

Transcription conventions

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The Discourse of Child Counselling

Ian Hutchby

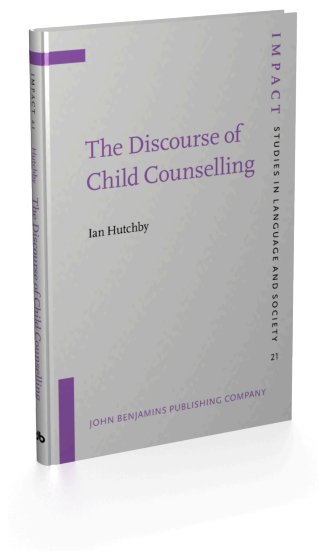
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Transcription conventions

Transcripts of naturally-occurring child counselling dialogues appear in these pages using the standard conventions of conversation analysis. (All names, place references and other such items have been altered to preserve anonymity.) The main aim of these symbols is to provide a sense, in written transcription, of how a stretch of talk 'sounds' on the tape. The main features foregrounded in the symbology are therefore the organisation of turns, including overlapping or interruptive talk, and features related to prosody and enunciation such as stress, emphasis, pauses, audible breathing, loudness or quietness. More detailed information on data and transcription is provided in Chapter 2. A formal account can be found in Chapter 3 of *Conversation Analysis* by Ian Hutchby and Robin Wooffitt (Polity 1998).

Glossary of transcript symbols

- (0.5) Numbers in brackets indicate a gap timed in tenths of a second.
- (.) A dot enclosed in brackets indicates a 'micropause' of less than one tenth of a second.
- = Equals signs are used to indicate 'latching' or absolutely no discernible gap between utterances; or to show the continuation of a speaker's utterance across intervening lines of transcript.
- [] Square brackets indicate the points where overlapping talk starts (left bracket) and ends (right bracket). Although the start of an overlap is always marked, the end is only sometimes marked.
- [[Double left square brackets indicate turns that start simultaneously.
- (()) Double brackets are used to describe a non-verbal activity: for example ((banging sound)). They are also used to enclose the transcriber's comments on contextual or other relevant features.
- () Empty brackets indicate the presence of an unclear utterance or other sound on the tape.
- .hhh h's preceded by a dot are used to represent audible inward breathing. The more h's, the longer the breath.
- hhhh h's with no preceding dot are used in the same way to represent outward breathing.

| | |
|------------------|--|
| huh | Laughter is transcribed using 'laugh tokens' which, as far as the |
| heh | transcriber is able, represent the individual sounds that speakers |
| hih | make while laughing. |
| sou:::nd | Colons indicate the stretching of a sound or a word. The more colons |
| | the greater the extent of the stretching. |
| sou- | A dash indicates a word suddenly cut-off during an utterance. |
| . | Punctuation marks are not used grammatically, but to indicate |
| , | prosodic aspects of the talk. A full stop indicates a falling |
| ? | tone; commas indicate fall-rise or rise-fall (i.e. a 'continuing' |
| ↑↓ | tone); question marks indicate a marked rising tone. |
| | Upward and downward arrows are used to mark an overall rise or |
| | fall in pitch across a phrase. |
| <u>a</u> : | Underlining of a letter before a colon indicates a small drop in pitch |
| | during a word. |
| a: <u></u> | Underlining of a colon after a letter indicates a small rise in pitch at |
| | that point in the word. |
| <u>Underline</u> | Other underlining indicates speaker emphasis. Words may be |
| | underlined either in part or in full, depending on the enunciation. |
| CAPITALS | Capitals mark a section of speech markedly louder than that |
| | surrounding it. |
| → | Arrows in the left margin point to specific parts of the transcript |
| | discussed in the text. |
| ° ° | Degree signs are used to indicate that the talk between them is |
| | noticeably quieter than surrounding talk. |
| < > | Outward chevrons are used to indicate that the talk between them |
| | is |
| | noticeably slower than surrounding talk. |
| > < | Inner chevrons are used to indicate that the talk between them is |
| | noticeably quicker than surrounding talk. |