1 Introduction

In this paper I analyze how two participants negotiate in the achievement of their interactional goals specifically to get a ride to a party. Conversational negotiation of the purpose of the phone call is crucial for maintaining good relations between the participants throughout the phone call as well as after the phone call is over. Following Chafe’s (1994) description of information flow, I analyze the telephone conversation used in this study in terms of 1) topics, i.e., the supertopic, basic-level topics and subtopics, 2) distribution of the functions of the intonation units and 3) “preoccupied information,” that is information which is specifically related to the purpose of the phone call. In particular, I focus on the way that topics are initiated and developed and how previous topics are reintroduced.

I analyze each utterance in the conversation used in this study in terms of Halliday (1985) and Chafe’s (1994) six functional categories and demonstrate how intonation units join together in strings to form the overall organization of the conversation and contribute to the participants’ understanding of the flow of the conversations. In particular, I focus on how intonation units related to the purpose of the phone call are presented in the interaction.

2 Previous research

Halliday (1985:53) posits three “kinds of meaning” or “metafunctions,” 1) ideational, 2) interpersonal and 3) textual. “Ideational meaning is the representation of experience, our experience of the world that has about us, and also inside us, the world of our imagination. It is meaning in the sense of ‘content’.” Interpersonal meaning is meaning as a form of action the speaker or writer doing something to the listener or reader by means of language. Textual meaning is relevance to the context both the preceding (and following) text, and the context of situation.” Halliday views a clause as functioning simultaneously as a message (the ideational function), an exchange (the interpersonal function), and a representation (the textual function).

Chafe (1994) suggests three additional functional categories to supplement Halliday’s functions: 4) the cognitive function which relates to memory, e.g., utterances such as “Let me see”, 5) the epistemic function which relates to the source of information, e.g., utterances such as “I think/guess” and 6) the emotive function, e.g., utterances such as “Wow!”

Chafe (1994) also distinguishes between the information expressed in an intonation unit or clause which is “new” and information which is “old.” He analyzes the activation cost of this information based on whether it is given, accessible or new. Given information is information that is already active at that point in the conversation, accessible information is information that has been activated from a previously semantically active state and new information is information that is newly activated at the point where it is introduced into the conversation. Given information is least costly, accessible information is somewhat more costly and new information is the most costly because it requires the most mental effort to convert an idea from the inactive to the active state. Chafe (1994) demonstrates that intonation units which usually convey some new information include no more than one new idea subjects tend to be given and predicates new with some exceptions (verb-object constructions, postverbal prepositional phrases, attributive adjectives used with nouns and combinations of two or more content words). Chafe (1994:121) points out that there are three
different levels of topic in a conversation supertopics that tie together groups of basic-level topics, basic-level topics, which may in turn contain subtopics, and subtopics, the lowest level of topics.

3 Analysis

The data used for this study were a telephone conversation between two women, Ms Tanaka in her late 20’s and Ritsuko in her early 20’s. Ms Tanaka was a teacher at a college where Ritsuko was studying as a Japanese exchange student who often complied with Ritsuko’s requests for rides. Prior to this phone call, Ritsuko called Ms Tanaka at her office to ask if she could give her a ride to the eye doctor’s office that day. This prior conversation ended abruptly because Ms Tanaka had a student in her office at the time and promised to call Ritsuko back later.

3.1 Subtopics, topics and supertopics

I analyzed the topics in the conversation¹ used in this study using Chafe’s three topic levels as shown in (1).² There were nine basic-level topics, one of which included two subtopics. I designated “the party” as the supertopic of this conversation because all the basic-level topics were related to the party.

The supertopic of this conversation is the party which they are going to that night. Topic 1a, R’s eye doctor, ends shortly after Ms Tanaka finds out that Ritsuko does not need to go to the doctor on that day after all. In Topic 2b, Ritsuko mentions that she will see Ms Tanaka at the party and makes arrangements for a ride to the party. In Topic 3c, Ms Tanaka and Ritsuko discuss George, a person who will be at the party and in Topic 4d, they discuss the ending time of the party. Topic 5c concerns Shuuzoo, a person who decided not to go to the party and consists of two subtopics, Shuuzoo’s decision not to go to the party and Shuuzoo’s general attitude.

Chafe defines preoccupied information as information specifically related to the purpose of the phone call. In this conversation, Ritsuko is preoccupied with getting a ride to the party throughout the conversation. She waits for the right time to bring up information related to her ride and reintroduces this topic several times in Topic 6b, 7b and 9b. Although Ms Tanaka often gave Ritsuko rides prior to this conversation, Ms Tanaka was not as willing to comply with Ritsuko’s request this time because the party was in walking distance from Ritsuko’s dorm.

¹ The entire conversation is in the Appendix.
² I use numbers to indicate the chronological order of topics and lower case letters to refer to the different topics that are introduced in this conversation.

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I summarize the forms used to initiate and close the topics of this conversation in (2).

(2) Topic  
1a Ritsuko’s eye doctor 
2b Ritsuko’s ride arrangement 
3c George 
4d Ending time 
5e Shuuzoo 
6b Ritsuko’s ride arrangement 
7b Ritsuko’s ride arrangement 
8c George 
9b Ritsuko’s ride arrangement

<table>
<thead>
<tr>
<th>Topic</th>
<th>Beginning</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Ritsuko’s eye doctor</td>
<td><em>Ano ne?</em></td>
<td><em>Un</em></td>
</tr>
<tr>
<td>2b Ritsuko’s ride arrangement</td>
<td><em>De</em></td>
<td><em>Wakatta</em></td>
</tr>
<tr>
<td>3c George</td>
<td><em>Na G-kun</em></td>
<td><em>Un</em></td>
</tr>
<tr>
<td>4d Ending time</td>
<td><em>De</em></td>
<td><em>Wakatta</em></td>
</tr>
<tr>
<td>5e Shuuzoo</td>
<td><em>Shuuzoo-kun</em></td>
<td><em>Maa ni n da kedo</em></td>
</tr>
<tr>
<td>6b Ritsuko’s ride arrangement</td>
<td><em>Eeto zvaa ettó</em></td>
<td><em>Un</em></td>
</tr>
<tr>
<td>7b Ritsuko’s ride arrangement</td>
<td><em>Dakara</em></td>
<td><em>Wakatta</em></td>
</tr>
<tr>
<td>8c George</td>
<td><em>G-kun</em></td>
<td><em>Un</em></td>
</tr>
<tr>
<td>9b Ritsuko’s ride arrangement</td>
<td><em>Dakara</em></td>
<td><em>Wakatta</em></td>
</tr>
</tbody>
</table>

Ritsuko initiates topics 2b and 4d with the connective *de* ‘and (then)’ which has the textual function because it provides “relevance to context both the preceding, (and following) text and the context of situation” (Halliday 1985:53 in Chafe 1994:165). Mmami (1983) refers to *de* as *nunetru* ‘a connective which connects two similar ideas’ or ‘introduces a result’. By initiating Topic 2b with *de* in 35R Ritsuko connects her idea about going directly to the party in 31R and 32R to her question about what time Ms. Tanaka will pick her up in 35R. Ms. Tanaka also uses *de* in 62T to initiate Topic 4d to connect Ritsuko’s idea about contacting George in 59R in Topic 3c to Ms. Tanaka’s idea about when the party will end in 66T.

Ritsuko re-introduces Topic b ‘Ritsuko’s ride arrangement’ three times, first with an intonation unit with the cognitive function at the beginning of Topic 6b in 104R. *Eeto zvaa ettó* ‘Um... then um...’ This intonation unit re-introduces the topic and indicates that she is formulating her subsequent utterances. Then she re-introduces Topic b two more times using the connective *dakara* ‘so’ in Topics 7b and 9b.

4.2 Differences in the way the participants initiate new topics and re-introduce previous topics

According to Maynard (1989, 1993), the primary use of *dakara* is causal, roughly equivalent to English "so" or "because" and *dakara* can also be used when there is no cause-effect relation to signal a point in discourse where a relevant explanation is to start. In (3) on the next page, Ritsuko’s use of *dakara* in 24R in the middle of Topic 1a has a clear causal connection. Specifically it connects intonation units, 20R and 26R in a causal relation. Because Ritsuko was told to come in to see her eye doctor tomorrow, she does not have anything to do at the clinic today.
1996 MALC

Hoogenboom

1996 MALC

Conversational Goals

(3) 20R Asta kate kure te twareta no ne?
21R [De]
22T [A] hontoo
23R Un
24R Dakara
25R Eeto
26R kyo wa byouin ni iku yoo wa nat n de
27T Un
28R Un

clear causal connection

(20R I was told to come in tomorrow, you know?)
21R [And]
22T [Oh] really
23R Yeah
24R So
25R uhmm
26R today it's that (I) don't have anything to do at the clinic and (so),
27T Uh huh
28R Yeah

clear causal connection

On the other hand, when dakara is used to reintroduce a topic, for example, when Ritsuko reintroduces Topic 9b with dakara 'so' in 140R in (4) and uses dakara in 113R in (5) on the next page, dakara does not have a clear connection to earlier intonation units.

(4) 134R nan na no to ka tte itte ta kara,
135R Ai soo
136R Un
137R kuu tumori wa zettai aru to omou kara
138T A un
139R Un

TOPIC 9b R's ride arrangement
140R Dakara,
141R waaex yuu
142R sono koro moo ik-kai denwa uete mite kudasai

textual

textual

134R (he) was asking (me) "What time?" so
135T Oh, is that so
136R Yeah
137R (I) think (he) is planning to come so
138T Oh, uh huh
139R Uh huh

TOPIC 9b R's ride arrangement
140R So,
141R anyway then
142R please give (me) a call one more time around that time

---

1 | | indicates overlapping 21E De And then and 22T A Oh

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(5) 109T Go-zi han kara roku-zi goro wa iru?
110R Un iru
111T A honto?
112R Un

TOPIC 7b R's ride arrangement
113R [Dakai]xanoo deru mae ni most are dattara denwa yrete kurete mo [kamawanai st]
114T [Un] zaaa soo suru
115R Un

109T Will you (there) from five thirty to six?
110R Yeah, I will be
111T Oh, really?
112R Uh huh

TOPIC 7b R's ride arrangement
113R So uhmm it's okay (with me) if you give me a call before leaving and
114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude
115R Uh huh

Ritsuko needs to introduce Topic b "Ritsuko's ride arrangement" because Ms. Tanaka does not respond to her request promptly and definitively. Ritsuko probably brings up George again in Topic 8c to emphasize that she is doing Ms. Tanaka a favor by contacting him and thus makes her request more acceptable to Ms. Tanaka.

4.3 Presentation of utterances related to the purpose of the phone call

In this conversation, R referred to the purpose of her phone call four times, all in the early part of the topic transitions in Topics 2b, 6b, 7b and 9b. Ritsuko begins Topic 2b as shown in (6) with her question in 35R De na <> nan-zi goro (0 8) 'And wh <> around what time (0 8)' which is followed by a 0.8 second pause where she organizes her thoughts. Then in 37R, she says Mukan mite mitaeru? Can (I) have (you) come to pick me up? and Ms. Tanaka accepts Ritsuko's request.

(6) TOPIC 2b R's ride arrangement
35R De na <> nan-zi goro, (0 8) textual
36T [1 U 1]5
37R [1 Mu] 1 ka e mite mitaeru?
38T Un u 2 i yo 2
39R [2 Kama 2] wana?
40T Roku-zi gurai ni,
41R Un

TOPIC 2b R's ride arrangement
35R And wh <> around what time (0 8) textual
36T [1 Yea 1]
37R [1 Can (I) have (you) 1] come to pick me up?
38T Yeah, [2 it's okay 2]
39R [2 (You) don't 2] mind?
40T Around six
41R Uh huh

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4. <> indicates a pause of less than 0.2 seconds
Ritsuko reintroduces Topic 6b for the first time in Topic 6b as shown in (7) with her intonation unit in 104R. *Eetto zya etto ‘Uhm’, then uhm’ followed by a 0.4 second pause. Emmett (1996) has analyzed *etto ‘uhm’ and *anoo ‘uhm’ which she refers to as interactional markers in terms of 15 functions. Ritsuko’s use of *etto is cognitive and indicates that she is trying to figure out the situation to present her suggestion to Ms Tanaka in 105R. *Sensee deru mae ni denwa kurete mo kawawanai si ‘Teacher, it’s okay with me if you give me a call before leaving’. Ritsuko probably prefaches her suggestion with *etto ‘uhm’ because Ms Tanaka is older and an instructor at the college where Ritsuko is a student. Then Ritsuko indicates that she will be in her room in 107R and 108R and Ms Tanaka confirms the time that Ritsuko will be in her room in 109T.

(7) TOPIC 6b R’s rude arrangement
104R *Eetto zya etto, (0.4) cognitive figuring the situation
105R *Sensee deru mae ni denwa kurete mo kawawanai si
106T Un
107R *Sono lora ota anoo
108R heya m iru kara
109T Go-zu han kara ioku-zu goro wa ru?
110R Un iru
111T A honto?
112R Un

TOPIC 6b R’s rude arrangement
104R Uhm, then uhm (0.4) cognitive figuring the situation
105R Teacher, it’s okay (with me) if you give me a call before leaving and
106T Uuh huh
107R Around that time I uhm
108R will be (in my) room so
109T Will (you) be (there) from around five thirty to six?
110R Yeah, I will be
111T Oh, really?
112R Uuh huh

Ritsuko reintroduces Topic 6a for a second time in Topic 7b as shown in (8) in her intonation unit in 113R. English translation of (8) is on the next page. She uses *dakara a a connective which has the textual function because it remarks the frame of the topic. After *dakara, she uses *anoo ‘uhm’ an interactional marker which has the cognitive and interpersonal functions to formulate her thoughts and present a hesitant attitude. Ritsuko’s intonation unit in 113R *Dakara anoo deru mae ni metsu are datara denwa kurete mo kawawanai si ‘So uhm, it’s okay (with me) if you give me a call before leaving’ is similar to the intonation unit she used to begin Topic 6b in 105R *Sensee deru mae ni denwa kurete mo kawawanai si ‘Teacher, it’s okay (with me) if you give me a call before leaving’. Because Ritsuko is not in a position to tell Ms Tanaka what to do, she ends her suggestion units in 105R and 113R which reintroduce the purpose of her phone call with si ‘and this implies that she is open to other plans besides her own. Topic 7b ends with Ms Tanaka accepting Ritsuko’s suggestion in 114T.

(8) TOPIC 7b R’s rude arrangement
113R *Dakara anoo deru mae ni metsu are datara denwa kurete mo kawawanai si
114T *Un ni yaa maa maa
115R Un
116R Wakatta
TOPIC 7b R's ride arrangement
113R So umm it's okay (with me) if you give me a call before leaving and
114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude
115R Uh huh
116R Okay (lit, It is understood)

Finally, Ritsuko reintroduces the purpose of her phone call for the third time in Topic 9b as shown in (9) She uses *dakara 'so' in 140R and *toraezu 'anyway' in 141R These two intonation units have the textual function Thus, Ritsuko makes her suggestion with a polite imperative in 142R *sono koro moo ik-kai denwa irete mite kudasai 'please give (me) a call one more time around that time' Unlike her previous intonation units in 105R and 113R which left options open to Ms Tanaka, Ritsuko feels comfortable using the polite imperative in 142R because Ms Tanaka has agreed to her suggestion in Topics 6b and 7b

(9) TOPIC 9b R's ride arrangement
140R *Dakara, textual
141R *toraezu yaa textual
142R *sono koro moo ik-kai denwa irete mite kudasai
143T *Hat
144R *Un
145T *[Soo simasu ]
146R *[Wakatta ]

TOPIC 9b R's ride arrangement
140R So, textual
141R anyway then textual
142R please give (me) a call one more time around that time
143T Yes
144R Uh huh
145T *(I) will do so *
146R *(Okay (lit It is understood) *)

4.4 Intonation units and functions
There were 140 intonation units in Topics 1 through 9, 86 uttered by R and 54 by T. The distribution of the intonation units by functions are given in Table 1 and Table 2. See Table 2 on the next page

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<th>TABLE 1 (actual count)</th>
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<tbody>
<tr>
<td>Type/Topic</td>
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</tr>
<tr>
<td>Idealional</td>
</tr>
<tr>
<td>Interpersonal</td>
</tr>
<tr>
<td>Textual</td>
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<tr>
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</tr>
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<td>Total IUs</td>
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</table>

187
TABLE 2 (percent of total)

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<tr>
<th>Type/Topic #</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<td>56%</td>
<td>45%</td>
<td>46%</td>
<td>33%</td>
<td>25%</td>
<td>57%</td>
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<td>Emotional</td>
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</tbody>
</table>

Topic 1a “Ritsuko’s eye doctor” and Topic 4d “The ending time”, show similar distributions. In both Topic 1a and Topic 4d, one of the participants has more information than the other (Ritsuko has more information than Ms. Tanaka about the eye doctor and Ms. Tanaka has more information than Ritsuko about the ending time of the party) and explains using intonation units with the ideational function while the other acknowledges this information using interpersonal intonation units. It is also interesting to note that Topics 6b and 7b have distributions that are the opposite of Topics 3c and 8c. In Topics 6b and 7b, Ritsuko negotiates her ride arrangement and in Topics 3c and 8c, Ms. Tanaka negotiates with Ritsuko to get her to contact George. While Ritsuko uses more ideational utterances than interpersonal utterances, Ms. Tanaka uses more interpersonal utterances than ideational utterances.

I indicate the percentage of intonation units in each functional category for R in Table 3 and for T in Table 4.

TABLE 3 R’s intonation units

<table>
<thead>
<tr>
<th>Type/Topic #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Ideational</td>
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<td>33%</td>
<td>44%</td>
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<td>55%</td>
<td>66%</td>
<td>34%</td>
<td>38%</td>
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<td>50%</td>
<td>56%</td>
<td>75%</td>
<td>35%</td>
<td>17%</td>
<td>33%</td>
<td>62%</td>
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TABLE 4 T’s intonation units

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</tbody>
</table>

The distribution of the functions of Ritsuko’s intonation units in Topic 1a where R explains why she is not going to the eye doctor is exactly the same as that of the functions of Ms. Tanaka’s intonation units in Topic 4d where Ms. Tanaka is going to host the party explains when the party will end. This suggests that when one participant has exclusive information about a topic (in 1a, Ritsuko has information about the eye doctor and in 4d, Ms. Tanaka has information about the party), the speaker’s utterances tend to be distributed among the ideational, interpersonal, and cognitive functions. Also the distribution of the functions of R’s intonation units in Topic 8c is similar to that of T’s intonation units in Topic 6b. In both of these topics, one of the participants recognizes and agrees to do the request that is implied in the other participant’s utterances.
5 Conclusion

In conclusion, I have shown that the topics in this conversation can be divided into three different levels: 1 supertopic, the party, 5 basic-level topics and 2 subtopics in topic SE and the basic-level topics are all connected by the supertopic, the party. The connective de ‘and (then)’ was used at the beginning of new topics and the connective dakara ‘so’ for reintroducing previous topics. While dakara had a clear connection to the previous and subsequent utterances in the middle of topics, it did not connect the immediately preceding intonation units with subsequent intonation units when it was used to reintroduce topics. I showed that there was a similar pattern in the distributions of intonation units according to Chafe and Halliday’s six functions for each participant when the topic concerned information known exclusively by only one of the two participants. This study suggests that distributions in Chafe and Halliday’s functions can be used to demonstrate different ways in which participants negotiate the purpose of their phone call, in particular, what happens in the interaction during the negotiation of conversational goals.

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Appendix

Transcription conventions
[ ] indicates overlap between 2 intonation units
[ ]
[ ] 1 numbers are used to reference overlapping IUs
[ ] 1
< > unclear utterance
vowel lengthening

Conversation
T Ms Tanaka female, Japanese instructor, late 20's
R Ritsuko female, exchange student from Japan, early 20's

Opening
1T  Omatase-sumasita
2R  Hai
3T  [Haa ]
4R  [Hi desu ] ka?
5T  Hai
6R  Un

TOPIC 1a) R's eye doctor
7R  Ano ne?
8T  Un
9R  Sakki apointment tukutta no ne?
10T  Un
11R  Sostara
12R  nanka, narto,
13R  ataa hora
14R  tk-kai
15R  anoo mate morawanakutya idenai kara orsyawan ni [Purisuku] nipusyon motte nai kara
16T  [Un ]
17T  Un
18R  Dakara kyoo orsyawan inakutte
19T  Un
20R  Asita kite kure tie iwareta no ne?
21R  [De ],
22T  [A] hontoo
23R  Un
24R  Dakara,
25R  Eeto,
26R  kyoo wa byoom ni iku yoo wa nai n de,
27T  Un
28R  Un
29R  Anoo
30R  eetoo,
31R  tyokusetu,
32R  a ati de,
33T  Hai
34R  Un

TOPIC 2b) R's tide arrangement
35R  De na <> nan-zi goto (0) 8
36I  [1 U 1]
37R  [1 Mu 1] kae ni kite moraetu
38T  Un if[i 2 i yo 2]
39R  [2 Kami(2) wanai]
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English translation of the conversation

Transcription conventions

[] indicates overlap between 2 intonation units

[ ]

[1 1] numbers are used to reference overlapping IUs

[1 1]

<> unclear utterance

vowel lengthening

Conversation

T Ms. Tanaka, female, Japanese instructor, late 20's
R Ritsuko, female, exchange student from Japan, early 20's

Opening

1T I've made you wait
2R Yes
3T Yes
4R Is it okay (for you to talk)?
5T Yes
6R Yeah

TOPIC 1a) R's eye doctor

7R Uh huh
8T Uh huh
9R A while ago, I made an appointment, y'know?
10T Uh huh
11R Then
12R something like, uhmm
13R I, you know
14R once
15R need to be checked by a doctor because (I) don't have a prescription
16T [Uh huh ]
17T Uh huh
18R So today the doctor was not in so
19T Uh huh
20R (I) was told to come in tomorrow, y'know?
21R [And]
22T [Oh] really
23R Yeah
24R So...
25R uhmm
26R today it's that (I) don't have anything to do at the clinic so,
27T Uh huh
28R Yeah
29R uhmm
30R uhmm
31R directly
32R I'll see you over there (at the party)
33T Yes
34R Uh huh

TOPIC 2b) R's ride arrangement

35R And wh (.) around what time (0 8)
36T [1 Yeah ]
37R [1 Can ( ) have (you) I] come to pick me up?
38T Yeah [2 sure 2]
39R [2 (You) don't] mind?
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TOPIC 3c) George
46R Na G-kun to renraku toreta kke?
47T Eetto nee,
48R [Un ]
49T [Kono] aida atta kara tonaczu roku-zi gurai to wa itte aru kedo
50R A honoo
51T [Un ]
52R [Demo] mada nanka hakkiri zikan to ka wa itte nai n da
53T Iite nai
54R A honito
55T Un
56R Maa atasi mo saa renraku tukerereba,
57T Un
58R Un
59R denwa-zite miru kedo
60T A hontoo?
61R Un

TOPIC 4d) Ending tune of the party
62T De
63R Sositaru
64T Eetto,
65R Un
66T Iu no isogashii to omou kara hattu-zi han ka ku-zi goro ni wa
67R Un
68T owaru kara
69R Hai hai [wakajimasta]
70T [Un ]

TOPIC 5e) Shuuuzoo
S’s decision not to attend
71R Shuuzoo-kun wa konai n desyoo?
72T Soo itte ta
73R Nee
74T Dakara doo site ka naa to ka omotte
75R Un
76R [Nanka isogashi]
77T [Teepu ni toraueru] no ya na n da naa to ka omotte
78R Un [laugh]
79R Isogashi to ka itte ta ni nee
80T Un sooo

S’s general attitude
81R Nanka sugoi nan ka mu tto site nanka syaburu kara saikan
82T Doo sita n daroo nee
83R Shinari
84R Nanka hottone tu kedo
40T  Around six  
41R  Uh huh  
42T  (I) plan to be (there) but  
43R  Six  
44T  Yeah  
45R  Okay (lit, it is understood)  

TOPIC 3c.) George  
46R  Wh were you able to get a hold of George?  
47T  Uhm  
48R  [Uh huh ]  
49T  [A while] ago I saw (him) so (I) told (him) on the phone for the time being but  
50R  Oh really  
51T  [Uh huh ]  
52R  But it’s that (you) haven’t told (him) the time for sure yet  
53T  (I) haven’t told (him)  
54R  Oh, really  
55T  Yeah  
56R  Well, I also if (I) can get a hold of (him),  
57T  Uh huh  
58R  Uh huh  
59R  (I’ll) call (him) and see (what happens) but  
60T  Oh really?  
61R  Uh huh  

TOPIC 4d) Ending time of the party  
62T  ...textual  
63R  Then,  
64T  Uhm  
65R  Uh huh  
66T  (I) think (everyone) is busy with various things so by eight thirty or nine  
67R  Uh huh  
68T  (it) will be over so  
69R  Yes, yes, [oka] y (lit, it is understood)  
70T  [Uh huh ]  

TOPIC 5e) Shuzo’s decision not to attend  
71R  It’s that Shuzo isn’t coming right?  
72T  (He) was saying so  
73R  Wasn’t he  
74T  So (I) wonder why he is not coming  
75R  Uh huh  
76R  [Somehow he’s busy]  
77T  [I think it’s that (he)] doesn’t like (the idea of) being taped  
78R  Uh huh [laugh]  
79R  (He) had said (he) is busy and y’know  
80T  Yeah that’s right  

Shuzo’s general attitude  
81R  Somehow it’s extreme somehow (he) speaks so angrily somehow recently  
82T  I wonder what is wrong (with him) huh  
83R  (I) don’t know  
84R  Somehow (I’m) leaving him alone
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85T [Un ]
86R [Aa ru] {laughing} hito da kara
87T Watasi mo soo omotte,
88R Un
89T hottoite ru
90R Nee
91T Un
92R Honto otona zya nai yo nee
93R Itara-site kityau an ru hito {laughing} mire ru to
94T {laugh}
95R Suggest itara site kityau no mire ru dake de nanka
96R Nnn tabun koo ru no honto ni ken-en no naka te ru n daroo nai to ka omou na
97T Soo ka mo sirenai ne[1 e 1]
98R [1 Un 1]n
99T [2 Nee 2]
100R [2 Ka 2] o mireba gyaa-gyaa nai kara nce
101T Un
102R Soo
103R Maal un da kedo

TOPIC 6b) R's nide arrangement
104R Beasu zya a eito, (0 4) cognitive figuring the situation
105R Seru se deru mai ni denwa kurete mo kamawanai si
106T Un
107R Sono koro at a anar
108R beya ni iru kara
109T Go-zi han karatoku-zi goro wa ru?
110R Un ru
111T A honto?
112R Un

TOPIC 7b) R's nide arrangement
113R Dakara anoo deru mai ni mots are dattara denwa utete kurete mo [kamawanai si]
114T [Un] zya a soo suru formulate thoughts present hesitant attitude
115R Un
116R Watatta

TOPIC 8c) George
117T<George-kun ni hanashi ga tu [George-kun zya] nai,
118R [Un ]
119T K-kun ni,
120R Haa ha
121T hanashi ga tutawara to
122R [1 Un 1]
123T [1 ni 1] nai
124R [2 Un 2]
125T [2 to omotte 2]
126R watatta
127R Remaku narutake tukeeru yoo mi
128T [Un ]
129R [Un ]
130R nai-ku mo un kakeru yoo ni site mihu kara
131T Haa
132R Kimoo mikaketa toki ni wa
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85T [Uh huh ]
86R [He's that kind] of [laughing] person so
87T I also think so and
88R Uh huh
89T (I'm leaving him alone)
90R Right
91T Yeah
92R Really (he) is not (behaving like) an adult, is he
93R (I) felt so frustrated when (I) see that kind of person
94T [laugh]
95R (I) really feel frustrated just looking at (him)
96R Uhm (I) think that probably, really it's these kinds (of people) are antagonist.
97T That might be true, (I isn't it I)
98R [1 Yeah 1]
99T [2 Isn't it 2]
100R [2 (We) quarrel 2] whenever we see each other so, y'know
101T Yeah
102R That's right
103R Well it's that it's okay (not to talk about this further) but

TOPIC 6b) R's ride arrangement
104R Uhm, then uhm (0 4) cognitive figuring the situation
105R Teacher it's okay (with me) if you give me a call before leaving and
106T Uh huh
107R Around that time I uhm
108R will be (in my) room so
109T Will (you) be (there) from five thirty to six?
110R Yeah I will be
111T Oh really?
112R Uh huh

TOPIC 7b) R's ride arrangement
113R So uhm it's okay (with me) if you give me a call before leaving and
114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude
115R Uh huh
116R Okay (lit It is understood)

TOPIC 8c) George
117T To George [not George]
118R [Uh huh ]
119T to K
120R Yes, yes
121I if the information (about the party) gets to (him)
122R [1 Uh huh 1]
123T [1 (it would be) good 1]
124R [2 Uh huh 2]
125T [(I) think 2]
126R Okay (lit It is understood)
127R (I) will try to get a hold of (him),
128T [Uh huh ]
129R [Yeah ]
130R (I) will try to call him as many times as possible, uh huh,
131T Yes
132R When (I) saw (him) yesterday
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133T Un
134R nan-zi na no to ka tte itte ta kara,
135T Aa soo
136R Un
137R kuru tumori wa zettai aru to omou kara
138T A un
139R Un

TOPIC 9b) R's note arrangement
140R Dakara,
141R tonaezu zyaa
142R sono koro moo ik-ka' denwa irete mite kudasai
143T Hai
144R Un
145T [Soo sumasu ]
146R [Wakatta ]

Closing
147R Hay zyaa tanosumi ni sake ima su
148T Kotura koso
149R Un
150T Onegai-sima su
151R Hai hai
152R Un zyaa nee
153T Zya nee
154R Hai

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133T Uh huh
134R (he) was asking (me) "What time?" so
135I Oh, is that so
136R Yeah
137R (I) think (he) is planning to come so
138T Oh, uh huh
139R Uh huh

TOPIC 9b) R's ride arrangement
140R So,
141R anyway then
textual
142R please give (me) a call one more time around that time
textual
143T Yes
144R Uh huh
145T [(I) will do so ]
146R [Okay (lit, It is understood) ]

Closing
147R Okay, then (I) am looking forward to (getting together)
148T So am I
149R Yeah
150T Thanks (lit , I humbly request )
151R Yes yes
152R Yeah, okay (lit, then)
153T Okay (lit, Then)
154R Yes