Course code: LT4239

Course title: Conversation Analysis

Assignment title: DEC- based Term Project

Topic: Repair in Chinese (Cantonese and Putonghua) conversation: The relationship between the purposes of repair and the structures of repair

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**1. Introduction**

This paper will be analysing repair in Chinese conversations (Cantonese and Putonghua). It will be divided into three sections. Section 1 is the brief introduction of the paper, conversational issue background and our data. Section 2 is the analysis towards our data. We will look at repair from the angle of repair purposes, based on our data we have selected 3 main purposes to analyse. Section 3 will be compare and contrast of the examples, discussion on some interesting findings, and summary. Repair is commonly seen in daily conversations. As oral speaking is almost always an impromptu instead of a well-planned play, we found out people often have the need to repair from time to time in order to fully demonstrating their ideas. According to Liddicoat (2011), repair is a mechanism of conversation that deal with the types of difficulties appear in an interaction. Normally, a repair consists of two parts: initiation and completion. We can classify the types of repairs by looking at who initiates and complete the repairs, and the position of initiation. Schegloff (2013) also suggests there are ten operations for completing the repairs.

In our data, excerpt 1 is a chit-chat between two colleagues during their lunch break. Excerpt 2 is a conversation between three friends when they are having dinner. Both excerpt 1 and 2 are gossip of the mutual friends they have. At last, excerpt 3 is a conversation between a professor and a student. Excerpt 1 and 2 are more casual, excerpt 3 is more formal as there is some academic topic included in the conversation.

**2.1 Correct the errors by the speakers**

First purpose we want to discuss is correcting errors occurred in the conversation. Although we have to bear in mind that repair is not always about corrections, correcting errors that were made by speakers (informational and non-informational errors) is the number one reason why we need repair.

In excerpt 1, there are many informational errors repaired in the conversation. For example, in line 69, the speaker was thinking while making response to another participant in the conversation. The speaker wanted to say “I don’t know too” at first but then changed her mind in a very short period and hence at the end she cut-off what she said and uttered another utterance which demonstrated the same idea just with a different way of saying. And in the example of line 69 shows one of the ways of correcting information, that is substituting the trouble source with another utterance. Excerpt 1 line 38 demonstrated the same method on correcting errors. Both errors made in the two examples explained above are of the same motive. However, in extract 1 line 67, the motive is not changing the ways of saying but abandoning the original idea of the thought and substituted it with a new thought. The use of phrase “anyways” and “zung2 zi1” in substituting its trouble source revealed the motive behind. Excerpt 1 line 24 demonstrated another motive that is to add extra information for the utterance. The speaker in line 24 wanted to make a statement about the place he has been to before but was not sure about whether his knowledge of the place is correct thus when he tried to make a judgement of the place he started with “it was those” but then added “shouldn’t be” right after to clarify that his knowledge of the place may not be reliable. In short, the typical cases of repair for this purpose are self-initiated self-repair within the same turn of the trouble source. The speakers will use cut-off and “X, no, Y” format as initiation devices indicating s/he is going to operate repairs. The speakers use various kinds of operation i.e. replacing, insertion to complete this purpose of repair.

**2.2 Need more time to produce the talk**

In conversation, people can also have conversational problem that they should be producing talk but need more time to do so. This can be caused by processing or having trouble remembering things. In our excerpts, this kind of conversational problem is really common.

For example, in line 1 of excerpt 3, the student uses “jiù shì” (that is), “tā nà gè” (that), “zěn me jiǎng” (how to say) as initiation devices to initiate the repair at the beginning of sentence because she is searching for the most suitable description. After those initiation devices, she smoothly asks the right question by recycling “tā nà gè” (that) at first. “jiù shì” (that is) is a lexical item that often serves to initiate a self-repair in Mandarin (Zhang, 1998) and it indeed appears many times in student’s lines in our Mandarin excerpt.

Instead of lexical items, people also use speech perturbations including cut-offs, sound stretches and non-lexical items such as “uh” and its variations (Zhang, 1998). In line 38 of excerpt 3, the student also uses “ze”, “ah” and “e” to initiate repairs. In line 3 - 6 of excerpt 3, the student stretches the last sound of unfinished sentence to initiate the repair but instead of repairing it by herself, the professor repairs it for her, which means that it is a self-initiated other-repair in transition space. Both Cantonese speakers and Mandarin speakers commonly use cut-offs and pause to initiate repairs. For example, in line 13 of excerpt 3, the professor cuts off first “ qù” (to) and paused between two “ qù” (to) to hold the progression of the turn. He carries on with his sentence after finding suitable description. In line 27 in excerpt 1, speaker J cuts off “...zan6 si4 hai6 nei5” (..it was you) and abandons mid-way this sentence. Then the speaker reconstructs the turn by a speculation starting with “nei5 jing3 goi1...”(you should...).

When speakers need more time to produce the talk, repairs mostly use initiation devices, i.e. speech perturbations and lexical items as techniques for initiation. In terms of operations for repair, recycling and insertion are the most frequent ones and some repairs also use replacing.

**2.3 Restate for avoiding mishearing and misunderstanding the utterance**

In our data, there is a repair which is used for avoiding mishearing and misunderstanding the utterance by the listeners. In excerpt 2 line 91-95, there is a typical case of repair in our data serving for this purpose. In this case, R is telling a story to her friends C and T. In line 91, R does not select anyone as the next speaker after her question. After some laughter has given by C, in line 93-94, both C and R self-selected. An overlap happens, where C said “gan1 zyu6 ‘e1 (and then)” to ask the further development and R starts her turn “gan1 zyu6 ngo5 (and then I)” to continues the story.

The overlapped part of R’s turn is a trouble source. After the overlap, without using any speech perturbations or lexical items, R immediately recasts her turn by repeating the overlapped speech and finishes it with the later story development. It is the same-turn repair and self-initiated self-repair initiated by the occurrence of overlap in the turn initiation without using obvious initiation devices. The speaker tends to repeat the turn-initial overlapped parts, i.e. recycling, to operate the repair.

However, when we compare the repairs for this purpose, there are some derivational cases in our data that are worthy of discussion. Operations of repair, i.e. insertion and replacing are used. For example, in excerpt 2 line 97-99, R’s first whole TCU overlaps with C’s laughter. After the overlap, R repeats the turn-initial overlapped part “ngo5 mou5 (I don’t have)” in next TCU. She also replaces the latter part form “bun2 si:6 (that power:)” (with an initiation device too, i.e. sound stretches) to “gam3 gei3 zi1 sik1 (that kind of beauty)”. R does not solely aim at solving the potential impairment on hearing and understanding. She also takes this chance to specify what she has said, i.e. “bun2 si6 (that power)”, in prior TCU as “gam3 gei3 zi1 sik1 (that kind of beauty)”. The position of this derivation in our data is non-same-turn repair. Excerpt 2 line 59-61, the insertion of a noun phrase as an operation of repair in line 61 is another example.

**3. Discussion and Summary**

When comparing the typical cases from the above three purposes of repairs, we find that there are some similarities and differences. The similarities in most cases are self-initiated self-repairs and happens in the same turn and transition space. In our data, there are only two examples (excerpt 3 line 16-18, 23-25) are other-initiated other-repair in the second position. This similarity follows the claims of Schegloff et al., (1977) that the possibilities for self-initiation is higher than that for other-initiation, because 3 out of 5 positions allow self-initiation repairs but no other-initiation repairs happen~~s~~. Moreover, interlocutors tend to initiate the repair in the earlier repair initiation opportunity space, i.e. same-turn repair and transition space repair, in order to enhance the success of the repairs.

In the purpose of restating for avoiding mishearing and misunderstanding, we find that the operation of repair is mainly turn-initial recycling, while the other two use various kinds of operation. According to Schegloff (1987) the utterance appears in the overlap may lead to the potential impairment on listeners’ hearing and thus understanding. Moreover, he argues that turn-initial position is important, because it helps project the turn shapes and turn types. Interlocutors usually take them as hints for smoother turn-transition. That’s why for restating the turn clearer, the operation of repair usually recycles the turn-initial overlapped part, i.e. recycling. However, the purpose of needing more time to give an utterance and correcting errors, the speakers focus more on what they should say next, and what they have said. Therefore, they tend to make modification on the trouble source either adding extra information, substituting the trouble source with another utterance, or recycling as hesitation to gain more time (different from purpose 3).

Furthermore, we find that there are usually absences of initiation devices in the purpose of restating for avoiding mishearing and misunderstanding the utterance, but the other two have them. We propose that it is because after the overlap, giving an utterance immediately is hinting others that the speaker has a higher aspiration to continue her speech. It is more beneficial to gain the floor to speak after an overlap. This kind of competing for speakership does not necessarily happen in the other two purposes so they use initiation devices to indicate they are going to do repairs.

Another interesting point is that the purpose of restating for avoiding mishearing and misunderstanding can only be found in excerpt 2 but in fact in our three excerpts, overlaps occur. We propose some micro- and macro-explanation. For micro-explanation, Schegloff (1987) suggests that when a whole trouble source TCU or a non-turn beginning to overlap with others’ speech, it seldom repairs. For example, in excerpt 1 line 57, the whole TCU “ngo5 jau5 tissue (I have a tissue)” overlap with A’s utterance. However, micro-level cannot explain some overlap cases in excerpt 1 and 3. Therefore, we suggest it may highly related to the macro-explanation, i.e. familiarity, social status difference, and setting. In excerpt 2, the three interlocuters are good friends. Their social networks are dense and multiplex. They have equal social status and are at a dinner setting where the restaurant is noisy. In excerpt 1, two interlocuters are working partners which have equal social status. They are in a quiet staff room. In excerpt 3, two interlocuters are of a student-professor relation where the professor has a higher social status than the student. They also in an academic setting where the office is quiet. Overlap may be interpreted as a rude interruption which challenges higher-status people’s authority if the interlocutors are not familiar with each other and in a formal setting. However, if they are familiar and in a causal setting, overlaps can be an interactional action showing engagement and enthusiasm. Therefore, there are more overlapping speech in excerpt 2 than the other two providing the ground for the purpose of restating for avoiding mishearing and misunderstanding. Moreover, the noisy restaurant setting also make the restate for clearer purpose.

As for macro-level, there is another interesting finding that different social status may also lead to different choices of techniques for initiation. This phenomenon is much more obvious in excerpt 3 because one of the interlocuters is young inexperienced student and the other one is middle-aged experienced professor. The student is more active to express herself in this conversation and she always starts to talk even she is not ready for completed sentences. Thus, she uses more initiation devices such as “jiù shì” and non-lexical items such as “ah”. In contrast, the professor is relative passive and unhurried to start his turn. He speaks slowly, which may let him have more time to process and avoid mistakes. His repairs mostly happen in middle of sentences, using short cut-offs and pause as initiation devices. He would rather pause for a long time than piling up meaningless initiation devices. It is supposed that his status makes him behave more reliably to stand on his dignity. In addition, his experience of lectures may allow him to produce much more fluent speech and perform better on correcting mistakes in speech than student. We assume that speakers with higher social status will have lower frequency of repairs and less likely to select speech perturbations or lexical items as techniques for initiation. However, this assumption remains to be proven by further study.

In conclusion, we have discussed the relationship between the structures of repairs and three purposes of repairs found in our data in both micro- and macro- level.

**4. Acknowledgement**

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**6. Transcription**

**6.1 Excerpt 1**

|  |  |
| --- | --- |
| 1. J: jan1 wai4 keoi5-keoi5 heoi3 waan2 gaa3 maa3 go3 di1 keoi5 dei6-keoi5 zung1 ji3  2. A: keoi5-keoi5 gei2 hou2 ge3 jyun4 jan1 zau6 hai6 jan1 wai4 jau5 jat1 ci3 daai6 gaa1 jat1 cai4 ceot1 heoi3 waan2 M4 HAI6-M4 HAI6 jat1 cai4 ceot1 heoi3 waan2 hai6 gam3 ngaam4 [hai6 ]  3. J: [gam3-]  4. A: ehhh hai6 bin1 dou3 zong6 dou3 go3 gaan1 hai6 me1 Vo,la.r  5. J: mm:m4 zi1  6. A: nei5 mou5 heoi3 gwo3 laan4 gwai3 fong1 gaa3 me1?  7. J: ((Shaking head))  8. A: ↑ZAN1 ↑GAA3 jat1 ci3 dou1 mou5?(.) aai1?aa1 nei5 zan1 hai6 aai1:::  9. J: jau5 me1 man6 tai4  10. A: m4 hai6 aa1, jan1 wai4 nei5 ci4 zou2 dou1 wui2 heoi3 ge3.  11. J: ↑CI1 ↑SIN3 NEI5 JAU6 ZI1  12. A: ((laughter)) naa5 John dim2 gaai2 nei5 gok3 dak1 nei5 wing5 sai3 dou1 m4 wui2 m4 wui2 heoi3 ne1,  13. J: ngo5 dou1 m4 zung1 ji3 go2 di1 dei6 fong1 gam3? ngo5 jau6 m4 jam2 zau2 [ngo5 jau6- ]  14. A:[↑wai3 ↑nei5 mou5] si3 gwo3 nei5 m4 zi1 nei5 zung1 m4 zung1 ji3 gaa2 wo5 nei5 m4 ho2 ji5 gam3 joeng6 gong2 zyu6 sin1 jan1 wai4 nei5 mou5 si3 gwo3  15. J: °ok ok°  16. A: hai6 laa1  17. J: gam3 ngo5 ji4 gaa1 zaam6 si4 mei6 si3 gwo3 ok  18. A: hai6 aa1 ngo5 deoi3-ngo5-ngo5-nei5 tung4 nei5 neoi5 pang4 jau5 jat1 cai4 zo2 gei2 noi6  19. J: loeng5 nin4 gei2  20. A: ok waa1, dou1 gei2 noi6 wo5 zung1 hok6 sik1 gaa2,  21. J: m4 hai6 aa1 hai6 (.) cin4 nin4 daa2 bo1 sik1 ge3  22. A: ngo4::::,  23. J: keoi5 hai6 ngo5 di1 *f::-*tung4 hok6 (.)zung1 hok6 tung4 hok6 ge3 *friend*(0.5)  24. J: mou5 aa1 zan1 hai6 mou5 si3 heoi3 gwo3 ngo5? heoi3? gwo3? jat1? ci3? lo1, daan6 hai6 hai6 go2 go3-jing3 goi1 m4 hai6 laan4 gwai3 fong1  go2 dou6 jing3 goi1 hai6-hello me1 nok6 si6 fat6 toi4 go2 di1  25. N: °hello°  26. A: ngo4, ngo4 ngo4  27. J: kei4 zung1 jat1 gaan1 gan1 zyu6 go2 zan6 si4 hai6 nei5-nei5 jing3 goi1 dou1 sik1 gaa2 Aaron aa1 ji4 gaa1 zou6 zo2 duk1 caat3 go2 go3 Aaron aa1  28. A: ↑ngo4 ngo4 ngo4 ngo4↑ ok ngo5 sik1 gaa3 ngo5 sik1 gaa2  29. J: keoi5 saang1 jat6 gan1 zyu6 jin4 zi1 hau6 tung4 maai4 keoi5 go2 zan6 si4 ge3 neoi5 pang4 jau5 gan1 zyu6 hai2 go2 dou6-  30. A: keoi5 go2 zan6 si4 ge3 neoi5 pang4 jau5 ↑hai6 ↑mi tung4 keoi5 hou2 ci5 joeng6 go2 go3 aa1  31. J: aai1 m4 gei3 dak1 lou1  32. A: ↓ngo4  33. J: gan1 zyu6 jin4 zi1 hau6 tung4 keoi5 hai6 gaak3 hai6 go2 dou6 sik6 je5  gan1 zyu6 hai6 ngo5 dai6 jat1 ci3 heoi3 go2 di1 dei6 fong1  34. A: ng2?  35. J: zi1 hau6 zau6 mou5 dai6 ji6 ci3 laa1  36. A: ng2?  37. J: saam1, nin4 cin4 gaak3 hou2 ci5 hai6  38. A: Roger hai6-jau5 jat1 ci3 keoi5 tung4 Adam gan1 zyu6 zung6 jau5 kei4 taa1 ge3 *associate*  39. J: ji4 gaa1 mou5 zou6 laa1  40. A: gan1 zyu6 Adam mou5 laa1 ting3 man4 keoi5 hou2 ci5 faan2 zo2 jing1 gwok3 git3 fan1  41. J: °ngo4°  42. A: gan1 zyu6 zau6-  43. J: GIT3 FAN1  44. A: hai6  45. J: GO2 GO3 LENG3 MUI6 WO5  46. A: {aa1 *fuck*} Adam wo5  47. J: GO2 GO3 LENG3 MUI6 WO5  48. A: Adam hai6 naam4 zai2  49. J: ngo5 zi1? m4 hai6 aa1 kui2 neoi5 pang4 jau5 wo5  50. A: keoi5 neoi5 pang4 jau5 ngo5 m4 zi1=  51. J: =hai6 go2 go3 leng3 mui6 lo1,  52. A: bin1 go3 leng3 mui6 aa1  53. J: ,Natalia aa1 maa3  54. A: ((shaking head))  55. J: me1 aa1? nei5 jing6 zan1 nei5 jau5 mou5 keoi5 Instagram aa1  56. A: [ngo5 mou5 Adam Instagram]  57. J: [ngo5 jau5 tissue ] bin1 go3 waa6 keoi5 git3 fan1 aa1 gam3  58. A: ngo5-ngo5 ne1 dou6 jau5 ne1 dou6 jau5  59. J: sap1 gaa2 wo5  60. A: ngo5 zi1 ngo5 zi1 m4 hai6 m4 hai6 jau5 gon1 gaa2 Adam hai6 ling6 ngoi6 jat1 go3 neoi5 zai2 tung4 ngo5 gong2 ge3  [hou2 ci5-]  61. J:[↑m4 ↑hai6 aa1? maa3?] [GO2 GO3 ] leng3 mui6 sai3, gwo3, ngo5 wo5 neoi5 pang4 jau5  62. A: [ngo5 m4-]  63. A: ?jing3 ?goi1 m4 hai6 [jing3 goi1]m4 hai6  64. J: [zyun2 zo3]  65. A: hai6 Adam jat1 cai4 zo3 dou1 jau5 jat1 paai4 gei2 noi6 haa6 [ge3 jat1 go3] neoi5 pang4 jau5  66. J: [gan1 zyu6 ne1] mi1, zau6 hai6 go2, go3, lo1  aai1 ji1 gaa1 tai2 haa6 sin1  67. A: keoi5-zung2 zi1 jau5 jan4 tung4 ngo5 gong2 waa6 faan1 waa6 keoi5 hai6 faan1 jing1 gwok3 git3 fan1 gam3 joeng6 joeng6 gan1 zyu6 ngo5 waa6 haa6 [zan1 gaa3,]  68. J: [ngo5 m4 ]seon3  keoi5 dim2 wui2 git3 fan1 aa1 keoi5  69. A: ngo5 dou1 m4-ngo5-ngo5 dou1 hou2 ging1 ngaa6 | 1. J: Because he-he goes out a lot you know they-he likes to  2. A: The reason why he-he is nice is because there was one time we all went out together NO-NOT went out together but coincidently bumped into each other [at]  3. J: [So-]  4. A: ehhh where’s that what’s the name of the place Vo,la.r  5. J: no:don’t know where’s that  6. A: you have never? been to Lan Kwai Fong  7. J: ((Shaking head))  8: A: ↑REALLY not even once?(.)ai? you are ai:::  9. J: what’s the problem  10. A: no, it’s just that you will go sooner or later.  11. J: ↑DAFQUE YOU DON’T KNOW THAT  12. A: ((laughter)) ok John why, do you think you will never go to Lan Kwai Fong in your whole life  13. J: I don't like those places plus? I don't even drink [and I- ]  14. A: [↑hey ↑you haven’t] tried yet you don't know whether you like it or not you can’t say that yet because you have never tried it  15. J: °ok ok°  16. A: yup  17. J: so I have never tried going there for now ok  18. A: yup I think-I-I-how long have you and your girlfriend been together  19. J: two years something  20. A: ok wow, quite long aye you guys met each other back in secondary school,  21. J: nah we didn't it’s (.) through basketball the year before last year  22. A: oh::::,  23. J: she’s my *f::-* school mate’s (.) secondary school school mate’s *friend*(0.5)  24. J: nah really have never been to there I?’ve been? to? there? once? but it was those-shouldn’t be Lan Kwai Fong that that place I think it’s-hello Knutsford Terrace that kind of place  25. N: °hello°  26. A: oh, oh oh  27. J: one of the bars and then back at that time it was you-you should know him too Aaron the Aaron who is an inspector of police now  28. A: ↑yea yea yea yea↑ ok I know him I know him  29. J: it was his birthday and then and then with his girlfriend at that time and then at there-  30. A: his girlfriend at that time ↑was ↑it the one who looks alike to him  31. J: nah I don't remember about it  32. A: ↓oh  33. J: and then I was with him yea we were there having dinner and then it was my first time being at those kind of places  34. A: I see?  35. J: and then there is no second time  36. A: I see?  37. J: three, years ago I think it was  38. A: Roger is-there was one time him and Adam and some other *associates*  39. J: he doesn't work there anymore  40. A: and then Adam doesn't I’ve heard that he went back to UK to get married  41. J: °oh°  42. A: and then-  43. J: GETTING MARRIED  44. A: yes  45. J: THAT YOUNG CHICK  46. A: {ah *fuck*} it’s Adam  47: J: THAT YOUNG CHICK  48. A: Adam is a guy  49. J: I know? not him his girlfriend  50. A: I don't know about his girlfriend=  51. J: =it’s that young chick,  52. A: which young chick  53. J: ,Natalia  54. A: ((shaking head))  55. J: what? are you serious do you have his Instagram  56. A: [I don't have Adam’s Instagram]  57: J: [I have tissue ] who told you he’s gonna get married then  58. A: I-I here it is here it is  59. J: that’s wet tissue  60. A: I know I know nah nah there’s dry ones here too another girl told me about Adam [I think-]  61. J: [↑no way?] [THAT] young chick is younger, than, me girlfriend  62. A: [I don't-]  63. A: ?shouldn't ?be [shouldn't ] be  64. J: [another one]  65. A: it’s [the one] who has been with Adam for awhile  66. J: [and then] yea, it’s the same, one, let’s check it out now  67. A: he-anyways someone told me that he went back to UK to get married and then I said what [really,]  68. J: [I don't] believe it how will he get married  69. A: I don't-I-I’m surprised too |

**Transcription Conventions**

Arial font: interrupted conversations

*italics font*: codeswitching

{}: self talk

: lengthening a sound

**.** Falling intonation

**?**  Rising intonation

**,**  slightly rising intonation (or incomplete rise)

↓ sudden shift in a downward pitch

↑ sudden shift to an upwards pitch

ALL CAPS loud speech

° quiet speech

Underline stress or emphasis

[] To show overlapping talk

(.) a short pause

Other sounds: ((laughter)) or hehe huhuh or ((cough))

**6.2 Excerpt 2**

|  |  |
| --- | --- |
| Romanized Cantonese Transcription | English Translation |
| (Some noises from the people in the restaurant are heard throughout the recording)  01.R:↓***sor*** dim2 gaai2 jiu3 gam3[joeng6 deoi3 ngo:5 aa3, ]  02.T: [gong2 **Dere**:**k**? ]  03.C: >[**Derek** m4 ha ]i6 bat1 zo2 jip6 laa1 me1.< =  04.T: [ (°**Derek-** °)]  05.T: = hai6 lo1. =  06.R: = bat1 zo2 laa1. keoi5 go3 joe:ng6 m4 tung4 saai3 wo3 hou2 ci5.  07. (0.5)  08.T: [m4 hai6 a]a3.  09.R: [ngo5 cin4]  10.T: ngo5 zou2 gei2 jat6 gin3 gwo3 keoi5 dou1 hai6 gam3 aa3.  11. (0.5)  12.R:↑> nei5 gin3 gwo3 keoi5, < ↑> dim2 gaai2 gei3, <  13.T: jan1 wai4 keoi5- (.) faan1 lai4 lo2 ***cert*** aa1 maa3 keoi:5.  14. (0.8)  15.R: ng2. keoi5 m4 hai6 lin4 tau4 bei6 dou1 m4 zin2 me1, ting3 man4 waa6 =  16.T: = ha  17.R: ji1 gaa1 zung6 hai6 m4 hai6 aa3 =  18.T: = ngo5 m4 siu2 sam1 cyun3 can1 **Derek** £ gan1 zyu6 zi1 hai6 £ (.) aa1 **Sean** keoi5 dei6 waa6 ngo5 hou2 gau2 aa3 (0.2)  19.T: daan6[ ngo5 zan1] hai6 m4 siu2 sam1 =  20.R: [hahaha ]  21.T: = .h gwo2 ci3 heoi3 lo2 ***cert*** laa1.  22.R: nga3.  23. (0.4)  24.T: .skuh gan1‘yu6‘o:5 (.) gam3. ngaam4. .skuh gwo2 jat6 faan1 **lt** gan1 zyu6 faan1 zo2 heoi3 laa1. =  25.R: = ng2  26.T: .skuh gan1 zyu6 gin3 dou3 **Derek** ngaam4 ngaam4 lo2 jyun4 ***cert*** (0.2) .skuh gan1 zyu6 keoi5 gaak3 lei4 jau5 go3 neoi5 zai2 gam3 laa1 (.) .skuh gan1 zyu6 ngo5 waa6 wai3, **hi** **Derek** hou2 noi6 mou5 gin3. keoi5 waa6 **hi Terry** keoi5 waa6 (.) e3 hou2 noi6 mou5 gin3 laa1 ngo5 waa6 nei5 faan1 lai4 gei3 ngo5 waa6 hai6 aa3 ngo5 faan1 gung1 aa3 keoi5 waa6 nei5 gam1 jat6 hai6 mi1 jau5 gin3 dou3 hou2 do1 pang4 jau5 aa3, > ngo5 waa6. < hai6 aa3 gin3 dou3 hou2 do:1, (.) di1 tung4 hok6 dou:1, (.) faan1 lai4 lo2 ***cert***aa3. gan1 zyu6 keoi5 waa6 hai6 aa3 ngo5 dou1 gin3 dou3 hou2 do1 pang4 jau5 aa3 =  27.T: = gan1 zyu6 (.) [ngo5 zau6 man6 ] keoi5 =  28.C: [hahahhh ]  29.T: = lai6 jyu4 ne1, gan1 zyu6 keoi5 zau6 =  30.T: = h £ zi[ng6 zo2 £ ]  31.R: [£↑hou2 seoi:1 £] =  32.R: = [£↑aa3 nei:5 £ ]  33.C: [hahahahaha ]  34.(): haha =  35.T: = [£ (hai6 a]a1) £ =  36.R: [↑( ) ]  37.C: = hahaha[haha]  38.R: [nei5 ] dong1 haa6 jau5 mou5 gok3 dak1 zi6 gei2 hou2 zi:n6 =  39.R: = nei5 g[ok3 dak1 °zi6 gei2°]  40.T: [£ gan1 zyu6 ] >gan1 zyu6 < zi1 hau6 (.) keoi5 £ (.) ting4 zo2 hai6 dou3 mou5 gong2 >gan1 zyu6< e3 e3 e3 jau5 hou2 do1 gaa3 e3 lai6 jyu4 e3 e3 gan1 zyu6 zau6 hai6 dou3 gong2 di1 ming4 aa3 =  41.R: = nga3. =  42.T: = gan1 zyu6 zi1 hau6 ngo5 waa6 < ngo:4. ngo:4. ngo:4. > £ gan1 zyuu:6 £ =  43.T: = keoi5 gaak3 lei4 [go3 neoi5 zai2] hai6 dou3 siu3 gan1 zyu6  44.R: [hou2 () ]  45.R: ha h[aha ] [ h h h ][h]h  46.C: [haha][ha h h][h]  47.T: [caam2.]  48.R: waa1 jau5 neoi5 zai2 pui4 keoi5 faan1 lai4 lo2 dim2 gaai2 mou5 naam4 zai2 pui4 ngo5 faan1 lai4 lo2 [gei3]  49.T: [ m4 ]‘ai6 jing3 goi1 hai6 keoi5 gaap3 ngaang6 zuk1 zyu6 jan4 dei6  50.R: m4 hai6. aa3 gwo2 si4 jau5 go3 neoi5 zai2 ci1 zyu6 keoi5 gaa3. =  51.T: = zan1 hai6 gaa3 =  52.R: = hai6 jaa3.  53. (0.2)  54.T: gan1 keoi5 baau3 **gpa**  55.C: (m4/ dim2 zi1 w[o1 ] )  56.R: [aa:3,] nei5 zan1 hai6 lek1 gaa3 ze2.  57. (1.0)  58.T: £ caam2. £  59.T: [hou2 jin6 sat6. ]  60.R: [(san1 sin1 zing2 ] faai3 di1 [sik6 ) ]  61.T: [£di1 ja]n4 hou2 jin6 sat6. £  62.R : jan1, wai4 keoi5 ping4 si4 bei2 gaau:3 (0.5) m4 hai6 gam3 do1 neoi5 zai2 gei3 pang4 jau5 la- =  63.R: = > aa1 m4‘ai6 kei4 sat6 < keoi5 hou2 do1 neoi5 zai2 gei3 pang4 jau5 daan6 hai6 m4 wui2 ci1 zyu6 keoi5 aa1=  64.T: = £ caam2. hai6 **ti** dou1 mou5 neoi5 zai2 pang4 jau5 ha £ =  65.C: = ha: =  66.T: = £caam2 [dou3. ] £  67.C: [hh ] h [h ]  68.R : [m4 ]‘ai6. =  69.T: =£ z[e2 hai6 ngo5] jiu3 h £=  70.R: [(dou1 jiu3)- ]  71.T: = £ ngo5 jiu3 cung4 san1 jat1 dim2 zau6 hai6 naam4 zai2 pang4 jau5 dou1 mou5 mat6 hha £ =  72.R:=↑hou2 ↓faa:n4 aa:1 >m4[‘ai6.< (.) >°°ja- °°<]  73.T: [ha caa:m2. ] =  74.T: = £ ze2 hai6 mou5 **friend** hh £**=**  75.C: = hahahaha h  76. (0.5)  77.R : m4 soeng2 gong2 je5 aa1 ngo5 ji1 gaa1 (0.2) ngo5 hai6 gam3 bei2 jan4 zat6 aa3. > °m4‘ai6 gong2 siu3 ze2° < gwo2 zan6 si4 soeng5 **scientific** laa1. (.) gan1 zyu6 jan1 wai4 ngo5 co5 hai6 **Derek** gaak3 lei4 gei3. gan1 zyu6 (0.4) hou2 ci5 m4 zi1 gong2 zou6 gung1 fo3 gan1 zyu6 daai6 gaa1 dou1 m4 sik1 zou6 laa1. jin4 zi1 ‘au6 jau5 go3 neoi5 zai2 hai6 hou2 ja:n1 kan4 gam3 joeng6 co5 hai6 **Derek** gaak3 lei4 =  78.R: =↑**Derek** aa1 ne1 tai4 dim2 zou:6 aa:3?=  79.R: = >gam3‘[oeng6‘o4<]  80.T: [paau1 ]mei6.  81.R: zan1 hai6 paau1 mei6 gaa3 (.) gan1 zyu6 (0.4)  82.R: ga[n1]  83.C: > [**De**]**rek** ***so*** m4 ***so***keoi5 si:n1,<  84.R: **Derek** hai:6 (.) > ngo5 gok3 dak1 < keoi5 **feel** m4 dou3 go3 neoi5 zai2 wai4 zo2 soe:ng2, (.) wan2 keoi5 bong1 sau2 ji4 heoi:3 (.) < paau:1 (.) mei6. > =  85.R: = > daan6 hai6 ‘eoi5 < (hai-) =  86.T: =((cough)) ha=  87.R: =keoi5 **feel** m4 dou3 l[o1 ]  88.T: [£ h ] m4 zi1 dim2 gaai2 go3 nou5 jau5 waa2 min6 h £ =  89.T: = £ hou2[bat1 ngon1] £  90.R: [ha h h >n]ei5 < =  91.R: = > min4m4‘ing4 [aa1 ] <  92.C : [haha ]ha=  93.C: => £ g[an1 zyu6 ‘e1 £ <]  94.R: [gan1 zyu6 ng]o5 gan1 zyu6 ngo5 hai6 zak1 gan1 mong6 zyu6 keoi5 mong6 zyu6 keoi5 =  95.C : = > **Rita** waa6 < DI:M2. GAAI2 ne1 go3 gok3 sik1 £ m4 hai6 ngo5 lai4 zou6 gam3 joeng6 £ hahaha  96.T: [caam2.]  97.C: [ha: ] [h ha ha ha h ]  98.R: [ngo:5? ngo5 mou5 bun2 si:6.] ngo5 mou5 gam3 gei3 zi1 si:k1. =  99.C: = gam3 zeoi3 hau6 mei5 keoi5 dei6 di:m2 ze2.  100.T: keoi5 sik1 jau5 **Derek**,  101.R: gan1 zyu6 keoi5 (1.0) m4‘ou2 m4‘ou2 m4‘ou2 gam3 joeng6 hahahahaha gan1 zyu6 (.) gan1 zyu6 aa3 (.) e3 go3 neoi5 zai2 zau2 zo2 laa:1 gan1 zyu6 ngo5 waa6 ngo5 waa6 ° jan4 dei6 deoi3 nei5 hou2 hou2 wo:3 ° =  102.C: = > WAA1 haap3 cou3 aa3. < =  103.C: = £ **Ri[ta** haap3]cou3 [aa3.] £ [hahaha ]  104.T: [() ]  105.R: [gan1 zyu6] [gan1 ] zyu6 aa:1 (.) gan1 zyu6 aa1 **Derek** waa6↑o ha6ai hə-hə-hə-hə-hai6 lo1? £ gam3 joeng6 lo1. £ | (Some noises from the people in the restaurant are heard throughout the recording)  01.R:↓***sor***ry why [treat me: like this aa3,]  02.T [talks about **Dere:k**? ]  03.C: >[didn’t **Derek ]** already graduated me1.]< =  04.T: [ (° **Derek-** °) ]  05.T: = yes lo1. =  06.R: = has already graduated laa1. his appearance is completely different wo3 seems.  07. (0.5)  08.T: [no a]a3  09.R: [I before ]  10.T: I saw him few days ago he looked the same aa3.  11. (0.5)  12.↑> you saw him, < ↑> why gei3, <  13. because he- (.) came back to get the ***cert*** aa1 maa3 he:.  14. (0.8)  15.R: ng2. he wouldn't even cut his hair me1, I heard=  16.T: = ha  17.R: is that still true =  18.T: = I accidentally sneered **Derek** £ and then £ (.) **Sean** and the guys said I'm too shady aa3 (0.2)  19.T: but [ I really ] did it by accident =  20.R [ hahaha ]  21.T: = .h that time he went to get the ***cert***ificate laa1.  22.R: nga3.  23. (0.4)  24.T: .skuh then I: (.) coin.cidentally. .skuh went back to **lt** general office to work on that day so I went back to school laa1. =  25.R: = ng2  26.T: .skuh then I saw **Derek** he just got his ***cert***ificate(0.2) .skuh then there was a girl next to him gam3 laa1 (.) .skuh then I said hey, **hi Derek** it's been a while. he said **hi Terry** he said (.) e3 it's been a while laa1 I said why did you come back gei3 I said yes aa3 I came back for work he said have you seen a lot of friends today aa3, > I said. < yes aa3 I saw many:, (.) classmates has:, (.) come back to get their ***cert***ificates aa3. and then he said yes aa3 I saw many friends too aa3 =  27.T: = after that (.) [ I asked ] him =  28.C: [hahahhh]  29.T: = for example ne1, Then he =  30.T: = h £ ke[pt silent £ ]  31.R: [ £↑so mea:n £] =  32.R: = [£↑you are £ ]  33.C: [hahahahaha ]  34.(): haha=  35.T: = [ £ (yes a]a1) £ =  36.R: [↑( ) ]  37.C: = hahaha[haha ]  38.R: [did you ] realize you were nasty: at that time =  39.R: = did [°you° realize that]  40. T: [£ then ] >and < then (.) he £ (.) stopped there and didn’t say anything > after that < e3 e3 e3 saw a lot gaa3 e3 for example e3 e3 and then he spoke some names aa3 =  41.R: = nga3. =  42.T: = and then I said < ngo:4. ngo:4. ngo:4. > £ thee:n £ =  43: T: = [The girl] next to him was laughing and then  44.R: [hou2 ( ) ]  45.R: ha h[aha ] [ hhh ][h]h  46.C: [haha][hahh][h]  47.T: [poor.]  48.R: waa1 a girl came back with him to get it why wasn't there a guy come back with me to get it [gei3 ]    49.T: [ n]o it should be he force her to come with him  50.R: no. aa3 there was a girl stuck on him back in the school days gaa3. =  51. T: = really =  52.R: = yes jaa3.  53. (0.2)  54.T: catch up with his high **gpa**  55.C: (I don’t/ how can I know w [o1 ] )  56.R: [aa:3,] you are so smart gaa3 ze2.  57. (1.0)  58.T: £ poor. £  59.T: [ that's the reality. ]  60.R: [(it’s freshly made] hurry up and[ taste it)]  61.T: [ £ peop ]le are so realistic. £  62.R : be,cause he usually comparatively: (0.5) does not have that many female friends la- =  63. R: = > no scratch that < he actually has a lot of female friends but they are not always around aa1=  64.T: = £ poor. majoring in **ti** but he still doesn’t have some female friends ha £ =  65.C: = ha: =  66.T: = £poor [so.] £  67.C: [hh ] h[h]  68.R : [n]o. =  69.T: =£ w[hat I] mean is h £=  70.R: [(still need)- ]  71.T: = £ what I want to say is he doesn't have that many guy friends as well hha £ =  72. R: =↑so↓an:noying aa:1 > n[o. < (.) > °° be-°°< ]  73.T: [ ha poor.  ] =  74.T: = £ that mean he don’t have **friend** hh £**=**  75.C: = hahahaha h  76. (0.5)  77.R : I don’t want to say anything aa1 now (0.2) I'm constantly being interrupted aa3. > °no just joking ze2° < It was in a **scientific** lessonlaa1. (.) then I was sitting next to **Derek** gei3. then (0.4) it seems that we were talking about the assignment and we didn’t know how to deal with it laa1. after that there was a girl who came and sat next to **Derek** aff:ably =  78. R: =↑**Derek** aa1 how to solve: this question aa:3?=  79. = > just[like this o4 < ]  80.T: [ en]tice.  81.R: really was enticing him (.) then (0.4)  82.R: th[en]  83.C:>did[**De]rek** ***respond***to her si:n1,<  84.R: **Derek** wa:s (.) > I think < he didn’t **feel** that the girl want:ed, to (.) seek helps from him so as to en:(.)tice him  85. R: = > however he < (was-) =  86.T: =((cough)) ha=  87.R: = he can’t **feel** it l[o1 ]  88.T: [£ h ] I don’t know why I can imagine that moment in my brain h £ =  89.T: = £ so [scary ] £  90.R: [hahh>y]ou < =  91.R: = > understand or not [aa1 ] <  92.C : [haha ]ha=  93.C: => £ and [then ‘e1 £<]  94.R: [and then I] and then I observed them sideline observed them sideline =  95.C : = > **Rita** said <WH:.Y £ wasn't I the one in that role £ hahaha  96.T: [poor.]  97.C: [ha ] [h ha ha ha h ]  98.R: [me? I don’t have that power:.] I don’t have that kind of beau:ty. =  99.C: = so what happened to them in the end di:m2 ze2.  100.T: she lures **Derek**,  101.R: then he (1.0) don’t don’t don’t be that way. Hahahahaha then (.) then aa3 (.) e3 that girl left laa:1then I said I said ° she treat you so good wo:3 ° =  102.C: = > WAA1 being jealous aa3. < =  103.C: = £ **Ri[ta** is being jeal]ous [aa3.] £ [hahaha ]  104.T: [() ]  105.R: [and then ] [and ] then aa:1 (.) and then aa1 **Derek** said↑o ha6ai ye-ye-ye-ye-ye-yes lo1? £ just like that. £ |

**Transcription conventions**

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | Meaning | Symbol | Meaning |
| : | lengthening of the previous sound | (( )) | other speech sounds i.e. cough |
| Underline | stress or emphasis | ha | laugh(s)  Number of has indicates the number of syllables of laughing |
| . | falling intonation | h | laugh pulse(s) which like in-breathing  Number of h s indicates the number of laugh pulses |
| ? | rising intonation | £ £ | to indicate the speaker is smiling/laughing when speaking |
| , | slight/incomplete rising intonation | .skuh | snorty sniff |
| ↑ | sudden shift to an upward pitch (for a word/ utterance) | = | no discernable gap between two speakers/ no discernable gap break in same speaker |
| ↓ | sudden shift in a downward pitch (for a word/ utterance) | [ ] | to show overlapping talk |
| ALL CAPS | markedly louder speech comparing to the other talk | (.) | a short pause |
| ° ° | quieter, whispered and softer speech | (no.) | number of second pause |
| > < | faster speech than surrounding talk | ( ) | difficulty understanding talk |
| < > | slower speech than surrounding talk | / | to indicate that more than one possibilities in difficulty understanding talk |
| .h | in-breathing | **Bold** | to indicate the English speech |
| - | incomplete speech | ***Bold and Italics*** | to indicate the Chinglish e.g. the English speech follow the Chinese grammatical constraints i.e. monosyllabic word |

Remark 1: In the English-translated transcription, the Cantonese particles (aa1, aa3, aa1 maa3, e3, gaa3, gei3, jaa3, laa1, lo1, me1, ng2, ne1, nga3, ngo4, o4, sin1, waa1, wo3, ze2) are not translated because there are no English equivalent words that express the same meaning of the Cantonese particles. These Cantonese particles are directly copied into the English-translated transcription.

Remark 2: A single open quotation mark (‘) in the transcription means the dropping of the consonants and mergence between the vowel to the previous words in the Cantonese speech since the Cantonese and English language are quite different in phonology and syntax, and we try to maintain the readability. The single open quotation marks (‘) are not marked in the translated transcription.

**6.3 Excerpt 3**

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| 1. xué shēng : jiù shì , tā nà gè , zěn me jiǎng. tā nà gè hòu miàn nà gè **datatype** shì shén me ya? jiù shì zhè gè **attribute** de hòu miàn nà gè **datatype** yīng gāi shì , shì **string** ma hái shì-  2. jiào shòu :è , yòng de shì nà gè , yòng de shì shù zhí.  3. xué shēng :(.) °**numeric**°, ā nà zhè gè jiù yīng gāi jiù shì tā zì jǐ shēng chéng de , jiù shì ,  4. jiào shòu : āi duì =  5. xué shēng : ò.  6. jiào shòu := shì gè shù zhí.  7. jiào shòu : bǐ rú zhè lǐ shì dì yī gè yàng běn. rán hòu zhè yàng běn ne , tā hòu lái jiù shuō míng zhè gè yàng běn shì **type A**,  8. xué shēng : ēn.  9. jiào shòu : rú guǒ yǒu liǎng gè de huà ne , nà rú guǒ shì **B** de huà tā hòu miàn jiù biāo zhè gè **type B**. suǒ yǐ měi yī gè yàng běn de zhè gè cháng dù dōu shì yī yàng de. yīn cǐ ne, zhè gè cí yǒu de huà , tā jiù jì lù xià lái yǒu duō shǎo gè =  10. xué shēng := ňg.  11. jiào shòu : méi yǒu de huà jiù shì 0=  12. xué shēng := ǹg ǹg ǹg. | 1. Student:That is, that, how to say, what is the following **datatype** of it, What should be the **datatype** after this **attribute**? It should be **string** or something else- 2. Professor: Em,use that,use that numeric. 3. Student:(.) °**numeric**°, ah then this one should be generated by itself, should be, 4. Professor: Ah yes =   5. Student: Oh.  6. Professor: = it’s a numeric value.  7. Professor:For instance there is the first sample, and this example, later it is told that this sample belongs to **type A**,  8. Student:En.  9. Professor:If there are two samples, and if it is **B** then latter one should be labeled as **type B**. So the length of every sample should be the same. So,if this word exists, it records the frequency =  10. Student:= En.  11. Professor:If not then it records as 0=  12. Student := En En En. |
| 13. jiào shòu :=ēn zhè yàng. rán hòu ne , tā jiù bǎ zhè liǎng zǔ ne jiù hù xiāng de qù (0.5) qù qiè fēn yī xià. kàn <nǎ yī xiē> shì zuì hǎo de néng gòu guī lèi de. shì zuò zhè gè.  14. xué shēng : °xíng hǎo de° , rán hòu , jiù shì zhè gè wǒ míng bái. dàn shì wǒ zài kàn tā bié de wén zhāng de shí hòu wǒ yǒu yī [gè wèn] tí =  15. jiào shòu : [ ēn.]  16. xué shēng :=jiù shì, āi (.) wǒ kàn yī xià a (1.0) jiù shì tā shuō de zhè gè xiàng liàng de zhè gè fāng fǎ hé wǒ men zhè gè shì bù shì bù yī yàng a ？  17. jiào shòu :(2.0) nǎ gè xiàng liàng de fāng fǎ,  18. xué shēng : jiù shì ,tā zhè gè wén běn jù lèi tā, tā shuō de shì , jiù shì , duì yú >měi yī gè wén dàng dōu kě yǐ kàn chéng shì yī gè kōng jiān xiàng liàng< ,rán hòu bǐ jiào. jiù shì ,bǐ rú shuō zhè gè ,chū ,chū xiàn le yī gè xīn de wén dàng=  19. jiào shòu : ēn.  20. xué shēng := rán hòu bǐ jiào zhè gè gēn zhī qián de liǎng biān de nà gè , jiù shì , wén dàng .[ tā ] de xiàng liàng shì xiàng hái shì bù xiàng. | 1. Professor: =En like this. And then, it took these two groups to (0.5) to compare with each other. And it will see <which are> the best for classify. It’s for doing that. 2. Student: °Okay°, and then, I understand this. But I have [a question] when I read other articles of him= 3. Professor: [en.] 4. Student: =It’s that, ah (.) Let me see ah (1.0) it’s that, is the method about vector it says different from the method we use? 5. Professor: (2.0) Which mehod about vector, 6. Student: It’s that, its text clustering, it is said, it’s, >every text file can be regarded as a spatial vector<, and then do comparison, for example, now here comes, comes a new text file= 7. Professor: en. 8. Student: And then compare this new text file with both, that, text files. To see whether the vectors of [them] are similiar or not. |

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| 1. jiào shòu : [ ēn. ] 2. xué shēng : zhè zhǒng gēn wǒ men zhè gè shì bù shì bù yī yàng a , wǒ men shì- 3. jiào shòu : shì yī yàng de a. = 4. xué shēng := ēn, yī yàng de ？ 5. jiào shòu : zhè lǐ zhè gè jiù shì yī gè xiàng liàng jí ā zhè lǐ. 6. xué shēng : ò: 7. jiào shòu := zhè lǐ tā jiù shì , tā jiù shì bǐ jiào ma. bù tíng de bǐ jiào. zhè lǐ miàn de zhè gè xiàng liàng jí de wèn tí. suǒ yǐ zhè lǐ dōu shì xiàng liàng. suǒ yǐ měi piān wén zhāng dōu shì zuò wéi yī gè xiàng liàng lái de. nà me tā jiù yào, kàn zhè gè xiàng liàng lǐ de jù tǐ de zhí shì zěn me yàng de. 8. xué shēng :(.) zhè gè zhè gè xiàng liàng hǎo dà a. ((hā hā hā)). 9. jiào shòu : shì hěn dà.= 10. xué shēng: = ēn. 11. jiào shòu : duì , wǒ men zhè gè shì , qí shí hái shì bǐ jiào xiǎo de. 12. xué shēng : ò.= 13. jiào shòu := yǒu yī xiē , yǒu yī xiē , yào zuò de huà , xiàng wǒ zhè gè suàn de huà ne wǎng wǎng yào suàn yī gè xīng qī cái chū lái. | 1. Professor: [en.] 2. Student: Is this method different from us, we are u- 3. Professor: It’s the same.= 4. Student: =en, the same? 5. Professor: Here is a set of vectors. 6. Student: Oh:= 7. Professor: =Here it is, it is just comparison. Keep doing comparison. It is a question about set of vectors. So here are the vectors. So every text file is composed of vectors. Then it will, see the details in the vectors. 8. Student: (.) This this set of vectors is so big. ((hahaha)). 9. Professor: yes it’s big.= 10. Student: =en. 11. Professor: Yes, our project, in fact it’s a relative small one. 12. Student: Oh.= 13. Professor: =There are some, some, if I took this, it would cost me a week to calculate like this. |

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| 1. xué shēng : ò:= 2. jiào shòu : =suǒ yǐ wǒ men zhè gè ne yīng gāi shì bǐ jiào xiǎo de.= 3. xué shēng : =bǐ jiào kuài. 4. jiào shòu : ēn , bǐ [ jiào kuài ] de.   38. xué shēng : [ ńg ńg ], yīn wèi zhè gè bì jìng duǎn , jiù shì tā , °dōng xī bǐ jiào duǎn° , rán hòu (.) wǒ kàn yī xià (1.0) °zhè gè yīng gāi méi shén me wèn tí le°(.) rán hòu hái yǒu yī gè jiù shì (0.5) ā , bù shì zhè gè (1.0) zé ā duì , jiù shì , hái yǒu yī gè jiù shì zhè gè shì shén me yòng fǎ ？ yīn wèi tā , jiù shì wǒ zài kàn nà gè **youtube** de shí hòu tā méi yǒu tí nà me xiáng xì rán hòu zhè gè lǐ miàn shuō le yī xiē , jiù shì tā nà gè , è , jiù shì **datatype**, bǐ rú shuō zhè gè , tā shuō zì fú chuàn shǔ xìng zhōng kě yǐ bāo hán rèn yì de wén běn . zhè zhǒng lèi xíng de shǔ xìng zài , wén běn wā jué zhōng >fēi cháng yǒu yòng<. jiù shì tā zhè gè , zhè gè gēn wǒ men nà gè hái bù yī yàng , wǒ men zhè gè yòng de shì **numeric** duì ba?  39. jiào shòu : ēn .  40. xué shēng :(.) duì . rán hòu zhè gè shì ,**string** shì , shì zěn me yòng de?  41. jiào shòu : (.) zhè gè shì zì fú chuàn de duì ba?  42. xué shēng :[ ēn ].  43. jiào shòu : [ ēn ], ńg zhè jù tǐ de qū fēn wǒ bù tài qīng chǔ , zhè gè (.) wǒ kàn a | 1. Student: Oh:= 2. Professor: =So our peoject should be a relative small one.= 3. Student: =it’s faster. 4. Professor: en, it’s [faster]. 5. Student: [en en], afterall it is a short one, it’s that, °the thing is short° , and then (.) let me see (1.0) °This should be no problem now°(.) And there is another problem is (0.5) ah, not this one (1.0) ah yes, it’s that , and there is another one which is that what’s the usage of it? Because it, when I watched the videos on **youtube** they illustrated roughly without details and here it says something, it’s that , em , it’s **datatype**, for example ,it says that the attribute of string can contains any text. This type of attribute, in text mining >is very useful<. It’s that , this one is different from mine , we use **numeric** right?   39. Professor: en .  40. Student :(.) yes . And this is,is **string**,How to use it?  41. Professor: (.) This is string right?  42. Student: [en ].  43. Professor: [en ], I am not sure about how to calssify it exactly, This one (.) Let me see |

Transcription conventions:

: Lenthening a sound

. Falling intonation

? Rising intonation

, Incomplete rise

<> slow speech

>< fast speech

° quiet speech

(( )) other speech sounds

- incomplete speech

= no discernable gap

[ ] to show overlapping tsak

(.) a short pause

(0.5) half second pause

Bold English

Not bold Mandarin