processes in soils like the effect of fertilization and water movement, and then there are ones that are designed to look at biology. [S2: mhm ] and there're far fewer ones to study biology than there are ones to study physical factors .

S2: okay

S1: John Tanner wrote a paper, [S2: uhuh ] something on inventive minds, trying to figure out where i was coming from on the Biotron (xx)

S2: okay. you have a copy of that or should i?

S1: yeah i have a copy of that [S2: oh okay ] i may have to xerox it but i have one

S2: one of the papers that you have that's one of the **co- coauthored(R)** papers this is the New Dawn paper? do you know where this metaphor of the New Dawn came from was that you **or some or one of the others(MR)**?

S1: gee i don't really know.  
 S2: it **d- doesn't(R)** matter. just wondered whether  
 S1: <LAUGH> i have a terrible memory  
 S2: when you're the second author of a paper **that the\_ this means that(FR)**... you're not the primary writer right but you co-author it or you argue about it?  
 S1: well, in my associations, it doesn't matter who did the research, whoever writes the paper, is the first author [S2: right ] and then the other author assignments are based on the degree of contribution.  
 S2: right. but when you say that the first author writes the paper  
 S1: yeah that's what they do  
 S2: but, second and third authors get to comment on it and discuss it and modify it and argue about it [S1: right ] and the usual thing (a co-)  
 S1: but the one who actually [S2: right ] sits down and physically writes [S2: right ] it gets to be first author.  
 S2: right. for a person who says that he doesn't think he's a very good writer, in fact looking at the record there's lots of stuff you've written of your own and there's quite a lot of co-authored stuff where you obviously were the primary writer. right?  
 S1: yeah if i'm first author yeah  
 S2: so... **y- perhaps you(MR)** feel that this is **a, a(R)** general comment of your field or you [S1: no i ] or you're average or you know?  
 S1: no i'm not i'm below average. i think i write like a German. [S2: mhm ] i have too many  
 S2: that's not a bad thing in science necessarily  
 S1: well i have too many dependent clauses [S2: uhuh ] and **uh(UFP)**, my logic is hard for people to follow i think. i've been told that actually.  
 S2: well **i'll i'll(R)** remember that, you wait till you see my writing

#### DIS115JU087

**S1:** our, class today. **Um(UFP)** one is Diane she's a G-S-I, **um(UFP)**, so she's just observing. and **um(UFP)**, i'm sorry i don't know your name.  
**R1:** Janine.  
**S1:** Janine she's, **um(UFP)**, gonna tell you a little bit more about what she's doing that's why we have a microphone, just so you all know, what's going on and, consent to it.  
 <MICASE RELATED SPEECH>  
**S1:** okay. alright. so i hope that's not gonna make you all **um,(UFP)** self-conscious, **um(UFP)**, cuz we won't have a very good class if you are, but **um(UFP)**... today i wanted to talk about **um(UFP)**, we'll, partially talk about the lectures that we had this week, which were about, political systems and, i wanted to start off, doing that by talking about, power and social organization social control. maybe you wanna talk to her after just to make sure, **um(UFP)** that **you know(LFP)** what's going on with that. [SU-m: okay. ] **um .. so(CHP)**, you had some reading on this in your textbook. **Um(UFP)**, i thought it was pretty advanced, a lot of the concepts that were talked about in there and so, maybe we could just talk about, how these sort of apply to your, own experiences. so i was hoping you could just sort of throw out some, ideas, about, how, social control works in our society. basically, why do you do all of the things that you do? **Um if you, if you(CHP)** go into **um(UFP)**, a store and you see something that you really want, and, you, can't afford it, why don't you just take it...? assuming that you don't of course. Chris.  
**S2:** well when you're younger you do. <SS: LAUGH>  
**S1:** i think though **that's, that's(R)** a good point, actually. so **let's let's(R)** keep that in mind.  
**S2:** and sometimes that when you're older you still do like **if you're a, if you're a(R)** criminal. <SS: LAUGH>  
**S1:** sure. **i mean, i i mean(R)**, social control is obviously, not perfect. **so** <PAUSE WHILE WRITING ON BOARD> **so yo- so young(R)** people. **Um(UFP)** what does that tell us about young people, **um(UFP)** if young people are more likely to say, steal something? you might wanna talk to her after class just to, find out what she's doing and, whether you wanna participate in it.  
**SU-m:** that's you.  
**S3:** me? okay. <SS: LAUGH>  
**S1:** um, okay so **what does that, what does that(R)** tell us already, **if if(R)** young people, are more likely to steal things **than, than(R) o- um, older(MR)** people? yeah.  
**S4:** either that they're, more rebellious, **or maybe, or just that(MR)** they're not as accustomed to, society's norms yet.

**S1:** yeah that's, **yeah(LFP)**, **i mean(LFP)**, **yeah(LFP)** rebellious **or, or(R)** not **we, we(R)** could call it socialized. which basically just means they're not accustomed to society's norms yet. Yeah

**S2:** or they're just too young to understand the **uh(UFP)**, consequences of, stealing

**S1:** oh that's **yeah(LFP)**, and this is important **um(UFP)**, the consequences... somebody else have something they wanted to say?

**S5:** there also **like(LFP)**, isn't **like(LFP)** as many consequences for them.

**S1:** yeah, that's true, **i mean** , **um(CHP)** why do you think that there are not as many consequences? i mean **why do, why do um, why does society\_ why is our society(MR)** set up so there won't be as many consequences?

**S6:** cuz they aren't gonna **like(LFP)**, throw **like(LFP)** a six-year-old in jail for **like(LFP)** stealing something or **like(LFP)** make him pay a big fine (he'll) probably just **turn- return(MR)** it if like

**S1:** i mean that's absolutely true but **i mean(LFP)** why, **what is it that, what is the value(MR)** behind that? what is the idea behind that? yeah.

**S2:** i mean i think we could talk about **like(LFP)** the six year old boy with **like(LFP)** the gun obviously, **you know uh(CHP)** [S1: yeah. ] it's like they live in a dream world kinda. **you know how you like, when you're young(FS)** you have **like(LFP)** imaginary friends and **like(LFP)**, you just have **like(LFP)** your own little world and **you, you(R)** really believe it. you don't think

**S1:** okay **that's definitely um, that's definitely important(MR)** yeah?

**S7:** **to like, to kids(MR)** the only consequence **like(LFP)** of stealing is getting, what they're stealing. **Like(LFP)** there's no **like(LFP)** punishment and for the kid **like(LFP)**, shooting that girl to him he was **like(LFP)**, repaying her for hitting him cuz i think that **was what(MR)** the thing was, **like(LFP)** that was the only consequence he didn't think he was gonna kill her **i mean(LFP)** he doesn't, he just thinks he's gonna pay her back like, he

**S2:** right **he, he(R)** only **like(LFP)** understood death by how the movie portrayed it. **Like(LFP)** big deal **like(LFP)**, another one, **like in T- in T-two like(R)**, thousands of people die. **you know(LFP)** to him <SS: LAUGH>

**S1:** so **why is it, why is it(R)** that, young children don't understand, say, about, what it means to kill somebody? and it's not a difficult, question really i'm just trying to get you to, really spell it out.

**S7:** they've never really seen it [S1: sorry? ] **i mean they've never they\_ when you're little your parents don't expose you to death(FS)** like, my parents **like(LFP)** when my grandparents died and i was **like(LFP)** four or five they didn't take me to the funeral so **like(LFP)**, i was never exposed to death until i was **like(LFP)** old enough to **like(LFP)**, handle it.

**S1:** so basically you could say that **um(UFP)**, basically **s- alright(AR)** if young people are not socialized, and they're protected, they're not yet socialized they're protected. **Um(UFP)**, the, period **of of(R)** youth is one, **i mean(LFP)**, i'm sort of drawing on your comments and sort of, adding to them but, the period **of, of(R)** youth is one **where, where(R)** people get socialized where people get, taught. **Um(UFP)**, what, they need to know in order to live in society say. and they're protected, so that they don't, learn, everything too fast. **is that, i mean is that(CHP)** one of the values, of our society? i know you probably heard that before, **um, so(CHP)** i mean what is it that they're being taught? **i mean(LFP)** for one thing, they're being taught, **well(LFP)** i'll move this over they're being taught consequences right? cuz you said they didn't know, what the consequences are. **Um(UFP)**, what else, yeah

**S8:** **they don't like they don't know(MR)** the difference between right and wrong, for **like(LFP)** a certain, amount of time and so if you teach 'em everything, if you teach 'em how to **like(LFP)**, use a gun then they don't know, if it's right or wrong to use the gun.[SU-f: <LAUGH>]

**S1:** yeah so they're being taught morals. did you have something to say?

**S9:** that's, what i was gonna say.

**S1:** what else? anything else that they're being, taught? yeah.

**S7:** well **it's like, and a lot of times(FS)** when you see movies and kids are **like(LFP)**, exposed to <WINDOW SLAMS SHUT><SS: LAUGH>

**SU-m:** just ignore it.

**S7:** when kids are exposed to some, murders later on in life they have problems. **you know(LFP)** what i mean if they're exposed to something too early, and later on they have problems like being abused, **you know(LFP)** later on they have problems,

**S1:** yeah that's true **or- yeah or- right(CHP)** so i guess that falls **under the, under the(R)** category **of, of(R)** we protect them from learning things too, quickly. **Um is there, is there(CHP)** a connection? **between, between(R)** consequences and morals? <PAUSE:05>**i mean i- basically(MR) these are, these are, these are(R)** things, both of them that **um(UFP)**, our society has decided **that, that um(CHP)**, or someone, **it's not, i mean it's not something(MR)** that **you know(LFP)** everyone in the society obviously sat down and decided but, **um(UFP)**,

somehow we've come to this, agreement that, young people need to learn, consequences, **um(UFP)** and they need to learn, morals. yeah.

**S9:** i think, they use the consequences to teach morals.

**S1:** yeah, **that's a good, that's a good(R)** one. <PAUSE WHILE WRITING ON BOARD> so basically, **um(UFP)** what kinds of consequences are there? i mean there's one consequence like, you were saying **um(UFP)**, the boy shoots a little girl, and she dies and that's sort of a natural, consequence. **Um(UFP)**, what other kind of consequences, are there that **might, might(R)** be, useful, to teach morals?

<PAUSE:05>

**S7:** just like sitting in a corner.

**SU-m:** punishment.

**S1:** punishment. yeah, so **there's, there's um(CHP)** punishment. <PAUSE WHILE WRITING ON BOARD> and there's natural consequences. <PAUSE:04> **so um, so(CHP)** basically, **um(UFP)**, children are young, **they're they're(R)** being taught, that if they do certain things, there'll be certain punishments. **Um(UFP)**, and, that's because, there's underlying morals right? that **um(UFP)**, lead us to, punish them for doing certain things. **so th- i mean that's, i mean do you think(FS)** that those( are **um(UFP)**, absolute? absolutely true? the morals and the consequences, or do you think that they're, somewhat arbitrary and decided by, each society each culture, separately? <PAUSE:05> **i mean(LFP)** for example, **I mean(LFP)** we were talking about lots of different, **um(UFP)**, societies, today right? **Um(UFP)**, we talked about **the, the(R)** band, tribe, chiefdom, state, typology. <PAUSE WHILE WRITING ON BOARD> so one of the things, that Dr Kottak said, was that **um(UFP)**, in the band, tribes and chiefdoms **it- it's(R)** important, for the leaders **to, to um(CHP)**, be very generous and, give, a lot of gifts to the people right? whereas he said, in a state society people have more, freedom to collect, goods. and they don't have to redistribute them. so that's sort of a difference in morals right...? i mean do you think that **there are, there are(R)**, morals that are absolute **or do you think, or do you think(R)** that all morals are, cultural? yeah?

**S10:** i don't think it's really a difference i think that, in bands tribes and chiefdoms, they had to do that, to get people to follow 'em. and, support 'em. but if they could've, **like(LFP)** just kept it all to themselves they would've.

**S1:** maybe so. i mean i'm not saying that's not true but **it was a, it's a(MR)** standard of that society right? yeah.

**S2:** i think all morals are created. **Like(LFP)** if you look at World War Two, and, **you know(LFP)** murder wasn't bad anymore because **you were, as long as you can like justify your actions(FS)**, you can create any moral.

**S1:** yeah **that's an interesting, that's an interesting(R)**, point of view. yeah.

**S3:** i was gonna say that **uh, i think, i think(CHP)** morals are all the same, but i think **uh(UFP)**, different cultures, rank, the importance of **dif- different(R)** morals accordingly. **Uh(UFP)**, just, like an example is, if you compare, Eastern thought, with Western thought, over **any any(R)** range of topic it's like, Eastern thought is very, group oriented **you know like you know you, you(CHP)** acquiesce **to the to the(R)** person **a- above(R)** you or **you know(LFP)** someone like, **that you, that you(R)** should hold more respect for, and Western thought's very like individualistic and **you know(LFP)** personal rights and all that stuff so. **i d- i th- i think(MR)** morals are, basically the same from culture to culture. but it would depend on the way they rank the importance of each one.

**S1:** yeah **that's a really interesting, that's a really interesting(R)** way to look at it. i like that. **i mean yeah(LFP)** basically he said that **um(UFP)**, in some way you can have both you can say **that, that(R)** there are, morals which are universal, but, culture still plays a big role, in determining, **um(UFP)**, which morals take precedence. and **um(UFP)**, that's actually something there's a **um(UFP)**, a really famous, philosopher **who, who(R)** wrote something very, very similar, to that so, just in case you're interested, **um(UFP)** Alasdair MacIntyre. i don't know **jus- just(R)** to let you know. but **yeah he's he's he's, um(CHP)** a really well-respected philosopher who said something very similar. yeah.

**S11:** um, as for **like(LFP)** whether or not there are absolute morals, i definitely think that there are, **neces- whether(MR)** or not they're universal morals is, i don't think ever gonna be, known or **wh- whether(R)** or not they're socially constructed or whatnot, but definitely i think **like(LFP)** something as extreme as a child killing someone, **um, some are more, like are more obvious(CHP)** than others. and haven't been known to **like(LFP)**, work, **like(LFP)** certain actions.

**S1:** yeah, **that's yeah that's(R)** a good point.

**S2:** i don't think there's any universal morals. **Um(UFP)** you look back in time, before **like(LFP)** monotheistic religion, and they would sacrifice people, to God. as long as you believe **like(LFP)**, you have that faith that, i don't know how to put in words really but, give me a minute i'll come back to it but, <SS: LAUGH> **as lon- like i was saying as long(MR)** as you can justify it, it's okay. **Like(LFP)**, i don't think, over time, there's been no moral that's been, completely universal.

**S1:** so what does that mean to justify it? like **how how(R)** do we justify?

**S2:** like you're sacrificing the person for God for **like(LFP)** a higher (meaning.)  
**S12:** if it's culturally justified. [S1: yeah i think yeah that's ] if society doesn't have a problem with it as a whole then, there's no punishment there's no shame in doing it, it's common practice so,

**Informal conversations**  
**SBC043**

0.000	1.243	ALICE:	.. Well when you said that though %,
1.243	2.491		<b>m-</b> .. <b>my my(R)</b> new boss,
2.491	3.414		... <b>she came</b> --
3.414	4.607		.. <b>She told(MR)</b> Mike yesterday-,
4.607	7.179		<b>she's I(MR)</b> wanna be there at seven o'clock to go .. to community meeting.
7.179	9.818		... And so Mike .. is there at seven fifteen,
9.818	10.068		he says,
10.068	11.519		I wonder where .. she is.
11.519	12.066		.. <b>You know(LFP)</b> ,
12.066	13.800		... and he says I get up,
13.800	15.158		I wasn't planning on coming in until <VOX eight VOX>,
15.158	16.015		and here I am early.
16.015	16.619		.. And so she comes in,
16.619	18.766		she says I apologize <b>for .. for(R)</b> being late and everything.
18.766	19.390		<b>She's I(MR)</b> forgot,
19.390	21.329		(H) we might have to scrape windows out here,
21.329	22.344		cause she's from Arkansas.
22.344	24.566		(H) And so she went into <X the community afterwards X>,
24.800	26.395		(H) <VOX it hasn't been a good morning VOX> she says,
26.395	29.201		.. (TSK) .. I bought .. <b>four five(MR)</b> pairs of .. new pants,
29.201	29.838		before I left,
29.838	30.719		and had em shortened.
30.719	33.344		.. She goes and I didn't bother to try em on before .. I left.
33.344	35.394		(H) So she's all of em .. are not short enough.
35.394	35.644		She's,
35.644	36.685		.. these are the shorter one,
36.685	38.881		and they're about two inches @too @lo[=ng.
38.095	38.881	ANNETTE: [ @ (H)	
38.881	40.157		@Oh= ma=n].
38.881	40.157	ALICE:	.. (H) And then],
40.157	42.399		.. she <b>brought- bought(MR)</b> a brand new attache case.
42.399	44.896		... And yesterday was the first day she used it.
44.896	46.768		(H) Put a bunch of stuff in it to read,
46.768	48.017		(H) went home last night,
48.017	48.963		and couldn't get it open.
48.963	50.040		The lock would not open.
50.040	50.816		... And she says
50.816	52.834		(H) I don't think it came with a key and it's this --
52.834	53.638		.. <b>K- a key(MR)</b>
53.638	55.071		And it's this beautiful attache,
55.071	55.577		leather.
55.577	57.343		.. One that she bought just before she left.
57.343	58.769		(H) .. She couldn't get it open.
58.769	60.221		So Mike tried and he couldn't get it,
60.221	60.632		and I says,
60.632	61.446		(H) .. <b>uh(UFP)</b> ,
61.446	62.259		.. don't worry,
62.259	62.615		I says,
62.615	63.152		<b>we'll get,</b>
63.152	64.277		<b>we'll get(R)</b> one of the maintenance men,
64.277	65.613		I says they can fix any[thing].
65.365	66.465	ANNETTE: [ @Or] @get one of the kids,	
66.465	67.108		[2they could @probably2] --
66.465	67.805	ALICE:	[2@ (H) Well that's2] what I told [3her3].
67.500	67.805	ANNETTE:	[3@3]
67.805	68.381	ALICE:	I [4@said4],
68.180	68.381	ANNETTE:	[4@4]
68.497	70.938	ALICE:	(H) .. <P one of the P> kids could probably have it out in thirty-five seconds,
71.152	71.665		(H) <VOX I know VOX>.

71.665 72.167 We won't --

72.167 72.695 ANNETTE: @=[@]

72.448 73.383 ALICE: [We won't] test them.

73.383 74.827 (H) So I had Bill come over,

74.827 77.485 Bill comes over with his ... Leatherman Toolma=n,

77.485 77.683 **or** --

77.683 78.568 **Or(R)** whatever it is?

78.568 80.186 ... (TSK) Few minutes,

80.186 81.292 he had it @undo[=ne].

81.002 82.439 ANNETTE: [So she] can't use it now [2though2].

82.080 82.439 ALICE: [2Well2],

82.439 83.959 she says she has to really look,

83.959 85.055 and it came with a strap too,

85.055 86.775 she says maybe on the strap there's a key.

86.775 87.824 .. She's and I didn't bother.

87.824 89.595 She just likes... it with the handle,

89.595 90.601 not [the shoul]der strap.

89.731 90.091 ANNETTE: [Mhm].

90.601 91.479 ALICE: (H) So she says,

91.479 92.592 it has not been a good day.

92.592 93.816 .. My pants didn't fit,

93.816 95.060 .. (H) and she says they're too long.

95.060 95.691 She says I ha=te em.

95.691 96.050 **They** % --

96.050 96.435 .. **You know,**

96.435 98.259 **and they(CHP)** were kinda long .. on her shoes?

98.259 99.811 .. (H) .. And we were kidding her I says,

99.811 101.136 .. just buy real high heels,

101.136 102.626 and then you won't have to have em reshortened.

102.626 104.508 (H) .. Her attache case wouldn't --

104.508 105.043 ... Well,

105.043 105.295 first

105.295 106.860 and then the windshield wipers needed wiping,

106.860 108.044 and then the @attache @case she's,

108.044 109.870 (H) this is not a @good @morni=ng.

109.870 110.681 (H) [I says well],

110.111 110.681 ANNETTE: [Mm=].

110.681 111.725 ALICE: this is your second day of work,

111.725 113.314 [it only goes] down hill from there[2=2].

111.725 112.368 ANNETTE: [Unhunh and that] --

113.140 114.715 [2That2] .. ice stuff was th=ick too,

114.715 116.464 cause I took the .. blankets off my [3car this morn3]ing?

115.950 116.367 ALICE: [3Mhm3]?

116.464 117.968 ANNETTE: (H) By the time I went out there again **they were still f-** --

117.968 118.688 **They were frozen over(MR),**

118.688 119.701 **you know that that(CHP)** thi=n,

119.701 120.287 ALICE: .. Mhm[=]?

120.107 121.458 ANNETTE: [just] that .. f=oggy stuff,

121.458 122.708 and I'm like oh my Go=d.

122.708 124.205 ALICE: .. Why didn't you go work out this morning.

124.205 126.391 ANNETTE: ... **Ma- my(MR)** legs were kinda sore this mor[ning],

125.970 126.391 ALICE: [Still]?

126.391 126.835 ANNETTE: when I got up,

126.835 128.009 so I thought that's probably not good.

128.009 128.923 .. I'm gonna go tomorrow,

128.923 129.625 but I was thinking,

129.625 130.194 I don't [wan]na,

129.806 129.961 ALICE: [Di-] --

130.194 131.639 ANNETTE: .. you know **if if(R)** I did pull something,

131.639 132.756 I don't know what I did to em.

132.756 133.628 ALICE: ... Y- % --

133.628 134.635 [Did you take] the Tylenol,

133.628 134.093 ANNETTE: [XX]

134.635 135.908 ALICE: like I told you to yester[2day2]?

135.773 135.908 ANNETTE: [2Yeah2].

135.908 137.171 I took some this morning then [3too3].

136.789 137.171 ALICE: [3Okay3].



137.171 138.094 ANNETTE: Just to make [4sure4].  
137.620 138.094 ALICE: [4I think4],  
138.094 138.718 ... **you know(LFP)**,  
138.718 140.029 and you might be just a bug that,  
140.029 141.779 .. kind of a flu [achy type thing].  
140.853 141.498 ANNETTE: [**Yea=h**.  
141.498 142.498 .. **Yeah(R)** cause] Jenny had that flu today,  
142.498 143.946 she went ho=me today= and,  
143.946 144.859 .. a lot of people have had it,  
144.859 145.884 b- you know the like s- fall  
145.884 146.786 Paula went in <X and found out X> to the doctor,  
146.786 148.158 **she was tired of just having this kind of**,  
148.158 149.936 ... **just not f=eeling real well(MR)**,  
149.936 150.881 and she [thought she had] an ear infection,  
150.148 150.437 ALICE: [Mhm].  
150.881 151.205 ANNETTE: she went in,  
151.205 152.585 and **she she(R)** had a sinus infection.  
152.585 152.943 ALICE: Mhm.  
152.943 154.048 ANNETTE: .. Gave her some antibiotics.  
154.048 155.374 She goes at least I'll get over it then.  
155.374 155.642 ALICE: Yeah.  
155.642 156.081 .. Yeah.  
156.081 157.666 ANNETTE: You know so I think it .. just might have been something around,  
157.666 158.119 but God,  
158.119 159.227 that was the weirdest thing.  
159.227 160.671 ALICE: .. (TSK) (H) That's what I did all day today,  
160.671 162.715 I had ... three or four different kids come up,  
162.715 163.443 and complain of,  
163.443 164.434 ... nasal,  
164.434 165.535 sinus problems?  
165.535 166.966 ... **So every time one of the doc- --**  
166.966 168.167 .. **Their docs came on,(MR)**  
168.167 169.502 I wrote another order and,  
169.502 170.165 ANNETTE: .. I know,  
170.165 170.764 [it's just] --  
170.165 171.127 ALICE: [called Bruce] and,  
171.127 172.110 ... [2added their name2].  
171.335 173.598 ANNETTE: [2It's just one of these long2] going .. flu things.  
173.598 174.979 ALICE: .. Bruce wanted to go hunting today,  
174.979 175.901 and every time I call him I says,  
175.901 177.247 you're not get[ting out] here early.  
176.369 176.738 ANNETTE: [ @ @ ]  
177.247 178.434 ALICE: And then finally he told me he says  
178.434 179.549 (H) ... **uh(UFP)**,  
179.549 181.339 .. he wasn't going today with Mike anyhow.  
181.339 182.224 Mike left early.  
182.224 182.731 ANNETTE: M[hm].  
182.419 183.353 ALICE: [<%<P And wasn't] going hunting.  
183.353 184.305 ... Today.  
184.305 184.738 .. **So(LFP) P>%>**,  
184.738 185.292 .. In fact,  
185.292 187.540 %then I didn't leave until **f=- four(R)** o'clock.  
187.540 190.123 ... And then him at the copier machine,  
190.123 193.381 (H) ... I said so much for getting out on ti=me [on F=riday].  
192.462 193.381 ANNETTE: [(YAWN) @ @ ]  
193.381 193.844 .. Oh <X yeah X>?  
193.844 194.424 (H) [Well I thought-] --  
194.119 194.424 ALICE: [Mm].  
194.424 194.889 ANNETTE: I said Paula,  
194.889 195.805 I can stay if you want me to.  
195.805 196.882 Cause I wasn't doing anything,  
196.882 198.715 and we didn't do anything all day long <@ pretty much,  
198.715 199.623 it was boring @>.  
199.623 200.756 .. (H) We had custom- --  
200.756 201.707 Can I just have a little bit of that soup,  
201.707 202.357 just to try it?  
202.357 203.041 ALICE: (H) I tried --

203.041 205.020 (H) It's really spicy ~Annette.  
205.020 205.297 ANNETTE: Oh yeah?  
205.297 206.160 That's [alright].  
205.630 206.213 ALICE: [Da=d],  
206.213 207.572 % doesn't cut up his onions,  
207.572 208.250 **as** = --  
208.250 209.866 .. %**As(R)** smooth as I do?  
209.866 211.104 ... And I think,  
211.104 211.733 when I made it,  
211.733 213.945 I used my salsa not his salsa?  
213.945 214.730 ANNETTE: .. Yeah=?  
214.730 218.582 ALICE: ... And when the chili powder says .. two to four teaspoons?  
218.582 219.949 ANNETTE: .. He used the [four]?  
219.394 220.717 ALICE: [I prob]ably used two.  
220.717 221.559 He used the four.  
221.559 222.353 So it's real,  
222.353 224.656 ... It[ll open up] your sinuses.  
223.415 223.831 ANNETTE: [Well **I like**] --  
224.656 225.359 **I like(R)** the onions.  
225.359 226.105 I just wanna try it.  
226.105 226.494 ALICE: Yeah[=].  
226.243 227.312 ANNETTE: [It just] smells so [2good2].  
227.083 228.472 ALICE: [2Well tr2]y a couple spoonfuls.  
228.472 229.539 ... And,  
229.539 232.343 ... I think I'll only cook it for about another half hour,  
232.343 233.189 and then I'll turn it off.  
233.189 233.509 ANNETTE: Yeah.  
233.509 234.472 (H) **Um(UFP)**,  
234.472 235.665 ... @because,  
235.665 237.438 (H) .. **well(LFP)** we had customer appreciation day.  
237.438 238.343 So we had hot dogs,  
238.343 239.717 and then we had the retirees come,  
239.717 240.922 and they're really nice ladies.  
240.922 243.085 And we got **corco- .. corsages(MR)** for em and stuff,  
243.085 244.117 **you know(LFP)** they really like that.  
244.117 245.522 ... And **um(UFP)**,  
245.522 247.704 ... they're like this is probably the last year you guys get to do this,  
247.704 248.242 with the merger,  
248.242 248.843 and we're like yeah  
248.843 249.520 probably.  
249.520 250.813 .. (H) But **um(UFP)**,  
250.813 251.858 (SNIFF) they were really nice,  
251.858 252.041 and,  
252.041 252.795 **but we had hot dog- --**  
252.795 254.126 **I just had a hot dog for lunch(MR)**  
254.126 255.053 I was gonna go buy something and I thought,  
255.053 255.316 God,  
255.316 257.540 why waste money on ... a hot dog,  
257.540 257.808 **when I,**  
257.808 258.117 **or**  
258.117 259.454 **on(MR)** .. food when I could just eat a hot dog  
259.454 260.025 So I had two of em,  
260.025 261.632 and **I mean(LFP)** the first one kinda tasted pretty [good?  
261.282 263.008 ALICE: [@@@ (H)]  
261.632 262.314 ANNETTE: (H) And I ate the other one,  
262.314 263.008 then half of the other one],  
263.008 263.358 it was like,  
263.358 263.945 whoah=.  
263.945 264.445 ALICE: .. [Yeah].  
264.201 265.595 ANNETTE: [I don't l]ike hot dogs that well but...,  
265.595 267.828 ... and then we had cake.  
267.828 268.304 We had,  
268.304 270.081 ... that carrot cake from Costco,  
270.413 270.811 ALICE: [Mhm].  
270.565 273.681 ANNETTE: and the] chocolate with the cream f- ... **filling(R)** stuff,  
273.681 273.965 ALICE: [2Mhm2].  
273.681 274.798 ANNETTE: [2it's2] not real sweet at all,

274.798 276.077 it's more like a butter cream.  
276.077 276.801 [Kinda thing] and then,  
276.077 276.477 ALICE: [Unhunh].  
276.801 277.956 ANNETTE: ... mints and nuts,  
277.956 278.446 and so I ate nut --  
278.446 278.746 <WH Oh WH>.  
278.746 279.482 .. Those cashews,  
279.482 280.309 <P I just kept eating @em P>.  
280.309 283.301 ... <@ I ate more today than I probably have all week long though @>.  
283.301 284.227 ALICE: @ ... (SNIFF)  
284.227 287.498 ANNETTE: ... <P And then P>,  
287.498 288.706 ... but,  
288.706 290.586 ... it was kinda nice.  
290.586 291.928 **Well(LFP)** like I said I didn't do anything all day.  
291.928 292.588 ALICE: ... (TSK) Oh.  
292.588 293.618 [I was] busy all day --  
292.588 293.016 ANNETTE: [Mm].  
293.618 293.949 ALICE: Cause,  
293.949 295.973 ... we opened the annex yesterday?  
295.973 298.225 ... So yesterday was fine.  
298.225 298.512 Well,  
298.512 299.322 yesterday was a mess,  
299.322 301.176 cause we were trying to move all the kids' belongings,  
301.176 303.110 and then all of our paperwork that has to [move],  
302.797 303.747 ANNETTE: [You're] all moving over there?  
303.747 304.158 .. A[2gain?  
303.979 304.366 ALICE: [2No.  
304.158 304.464 ANNETTE: No.  
304.464 304.913 Just some2]?  
304.464 305.361 ALICE: It's just2] .. some.  
305.361 307.094 ... (H) **Well(LFP)** then we moved some of em over,  
307.094 308.728 and then we were wondering about staffing.  
308.728 311.010 (TSK) ... And so we moved two of em back,  
311.010 311.471 @@  
311.471 312.319 ANNETTE: @[ @ (H)]  
311.694 312.500 ALICE: [ @ @ (H)]  
312.319 312.937 ANNETTE: Poor kids.  
312.937 314.422 ALICE: .. (H) So **u=m(UFP)**,  
314.422 316.868 ... but then today I was the only nurse.  
316.868 317.911 ANNETTE: ... Mm=.  
317.911 318.924 ALICE: **So that takes,**  
318.924 321.034 **(H) I mean when you're used to doing that all the time you,**  
321.034 322.105 **.. get up a system(FS)**  
322.105 323.028 ANNETTE: ... Yeah.  
323.028 323.502 ALICE: .. But,  
323.502 324.631 .. it was kinda crazy.  
324.631 325.079 And then,  
325.079 326.612 .. it was going pretty good this morning,  
326.612 327.880 and the kids were real real good,  
327.880 329.017 (H) .. **um(UFP)**,  
329.017 332.782 ... and then % I was gonna get a new admit,  
332.782 334.397 and had to get her **from- from(R)** the other unit.  
334.397 335.815 ... A=nd **uh(UFP)**,  
335.815 337.992 ... one of the docs came in and saw all of his kids,  
337.992 339.450 (H) and wrote orders on every kid.  
339.450 340.651 **... So I had all these --**  
340.651 342.304 **... He'd change med orders(FS)**  
342.304 343.421 or add new stuff,  
343.421 346.051 ... and assignments and stuff so I had to take them all up,  
346.051 347.537 **... so about two- --**  
347.537 349.281 **.. Ten after two I went over and got her(MR),**  
349.281 352.028 then I had to do all the **admit .. paper(MR)**[work and stuff]?  
351.282 352.028 ANNETTE: [Mm=],  
352.028 353.367 ALICE: .. I was [2late getting out of2] there.  
352.492 353.121 ANNETTE: [2XXXX2]  
353.367 354.403 ALICE: .. So,  
354.403 355.971 ANNETTE: ... So you didn't go work out today?

355.971 356.790 ALICE: ... No.  
356.790 357.158 ANNETTE: **I g-** --  
357.158 358.198 **I have to go(MR)** tomorrow now.  
358.198 358.566 ALICE: .. Oh and,  
358.566 361.062 .. you know how I get when my heart just beats really fast?  
361.062 362.563 (H) I got that **as- at(MR)** work,  
362.563 363.324 and usually,  
363.324 364.673 ... doesn't last very long,  
364.673 365.292 and it just,  
365.292 367.207 .. kept up and kept up and [kept up].  
366.891 368.366 ANNETTE: [Cathleen] has to wear a heart monitor because of that,  
368.366 368.719 mom.  
368.719 370.794 ALICE: ... When did she get that.  
370.794 371.592 ANNETTE: .. Yesterday.  
371.592 372.677 **She got to see there- they-** --  
372.677 374.535 **% She had to go again today to take it have it taken off,(FS)**  
374.535 374.972 ALICE: Mhm.  
374.972 376.521 ANNETTE: for twenty-four hours they wanted to --  
376.521 378.066 ALICE: ... Would hers do that,  
378.066 378.824 stop and then,  
378.824 380.181 ... get real [fast and] --  
379.562 380.807 ANNETTE: [It just go] beating real fast,  
380.807 381.825 and **I mean(LFP)** she would [2just2] --  
381.431 382.680 ALICE: [2Well you've2] seen that on my --  
382.680 383.229 ANNETTE: .. Yeah.  
383.229 383.816 I mean it just drive- --  
383.816 385.487 **% And she she(R)** thinks it's her thyroid.  
385.487 386.320 ALICE: ... Mhm?  
386.320 387.428 ANNETTE: **Because and you know she hasn't been --**  
387.428 389.203 **... And she's been eating,**  
389.203 389.635 **you know,**  
389.635 390.110 **probably m-** --  
390.110 391.163 **.. Same if not more(MR),**  
391.163 392.146 **but I mean hasn't=,**  
392.146 394.485 **.. it's just her body's just .. not .. [doing] well(FS).**  
393.931 394.265 ALICE: [Hm].  
394.485 395.443 ANNETTE: So she had to wear that heart monitor,  
395.443 396.211 <@ and Gordy said @>,  
396.211 396.693 .. @  
396.693 397.811 (H) you know they wanna have a <@ baby,  
397.811 398.634 and **he's like** @>,  
398.634 401.372 (H) @ (H) **He's like(R)** let's have sex tonight <@ with that heart moni[tor].  
401.198 402.188 ALICE: [ @ @ @ @ @ ]  
401.372 403.193 ANNETTE: (H) And Cathlene's] like no= [2way- @>].  
402.914 403.485 ALICE: [2@ @2]  
403.193 404.078 ANNETTE: (H)2] And then ~Patricia goes,  
404.078 406.240 (H) wouldn't that be funny if your heart monitor went (BUZZ)[3=,  
405.949 407.428 ALICE: [3@=@ @ @ @3]  
406.240 407.064 ANNETTE: and @then leveled out,  
407.064 408.150 then **what-3] how(MR)** would you @feel.  
408.150 408.744 But Cathlene's like,  
408.744 409.940 <@ you're not even touching [me.  
409.743 411.000 ALICE: [ @ @ @ @ @ @ ]  
410.090 411.638 ANNETTE: .. (H) He's so] funny @>.  
411.638 411.922 ALICE: [2@2]  
411.742 412.443 ANNETTE: [2(SNIFF)2] .. It's like,  
412.443 413.117 ALICE: [3(H) @ @3]  
412.443 414.282 ANNETTE: [3(H) I know3] he just needs a reason.  
414.282 415.047 ALICE: .. @ @  
415.047 416.661 ANNETTE: Oh this little baby came in XX XXXX,  
416.661 418.840 (H) **he w- she was(MR)** a week and a half old.  
418.840 419.599 ALICE: .. [%Aw=].  
419.104 419.599 ANNETTE: [(GASP)]  
419.599 420.133 **She was s-** --  
420.133 421.386 **Her name was(MR)** little Madeline,  
421.386 422.144 she was so cute,  
422.144 422.799 ALICE: [Madeline]?

422.144 422.451 ANNETTE: [she's --  
422.451 423.198 (H)] Madeline.  
423.198 424.417 And she was sucking her little thumb,  
424.417 424.584 bar- --  
424.584 425.075 **You know(LFP)**  
425.075 425.969 (SNIFF) .. **and she w-** --  
425.969 427.677 **She had her eyes open when(MR)** I first looked over at her,  
427.677 428.150 **sh- w- she's-** --  
428.150 430.218 .. **(TSK) ... Sucking(FS)** her little thumb,  
430.218 431.692 she was <HI so [cu=te HI]>.  
431.216 434.024 ALICE: [It seems like] such an old-fashioned name for a little baby.  
434.024 434.568 [2Doesn't it2]?  
434.024 434.568 ANNETTE: [2Mhm2].  
434.568 435.245 ALICE: .. (SNIFF)  
435.245 436.133 ANNETTE: But oh  
436.133 438.216 ... She was just adorable though.  
438.216 439.632 And she was so good the whole time.

### SBC047

0.000 1.496 FRED: (H) .. (H) Yeah.  
1.496 2.132 I tell you man,  
2.132 3.496 that factory's the pits ma[n,  
3.419 3.971 RICHARD: [What's new].  
3.496 6.123 FRED: last night] I got into a hassle with James Boyd.  
6.123 7.719 .. (H) I'm in the cafeteria,  
7.719 8.043 RICHARD: [Yeah].  
7.719 8.623 FRED: [and I took] a= break,  
8.623 10.412 .. that was <VOX just a little bit VOX> too long man.  
10.412 10.712 You know.  
10.712 11.136 RICHARD: [Yeah,  
10.793 11.399 FRED: [@@ (H)  
11.136 11.938 RICHARD: I can imagine].  
11.399 13.076 FRED: (H) <@ ha]=If hou=r brea=k @>,  
13.076 16.358 RICHARD: ... (H) [2You stretched a fifteen minute break2] into a [3half hour3] break.  
13.316 15.230 FRED: [2@(H)= @@@ @ (H) @2]  
15.412 16.188 [3to a half hour3].  
16.358 18.400 (H) And then he comes into the cafeteria.  
18.400 21.320 (H) And I thought he was coming in to chase everybody away.  
21.320 22.343 RICHARD: [He was after you].  
21.389 23.166 FRED: [(H) But he's coming] after me.  
23.166 24.055 .. And he calls me.  
24.055 25.434 And I'm @walking out the door.  
25.434 27.028 Right as he's walking in the o[ther one]?  
26.682 27.233 RICHARD: [Unhu]=nh?  
27.233 28.139 FRED: ... @ (H) @  
28.139 28.752 (H) And he goes,  
28.752 29.066 <VOX ~Fred,  
29.066 29.693 I wanna talk to you,  
29.693 30.094 come here VOX>.  
30.094 31.008 .. (H) @And I go,  
31.008 31.658 oh= man,  
31.658 32.465 what is this about.  
32.465 34.316 .. (H) And on my production card.  
34.316 35.323 ... (TSK) (H) Let's see.  
35.323 36.724 ... The day before yesterday.  
36.724 37.927 .. I did ice cream.  
37.927 38.241 .. Right,  
38.241 38.819 Balian?  
38.819 39.288 RICHARD: Unh[unh].  
39.063 41.080 FRED: [(H)] And you gotta pack those in cases.  
41.080 42.055 ... (H)[2= And2],  
41.630 42.055 RICHARD: [2Right2].  
42.065 42.467 FRED: so

42.467 44.468 I didn't put that down on my production c[ard].  
44.142 45.517 RICHARD: [How many] cases you packed.  
45.517 46.551 FRED: (H) I don't know man.  
46.551 47.898 ... I packed two pallets.  
47.898 48.604 ... **You know(LFP)**,  
48.604 50.536 ... I don't know how many .. cases [that is],  
50.015 50.468 RICHARD: [Unhuh],  
50.536 50.737 FRED: but,  
50.737 51.839 (H)= **you know**,  
51.839 52.115 **that**,  
52.115 53.536 .. **that(CHP)** shit was heavy man.  
53.536 54.011 **And like**,  
54.011 55.751 **... and like(R)**  
55.751 58.909 ... I put down on the card,  
58.909 59.310 **you know(LFP)**  
59.310 60.061 no cases.  
60.061 61.416 Because it was lost time.  
61.416 61.840 **You know**,  
61.840 62.415 **... you know(R)** we,  
62.415 62.665 RICHARD: Right.  
62.665 64.118 FRED: [we stripped the s]ides and everything,  
62.665 62.935 RICHARD: [Right.  
62.935 63.247 Yeah].  
64.118 64.607 FRED: and I[2ike,  
64.425 65.950 RICHARD: [2Y- y- **you(R)** were teaming up with s2]omebody,  
64.607 65.641 FRED: there were no cases2].  
65.950 66.738 RICHARD: [3or working alone3].  
65.950 66.738 FRED: [3(H) %=3]  
66.738 67.067 **I w- --**  
67.067 67.519 **uh=**,  
67.519 69.143 % **Gutierrez was doing the .. same job(MR)**.  
69.143 70.295 But we weren't [working together].  
69.735 70.686 RICHARD: [Oh you're working] alone.  
70.686 71.060 FRED: .. **N-yeah(AR)**,  
71.060 71.596 and so,  
71.596 73.477 ... (TSK) (H) he comes and says,  
73.477 73.773 **well(LFP)**,  
73.773 74.100 he goes,  
74.100 75.006 I don't know **if you've**,  
75.006 75.732 **... if you've,(R)**  
75.732 77.084 (H) packed this or not.  
77.084 77.812 ... **You know(LFP)**  
77.812 78.901 ... On your production card,  
78.901 79.353 all it says,  
79.353 79.580 **you know(LFP)**,  
79.580 81.093 is that you did ... three thousand sheets,  
81.093 81.648 but [you did-] --  
81.332 81.990 RICHARD: [Two] loads.  
81.990 82.365 FRED: Yeah.  
82.365 83.466 ... But you didn't pack it.  
83.466 84.661 (H)= So I go,  
84.661 84.923 **yeah(LFP)**,  
84.923 85.696 I go look man,  
85.696 86.270 there they are.  
86.270 86.728 You could see,  
86.728 87.380 there's my name,  
87.380 88.930 .. %= ... stamped right on there.  
88.930 90.093 I just didn't put it down.  
90.093 90.639 ... <VOX **Oh**,  
90.639 91.784 **well(CHP)** I gotta figure it out VOX>.  
91.784 92.379 (H) And he goes,  
92.379 94.133 <VOX> and what are you doing in the cafeteria so late VOX>.  
94.133 94.941 (H) I'm just going,  
94.941 95.561 aw man,  
95.561 97.240 (H)= this is the pits man.  
97.240 98.536 This is [at the bottom of the] --  
97.627 99.311 RICHARD: [That's the last thing you] wanted to hear.

99.311 99.912 FRED: Yeah really.  
99.912 101.153 % .. This fucking mayate.  
101.153 101.403 **You know(LFP),**  
101.403 102.444 getting on my case.  
102.444 102.842 RICHARD: Yeah.  
102.842 104.871 FRED: ... @@@  
104.871 105.477 ... [(H)]  
105.164 106.065 RICHARD: [Well that's] nothing new.  
106.065 107.129 FRED: <@ It's nothing [2new @>,  
106.898 107.951 RICHARD: [2It's always been like that2].  
107.129 107.416 FRED: **it's --**  
107.416 109.003 (H) **It's(R)** p2]ar for the course man.  
109.003 109.807 ... Right?  
109.807 110.372 .. [(H)]  
110.060 110.365 RICHARD: [Yeah],  
110.372 111.041 definitely.  
111.041 112.916 ... Thats- why I= can't take **that,**  
112.916 113.930 **that(R)** type of living anymore,  
113.930 114.527 even is this,  
114.527 115.095 **uh(UFP),**  
115.095 116.478 .. career doesn't work out for me,  
116.478 117.832 I'll find something that [will].  
117.718 118.226 FRED: [Some]thing else.  
118.226 119.729 Well you're gonna do real estate maybe,  
119.729 119.973 [right]?  
119.729 120.134 RICHARD: [Def]initely,  
120.134 120.345 **I'm --**  
120.345 121.482 **I got(MR)** my books and everything,  
121.482 122.771 I'll be studying and **uh(UFP),**  
122.771 124.187 ... but in a sense,  
124.187 124.783 I need **uh(UFP),**  
124.783 126.548 ... some type of steady income.  
126.548 127.341 FRED: ... (H) **But,**  
127.341 127.925 **but uh,**  
127.925 128.445 **.. you s- --**  
128.445 129.847 **Th- the competition man.**  
129.847 130.308 **I mean,**  
130.308 131.489 **.. (H) is it real tough?(FS)**  
131.489 131.678 **Like(LFP)**  
131.678 132.393 .. on the lot?  
132.393 132.918 RICHARD: ... Yeah,  
132.918 133.260 it is.  
133.260 133.711 **There's def- --**  
133.711 135.910 **And there's guys(MR)** that've been doing that four or five years,  
135.910 136.240 [and],  
135.910 136.927 FRED: [And they're] real good at i[2t2].  
136.835 138.090 RICHARD: [2th2]at are real good at it,  
138.090 139.907 an=d they= know how to .. talk to the people,  
139.907 140.531 and they know that,  
140.531 141.652 .. when somebody's coming in,  
141.652 142.629 if they're buying or not.  
142.629 143.246 FRED: ... Oh,  
143.246 144.204 they could tell right aw[ay].  
144.146 145.496 RICHARD: [Y]eah but that all comes with time.  
145.496 145.766 **You know(LFP),**  
145.766 145.994 [and,  
145.766 146.235 FRED: [Yeah].  
145.994 147.363 RICHARD: .. and they're] pretty helpful with me,  
147.363 147.931 and **uh,**  
147.931 150.580 **... you know(CHP)** it'll all come in time.  
150.580 150.805 Right,  
150.805 151.513 **I- I(R)** figure,  
151.513 153.484 ... the more cards I get out,  
153.484 154.841 the more people I talk to,  
154.841 156.188 **n- the(AR)** more cars I'm gonna sell.  
156.188 157.250 Just all comes with time.  
157.250 158.367 Once I get my experience,

158.367 160.392 I'll be up there too in the top four salesman.  
160.392 161.253 (H)[=]  
160.810 161.803 FRED: [Your parents] don't know yet.  
161.803 162.042 Hunh.  
162.042 162.526 RICHARD: N=o.  
162.526 163.661 They'll know when they come back.  
163.661 163.933 FRED: .. **I** --  
163.933 165.340 and **I(R)** think my dad told me yesterday,  
165.340 166.545 they're coming back the fifteenth?  
166.545 167.401 [or sixteenth]?  
166.533 166.872 RICHARD: [Yeah.  
166.872 167.583 .. def]initely- --  
167.583 168.095 **I think s-** --  
168.095 169.511 %= **It's gonna be the fifteenth(AR)**  
169.511 171.256 which would be on a Saturday I think.  
171.256 173.863 ... (H) ... And I'll be working till nine o'clock.  
173.863 174.199 So **they'll**,  
174.199 176.060 **they'll(R)** be pretty= .. happy for me,  
176.060 176.624 more or less,  
176.624 177.226 because **uh(UFP)**,  
177.226 179.363 they didn't want me to work in the factory much longer.  
179.363 179.905 FRED: ... Yeah,  
179.905 180.274 I know.  
180.274 182.101 My mom doesn't know what to do to get me out.  
182.101 183.328 ... (H) But,  
183.328 184.934 they didn't take a trip through=,  
184.934 185.544 Brazil,  
185.544 186.269 and Ar[gentina]?  
185.817 186.279 RICHARD: [**I don't know**],  
186.279 187.183 **I don't know(R) they- they,**  
187.183 187.707 **they(R)** [<X didn't X>]  
187.396 188.791 FRED: [They] spent the whole time in= Guayaquil?  
188.791 189.680 RICHARD: .. Yeah I think so.  
189.680 189.980 **They tol-** --  
189.980 191.766 **My dad told me(MR)** he was gonna go to **uh(UFP)=**,  
191.766 192.514 Argentina,  
192.514 192.996 and Peru,  
192.996 193.646 and Colombia,  
193.646 194.008 but,  
194.008 195.661 ... he only wrote one letter,  
195.661 196.880 and **and(R)** they were in **uh(UFP)**,  
196.880 197.902 FRED: .. No one's called em,  
197.902 199.160 %y- **I mean(AR)** no one's talked to [them]?  
198.975 199.197 RICHARD: [No].  
199.197 199.821 FRED: [2X2].  
199.643 200.977 RICHARD: [2He2] sent postcards to everybody,  
200.977 201.727 and a <YWN letter but,  
201.727 202.800 .. (YAWN)[=]  
202.352 202.800 FRED: [Yeah].  
202.800 203.893 RICHARD: ... Other than that YWN>,  
203.893 205.492 he hasn't called or told us what's up,  
205.492 206.775 <X and he'll be in here no time X>.  
206.775 208.662 FRED: .. Is he staying over at ~Miguel ~Juarez's?  
208.662 209.073 RICHARD: .. Yeah,  
209.073 209.535 FRED: ... Yeah?  
209.535 210.909 RICHARD: ... And **uh(UFP)=**,  
210.909 211.956 the other architect.  
211.956 213.256 Is his nephew or something.  
213.256 213.503 **~Pe-** --  
213.503 214.436 .. **~Pedro(R)** ~Cruz.  
214.436 216.193 FRED: ... ~Pedro ~Cru[z].  
215.959 216.193 RICHARD: [Yeah],  
216.193 217.299 he's a architect [2or2],  
216.995 217.860 FRED: [2I nev2]er met him.  
217.860 218.738 ... I know ~Miguel,  
218.738 219.209 RICHARD: [That's his,  
218.738 220.240 FRED: [I've been to his house a number of time-].



219.209 219.913 RICHARD: his nephew.  
219.913 221.934 **Th- one(MR)** of] his .. brother's sons or something.  
221.934 222.627 FRED: ... Unhunh.  
222.627 224.161 RICHARD: ... (TSK) ... But **uh(UFP)**=,  
224.161 224.803 they'll come back,  
224.803 226.231 they'll be happy to see me here,  
226.231 227.845 tha=t I got a new career going,  
227.845 228.437 and **uh(UFP)**  
228.437 230.278 FRED: .. (H) They weren't all heartbroken about,  
230.278 230.725 .. **you know(LFP)**,  
230.725 231.691 .. ~Jeanie and that?  
231.691 234.167 RICHARD: ... (TSK) [Well they have no ide]a what's happening right now.  
232.397 233.099 FRED: [**They must have been**] --  
234.167 235.452 **They have no id[2ea XX2](FS)**  
234.841 235.452 RICHARD: [2When they left2],  
235.452 236.723 we were on shaky grounds,  
236.723 237.123 but,  
237.123 239.471 ... %= **you know(LFP)**,  
239.471 241.146 they thought it might be able to work out.  
241.146 242.101 ... So when they come in,  
242.101 243.276 they'll be pretty shocked.  
243.276 243.718 FRED: .. Yeah.  
243.718 244.026 RICHARD: **And**,  
244.026 244.680 **and(R)** hurt.  
244.680 245.476 ... But **uh(UFP)**,  
245.476 245.996 like I say,  
245.996 247.784 things .. will work out **f- for(R)** the best.  
247.784 248.802 FRED: What about her folks.  
248.802 250.127 ... They're not sorry at all,  
250.127 250.387 hu[h].  
250.258 250.769 RICHARD: [N]o= **uh(UFP)**,  
250.769 251.779 in fact I've seen em,  
251.779 251.983 **I** --  
251.983 253.312 **I w- I went(R)** to church with em,  
253.312 254.862 for the last three Sundays.  
254.862 255.426 FRED: Really?  
255.426 256.685 RICHARD: ... [With ~Jeanie].  
255.945 256.668 FRED: [Wow=].  
256.685 257.696 RICHARD: ... She thought it might,  
257.696 257.946 **you know(LFP)**,  
257.946 259.475 help our relationship as friends,  
259.475 259.978 and **uh(UFP)**,  
259.978 262.241 FRED: ... (H) She still considers you man.  
262.241 262.478 Hunh.  
262.478 263.196 RICHARD: Exactly.  
263.196 263.711 She does,  
263.711 264.242 because **I mean(LFP)**,  
264.242 265.315 we went to church together,  
265.315 266.890 for the last three Sundays,  
266.890 267.447 FRED: .. [Yeah].  
266.972 267.880 RICHARD: [(H)] and **then**,  
267.880 269.448 **then(R)** we went to the movies after,  
269.448 271.383 ... and **her= her(R)** folks were at church,  
271.383 271.556 and,  
271.556 271.981 **you know(LFP)**,  
271.981 273.067 %= - afterwards,  
273.067 273.542 her mom,  
273.542 275.155 **w- had(AR)** a injury on her leg or something,  
275.155 276.832 .. she wasn't at church last Sunday,  
276.832 278.246 ... we went **to the**,  
278.246 279.028 **to their(MR)** house.  
279.028 279.805 % And **uh(UFP)**,  
279.805 280.598 .. I went over there,  
280.598 281.632 and her brother was there,  
281.632 282.759 her nephews and nieces,  
282.759 283.668 her sister,  
283.668 285.322 ... (H) our godson,

285.322 286.922 ... (H) .. And **uh=**,  
286.922 287.585 ... **you know(CHP)**  
287.585 288.171 it was just like  
288.171 290.201 everybody was real ... friendly and every[thing],  
289.900 290.460 FRED: [Yeah]=.  
290.460 292.254 RICHARD: ... (TSK) I don't know if the parents a=re awa=re,  
292.254 292.809 that we did,  
292.809 293.318 **you know(LFP)**,  
293.318 293.900 FRED: [Break up]?  
293.318 293.895 RICHARD: [separate],  
293.920 294.331 but %it,  
294.331 295.460 possibly was for the better,  
295.460 295.854 cause **they**,  
295.854 298.388 **they(R)** didn't feel comfortable with us living together anyhow.  
298.388 298.946 FRED: Yeah=.  
298.946 299.660 ... right,  
299.660 301.652 that's .. not looked on .. too good .. [hunh].  
301.299 301.649 RICHARD: [No].  
301.652 302.047 So,  
302.047 302.728 % **what they**,  
302.728 304.108 **what they(R)** probably .. think is,  
304.108 304.325 **you know(LFP)**,  
304.325 306.515 that we still have a lot of= love for each other,  
306.515 307.318 (H)= That,  
307.318 308.743 .. m[=oving] out was the best thing,  
307.452 307.807 FRED: [But sh-] --  
308.743 310.483 RICHARD: until we bo=th are ready .. for marriage,  
310.483 312.074 and if she .. s=till loves me,  
312.074 313.302 a=nd I still love her=,  
313.302 313.577 and,  
313.577 315.143 .. (H) ... we wanna get married,  
315.143 317.351 there's still the .. chance of us getting back together,  
317.351 318.635 and .. getting married this time.  
318.635 319.150 FRED: ... Yeah.  
319.150 320.855 RICHARD: ... (TSK) (H)= So I mean it --  
320.855 322.660 %I= think things are working out pretty good.  
322.660 324.420 She called me the other day and **uh**,  
324.420 325.513 ... **you know(CHP)**  
325.513 326.678 she calls me and talks to me,  
326.678 328.906 and I call her and ask her how her day was and everything.  
328.906 329.530 FRED: ... Yeah.  
329.530 330.415 .. (H) .. **What**,  
330.415 331.320 **what(R)** does **uh(UFP)**,  
331.320 332.753 .. your ... sisters say.  
332.753 334.503 RICHARD: ... **N- they(AR)** tell me to stay away from her,  
334.503 335.783 don't even call or anything.  
335.783 336.362 FRED: ... Yeah[=]?  
336.200 337.619 RICHARD: [Wait] till she calls you and everything.  
337.619 337.830 But %,  
337.830 338.025 **you know(LFP)**,  
338.025 338.780 that's not right.  
338.780 339.340 FRED: ... Yeah.  
339.340 340.097 That's hard [man].  
339.869 340.079 RICHARD: [I mean],  
340.079 341.434 if she accepts me calling her,  
341.434 342.115 and she doesn't tell me,  
342.115 343.090 <VOX don't call me VOX> or,  
343.090 344.602 FRED: (H)= They're telling you that,  
344.602 344.952 why.  
344.952 345.320 To,  
345.320 345.898 **like uh(CHP)**  
345.898 346.573 RICHARD: Cause they feel that,  
346.573 347.798 she's gonna get too strong,  
347.798 348.175 by me,  
348.175 348.694 **you know uh(CHP)**  
348.694 349.500 [kissing] her ass,  
348.752 349.037 FRED: [Oh].

349.500 350.431 RICHARD: [2or something **or or or(R)2**],  
349.500 350.431 FRED: [2Exactly2].  
350.432 351.297 RICHARD: [3crawling3] back,  
350.440 350.920 FRED: [3I see3].  
351.297 351.961 RICHARD: and begging her,  
351.961 352.669 % .. you know  
352.669 353.605 FRED: (H)[=  
352.937 354.272 RICHARD: [for me to come back or],  
353.605 355.041 FRED: She gonna get] the upper hand.  
355.041 355.700 RICHARD: .. Exactly.  
355.700 356.104 **Which,**  
356.104 356.434 **which(),**  
356.434 356.784 **you know(CHP),**  
356.784 358.171 %= she probably already does.  
358.171 358.487 But,  
358.487 360.347 ... (H) ... um  
360.091 360.601 FRED: [Yeah]=.  
360.601 362.663 RICHARD: ... (TSK) I'm not gonna just .. wait for her to call me,  
362.663 363.471 because it's not right,  
363.471 364.452 I have feelings for her,  
364.452 365.107 I wanna know,  
365.107 365.340 **you know(LFP),**  
365.340 366.077 how she's d[doing,  
365.808 366.416 FRED: [doing].  
366.077 367.252 RICHARD: I'm gonna] communicate with her.  
367.252 368.118 That's all there is to it.  
368.118 368.820 It's not like **I w-** --  
368.820 369.977 (H) **I'm asking her(MR),**  
369.977 370.302 **you know(LFP)**  
370.302 372.191 ... let me .. move back in or,  
372.191 372.728 **you know(LFP),**  
372.728 374.479 ... I'm sor[ry I] --  
374.053 374.558 FRED: [You just] --  
374.558 374.958 Yeah.  
374.958 376.430 RICHARD: I just wanna remain friends with her,  
376.430 377.720 and find out how she's doing.  
377.720 378.444 FRED: ... Yeah.  
378.444 379.711 RICHARD: ... **So they,**  
379.711 380.082 **they tell --**  
380.082 381.581 **I don't tell em(MR)** I call or nothing.  
381.581 381.872 **You know(LFP)**  
381.872 382.425 **and uh**  
382.425 384.878 ... (TSK) **And(CHP)** I sent her flowers last week,  
384.878 386.183 I sent her flowers to work.  
386.183 386.941 FRED: (TSK) @Yeah[=]?  
386.774 388.114 RICHARD: [The] day before I moved out.  
388.114 389.464 FRED: (H)=[2=2]  
389.338 392.007 RICHARD: [2Jus2]t to tell her I was so=rry about everything that had happened,  
392.007 392.724 and that **uh**  
392.724 395.505 ... **you know(CHP)** I hope .. we could remain friends,  
395.505 397.132 and that .. God brings us back together,  
397.132 398.107 if it was meant to be.  
398.107 398.699 FRED: ... Yeah.  
398.699 401.151 RICHARD: ... And she was real happy about this.  
401.151 402.484 She said that really meant a lot to me.  
402.484 402.866 **You know(LFP),**  
402.866 404.392 That you did send me flowers,  
404.392 405.154 and uh  
405.154 407.135 FRED: ... **And then-** --  
407.135 407.520 **Then the,**  
407.520 408.223 **and what you wrote(FS)**  
408.223 408.630 RICHARD: ... Yeah,  
408.630 409.298 exactly.  
409.298 410.616 Cause she knew it came from my heart,  
410.616 411.257 no matter what,  
411.257 412.507 .. I'd put her through and everything,  
412.507 413.735 she knows deep down inside,

413.735 414.595 I really did love her,  
414.595 416.101 but I had a problem or something.  
416.101 416.662 FRED: .. Yeah.  
416.662 419.125 ... (H) [You had] to get something out of your syste[2m2].  
417.379 417.720 RICHARD: [<X And X>],  
419.044 419.348 [2Y2]eah.  
419.348 420.899 But I don't even know what it is in fact.  
420.899 422.707 I might ... have to go to therapy or something,  
422.707 423.382 to fi[=nd out].  
423.022 425.103 FRED: [@(Hx)]== @@@@  
425.103 425.909 ... [2@(H)2]  
425.461 426.272 RICHARD: [2Because **there's2**] no --  
426.272 427.100 **There's no(R)** way I,  
427.100 427.491 I shoul[d,  
427.391 428.091 FRED: [(H)=]  
427.491 428.091 RICHARD: .. you know],  
428.091 429.275 FRED: ... You should be like this?  
429.275 430.065 RICHARD: Exactly.  
430.065 430.787 FRED: ... (H)[=]  
430.672 431.176 RICHARD: [I] mean an- --  
431.176 432.003 [2People2] say you  
431.239 431.497 FRED: [2X2]  
432.003 433.221 RICHARD: **y=ou act out of uh,**  
433.221 433.912 **... it's okay,**  
433.912 435.437 **most men do look at other women(FS)**  
435.437 436.001 **and uh**  
436.001 437.200 (H)= ... **you know(CHP)**  
437.200 438.685 things go through their mind and everything,  
438.685 439.908 but that I'm impulsive.  
439.908 441.312 I'd act on my impulse.  
441.312 441.802 FRED: .. Yeah.  
441.802 442.613 RICHARD: Like I'd see something,  
442.613 443.174 I'd want it,  
443.174 443.833 and I'd go after her,  
443.833 444.260 where **I,**  
444.260 445.331 **I(R)** had a beautiful woman,  
445.331 447.208 I shouldn't have ... thought like that at all.  
447.208 448.242 FRED: ... Yeah.  
448.242 450.460 RICHARD: ... This what a lady told me **that,**  
450.460 451.391 **that(R)** was a therapist.  
451.391 453.887 She said she was gonna get me somebody to go talk to and everything.  
453.887 454.508 **She said it po- --**  
454.508 454.739 **Ma- --**  
454.739 456.139 **.. possibly was) I was uh**  
456.139 458.039 **not satisfied with myself(FS)**  
458.039 460.374 ... I wasn't happy with myself for some reason,  
460.374 462.274 a=nd that I just acted out of impulse.  
462.274 462.753 FRED: .. Yeah.  
462.753 463.247 RICHARD: (H) (TSK)  
463.247 464.220 FRED: .. (H) Wow.  
464.220 465.297 RICHARD: ... So=,  
465.297 465.806 I don't know.  
465.806 467.033 %= - it is a problem,  
467.033 467.584 because **I,**  
467.584 469.773 %= **I I(R)** did have a nice old lady and **um(UFP),**  
469.773 473.634 ... (H) ... (TSK) Kind of mis[s her and e]verything.  
473.015 473.315 FRED: [X]  
473.634 476.703 RICHARD: It's lonely coming home after putting in **t- twelve(R)** hours on the lot.  
476.703 477.931 And working all day and,  
477.931 478.294 **you know(LFP),**  
478.294 479.147 working all evening,  
479.147 481.548 and then you don't have any- ... -body to come home and share it with.  
481.548 482.210 FRED: ... Yeah.  
482.210 483.534 ... (H) **Y- are y- --**  
483.534 484.734 **Are you(MR)** working twelve hours?  
484.734 485.420 .. You're [gonna be],  
485.025 485.376 RICHARD: [Yeah].

485.420 486.400 FRED: You're [2gonna be do2]ing that?  
485.636 486.037 RICHARD: [2Yeah2].  
486.400 487.086 FRED: .. [3Nine to nine3]?  
486.535 487.086 RICHARD: [3Definitely3].  
487.086 487.884 Nine to nine.  
489.596 489.878 FRED: [Yeah].  
490.473 491.065 RICHARD: Basically,  
491.065 491.335 **you know(LFP)**,  
491.335 492.442 they're gonna give us a shift.  
492.442 492.793 Either,  
492.793 494.097 (H) nine in the morning,  
494.097 495.417 to three in the afternoon,  
495.417 496.342 (H) .. **or=**,  
496.342 496.715 **or(R) th-**,  
496.715 498.131 ... **two(MR)** in the afternoon,  
498.131 499.256 to nine in the evening.  
499.256 500.203 ... [See],  
499.833 500.234 FRED: [Unhunh].  
500.234 502.199 RICHARD: (H) .. So if I wanted to come in before two,  
502.199 502.948 if I was on the,  
502.948 503.945 the evening shift,  
503.945 504.799 I would come in at nine,  
504.799 505.774 and work nine to nine.  
505.774 507.875 (H) ... If I was on the evening shift,  
507.875 508.836 from two to nine,  
508.836 510.773 I could come in and .. work from nine to nine.  
510.773 511.799 FRED: .. (H) So,  
511.799 512.225 **um(UFP)**,  
512.225 513.340 ... when you went last week,  
513.340 514.265 and you applied right,  
514.265 514.793 RICHARD: ... Mhm?  
514.793 515.156 FRED: **they**,  
515.156 516.080 **they(R)** hired you,  
516.080 517.041 RICHARD: ... Right on the spot.  
517.041 517.823 FRED: ... Right on the spot.  
517.823 518.858 RICHARD: He gave me interview,  
518.858 519.639 he talked to me,  
519.639 522.095 told me w=hy I w=anted to get into sales,  
522.095 522.700 and **if**,  
522.700 524.263 .. **if(R)** I felt I could sell,  
524.263 525.817 (H) if I had any experience,  
525.817 526.708 and everyth[ing and],  
526.323 527.869 FRED: [(H) You] told him about all the cars,  
527.869 529.069 that you had [2owned and sold2],  
528.240 528.459 RICHARD: [2Yeah,  
528.459 529.412 I told him that I had2] done,  
529.412 530.673 FRED: .. C- y- [3sh- you- sh-3] --  
529.987 532.775 RICHARD: [3so- sold3] cars all through my ... early years,  
532.800 534.144 [4but it was .. private4] party.  
532.821 533.700 FRED: **[4f- uh- you've had- .. you4]** --  
534.144 534.783 **You've had(CHP)** about  
534.783 535.850 .. like thirty [cars,  
535.445 536.175 RICHARD: [(TSK) At least],  
535.850 536.175 FRED: hunh].  
536.175 536.471 RICHARD: yeah.  
536.471 537.131 [At least].  
536.471 537.692 FRED: [At least thirty] cars.  
537.692 540.372 RICHARD: ... (TSK) (H) So I have some type of experience selling,  
540.372 541.272 dea[ling with people],  
540.558 541.769 FRED: [You know about c]ars.  
541.769 542.808 RICHARD: handling the money,  
542.808 543.163 and **uh(UFP)**,  
543.163 543.953 the only thing **it is**,  
543.953 545.353 **%th- %I= have to .. work on(MR)**,  
545.353 546.452 is doing the paperwork.  
546.452 546.974 Is **uh(UFP)**,  
546.974 549.189 (H)= filling out a contract,

549.189	549.988	and <b>uh(UFP)=</b> ,
549.988	552.729	... basically paperwork,
552.729	554.060	which is <b>f- .. very simple(AR)</b> .
554.060	554.311	That,
554.311	554.762	.. <b>you know(LFP)</b> ,
554.762	556.395	once it comes along with experience,
556.395	557.834	and the more people I work with,
557.834	558.620	the easier <b>it will</b> ,
558.620	559.171	<b>it'll(R)</b> be
559.171	560.672	that's the= most important thing and,
560.672	561.795	and selling them the car,
561.795	563.632	talking to (H) somebody in,
563.632	564.507	... to buying a car,
564.507	565.469	that doesn't wanna buy.
565.469	566.670	<b>Tha- that's(R)</b> there to look.
566.670	567.257	FRED: ... Yeah.
567.257	567.847	RICHARD: ... But yet,
567.847	569.409	wouldn't mind owning a new car.
569.409	570.047	FRED: .. That's right.
570.047	572.060	RICHARD: ... A=nd you've gotta talk em into it,
572.060	572.974	you gotta sell it to em.
572.974	573.348	<b>You know(LFP)?</b>
573.348	574.799	You gotta em in your office,
574.799	577.238	... (H)= .. and you gotta sell that car to em.
577.238	578.912	You can't let em leave without that sale.
578.912	581.078	... Otherwise,
581.078	581.991	they're gonna go elsewhere.
581.991	582.541	FRED: ... Right.
582.541	583.738	RICHARD: ... If they believe you,
583.738	584.745	and you can sell em,
584.745	586.507	FRED: (H)[= You need this c]ar,
585.273	586.305	RICHARD: [you gonna make a lot of money].
586.507	587.658	FRED: you want [2this car,
586.951	587.940	RICHARD: [2(H) Definetely2].
587.658	588.607	FRED: take2] it with @you,
588.607	589.307	@@@[3@3]
589.067	590.496	RICHARD: [3Wh3]=at can I do for you,
590.496	591.102	FRED: (H)[4=4]
590.927	592.340	RICHARD: [4in or4]der for you to buy this car.
592.340	592.740	I mean if,
592.740	593.773	is the price too much?
593.773	594.835	I could work on the price.
594.835	596.051	Let me go talk to my manager.

## SBC048

0.000	1.025	LEA: ... Oh,
1.025	2.512	that's a pretty .. package.
2.512	6.149	... (TSK) ... Says to Mom from ~Judy=,
6.149	12.330	... When did you get a chance to wrap @this.
12.330	13.864	... At home?
13.864	14.464	JUDY: ... Mhm.
14.464	16.188	LEA: ... Oh=.
16.188	17.175	.. Look at that,
17.175	20.153	... What is thi=s.
20.153	20.852	X: ... @(Hx)
20.852	21.400	JUDY: @@
21.400	26.959	... @@@
26.959	31.075	LEA: ... @
31.075	32.939	JUDY: ... @@=@
32.939	33.528	LEA: (GASP)=
33.528	35.595	.. <VOX Oh= [my=] go=sh,
34.178	34.720	TIM: [@@]
35.595	36.752	LEA: Look at that.
36.752	37.560	JUDY: (H) [ @]
37.125	38.313	TIM: [A Mickey] [2Mouse watch.
37.225	39.263	LEA: [That's] [2just what I always @wanted2].

38.313 39.263 TIM: @=@ Yeah2].

39.263 39.514 JUDY: @(Hx)

39.514 39.944 DAN: @@

39.944 42.123 LEA: I always said I wanted a Mickey Mouse [watch].

41.781 42.123 TIM: [X]

42.123 42.469 LEA: Hunh.

42.469 42.786 JUDY: Hm[=.

42.619 43.096 TIM: [Ye=p],

42.786 43.285 JUDY: @(Hx) @

43.285 43.721 LEA: @Oh=.

43.721 44.478 @ @oh @(H)

44.478 45.400 JUDY: [@@(H)]

44.478 45.215 LEA: [Oh=,

45.215 46.542 that]'s so sweet,

46.542 46.925 come @here,

46.925 47.219 @@

47.219 47.995 JUDY: <VOX Aw= VOX>.

47.995 48.696 LEA: @(H)@

48.696 50.184 JUDY: .. [@(Hx) @@@]

49.180 49.833 LEA: [Oh=,

49.833 52.103 that's] ... [2s=u2]per VOX>.

50.750 51.453 JUDY: [2(H)2]

52.103 53.392 LEA: @@@ @@@

53.392 54.489 TIM: See and [I .. should take a --

53.897 55.270 LEA: [I'm always talking about-] --

54.489 55.830 TIM: Let me take a pi]cture of [2that2].

55.600 55.930 DAN: [2Hm2]=.

55.930 56.717 JUDY: @[3=@@3]

56.105 58.994 LEA: [3I'm always3] talking [4about this4] Mickey [5Mouse watch5].

56.994 57.483 TIM: [4Well4],

58.064 58.394 [5%uh(UFP)

58.394 58.969 I just5],

58.969 60.120 .. push down on this thing,

60.120 60.504 right?

60.504 61.178 JUDY: (H) Yeah,

61.178 62.481 you wait until you see the green light.

62.481 63.446 ... In there.

63.446 65.153 TIM: Gotta do it like .. professionals here.

65.153 67.685 LEA: ... @(Hx)

67.685 67.988 TIM: Oops,

67.988 68.762 [where's the g]reen [2light2].

67.988 68.346 JUDY: [@@]

68.495 68.762 LEA: [2@(Hx)2]

68.762 69.677 TIM: [3there's a green ligh3]=t?

68.762 69.502 LEA: [3@@@@3]

69.652 70.169 (H)=

70.169 70.687 TIM: Are you [ready]?

70.344 71.493 LEA: [Oh][2= yeah2]=.

70.687 71.037 JUDY: [2Yeah2].

71.493 72.642 TIM: ... ((CAMERA))

72.642 73.577 JUDY: @=[@@]

73.081 73.577 LEA: [Oh],

73.577 74.497 thank you ~Judy,

74.497 75.767 th[at's so sweet] of you.

74.585 74.950 JUDY: [oh,

74.950 75.391 well]?

75.867 76.700 LEA: Oh[2= that's2] --

76.050 77.391 JUDY: [2I hope2] it's not too b[3ig3]?

77.191 77.938 LEA: [3How do you3] open this.

77.938 78.759 JUDY: U[4=m4],

78.288 79.283 LEA: [4Did you ever4] open it?

79.283 79.875 JUDY: Oh yeah.

79.875 81.349 LEA: ... How'd you open it.

81.349 82.612 JUDY: ... Um(UFP) it's=,

82.612 83.250 **let's see it(MR),**

83.250 85.378 ... (H) ... **we=ll(LFP),**

85.378 87.293 it's supposed to ... open on the side.

87.293 87.990 Yeah [there we go].  
87.479 87.990 TIM: [You got it].  
87.990 88.371 JUDY: .. Yeah.  
88.371 89.244 TIM: Slides out.  
89.244 90.027 LEA: .. Oh=.  
90.027 93.723 TIM: ... ((WHISTLING)) [=]  
92.099 92.541 JUDY: **[I don't --**  
92.541 92.969 **I hope(MR)**  
92.969 93.223 %- --  
93.223 93.723 .. **you know(LFP),**  
93.723 95.140 the face is not too bi=g.  
95.140 95.383 LEA: Oh,  
95.383 95.676 **it's n- --**  
95.676 96.401 **it's perfect(AR).**  
96.401 96.988 JUDY: ... Yeah?  
96.988 97.760 LEA: .. When you get old,  
97.760 98.851 you need a [bigger face=][2=2].  
98.166 99.026 JUDY: [@(Hx)=][2=2][3=3]  
98.676 99.860 TIM: [2@2][3@3][4@4][5@5@5@  
99.025 99.710 DAN: [4@(Hx)4][5=5]  
99.262 99.710 LEA: [5I'm almost5],  
99.860 101.492 .. ready for a bigger one than this.  
101.492 103.600 .. (H)= .. Oh this is grea=t.  
103.600 104.395 ... [@(Hx)] --  
104.014 104.395 TIM: [Alright],  
104.395 105.510 you want me to [2set it for2] you,  
104.813 105.310 LEA: [2Yeah=2].  
105.510 106.505 TIM: before you get a=ll --  
106.505 107.182 LEA: .. Mhm?  
107.182 107.774 ... (TSK) Oh,  
107.774 109.141 that's s=o neat,  
109.141 110.387 ... Oo,  
110.387 111.771 JUDY: ... Mm= (KISS),  
111.771 112.539 @(Hx)[=]  
112.149 112.539 TIM: [Wait],  
112.149 113.076 LEA: [Couldn't] please [2me more,  
112.749 113.376 JUDY: [2And here's the2] --  
113.076 115.065 LEA: how did2] you know I wanted a [3Mickey Mouse wa-3].  
114.234 115.065 JUDY: [3(TSK) Aw=3].  
115.065 118.165 ... Everyone wants a [4Mickey Mouse watch4] some[5time in their @15]ife.  
116.273 117.033 LEA: [4@@@ @4]  
117.362 118.022 [5@@@5]  
118.165 119.879 (H)[6= @= @6]@ (H)=  
118.315 119.191 DAN: [6I've got one now6].  
119.879 121.158 LEA: .. [7Oh you got7] a Mickey too?  
120.054 120.522 JUDY: [7Well it's7] --  
121.158 121.486 DAN: Yeah,  
121.486 122.404 I got it from Disney Land.  
122.404 123.576 LEA: .. (H) <VOX Oh=,  
123.576 124.530 how nea=t VOX>.  
124.530 125.340 ... (H) Okay,  
125.340 126.497 open= this one.  
126.497 128.914 ... % .. This is the one I want you to o[pen now].  
128.287 128.914 JUDY: [This one (Hx)]?  
128.914 129.467 LEA: M[2hm2].  
129.213 130.387 JUDY: [2Oh2] ri=ght (Hx).  
130.387 130.875 LEA: ... And,  
130.875 132.472 this is the one I want you to open.  
132.472 133.255 ... Right here.  
133.255 134.313 DAN: What does this stuff smell like.  
134.313 134.755 JUDY: ... Hm?  
134.755 135.804 DAN: Can <X you X> even smell it on me?  
135.804 136.851 JUDY: ... Mm=,  
136.851 137.458 smells [good].  
137.122 137.900 LEA: [Smells] good.  
137.900 138.991 DAN: I need to go wash my hands.  
138.991 139.990 LEA: My favorite kind.



139.990 140.514 ... Hm .  
140.514 141.664 JUDY: ... What kind [is it]?  
141.328 141.664 LEA: [Mm].  
141.664 142.590 JUDY: ... Oh=.  
142.590 144.454 LEA: ... (H) Okay.  
144.454 145.328 JUDY: ... Ralph Lauren.  
145.328 147.454 ... Alrigh=t.  
147.454 150.188 LEA: ... Don't spill [it].  
149.988 151.090 TIM: [This is] qua=rtz?  
151.090 152.931 JUDY: ... Yeah it should be.  
152.931 154.736 TIM: ... Yeah.  
154.736 155.757 ... good  
155.757 156.497 you don't have to wind it.  
156.497 157.615 It [just works on a b]attery.  
156.492 157.286 JUDY: [(H) Yeah well  
157.615 158.904 The warranty is in here.  
158.904 159.723 In the case[=].  
159.498 159.869 LEA: Oh  
159.869 160.872 Well I don't [2wanna lose2] that.  
160.130 160.549 JUDY: [2so2],  
160.872 161.361 .. Yeah.  
161.361 164.006 TIM: ... Is it tight enough?  
164.006 164.809 Do you want it [tighter].  
164.356 164.565 LEA: [No,  
164.565 165.438 that's] fi=ne.  
165.438 166.437 ... Oh  
166.437 167.472 that's so pretty,  
167.472 168.004 I love [it].  
167.900 168.793 JUDY: [Is] it too loose?  
168.793 169.289 LEA: No=.  
169.289 170.336 ... It's [wonderful].  
169.864 170.336 TIM: [We=ll],  
170.311 170.787 % yeah  
170.787 172.441 % I didn't ... make it tight enough.  
172.441 173.326 LEA: ... Mm.  
173.326 174.120 ... Oh  
174.120 175.635 ... @[=@]  
175.281 177.283 TIM: [People] normally do this theirselves ~Lea.  
177.283 177.996 LEA: ... I know.  
177.996 178.819 I can do i=t,  
178.819 179.472 TIM: .. Okay.  
179.472 180.039 JUDY: ... @  
180.039 181.583 LEA: ... But just don't stop in the middle,  
181.583 183.093 I don't [want it to f]all on the .. @floor.  
181.816 182.117 JUDY: [ @]  
183.093 183.766 LEA: @@@  
183.766 186.892 DAN: ... Did it work?  
186.892 188.169 ... hunh?  
188.169 188.450 TIM: No,  
188.450 188.600 JUDY: Yeah.  
188.600 189.205 TIM: Didn't go.  
189.205 189.769 JUDY: ... Hunh.  
189.769 190.818 TIM: ... Flash didn't go.  
190.818 191.911 JUDY: You gotta look for the green light,  
191.911 192.565 and then press.  
192.565 193.965 DAN: ... There's no green light.  
193.965 196.390 TIM: You have to **b- just barely(MR)** touch that go button,  
196.390 198.438 ... % .. until you get the green li=ght,  
198.438 200.221 .. it's down at the bottom in the center.  
200.221 201.788 DAN: ... ((CAMERA))  
201.788 202.554 TIM: .. There you [go],  
202.218 202.735 JUDY: [You go]=,  
202.735 203.483 TIM: .. Okay=.  
203.483 204.528 LEA: .. (Hx) Oh=,  
204.528 205.283 .. that's neat.  
205.283 210.186 JUDY: ... [@(Hx)]  
209.738 210.161 TIM: [Oh,

210.161 211.448 I] had my hat on back[2ward2].

211.216 211.704 JUDY: [2Oh2] [3Dad3],

211.473 211.704 LEA: [3@3]

211.704 213.180 JUDY: that's how they wear them nowadays.

213.155 215.286 LEA: @[@@@]@[2@@ (H)2]

213.301 213.928 DAN: [I know=].

214.276 215.286 [2That's ga=ng member2].

215.286 217.761 LEA: @[3(Hx)=3][4@@@4][5@@@5] @(H)=

215.311 215.763 JUDY: [3@(Hx)=@3]

215.738 216.272 TIM: [4@@@4]

216.297 216.986 DAN: [5@@@5]

217.761 218.877 JUDY: [6Now all you need is a6],

217.761 218.365 LEA: [6Ah=.

218.365 219.087 (H)6] Here,

219.087 220.420 I [7want you to open this one7].

219.211 220.420 JUDY: [7pair of black pants7],

220.420 220.840 DAN: ... Oh,

220.840 221.257 okay,

221.257 221.678 LEA: .. Now,

221.678 222.805 that's from [me and ~Tim].

222.097 222.805 JUDY: [black shirt],

222.097 222.337 TIM: [Hey,

222.337 223.858 I got my] black <X leather X> jacket,

223.858 224.874 [2Should I worry2] about,

223.858 224.524 DAN: [2XX2]

224.874 225.197 TIM: when @I'm --

225.197 225.611 JUDY: @(Hx)

225.611 226.673 LEA: @ @ @ @ @

226.673 226.836 DAN: @

226.836 227.997 TIM: wear[= down] there.

227.131 227.550 LEA: [@@@]

227.997 228.603 JUDY: .. Yeah=,

228.603 230.697 TIM: ... I'm gonna put these tapes over he=re,

230.697 231.161 so

231.161 233.140 DAN: **... is it --**

233.140 234.369 **is it(R) XXX,**

234.369 235.519 ... oh yeah?

235.519 236.353 ... <X Okay X>.

236.353 242.712 JUDY: ... Oh where's the paper bag.

242.712 242.948 I'll --

242.948 244.022 ... [<X I can put that X>] --

243.592 244.022 LEA: [To what].

244.022 244.324 Oh,

244.324 244.633 **um(UFP),**

244.633 245.649 **.. just put it in there.**

245.649 246.707 **Just put the paper in there(MR).**

246.707 249.551 ... There you go.

249.551 250.417 .. (TSK) (Hx)

250.417 258.192 JUDY: ... Oh my Go=d,

260.199 261.593 LEA: ... There you go.

261.593 262.673 JUDY: [Black Levi=s].

261.593 263.149 LEA: [I hope they're not too b]i=g.

263.412 264.426 JUDY: ... Oh [2no=2].

264.047 265.371 LEA: **[2Do they2] look ... you like it(FS)?**

265.931 266.625 (H) [well],

266.181 266.800 DAN: [XX] X

266.800 267.229 LEA: you know,

267.229 268.938 we could wash em before you go [home].

268.552 269.490 JUDY: [Oh]=.

269.490 270.780 LEA: Make sure they're fit [2okay2].

270.354 270.895 JUDY: **[2No these2],**

270.895 271.463 **.. These'll be,**

271.463 272.329 **.. These'll be(R) good.**

272.329 275.494 ... Oh these are grea=t Mo=m.

275.494 276.933 ... <X Let me X> look at the,

276.933 278.726 LEA: ... Well I thought black ones,

278.726 279.045 **you know(LFP),**

279.045 279.831 it'd give you a more,  
279.831 281.044 a**(R)** .. chance to wear em.  
281.044 281.950 JUDY: [Oh] yeah[2=,  
281.219 281.510 LEA: [@]  
281.735 282.100 [2you know2].  
281.950 283.481 JUDY: well2] black is such a good color,  
283.481 284.940 you can .. wear it with everything.  
284.940 288.578 LEA: ... That's just a little .. top you can wear with [it].  
288.228 289.333 JUDY: [(TSK)] Oh=,  
289.333 290.017 yeah=.  
290.017 290.667 It's cute.  
290.667 291.828 DAN: ... Mhm,  
291.828 293.558 JUDY: ... It's cu=te.  
293.558 294.124 (H)  
294.124 297.374 LEA: ... We'll wash everything,  
297.374 298.889 before you .. take it back home,  
298.889 300.335 and it'll be ready for you to wear,  
300.335 300.958 okay=?  
300.958 301.749 JUDY: .. Okay=,  
301.749 303.648 LEA: ... (TSK) ... <VOX O=kay= VOX>.  
303.648 303.892 JUDY: Oh,  
303.892 304.871 [thank you Mo]=m.  
303.892 304.603 LEA: [Here ~Timmy],  
304.871 306.833 ... This is from ~Judy and ~Dan.  
306.833 307.587 TIM: ... Oh=.  
307.587 310.525 LEA: ... (H) I'm gonna open this now.  
310.525 311.566 JUDY: ... No no,  
311.566 312.209 you [should o]pen,  
311.662 311.936 LEA: [(H)]  
312.209 313.198 JUDY: you should open that one <X next X>,  
313.198 313.889 Cause that's from=,  
313.889 315.489 ... ~Dan [XXXXX].  
314.398 314.804 LEA: [Oh=,  
314.804 315.489 okay=].  
315.489 317.374 TIM: That's a real ... candy cane.  
317.374 318.198 JUDY: ... Yeah=.  
318.198 319.225 LEA: ... Yeah=.  
319.225 319.922 JUDY: But be careful,  
319.922 321.280 [cause=] .. they break easily.  
319.922 320.409 LEA: [Uh-oh].  
321.280 321.814 [2Yeah=2].  
321.280 322.189 JUDY: [2@=@2][3@ @3]  
321.814 322.453 TIM: [3Okay3]=,  
322.453 323.003 JUDY: ... Hunh.  
323.003 327.118 TIM: ... ~Lea=,  
327.118 327.741 LEA: ... What.  
327.741 328.834 TIM: ... You have company.  
328.834 329.625 LEA: (GASP) .. I do?  
329.625 330.000 TIM: .. [Yeah],  
329.800 330.200 LEA: [Who2=].  
329.800 330.541 JUDY: [Oh= no],

### SBC060

0.000 2.572 ALAN: ... (H) I got a story to tell you,  
2.572 3.820 it's a shaggy dog story,  
3.820 6.645 but as long as we're talking about that recorder and six-hundred dollars,  
6.645 8.378 (H)= I'll tell you the story,  
8.378 10.178 (H)= oh gosh,  
10.178 10.678 **uh(UFP)** (Hx),  
10.678 12.335 Rae and I and Sue and Buddy,  
12.335 14.727 ... took a trip,  
14.727 17.012 ... to Mexico City,  
17.012 18.761 JON: ... (SNIFF)  
18.761 19.882 ALAN: It must've been,  
19.882 25.787 ... four to six months after my dad died.  
25.787 26.704 That's how I remember it,

26.704	28.014		he [died in s]ixty-s-- --
26.796	27.351	JON:	[Oh God].
28.014	29.939	ALAN:	... December sixty-seven,
29.939	30.260		<b>so(LFP)</b>
30.260	33.107		(H)= sometime in sixty-eight we took this trip,
33.107	35.134		we'd been ... talking about it for a while,
35.134	36.834		... <b>uh(UFP)</b> ,
36.834	38.402		flew down to Mexico City,
38.402	39.582		... <b>uh(UFP)</b> we,
39.582	41.135		(Hx) <b>c- think(AR)</b> of the name of my hotel,
41.135	42.283		which wouldn't mean anything now,
42.283	45.525		but we ended up in a ... fabulous hotel,
45.525	47.180		... <b>uh(UFP)</b> =,
47.180	48.180		... first night,
48.180	49.979		we were <VOX very unhappy VOX> with our rooms,
49.979	50.979		we got down there,
50.979	52.859		(H)= and the next morning,
52.859	53.218		Buddy,
53.218	55.247		who's a ... early riser anyhow,
55.247	57.225		was probably up ... four o'clock,
57.225	59.208		and he went down there complaining to the manager,
59.208	60.627		... <b>So(LFP)</b> ,
60.627	63.201		.. cause it was not <b>w- the accommodation we(MR)</b> were supposed to have had,
63.201	65.379		we checked in about eight o'clock at night or so,
65.379	65.780		which is,
65.780	67.302		(H)= in Mexico is like,
67.302	67.779		.. you know,
67.779	68.373		... <X the X> --
68.373	71.930		(H) ... Well we ended up with a .. corner .. suite
71.930	74.340		... With,
74.340	76.272		... It was so big,
76.272	76.920	JON:	... @@
76.920	79.340	ALAN:	we could've had a party for fifty people XXXXX.
79.340	80.880		Three bathrooms in it,
80.880	83.253		... (H) % two bedrooms,
83.253	83.653		<b>so they had,</b>
83.653	85.739		<b>but they had(MR)</b> an extra guest bathroom XX,
85.739	86.696		.. big ba=r,
86.696	88.854		... <b>it was circ-</b> ,
88.854	90.180		<b>open on two sides(MR)</b> ,
90.180	91.901		of course we didn't have anybody there but the two of us,
91.901	96.713		(H) ... And I remember the New York Yankees were ... training there.
96.713	97.886		So it probably was,
97.886	99.518		the season opens in .. April,
99.518	101.898		so it probably was February or March,
101.898	104.178		... (H) Mickey Mantle,
104.178	105.978		and <b>uh(UFP)</b> Whitey Ford and all of em,
105.978	109.330		... I wish I'd ... been smart enough .. to know then that <b>uh(UFP)</b> ,
109.330	110.899		(H) these baseball cards,
110.899	111.874		and those .. autographs,
111.874	112.622		would be selling for,
112.622	114.222		... [three or four] hundred dollars,
113.074	113.647	JON:	[(H)]
114.222	114.423	ALAN:	but,
114.423	115.299		.. at any rate,
115.299	115.734		<b>uh(UFP)</b> ,
115.734	120.900		... I went down there with a recorder.
120.900	122.405		... <b>We used to --</b>
122.405	125.058		... <b>We had those(MR)</b> ... things at the store,
125.058	126.862		... that we used to u=se,
126.862	128.604		... when we'd [go out of] town and,
127.487	128.031	JON:	[(SNIFF)]
128.604	130.856	ALAN:	particularly if we were looking at some site,
130.856	132.043		(H) ... o=r,
132.043	133.123		we were looking at a [store],
132.770	133.123	JON:	[(SNIFF)]
133.123	134.044	ALAN:	when we had some comments,

134.044 135.223 we'd talk into those things.  
135.223 138.590 (H) ... We had ... four or five of em,  
138.590 139.199 Aaron had one,  
139.199 139.959 I had one,  
139.959 140.715 .. Mike had one,  
140.715 141.725 XX had one,  
141.725 143.077 <X from that financial guy X>,  
143.077 147.060 ... Things .. sold at the time for about eight or nine-hundred dollars.  
147.060 148.627 JON: ... Eight [or ni]ne-hundr[2ed2]?  
147.900 148.183 ALAN: [**Eight-**] --  
148.513 149.810 [**2Eigh(R)**]t or nine-hundred dollar[3s3].  
149.475 149.810 JON: [3(SNIFF)3]  
149.810 150.963 ALAN: ... Uh  
150.963 153.650 ... you got a very sophisticated one,  
153.650 155.427 but **you know(LFP)** the little ones now about this size.  
155.427 157.802 Well this son of a bitch weighed about <MRC fifteen pounds MRC>.  
157.802 159.734 It was <MRC some .. heavy son of a bitch MRC>.  
159.734 160.259 JON: .. (THROAT)  
160.259 161.270 ALAN: .. Had a pouch,  
161.270 161.595 like,  
161.595 162.595 sorta like you've got.  
162.595 163.498 I carried it around.  
163.498 164.075 Well any rate,  
164.075 167.180 ... (H) my wife had fallen in lo=ve,  
167.180 168.498 ... with a,  
168.498 172.975 ... Mexican artist by the name of ... Nierman.  
172.975 175.699 ... Forgot his first name.  
175.699 176.418 Jewish guy.  
176.418 177.252 JON: ... [Mm=].  
176.901 177.950 ALAN: [Mexi]can national.  
177.950 180.681 ... His paintings sold,  
180.681 183.287 ... **f- fo=r (R)**... generally,  
183.287 185.872 ... a thousand dollars plus.  
185.872 187.000 ... Which was,  
187.000 187.676 .. for me,  
187.676 189.120 JON: ... A lotta [money in those days].  
188.317 189.722 ALAN: [Twenty-five yea]rs ago,  
189.722 190.657 ... **I was --**  
190.657 192.480 **no way I was(MR)** gonna spend twe- a thou- --  
192.480 193.343 First of all I didn't like him.  
193.343 194.365 .. Very splashy.  
194.365 196.923 ... Albert and Marcia had one of his paintings,  
196.923 198.140 (TSK) (H)= ... **they had --**  
198.140 199.145 ... **They had--**  
202.425 204.379 **Marcia had a relative in Mexico,(MR)**  
204.379 205.027 or something.  
205.027 206.327 But they'd been down there.  
206.327 207.484 ... Many times **and**,  
207.484 208.837 ... **and(R)** they had his book,  
208.837 210.540 ... a=nd,  
210.540 212.203 ... we got down there,  
212.203 213.379 and he wa=s,  
213.379 214.166 .. **uh(UFP)=**,  
214.166 216.046 ... all over the place.  
216.046 216.819 His paintings were -  
216.819 218.194 he lived in Mexico City  
218.194 220.301 ... (H) ... A=nd **uh(UFP)=**,  
220.301 222.580 JON: ... (SNIFF)  
222.580 225.879 ALAN: we had a ... cab driver.  
225.879 227.439 ... **Uh(UFP)=**,  
227.439 228.941 that was gonna take us to,  
228.941 232.682 ... (H) wherever the place where the go=ld was.  
232.682 233.240 I can't remember,  
233.240 234.323 one of the roughest rides,  
234.323 235.561 and if you ever been to Mexico City,  
235.561 236.407 you [made that] ride,  
235.561 235.970 JON: [<X Yeah X>].

236.407	237.859	ALAN:	(H)= some kinda city,
237.859	239.482		about .. hundred miles away,
239.482	241.559		I th=ought we were gonna die= going down there.
241.559	242.482		An old car and,
242.482	243.039		.. anyway.
243.039	244.475		(H)= .. <b>Well(LFP)</b> before that,
244.475	246.000		he took us .. around the city,
246.000	247.836		... still got his car=d somewhere.
247.836	250.014		.. (H) Slammed the damn door on this <b>guy</b> ,
250.014	251.214		<b>poor guy's(MR)</b> hand one day,
251.214	251.739		inadvertently,
251.739	252.162		we were getting out,
252.162	253.439		we had him about three days,
253.439	256.819		(H)= one day we took him down to ... wherever we went,
256.819	258.566		... Buddy and Sue didn't go,
258.566	260.283		... but he .. took us to the ruins,
260.283	261.135		and all that stuff.
261.135	261.560		<b>You know</b>
261.560	263.018		(H)= .. <b>uh</b> ,
263.018	264.244		... <b>you know(CHP)</b>
264.244	265.639		and <b>I I(R)</b> knew .. then,
265.639	266.341		and I know now,
266.341	267.166		that those guys,
267.166	268.518		... take you to a particular place,
268.518	269.366		they get a commission.
269.366	271.341		... <b>Well(LFP)</b> ,
271.341	274.355		... they took us to this guy's studio.
274.355	275.175	JON:	... He what?
275.175	277.005	ALAN:	Took us to this guy- .. artist's studio.
277.005	279.112		... <b>Uh(UFP)</b> ,
279.112	280.959		... a=nd <b>uh(UFP)=</b> ,
280.959	283.721		... Rae,
283.721	286.044		... he was there.
286.044	289.446		... And she saw a painting she liked.
289.446	290.864		... A=nd,
290.864	292.168		... <b>uh(UFP)</b> ,
292.168	294.304		he wanted that damn ... recorder.
294.304	296.774		... And he said I tell you what I'll do.
296.774	298.143		.. XX .. make you a deal.
298.143	298.720		<b>He said I'll --</b>
298.720	300.096		... <b>You take this painting(MR)</b>
300.096	301.327		... I want that recorder.
301.327	301.854		I'll take it.
301.854	302.686		... Could- --
302.686	303.427		naw I can't do that,
303.427	304.154		it's not mine.
304.154	304.811		... <b>It was --</b>
304.811	306.816		... <b>It's about(MR)</b> a thousand dollar swap.
306.816	310.378		... Shit I thought my wife was gonna have a [fit,
310.126	310.978	JON:	[@@@]
310.378	311.378	ALAN:	she was pissed] off,
311.378	313.680		(H) Mexico City was a,
313.680	314.679		<b>uh(UFP)</b> in those days,
314.679	316.054		.. probably still is,
316.054	316.771		... not -- ambiguos
316.771	319.387		... For this guy he was very successful.
319.387	320.860		(H) ... <b>Uh(UFP)=</b> ,
320.860	322.562		... very prolific.
322.562	324.222		(H) But it was an art colony,
324.222	325.599		and there were a lot of Americans down there.
325.599	326.647		He was not an American.
326.647	328.716		... A lot of Americans down there,
328.716	330.274		... <b>uh(UFP)</b> because,
330.274	332.384		... cost of living was so cheap at the time.
332.384	334.862		And <b>they- they(R)</b> had these ... art shows everywhere.
334.862	337.270		... (H) <b>Well(LFP)</b> we bought a painting,
337.270	338.943		... <b>uh(UFP)=</b> ,

338.943	340.470		.. of a little Mexican woman,
340.470	341.860		... still got it,
341.860	343.179		with a watermelon on her head,
343.179	343.879		like it a lot.
343.879	346.160		.. Think I paid ... <VOX thirty dollars for it VOX>.
346.160	347.610		<b>Well(LFP)</b> that was about my price range.
347.610	348.862		... <b>Uh(UFP)</b> ,
348.862	351.223		... while I was down there,
351.223	354.141		we ... may have bought a couple of other %i- <b>inexpensive(R)</b> paintings,
354.141	355.433		maybe .. collectively we bought,
355.433	357.323		... maybe spent a hundred and fifty dollars.
357.323	358.351		(H)= <b>Uh(UFP)=</b> ,
358.351	359.377		hell <b>I was not an art --</b>
359.377	360.680		<b>We weren't art collectors(MR).</b>
360.680	361.785		... A=nd <b>uh(UFP)</b> ,
361.785	363.060		to spend a thousand dollars,
363.060	363.935		to me for a painting,
363.935	364.885		was unthinkable.
364.885	366.480		... (H) ... <b>Uh(UFP)</b> ,
366.480	368.617		... The <b>s- first(AR)</b> painting I ever bought,
368.617	370.364		my father-in-law bought it from <b>Geri f-</b> ,
370.364	371.694		... <b>Geri Rae (MR)</b>
371.694	374.786		... it was one of Geri's original <b>early .. early(R)</b> paintings,
374.786	375.794		which I thoroughly enjoy,
375.794	377.113		she's changed styles but,
377.113	379.205		(H)= <b>Whi=le</b> we were down there,
379.205	380.377		... <b>uh(UFP)</b>
380.377	383.055	JON:	... You know
382.740	383.055	ALAN:	[This] --
383.055	383.384		[2It2] --
383.055	384.737	JON:	[2I've s2]=een that somewhere before.
384.737	392.021	ALAN:	... You know I've had that painting for ... thirty-five years I guess.
392.021	393.125		<b>I- I've(R)</b> never framed it.
393.125	394.556		(H) .. And I really like it.
394.556	395.544		... <b>Uh=</b> ,
395.544	395.898		<b>my --</b>
395.898	398.636		... <b>My .. my(CHP)</b> father-in-law wanted to give <b>me a painting for my --</b>
398.636	399.851		<b>Piece of art for my office(MR).</b>
399.851	400.515		<b>And so I had a --</b>
400.515	403.993		... (H) <b>We had a(MR)</b> ... display guy at the time,
403.993	405.393		by the name of <b>Be=n M=oney</b> ,
405.393	408.133		... fashioned himself as an artist.
408.133	409.963		... And I said Ben,
409.963	411.319		... pick me out something.
411.319	413.102		<X You've got X> fifty bucks to spend.
413.102	414.226		... So
414.226	415.638		.. he got this from Geri,
415.638	417.065		... and I loved it.
417.065	418.470		... [XX],
417.836	418.470	JON:	[It's beautiful].
418.470	419.019	ALAN:	<b>And and(R)</b> ,
419.019	421.384		.. I can see all [kinda things in it],
420.164	421.384	JON:	[It's got a lotta color and],
421.384	422.043	ALAN:	Lotta color.
422.043	423.439		I see a Chinese junk,
423.439	423.804		At any rate,
423.804	424.576		.. to make a long s- --
424.576	428.100		(H) ... This fellow <b>LeRoy Neiman</b> ,
428.100	429.362		... <PAR over here PAR>.
429.362	430.960		.. (H) <b>Sports artist</b> .
430.960	432.613		... Not the same guy,
432.613	434.574		... as this guy .. <b>Nierman</b> .
434.574	435.684		I've forgotten his name.
435.684	437.238	JON:	.. Oh I thought there was a connection.
437.238	437.765	ALAN:	... No,
437.765	438.565		No connection.
438.565	440.240		<b>K- there(AR)</b> is a connection on the story,

440.240	442.274	(H) ... <b>Well(LFP)</b> ,
442.274	444.240	... we looked at a lot of art,
444.240	445.308	<b>in in in the</b> ,
445.308	446.060	<b>.. in the</b>
446.060	447.056	<b>uh(CHP)</b> parks,
447.056	448.080	and there at least it was,
448.080	449.381	... pleasant weather and,
449.381	451.336	(H) ... <b>Like .. that .. uh</b> ,
451.336	453.559	<b>... It was sorta like(MR)</b> ,
453.559	454.413	<b>... uh(UFP)</b>
454.413	458.678	... What the hell they call the district in New York,
458.678	459.378	where on Sunday,
459.378	460.378	<b>they put all the artists,</b>
460.378	461.579	<b>.. put their paintings out(MR)</b>
461.579	462.015	<b>uh(UFP)</b>
462.015	462.519	the Village,
462.519	463.015	the Village
463.015	463.620	JON: The Village.
463.620	465.377	ALAN: ... <b>You know all the all these artists put their --</b>
<b>465.377</b>	<b>465.825</b>	<b>Well they had,</b>
<b>465.825</b>	<b>468.391</b>	<b>... must've had three areas like that(FS).</b>
468.391	469.765	<MRC Parks with paintings MRC>,
469.765	470.517	and my god,
470.517	472.417	there must've been <VOX thou=sands VOX> of paintings.
472.417	473.937	... (H) And <b>uh(UFP)</b> ,
473.937	474.899	.. most of em,
474.899	477.027	... very inexpensive.

**SBC058**

0.000	3.334	STEVEN: ... (H) Here's a nice place to put my shoe[s].
3.228	4.030	SHERI: [Yeah]= there it is.
4.030	5.378	STEVEN: ... Mom look.
5.378	6.140	SHERI: Unhunh what (Hx).
6.140	7.080	STEVEN: Look at my shoes.
7.080	8.440	SHERI: ... @
8.440	10.800	(H) They look like the phantom stair-steppers.
10.800	11.148	Hunh.
11.148	12.406	STEVEN: ... No-no,
12.406	14.181	it looks like the Invisible Man.
14.181	15.937	SHERI: @It does look like the Invisible Man.
15.937	19.360	... %Oh-ho burp.
19.360	20.079	That felt [good].
19.777	21.977	STEVEN: [Wasn't] there a guy called the Invisible Man?
21.977	22.965	SHERI: Yes there was.
22.965	24.520	STEVEN: ... Was he in a movie?
24.520	25.786	SHERI: .. Yes= he was (Hx).
25.786	26.870	STEVEN: ... What was it called.
26.870	27.956	SHERI: ... The Invisible Man.
27.956	29.572	... @ @
29.572	32.084	(H) It was kind of a show kinda like The Shadow was.
32.084	32.882	<b>You know it was a,</b>
32.882	34.800	<b>... (TSK) Actually though,</b>
34.800	36.055	<b>I think they made a remake of it,(FS)</b>
36.055	36.905	with Chevy Chase,
36.905	38.005	that was really lousy though.
38.005	39.015	.. (H) ~Steven.
39.015	39.925	You know what you could do,
39.925	41.591	that would be just .. really helpful?
41.591	42.788	STEVEN: ... Say it.
42.788	43.263	SHERI: .. @
43.263	45.327	You could <b>p- take(AR)</b> these Coke cans,
45.327	48.712	... and put them in the bag full of Coke cans that are in your bedroom,



48.712 50.811 ... and then we can do can squish.  
 50.811 51.606 And squish em.  
 51.606 52.866 For the recycling bin.  
 52.866 54.474 ... Ok[ay]?  
 54.160 54.995 STEVEN: [Tomorrow] please,  
 54.995 56.020 my feet [2are hurting2].  
 55.440 56.020 SHERI: [2Tomorrow2]?  
 56.020 57.947 ... (H) **Well(LFP)** can you just put em in the bag,  
 57.947 58.986 ... in there for now,  
 58.986 59.296 okay?  
 59.296 60.508 STEVEN: ... Ok[ay].  
 60.265 61.403 SHERI: [Cause] I gotta clean up in here,  
 61.403 63.273 this .. place is just totally trashed,  
 63.273 64.859 .. cause I've done nothing this week but,  
 64.859 66.539 ... study and be sick.  
 66.539 68.549 ... I've got a really bad dental problem.  
 68.549 69.874 Or something with my mouth.  
 69.874 71.296 STEVEN: ... [Poor Mom].  
 70.424 72.462 SHERI: [Think I've got a .. sin]us infection or something.  
 72.462 73.216 Don't ~Steven.  
 73.216 74.364 STEVEN: ... Mm=kay.  
 74.364 74.985 SHERI: Please.  
 74.985 76.055 %I know it's tempting.  
 76.055 79.139 ... (H) What I'd like you to do is put those cans away please.  
 79.139 80.767 STEVEN: ... **Where-** --  
 80.767 81.128 .. **Where(R)** % --  
 81.128 81.927 .. Oh there they are.  
 81.927 82.202 SHERI: Yeah,  
 82.202 82.868 there they are.  
 82.868 84.126 STEVEN: ... A one.  
 84.126 85.260 ... A two=.  
 85.260 89.969 ... Let's make the <L statue of hamburger city L>.  
 89.969 90.707 SHERI: .. Mm=.  
 90.707 92.642 STEVEN: (H) The s=tatue of Coke.  
 92.642 93.440 SHERI: .. Yeah,  
 93.440 96.925 STEVEN: ... The swinging <X bar=n X>.  
 96.925 98.800 SHERI: .. You're just a swinging kid ~Steve.  
 98.800 99.595 STEVEN: ... <VOX Yeah= VOX>.  
 99.595 101.668 ... You don't know the half of it.  
 101.668 102.965 SHERI: .. I don't know the half of it,  
 102.965 103.340 do I.  
 103.340 103.846 ... Yeah,  
 103.846 109.564 ... Oh man (Hx).  
 109.564 115.642 ... Hey ~Steve,  
 115.642 118.010 why don't you give your iguana a little bit of banana too,  
 118.010 119.192 **he'd probably really like some --**  
 119.192 121.986 ... **He'd probably really like some(R)** banana.  
 121.986 125.386 STEVEN: ... Thanks for XXXXX Mom.  
 125.386 126.266 SHERI: @ @ @ @  
 126.266 133.899 ... Oh and I think this is Robbie's shirt,  
 133.899 134.480 and his **uh(UFP)**,  
 134.480 136.055 Harley-Davidson scarf.  
 136.055 136.420 Right?  
 136.420 137.471 STEVEN: ... Hmm?  
 137.471 139.300 SHERI: ... Isn't that Robbie's .. shirt,  
 139.300 141.628 and **uh(UFP)** Harley-Davidson scarf from this summer?  
 141.628 143.524 ... I wanted to give that back to them,  
 143.524 143.999 tomorrow,  
 143.999 145.374 when we go over for [his birthday].  
 144.713 146.165 STEVEN: [<VOX XX] X= VOXX>.  
 146.165 149.524 (H) ... I need to get ... Robbie a **um(UFP)** .. present [too].  
 149.316 149.666 SHERI: [Yeah]=,  
 149.666 151.040 what do you think he'd like to have.  
 151.040 152.499 STEVEN: ... (H) <HI I'm not sure HI>,  
 152.499 154.399 but we could go over to Toys 'R' [Us].  
 153.861 157.482 SHERI: [it seems] to me I b=rought the Toys 'R' Us catalog [2back with me2].  
 156.650 157.455 STEVEN: [2It's right over there2].

157.507 157.807 SHERI: Okay[3=,  
157.678 158.265 STEVEN: [3It's over there3].  
157.807 159.006 SHERI: why don't you3] have a look at it,  
159.006 159.456 and see if,  
159.456 161.095 ... anything comes to mind,  
161.095 162.845 for something you think Robbie would like to have,  
162.845 163.695 for his birthday.  
163.695 166.314 STEVEN: Well I have some things in here for Christ[mas @],  
165.628 166.003 SHERI: [Yeah,  
166.003 168.637 I know] you probably see things in there that you= want for Christmas,  
168.637 170.912 but right now we're thinking about him and his birthday.  
170.912 172.605 STEVEN: ... <SIGH O=kay SIGH>.  
172.605 175.001 SHERI: And I gotta s- **get started(MR)** on this chicken pizza or,  
175.001 178.189 ... if [anybody actually takes me up on this and comes] --  
176.211 177.923 STEVEN: [There's coupons in here too Mom,  
177.923 178.423 so],  
178.423 179.982 .. [2Mom there's coupons in here,  
178.573 180.657 >ENV: [2((DISH\_NOISE))2]  
179.982 182.532 STEVEN: so we can2] ... get some ... [3thing3]s.  
181.690 182.157 SHERI: [3Mhm3],  
182.532 183.901 ... Really?  
183.901 184.427 STEVEN: ... Yeah.  
184.427 187.178 SHERI: ... Are they good things?  
187.178 188.087 STEVEN: ... (H) Yeah.  
188.087 188.975 .. **And there's**  
188.975 189.777 **also,**  
189.777 191.685 **there's [also(R) a Nickelode]an free,**  
190.064 191.133 SHERI: [XXX].  
191.685 193.567 STEVEN: ... **um(UFP)** box .. there.  
193.567 194.399 SHERI: ... Real[ly].  
194.399 196.780 STEVEN: [And] it's <X a bowl X> with goodies and coupons.  
196.780 197.540 SHERI: Oh wow.  
197.540 199.063 STEVEN: .. And that's why I wanna get that.  
199.063 203.508 ... I know something that ... Robbie may like?  
203.508 204.553 Let me try to find it.  
204.553 205.173 SHERI: Yeah unhunh?  
205.173 206.404 STEVEN: ... It's a Yack Pack.  
206.404 208.655 SHERI: ... Is that **um(UFP)**,  
208.655 210.865 ... full of yucky stuff?  
210.865 211.334 Or [what].  
211.026 211.359 STEVEN: [No].  
211.359 212.317 SHERI: ... Are you sure?  
212.317 213.067 STEVEN: ... No.  
213.067 214.630 .. It's kinda like [a tape] recorder.  
213.815 214.174 SHERI: [ @ ]  
214.630 215.133 .. Oh  
215.133 215.598 It is.  
215.598 216.268 STEVEN: See you um(UFP),  
216.268 218.346 .. (H) Like you tape record your dad saying,  
218.346 219.498 <VOX clean your room VOX>.  
219.498 220.102 SHERI: .. Unh[unh],  
219.939 221.605 STEVEN: [And] then there's this girl on TV,  
221.605 222.180 and you play it,  
222.180 222.608 **and it s- --**  
222.608 223.297 **And the girl says(MR)**  
223.297 225.658 (H) <VOX clean your ro=om VOX>.  
225.658 227.691 SHERI: .. So is it kinda like one of those Talkboys,  
227.691 228.516 like [that was] in,  
227.997 228.297 STEVEN: [Yeah].  
228.516 229.830 SHERI: ... What do you call it,  
229.830 230.259 what was that --  
230.259 232.098 How much would something like that cost.  
232.098 233.813 STEVEN: ... U=m  
233.813 235.793 ... let me look for it.  
235.793 236.950 ... It's in here.  
236.950 238.457 ... Cause I circled it.  
238.457 240.358 ... Okay it costs,

240.358 243.488 ... nine ninety-nine.  
243.488 245.092 SHERI: ... Are you sure?  
245.092 245.650 STEVEN: .. Yeah.  
245.650 246.346 .. [that's it].  
245.837 247.364 SHERI: [Well we could pro]bably afford that,  
247.364 247.656 hunh?  
247.656 251.301 STEVEN: ... Oh wait a minute.  
251.301 253.388 ... I think it says twelve ninety-nine.  
253.388 254.622 SHERI: [Twelve ninety-nine]?  
253.458 254.622 STEVEN: [<X Thirteen X> XX].  
254.622 255.801 Come over here and look.  
255.801 256.256 And --  
256.256 256.938 SHERI: .. Alright.  
256.938 258.451 Hang on just a second honey.  
258.451 260.255 STEVEN: ... I think **it says**,  
260.255 261.742 ... **it says(R) th-**,  
261.742 263.160 ... **twelve ninety-nine(MR)**  
263.160 264.810 and then right here it says Yack Pack,  
264.810 265.835 .. nine ninety-nine.  
265.835 267.099 SHERI: ... Ah=  
267.099 268.928 STEVEN: .. Maybe it means Yack Pack one,  
268.928 270.699 (H) and this [is Yack] Pack [2two2].  
269.578 270.028 SHERI: [Yack] --  
270.303 271.728 [2Yack2] Pack [3two3].  
271.201 271.726 STEVEN: [3Two3].  
271.728 272.143 SHERI: Unhunh,  
272.143 272.682 STEVEN: .. Yeah.  
272.682 274.146 SHERI: ... Hunh.  
274.146 275.572 STEVEN: ... Should we get it?  
275.572 276.308 SHERI: ... I don't know.  
276.308 278.408 Why don't we .. go to .. Toys 'R' Us tomorrow,  
278.408 278.998 and we'll,  
278.998 279.458 **uh(UFP)**  
279.458 280.541 STEVEN: ... <X look [for it X]>].  
280.133 280.866 SHERI: [Resear]ch it.  
280.866 281.436 We'll see,  
281.436 281.930 (H)  
281.930 283.220 STEVEN: There's also [a **um(UFP)**],  
282.614 284.053 SHERI: [What it says] they are there.  
284.053 285.364 STEVEN: ... Yeah it does.  
285.364 285.752 [And there's] --  
285.364 286.295 SHERI: [Cause I re]ally don't know,  
286.295 287.520 it's hard to tell= **you know(LFP)**  
287.520 288.411 .. if I can afford it,  
288.411 290.336 unless I know exactly what the price is on it.  
290.336 293.254 STEVEN: ... There's also some mo=ves I want.  
293.254 293.990 SHERI: ... Really.  
293.990 295.052 ... And what [are those].  
294.495 296.518 STEVEN: [Like Bat]man ... Forever,  
296.460 297.147 SHERI: M[2hm2],  
296.518 298.107 STEVEN: [2and The S2]anta Clause.  
298.107 299.374 .. With Tim .. Allen.

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