

**Relevance of Parentheticals in
Conversational Interaction**

**Yasmin M. El-Sayed
Banha University**

1-Introduction:

Parentheticals are structures that appear in spoken and written discourse. Their existence is thought to be mainly attributed to disfluency and performance difficulties. However, a close examination of such a phenomenon reveals that they are chosen to serve communicative purposes. Also, though they are peripheral structures, they are relevant to discourse.

2- Objectives of the study:

The present study is an attempt to investigate the relationship between social interaction and forms of language use. The primary focus is on parenthetical structures inserted within talk-in-interaction. The primary objectives of the study are the following:

- 1) Identify and describe parenthetical structures employed by conversation participants based on semantic and pragmatic factors.
- 2) Explain the relevance of employed parenthetical constructions to the content and context of the interaction.
- 3) Investigate how the parenthetical inserts are related to the main line of the conversation; i.e. the effect that the parenthetical has on the sequential organization of the conversation and the shaping of the participation framework.
- 4) Compare parenthetical structures used in two different languages, namely, English and Arabic.

3- Methodology:

Two approaches are adopted as the theoretical framework of the study, namely, Relevance Theory (henceforth RT) and Conversational Analysis (CA). Following CA, certain procedures prior to and during the analysis are followed:

- 1) The type of chosen data: Two everyday interactional practices are selected as the data of the study. The selected data are

naturalistic; no setting up of experimental procedures or interviews to observe conversational behavior and features. The data are transcribed.

2) Participants' viewpoint and the role of the analyst: In analyzing the two conversations, the analysis is grounded on the participants' viewpoint during the interaction. Macro-social categories, such as power, race, gender or role status, are avoided. Furthermore, the description and interpretation of data are based on what is directly observable to both the participants and the analyst. In other words, there is no speculation about the participants' intentions, desires, or beliefs. Rather, the interaction is interpreted as a set of actions performed by participants.

Parenthetical constructions are identified according to their interpolation within the host and form. Following RT, the parenthetical along with its host (produced by a certain speaker) are analyzed in terms of how the hearer interprets them. The hearer's interpretation is divided into three sections: *explicatures*, *contextual assumptions*, and *implicatures*. Then, the cognitive effect that is produced within the hearer is formalized.

4- Data:

Two natural conversational interactions are selected. The number of participants in each conversation is two. The first conversation is an informal face-to-face conversation between two participants. It is in colloquial English. The audio as well as the transcript are downloaded from the Santa Barbara Corpus of Spoken American English. The corpus is based on a large body of recordings of naturally occurring spoken interaction from all over the United States.

The other conversation is a phone call between two participants using colloquial Egyptian Arabic. Both the audio recording and the transcript are downloaded from TALKBNK CA data (the Arabic portion of CALLHome corpora).

5- Background:

5-1- Parentheticals: overview

"Parentheticals are expressions that are linearly represented in a given string of utterance, but seem structurally independent at the same time" (Dehe & Kavalova, 2007, p.1). In other words, the parenthetical expression "...is inserted in the middle of another structure, and which is unintegrated in the sense that it could be omitted without affecting the rest of that structure or its meaning" (Biber et al., 1999a, p.1067).

A key feature of parentheticals is discontinuity, i.e. grammatical discontinuity and content and action discontinuity. Diverse studies of parentheticals have asserted their syntactic independence from their host (Burton-Roberts (1998), Espinal (1991)). In other words, parentheticals are linearly integrated in their host (also known as anchor), but are structurally independent. They do not form a single grammatical construction, nor is the parenthetical an immediate constituent of the anchor. Therefore, parentheticals cannot be moved, questioned, or become the focus of it-cleft construction. Likewise, they don't undergo "the scope of quantifiers or any operators in the host clause" (Dehe & Kavalova, 2007, p.4). What parentheticals actually do is to "momentarily suspend the unfolding of a structure or some wider activity pattern" (Duvallon & Routarinne, 2005, p.48).

The syntactic independence that parentheticals exhibit has been attributed to unplanned discourse. However, it has been argued that this syntactic independence allows parentheticals to digress from their host construction. Flaudernik (1993) maintains that parentheticals provide "a second topic nucleus" (p.166), but they are semantically and pragmatically connected to their host. Similarly, parentheticals are deliberately opted to express stylistic features or "as a communicative or pragmatic strategy" (Brinton, 2010, p.6).

Both the parenthetical and its host "make a collective contribution to the interpretation of the utterance at the level of implicit content" (Blakemore, 2005, p.1179). For Berrendonner (1993), the parenthetical and its host express two separate, yet embedded, discursive programs," each of which has its own relatively independent cognitive objectives and each of which calls for its own independent planning" (Duvallon & Routarinne, 2005, p.48). Thus, it is a general feature of parentheticals "that they express information that is not central to the overall message conveyed by a text or spoken utterance" (Banik & Lee, 2008, p. 2668). They allow the reader/listener to distinguish more and less important information contained within spoken/written discourse.

It is noteworthy that parentheticals are distinguished from other interpolated structures that are not related to the discourse plane of the host, or are addressed to a different person. Unlike disjuncts, parentheticals serve as reflection, commentary, or evaluation of the anchor. It is "backgrounded semantically in respect to the anchor, which communicates the important information" (Huddleston & Pullman, 2002, p.896). Nevertheless, the parenthetical can be omitted without affecting the meaning of the host: "were parentheticals edited out, the utterance would remain well-formed" (Brinton, 2010, p.9). Based upon this, parentheticals do not affect the truth-conditionality of the host; "they are not relevant to the conditions that must hold in any possible world for the anchor sentence to be true" (Ibid., p. 10).

5-1-1- Interpolation:

Due to their lack of syntactic attachment, parentheticals express positional mobility, i.e. they can be interpolated, or juxtaposed, anywhere in the host "even in places which have typically been considered... syntactically very solidly connected" (Duvallon & Routarinne, 2005, p.53). Instances of possible locations are listed in the following table. Parentheticals are italicized, bold faced, and enclosed between (<>).

Possible location	Example
1) Between a reporting expression and the reported speech	I was just so surprised <u>when Joana said</u> < <i>or does it say on the ticket where</i> > <u>that it opens at two.</u>
2) Between the subject NP and the finite verb	<u>An Italian, a French man, and a Russian,</u> < <i>or should I say a person from the CIS</i> > <u>were</u> at the gates of heaven.
3) Between certain expressions and their infinitive verb phrase	In my view, <u>it's high time</u> < <i>it's in no way connected with this matter</i> > <u>to get our steamer done.</u>

Table (1): Interpolation of Parentheticals within the Host

Source: Duvallon & Routarinne, 2005, p.53

However, there are certain syntactic points within the host where the parentheticals cannot be juxtaposed. For instance, they "cannot occur between a verb and its complement nor within the pre-modifier of an NP or between a P and its complement" (Brinton, 2010, p.2).

The parenthetical is inserted in a way that halts the main stream of meaning of the host clause (henceforth HC), i.e. the parenthetical is inserted at a place where the main sentence (or clause) is still incomplete. The selection of such places is constitutive for the recognition of the parenthetical within discourse. They are analyzed as initiating a subsidiary action.

5-1-2- Taxonomy of Parentheticals:

There is no agreement in the literature about a limited number or nature of members classified as parentheticals. For example, Espinal (1991) provides a list of parentheticals including sentences, appositive relatives, adjectival phrases, adverbial clauses, adverbial phrases, noun phrases, and prepositional phrases.

Kaltenbock (2005) investigates the types of parentheticals that are employed in spoken discourse. A taxonomy of the different structures that can be grouped under the heading "Parentheticals" is presented. Identification of parenthetical structures assists in studying their communicative functions.

Kaltenbock (2005) focuses on the parenthetical clause (henceforth PC). They are classified on the basis of having a formal link with the host clause (HC). Two types are identified: *syndetic* and *asyndetic*. The former is "introduced by an overt marker, which links the PC to the host clause" (Kaltenbock, 2005, p.34). Such clauses are not syntactically attached to HC. Rather, there is a semantic-pragmatic link between PC and HC. Members of PCs within this group include the following:

1) **Characterizing Constructions**: they are clauses that provide explanation and are marked by overt markers such as 'that is'.

Example: Many clauses are asyndetic, *that is they do not have an overt marker*.

2) **Content clauses (appositive clause)**:

Example: The warning – *that prices should be lowered* – was ignored.

3) **Adverbial-like clauses**: they can appear in a peripheral position. Such clauses "are semantically linked to the host, with the head of the PC (the subordinator) being coindexed with the host clause" (Ibid., p.36).

Example: He is a real bastard – *if you do not mind the expression*.

4) **Non-restrictive relative clause**: according to Mazeland (2007), it is a clause that presents additional (not necessarily needed) information about the head. In the following example, the relative pronoun, 'which', establishes a link between the clause and the antecedent "only on a semantic-pragmatic level" (Kaltenbock, 2005, p.36).

Example: Mary is away on business, *which is convenient*.

The asyndetic type of parenthetical clauses has no overt marker to indicate their relation to HC. This class includes the following forms:

- 1) **Self-contained clauses**: they are independent main clauses.
Example: Mary – I hate to tell you this – is coming over to visit.
- 2) **Reduced PCs** (henceforth RPC): such clauses contain a syntactic gap (i.e. they do not have a complement for the verb). Such a gap is filled conceptually by HC. RPCs are of TWO subtypes: **Comment Clause (CC)** and **Reporting Clause (RC)**. The following table distinguishes between the two subtypes:

Subtype Comparison	Comment clause (CC)	Reporting clause (RC)
Meaning	They provide a commentary on the proposition of HC	They identify the source of information mentioned in HC
Used verbs	Verbs of thinking are used, e.g. <i>think, believe, suppose, seem</i>	Message-conveying verbs are used, e.g. <i>say, tell</i>
Tense of used verb	Preference of present tense	Preference of past tense
Choice of subject	It is typically first (or second) person	It is typically third person subject as source identifier
Word order	Subject followed by a verb, e.g. <i>I believe</i>	Flexibility of word order: Subject followed by a verb, e.g. John says Verb followed by a subject, e.g. says John

Table (2): Distinction of Comment Clause and Reporting Clause

The following figure summarizes Kaltenbock's taxonomy:

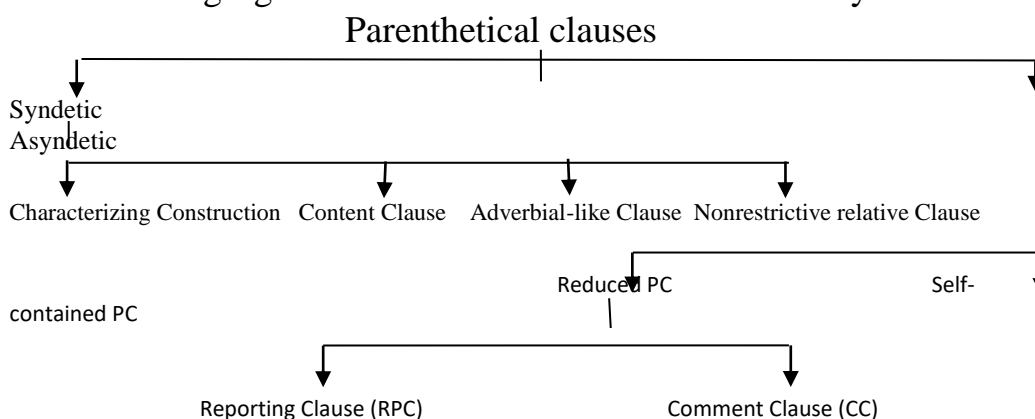


Figure (1): Taxonomy of Spoken Parenthetical Clauses

Mazeland (2007) identifies similar types of parentheticals in talk in interaction. However, the identified types are both clausal and non-clausal types. The types are identified as shown in the following table:

Type Comparison	Appositive nominal	Non-restrictive relative clause	Characterizing construction	Accounting/Clarifying clause
Format	Appositive noun phrase Prepositional phrase One-word unit	Clausal format	Clausal format (that is + predicate)	Clausal format (conjunction + Subject + verb)
Environment of Use	It more often occurs after a noun phrase or a prepositional phrase in a simple clause that is not complete yet		It occurs after preliminary component completion	
Meaning & Function	It explicates, exemplifies, specifies, or delimits the range of the category they are attached to	It is an optional, more independent unit that is not required for identificatory purposes	It presents a locally relevant features of a referent currently talked about	It accounts or clarifies

Table (3): Types of Parentheticals

Both types of parentheticals, whether of the clausal format or the non-clausal format, are investigated in the present study.

6- Theoretical Framework:

The study attempts to investigate the relevance of inserted parentheticals within conversational interaction. Two theories are adopted to represent the theoretical framework of the study, namely, relevance theory and conversational analysis.

6-1- Relevance Theory:

Relevance theory (RT) is a pragmatic framework that is devised by Sperber and Wilson as a development of Grice's principle. As its name suggests, the theory presents an analysis of the concept of 'relevance' as a property of mental processes that approximate the ordinary meaning of the term. The basic pursuit of RT is to account for how people distinguish "relevant from irrelevant information, or in some cases, more relevant from less relevant information" (Sperber & Wilson, 1995, p.119). According to Sperber & Wilson, "an assumption is relevant in a context if and only if it has some contextual effects in that context" (Ibid., p.122). The primary distinctive feature of the concept of 'relevance' in RT is that it is identified in the course of comprehension rather than being fixed prior to comprehension (Wilson, 2016, p.4).

Relevance has TWO essential aspects necessary for its comprehension: *a cognitive aspect* and *a communicative aspect*. Both aspects will be reviewed in the following sections:

6-1-1- Relevance & cognition:

Cognition is "the process of acquiring, storing, and manipulating information" (Clark, 2013, p.79). Also, it involves representations and computations. A basic aid for cognition to perform its functions properly is RELEVANCE of information. Generally, our cognitive system is in constant search for relevant information, that is, information from which significant effects follow. This is the first principle of relevance which is called "*the cognitive principle of relevance*". It states that human cognition tends to be geared to the maximization of relevance (Clark, 2013, p.91). In other words, our mind tends to allocate attention and

processing resources to stimuli in the environment that are relevant. Our memories are organized so that they will retrieve relevant background information, and that our inferential systems are set up so as to maximize the cognitive effects we can derive. Relevance plays a fundamental role for interpreting "internal mental representations which can provide an input to cognitive processes" (Wilson, 2016, p.4). Thoughts, memories, or inferences may provide relevant inputs.

A context "comprises mentally represented information of any type – beliefs..., plans, goals, intentions...- and is constructed or selected in the course of the comprehension process from a range of potential contexts available to the individual"(Ibid.). What makes information (processed and represented by cognition) relevant to an individual is that it interacts with some contextual information to achieve 'worthwhile *cognitive effect*'. Consequently, the more the cognitive effects a stimulus has, the more relevant it is. In other words, "when an individual person derives conclusions on the basis of new or existing assumptions, these are cognitive effects" (Clark, 2013, p.86). The derived cognitive effects can be classified into THREE classes:

- 1) Contextual implication: they are NEW conclusions that follow from logical connection between existing and new assumptions. It can be shown in the following figure:

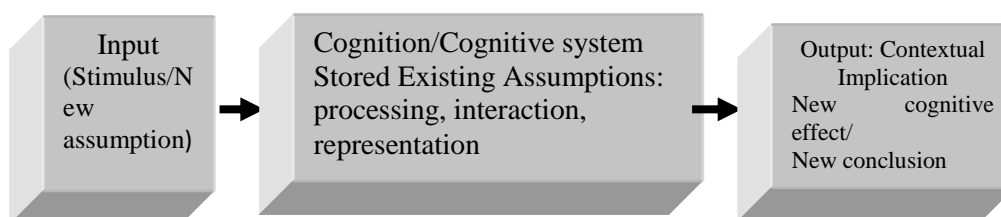


Figure (2): Derivation of Contextual Implications

2) Strengthened cognitive effect (fig. 3): "where new information strengthens an existing assumption by providing stronger evidence in support of it" (Clark, 2013, p.86).

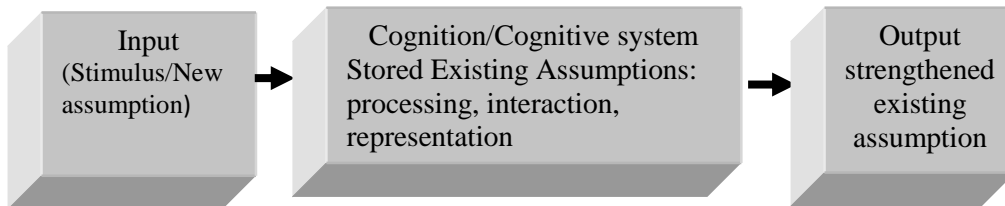


Figure (3): Derivation of Strengthened Cognitive Effect

3) Contradictory cognitive effect (fig. 4): "where new information contradicts and leads to the elimination of one or more existing assumptions" (Ibid.)

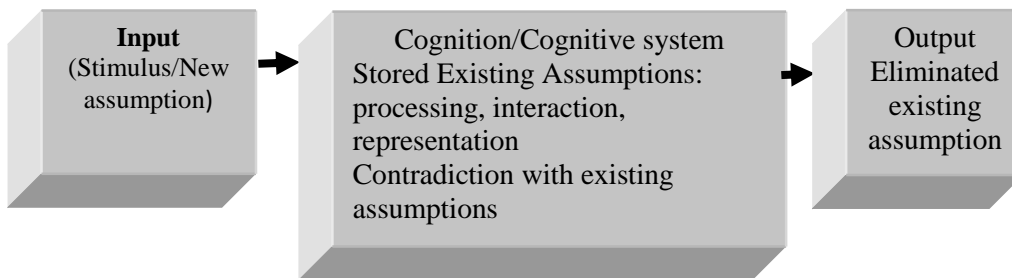


Figure (4): Derivation of Contradictory Cognitive Effect

The three inputs outlined above are all regarded relevant as long as they yield cognitive effects (whether new, strengthened, or eliminated effect).

However, the derived cognitive effects are not the only factor that guarantees a degree of relevance to a stimulus. Another factor is '*Effort*'. It refers to the expenditure exerted in performing mental processes to process a stimulus: "Other things being equal, the greater the processing effort, the lower the relevance" (Sperber & Wilson, 1995, p. 124). The processing effort involves processing the stimulus as well as accessing contextual assumptions and deriving cognitive effects.

In the light of the role played by cognitive effects and effort, relevance can be defined as follows:

Relevance:

Extent condition 1: an assumption is relevant in a context to the extent that its contextual effects in this context are large.

Extent condition 2: an assumption is relevant in a context to the extent that the effort required to process it in this context is small (Ibid., p. 125).

6-1-2- Relevance and Communication:

In RT, relevance is an essential requirement for successful communication. Attention is drawn to what is more relevant at the time. The speaker attracts the addressee's attention through a stimulus which can be an utterance, a sound, or even a gesture. Also, the speaker attempts for an utterance to be relevant enough to be worth the addressee's attention. This is referred to as '*the communicative principle of relevance*' which states the following: *Every utterance communicates a presupposition of its own optimal relevance* (Sperber & Wilson, 1995, p. 158).

Two significant notions are involved in the principle mentioned above, namely, the kind of communication and 'presupposition of optimal relevance'. In RT, the former is known as '*Ostensive Inferential Communication*'.

The communicator produces a stimulus which makes it mutually manifest to communicator and audience that the communicator intends, by means of this stimulus, to make manifest or more manifest to the audience a set of assumptions (Ibid., p. 155)

The audience, on the other hand, is entitled to participate by paying attention to the stimulus and making inferences about the intentions of the communicator.

The latter notion, presumption of optimal relevance, states the following:

a) The set of assumptions which the communicator intends to make manifest to the addressee is relevant enough to make it worth the addressee's while to process the ostensive stimulus.

b) The ostensive stimulus is the most relevant one the communicator could have used to communicate the assumptions (Ibid.)

In other words, the communicator necessarily intends for their stimuli to be relevant in some way to their audience and that their audience believes that they do. "When no satisfactory level of relevance is achieved, a more plausible assumption is that the communicator has tried to be optimally relevant, but failed" (Ibid., p. 159)

6-2- Conversation Analysis:

Conversation analysis (henceforth CA) is a field of study that evolved in the mid-sixties within sociology "from the 'cognitive revolution' that swept across the social sciences" (Goodwin & Heritage, 1990, p. 283). Scholars like Harvey Sacks, Emanuel Schegloff, Erving Goffman, and Harold Garfinkel have contributed to its development and recognition. It investigates social interaction that was developed in the study of ordinary conversation. "Its aim is to uncover the ethno-methods by which members of a society make sense of their activities, thus, making them recognizable, manageable, and reproducible" (Pallotti, 2007, p.37).

The primary focus is on the participants themselves within the interaction and the set of techniques that they use to construct and interpret talk-in-interaction. For CA, language is a tool to be used by participants in the interaction. In other words, "sentences...and utterances...are understood as forms of action situated within specific contexts and designed with specific attention to these contexts" (Goodwin & Heritage, 1990, p.287).

For CA, talk-in-interaction, similar to other forms of social interaction, consists of lines of actions and coordinated practices where every single piece of details matters. The goal is "to describe 'practices', 'usages', 'devices', whereby social actors interact in ways that are ordered and intelligible to themselves and to external observers" (Pallotti, 2007, p.40). In other words, each conversational action displays an understanding of former conversational actions. Likewise, it projects subsequent conversational actions.

It is noteworthy that every conversational action is affected by and closely related to the context. Actions are context-shaped, i.e. "the framework of action from which it emerges provides primary organization for its production and interpretation" (Goodwin & Heritage, 1990, p.289). Also, actions are context-renewing, i.e. they "constitute the frame of relevance that will shape subsequent actions" (Ibid.).

Understanding the context of the conversational action is essential for its interpretation. One aspect of context is '*participation framework*'. Conversational action requires both speaker and hearer. The speaker needs a hearer. The hearer, on the other hand, is "a coparticipant who can decline as well as accept the status offered them" (Ibid., p.292). The speaker's conversational action takes into account the recipient design. That is to say, it determines attributes that should exist in the recipient in order for the conversational action to be effective. For example, "an inquiry proposes the speaker's belief that the addressee possesses information the asker lacks" (Ibid., p.293). Similarly, when a speaker employs a certain reference term, he/she puts into consideration assessment of the knowledge of their addressee.

6-2-1- Conversational Organization :

6-2-1-1- Turns ,Turn Constructional Units & Turn taking:

Talk, the focus of CA, involves elements that should be well organized for it to achieve success. The basic unit of talk is '*the*

turn'. The building block of the turn is '*turn constructional unit*' (TCU). TCUs can be a single lexical item, a phrase, a clause or full sentences. TCUs form a recognizable action in context. In other words, "a speaker beginning to talk in a turn has the right and obligation to produce one TCU, which may realize one or more actions" (Schegloff, 2007, p.4).

As the speaker approaches the end of a present TCU, a transition of talk to another possible speaker becomes relevant. This is known as '*turn-taking*'. It is a procedure by which interlocutors exchange turns in an orderly way throughout the conversational interaction and it guarantees the orderly organization of conversation. "This occurs at precise points in conversation in which one speaker starts talking exactly when the other speaker stops" (Pallotti, 2007, p.44). This point is labeled '*transition-relevance place*' (TRP) and it is located at the end of TCU.

TCUs perform actions in turn-at-talk. Diverse sorts of actions can get done in/by a TCU. They include the following: asking, answering, offering, requesting, teasing, and so forth. Schegloff (2007) proposes that in determining the type of action conveyed by a particular TCU, "we start from an observation about how some bit of talk was done, and ask: What could someone be doing by talking in this way? What does that bit of talk appear designed to do?" (P.8). A single TCU can perform more than one action.

6-2-1-2- Adjacency Pair:

Turns are arranged into sequences. Each sequence of turns presents course(s) of action that gets implemented through talk. The constitutive element of sequence construction is '*adjacency pair*'. Adjacency pairs are defined as sequences of two communicative actions that are produced by different speakers, adjacent to one another, ordered as a first part and a second part, categorized...so that any given first part requires a particular type of second. Examples include greetings, question-answer,

compliment-thanks, assertion-acknowledgement, invitation-acceptance/rejection, and so forth.

In such pairs, there is 'conditional relevance'. It is a kind of link or relation between the two parts of the pair, i.e. "the production of a certain move recognizable as a first pair part makes a certain continuation relevant, which completes and concludes the sequence" (Pallotti, 2007, p.46).

7- Analysis:

7-1- Conversation 1:

It is a natural face-to-face conversation between *two* young male friends: 'Fred' and 'Richard' in a private home in Los Angeles. The language of the conversation is English. The excerpt takes around 20 minutes. During the course of interaction, three topics are raised. They are in order: Fred's problem at work, Richard's relation with his ex-girlfriend, and their future plans. Different parenthetical clauses are identified.

Fred tells Richard about his argument with the supervisor in his workplace and the reasons that led to it. Richard is familiar with Fred's work conditions. Fred makes manifest to Richard his desire to narrate what happened at work. Thus, he started the conversation with a '*story preface*', i.e. "a turn that is only a single unit, but that offers to tell a longer story" (Goodwin & Heritage, 1990, p.299). The recipient demonstrates willingness to continue listening to the story.

Fred: (H) .. (H) Yeah.

→ *I tell you man*

→ *That factory's the pits ma[n,*

Richard: [What's new].

Fred draws Richard's attention by the production of the TCUs (indicated by the two arrows). A stimulus is produced for Richard, the listener, to follow what is to be said by Fred.

Fred narrates to Richard the problem he had at the workplace. It started when he was taking his usual break. However, Fred adds further information: that the break was a little bit longer. Fred

inserts this piece of information in the form of a parenthetical non-restrictive clause, as though it was not an important piece of details.

Fred: [and I took] a= break,

.. that was <VOX just a little bit VOX> too long man,

You know

Richard: [Yeah,

I can imagine].

The production of that parenthetical captures Richard's attention. Therefore, Richard follows a path of least effort to process Fred's utterance:

Explicature: 1) Fred took a break at work

2) Fred took a longer break than usual

Contextual assumptions: 1) Fred works in a factory

2) Fred has a problem at work

3) There is a reason for that problem

4) The factory allows a break

5) The break has certain duration

Implicatures: 1) Extending a usual break can be a cause of problems at workplace

2) Fred is not a disciplined employee

Based on processing provided information, Richard reaches *a strengthened cognitive effect* that extending a break is a provocative to the factory administration and that Fred is not a disciplined employee. Richard replies "I can imagine" which indicates that what Fred has just said is expected by Richard based on his knowledge of the work conditions in the factory and his knowledge of Fred himself.

Fred halts the narration of what happened at the factory. He inserts an additional parenthetical of the appositive nominal form. The new parenthetical gives further information about the extended break. He inserts it in a new separate turn and he manages to stimulate Richard's attention.

Fred: (H) <@ ha]=lf hou=r brea=k @>

Richard's attention is drawn and , in turn, he processes the utterance:

Explicature: 1) The extended break took half an hour
2) Fred extended the usual break into half an hour
break

Contextual assumptions:

- 1) The usual duration of a break in the factory is fifteen minutes
- 2) The usual duration of the break is accepted by the factory administration
- 3) It is not accepted to extend a usual break in the factory

Implicatures: 1) Extension of usual break is the reason for Fred's problem at work

Richard reaches a strengthened cognitive effect that Fred's extension of break is a reason for his problem at work. That is why he interrupts Fred's turn and instantly comments:

Richard: ... (H) [2You stretched a fifteen minute break2] into a [3half hour3] break.

The fore-mentioned two parentheticals are inserted within turns. Their insertion halts the main line of the conversation between Fred and Richard, which is the narration of the problem at the factory. However, the parentheticals are related to the main line as they clarify to Richard the source of the problem. Then, Fred proceeds the narration of what happened:

*Fred: [2@ (H) = @@@ @ (H) @2]
[3to a half hour3].*

(H) And then he comes into the cafeteria...

Fred continues narrating what happened at the factory and tells Richard that he was packing ice cream. However, he holds the narration and inserts a pranthetical of the appositive nominal form within the turn.

*Fred: .. I did ice cream.
.. Right,
Balian?*

Fred is not sure about the name of the ice cream and he wants Richard to confirm whether this is the right name for it. The stopping of the narration and insertion of parenthetical draws Richard's attention. He initiates processing Fred's utterance:

Explicature: 1) Fred packed ice cream

2) Fred is asking whether the name of the ice cream is the right name

Contextual assumptions: 1) Fred produces ice cream in the factory.

2) The ice cream has a brand name

3) Balian is the brand name of ice cream

Implicatures: 1) Fred wants a confirmation of the piece of information about the ice cream

2) Fred thinks I know the answer to his question

Based on this processing effort, Richard forms a new contextual implication and he decides to provide an answer to Fred. Thus, Richard replies:

Richard: *Unh[unh]*

Once Fred gets the response which he regards necessary for the continuation of narration, he proceeds the telling of what happened at the factory:

Fred: *[(H) And you gotta pack those in cases...*

In the course of the interaction, it becomes evident that both participants, Fred and Richard, are not satisfied with the job they have and they intend to change it as soon as possible. This brings up the mention of Richard's parents and their reaction toward his career move. However, Fred knows that Richard's parents have travelled and they have not been back yet. He is not sure of the time of their return for knowing their reaction is linked to their return. Thus, Fred produces the following turn where he inserts *a parenthetical of the comment clause type 'I think'* followed by another parenthetical of *the reporting clause type 'my dad told me'*.

Fred: [Your parents] don't know yet.

Hunh.

Richard: *N=0*

They'll know when they come back.

Fred: -- I –

—→ *And I think my dad told me yesterday,
they are coming back the fifteenth?
[or sixteenth]?*

Fred displays his intention of having an assertion about the information that he had from his father, i.e. the arrival date of Richard's parents.

Richard begins the processing of the turn. He believes that this turn is relevant to the course of the interaction; otherwise Fred would not produce it.

Explicatures: 1) Fred does not know the arrival date of my parents.

2) Fred's dad told him the date of my parents' arrival.

3) Fred is not sure they will arrive the fifteenth or sixteenth

Contextual assumptions: 1) My parents have travelled and have not come back yet

2) They will come back on a certain date

Implicatures: 1) Fred seeks a confirmation of the arrival date of the parents

2) Fred thinks that I know the date

3) Fred is not certain of the date

Richard forms a new cognitive implication, that is, he should answer Fred's question and that he should know the date of his parents' arrival. Thus, Richard produces the second part of the adjacency pair:

Richard: *[Yeah.*

..def]inite ----

I think s- --

%= It's gonna be the fifteenth,

Richard and his girlfriend got separated. Fred knows that, but he wants to know the feeling of other family members regarding this decision. He asks Richard about his sisters' feelings. Richard tells Fred that his sisters want him to stay away from his ex-girlfriend. They fear that she will control him if he comes back to her.

*Richard: Cause they feel that,
She's gonna get too strong,
by me,
you know uh,
[kissing her ---,*

Fred: [Oh].

Richard: → [2or something or or or2],

Fred: [2Exactly2]

Richard: → [3crawling3] back,

Fred: [3I see3].

*Richard: → and begging her,
% .. you know,*

Fred: (H)[=

Richard: [for me to come back or]

Fred: She gonna get] the upper hand.

Richard: -- Exactly.

In response to Fred's question about his sisters' feelings, Richard justifies his sisters' feelings. Richard's TCU is incomplete: 'She's gonna get too strong, by...' as he inserts four parenthetical nominal appositives (indicated by the arrows). All the appositives are intended to provide more explanation of the humiliation that Richard's sisters think that he will endure to come back to his ex-girlfriend.

Fred processes the subsequent turns:

Explicatures: 1) Richard's sisters believe that his ex-girlfriend will control him

2) She will control him because he begs and humiliates himself

Contextual assumptions: 1) Richard is answering my question

2) Richard's sisters do not approve of his coming back to her

Implicatures: 1) The main reason is Richard's acceptance to humiliate himself for her to come back to him

As an indication that Fred got the expressed information, Fred replies saying 'Oh', 'Exactly', and 'I see'.

In the last section of the conversation, diverse parentheticals are identified. Fred is inquiring whether Richard is working for twelve hours. Richard answers him, but he clarifies that it is his own decision. He is not forced to do so. He emphasizes this piece of information through employing a peripheral adverbial clause.

Fred: ... (H) Y- are y- --

Are you working twelve hours?

... You're [gonna be],

Richard: [Yeah].

Fred: You're [2gonna be do2]ing that?

Richard: [2Yeah2].

Fred: .. [3Nine to nine3]?

Richard: [3Definitely3].

Nine to nine

————→ *If I want*

That's a –

[That's] up to me

Richard introduces the peripheral clause (indicated by the arrow) as a separate TCU. It is not syntactically connected to the host; yet, it is semantically related to it. Richard provides Fred with the answer, but he adds further information that is considered necessary to the conversation.

Fred processes this TCU as follows:

Explicatures: 1) Richard provides an answer to the question

2) It is true that Richard works for twelve hours

3) It is Richard's choice to work for twelve hours

Contextual assumptions: 1) Employees can work for long hours

2) Organizations can force employees to work for long hours

3) Richard works in a company

Implicatures: 1) Richard's company does not force its employees to work for long shifts

2) Richard can choose to work for long hours

Fred reaches a contradictory cognitive effect. Fred thought that the Richard's company has a certain policy regarding working hours. It turned out that employees are free to choose their working hours. This meaning is obtained through Richard's usage of the parenthetical adverbial clause.

7-2- Conversation 2:

The second conversation is between *two* female friends: Nadia and Enji. It is a phone call conversation in colloquial Egyptian Arabic. The extract lasts for 30 minutes. The main topic of the call is that Nadia invites Enji to attend her wedding which will be held in Moscow. However, there are other subtopics that are raised within the conversation. Several parenthetical clauses are identified. They are scattered throughout the conversation. Instances of identified parentheticals will be discussed below.

Because Nadia stays in USA, Enji asks her whether there will be guests from America to attend the wedding ceremony. Nadia tells her that there will be a lot of people from different places in addition to Khalid, Nadia's cousin. Nadia presents this piece of information in the form of parenthetical nominal appositive.

Enji: إيه ده؟ هو في ناس كتير جاينيك من أمريكا من كل حتة؟
[...?eih dah? huwa fī nās kitīr gayīnlik min kull ḥitta?] (*What is this? Will there be a lot of people coming from America, everywhere?*)

Nadia: وخالد ابن عمتي ممكن بيجي ...

[wi ḥālīd ?ibn ‘ammitī mumkin yīgī]

→ [... and **Khalid my cousin** might come ...]

Enji: أه

Uh

Nadia's TCU, indicated by the arrow, has an appositive nominal parenthetical. It is inserted between the subject 'Khalid' and the verb phrase 'might come'. Enji, the recipient, starts out to process Enji's utterance:

Explicatures: 1) Nadia has a cousin

2) His name is Khalid

3) Khalid the cousin might come

Contextual assumptions: 1) Nadia invites different people to her wedding

2) Nadia invites her relatives to the wedding

3) Relatives attend each other's wedding

Implicatures: 1) Out of all the people called Khalid that I (Enji) might know, Nadia refers to her cousin Khalid

2) Nadia thinks I do not know, or do not remember, Khalid, who is her cousin

Nadia's usage of the appositive nominal, which is placed directly after the subject 'Khalid', increases the achieved effect and reduces the required effort. Enji forms a new contextual implication: that Nadia's relative Khalid is attending the wedding. Within the same context of the phone call, Enji wonders whether Nadia has changed her phone number. She expresses her uncertainty through the usage of a parenthetical of the reporting type:

Enji: وإنتي غيرتي تليفونك سمعت

[... wi ?intī ġayartī telifūnek simi't...]

(...And you changed your phone number, → I heard from someone...)

Nadia: ايوه، عندك نمرتي الجديدة

[... ?ayīwa ‘andek nemretī ?elgedīda...] (Yes, I have. You have my new number, don't you?)

Nadia inserts the parenthetical at a peripheral position. This is because Enji introduces the most important information first. This is the information that she wants to convey and ask about. Enji makes manifest to Nadia that she wants to communicate information. Nadia, on the other hand, starts recovering the intended interpretation of Enji's TCU:

Explicatures: 1) Enji knows that I changed my phone number
2) Enji is not sure that I changed my phone number
3) Someone told Enji that I had changed my phone number

4) Enji wants me to confirm or refute what she heard

Contextual assumptions: 1) People change phone numbers
2) I gave people the new number

Implicatures: 1) Enji does not have the new phone number
2) I am not sure whether Enji has my new phone number
3) We have not phoned each other lately
4) Enji does not remember who told her that I had changed my phone number, or she thinks it is not important

Nadia forms a cognitive implication that she is not sure whether she gave Enji her new phone number. Therefore, she has to clarify that to Enji. Thus, Nadia produces her reply in answering Enji.

Enji asks Nadia to write a letter telling her all the details of the wedding ceremony if Enji could not manage to attend the wedding in Moscow. Enji justifies her request by inserting a parenthetical clause of the accounting type in the middle of the running TCU.

Enji: بس إنتي بقى في حالة أي حاجة إبعثيلي جواب
عشان مش حينفع تليفون يعني عن كل الأخبار
[... *bas ?intī ba'a fī ḥālet ?ay ḥāga ?ib'atilī*
gawāb 'šān meš ḥayinfa' telīfūn ya'nī 'an
kull ?il'ḥbār...]

(But, no matter what, send me a letter → because a phone call won't avail about all the stories)

The parenthetical is inserted between the noun phrase 'the letter' and the reduced adjective clause 'about all the stories'. Had the parenthetical been omitted, the main clause would not have been affected. Enji managed to attract Nadia's attention. Nadia begins to interpret her utterance:

Explicature: 1) Enji asks me to send her a letter

2) The reason is that phone calls will not avail

3) The letter is about the wedding details

Contextual assumptions: 1) Enji thinks writing a letter is more convenient than talking over the phone

2) phone calls and letters are effective means of communication

3) Making phone calls and writing letters take time

4) I am busy to write a letter or to have a phone call

Implicatures: 1) There will be a lot of details in the wedding ceremony

2) Enji thinks I am too busy to phone her

Thus, Nadia reaches the cognitive implication that she will not be able either to write Enji a letter or to phone her:

Nadia: إنجي أنا ما بكتبش إنتي مش متخيلة آه أنا
ماقلتلكيش أنا مسافرة بعد بكرة

[...Enji ?ana mabaktibš ?intī meš mutaḥayila āh
?ana ma qultelkiš ?ana mesāra ba'd bukra...]

(Enji, I cannot write... you cannot imagine ... Uh I did not tell you I'm going to travel the day after tomorrow).

Enji expresses to Nadia why she is hesitant about attending the wedding in Moscow. The reason is that Nadia's mother told her that the airport is far away and she has to book a room in a hotel.

Enji: أصل لسه بتقولي المطار 30 كيلو ولا معرفش
أد إيه والبلد لازم بيقي هوتيل

[... ?ʃl lissa betqūl ?elmaṭār talatīn kīlū walla
maʿraf šʔad ?ih wilbalad lāzim hwteil...] (Because
she told me that the airport was 30 Km away or I do
not know how far and there had to be a hotel).

Nadia's attention is drawn to Enji's ostensive stimulus. She automatically starts processing it:

Explicatures: 1) someone (my mother) told Enji that the airport (in Moscow) is far away (30 km away) from the city

2) Also, Enji has to have a hotel reservation

Contextual assumptions: 1) the airport being far away from the town is a reason that Enji may not be able to attend the wedding ceremony

2) The need for having a hotel reservation is another reason that Enji may not be able to attend the wedding

3) Enji got in touch with my mother

4) My mother is the source of Enji's information

Implicatures: 1) Enji fears to move alone in a foreign country

2) Enji thinks that what my mother told her might be true

3) If Enji found that the reported information is true, she will not attend the wedding

4) Enji needs me to confirm or refute what my mother told her

The connection between the new and existing information yields an eliminated cognitive effect. Nadia reaches the conclusion that Enji may not be able to attend the wedding because of what my mother told her. Nadia needs to assure her that she will not be alone in Moscow as her mother told her. Therefore, Nadia replies saying:

Nadia: لأ مالكيش دعوه ب hotel إحنا حنستضيفك

*[l' malkīš da'wa bhwteil ?ihna
ħnistaḏīfik] (Do not worry about the
hotel. We will entertain you)*

8- Discussion & Findings:

Several parentheticals of different types are employed by the participants in both conversations. They are inserted either into an ongoing TCU or in a separate turn. Either way, they affect the hearers' grasping of the utterance or, consequently, how they formulate the subsequent turn.

The identified parentheticals within the two conversations facilitated the attainment of the speaker's desired meaning. They were linked to the meaning of the host clause to a large extent. This contradicts the assumption that parentheticals are a mark of disfluency of discourse. Rather, they play a role in the flow of conversations between participants as they facilitate the production of the subsequent turns. Also, parentheticals do not differ according to the language of the interaction. Employed parenthetical constructions are similar in both English and Arabic.

9- Conclusion:

The present study aims to investigate the relevance of parenthetical constructions within conversational interaction. Relevance Theory (RT) and Conversation Analysis (CA) are adopted as two approaches for investigation. The structures are identified and interpreted in terms of the cognitive effects and the processing effort on the part of the hearer.

Parentheticals are derived from and related to the main line of conversation. They are not disfluent structures. Rather, they are employed to convey a meaning that is relevant to the interlocutors.

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Appendix (1)
English Conversation

Fred & Richard Conversation Transcript

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]=lf 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 like,
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,
48.604	50.536		... I don't know how many .. cases [that is],
50.015	50.468	RICHARD:	[Unhunh],
50.536	50.737	FRED:	but,
50.737	51.839		(H)= you know,

51.839 52.115 that,
52.115 53.536 .. that shit was heavy man.
53.536 54.011 And like,
54.011 55.751 ... and like,
55.751 58.909 ... I put down on the card,
58.909 59.310 you know,
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 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 l[2ike,
64.425 65.950 RICHARD: [2Y- y- you 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.
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,
71.060 71.596 and so,
71.596 73.477 ... (TSK) (H) he comes and says,
73.477 73.773 well,
73.773 74.100 he goes,
74.100 75.006 I don't know if you've,
75.006 75.732 ... if you've,
75.732 77.084 (H) packed this or not.
77.084 77.812 ... You know.
77.812 78.901 ... On your production card,
78.901 79.353 all it says,
79.353 79.580 you know,
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,
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 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.

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101.153	101.403		You know,
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 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		... Ts- why I= can't take that,
112.916	113.930		that type of living anymore,
113.930	114.527		even is this,
114.527	115.095		uh,
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 my books and everything,
121.482	122.771		I'll be studying and uh,
122.771	124.187		... but in a sense,
124.187	124.783		I need uh,
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?
131.489	131.678		Like,
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 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,
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 it'll all come in time.
150.580	150.805		Right,

150.805	151.513	I- I 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 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 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]inite- --
167.583	168.095	I think s- --
168.095	169.511	%= It's gonna be the fifteenth,
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 be pretty= .. happy for me,
176.060	176.624	more or less,
176.624	177.226	because uh,
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 they- they,
187.183	187.707	they [<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 he was gonna go to uh=,
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 they were in uh,
196.880	197.902	FRED: .. No one's called em,
197.902	199.160	%y- I mean 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,

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209.073	209.535	FRED:	... Yeah?
209.535	210.909	RICHARD:	... And uh=,
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 ~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 of] his .. brother's sons or something.
221.934	222.627	FRED:	... Unhunh.
222.627	224.161	RICHARD:	... (TSK) ... But uh=,
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,
228.437	230.278	FRED:	.. (H) They weren't all heartbroken about,
230.278	230.725		.. you know,
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],
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,
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 hurt.
244.680	245.476		... But uh,
245.476	245.996		like I say,
245.996	247.784		things .. will work out f- for 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,
250.769	251.779		in fact I've seen em,
251.779	251.983		I --
251.983	253.312		I w- I went 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,
257.946	259.475		help our relationship as friends,
259.475	259.978		and uh,
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,
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 we went to the movies after,
269.448	271.383	... and her= her folks were at church,
271.383	271.556	and,
271.556	271.981	you know,
271.981	273.067	%n=- afterwards,
273.067	273.542	her mom,
273.542	275.155	w- had 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 house.
279.028	279.805	% And uh,
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,
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,
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 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	%w- what they,
302.728	304.108	what they probably .. think is,
304.108	304.325	you know,
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,
325.513	326.678	she calls me and talks to me,

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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 does uh,
331.320	332.753		.. your ... sisters say.
332.753	334.503	RICHARD:	... N- they 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,
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,
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,
348.694	349.500		[kissing] her ass,
348.752	349.037	FRED:	[Oh].
349.500	350.431	RICHARD:	[2or something or or or2],
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,
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,
365.340	366.077		how she's d[oin],
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,
369.977	370.302		you know,
370.302	372.191		... let me .. move back in or,
372.191	372.728		you know=,

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 I call or nothing.
381.581 381.872 You know,
381.872 382.425 and uh,
382.425 384.878 ... (TSK) And I sent her flowers last week,
384.878 386.183 I sent her flowers to work.
386.183 386.941 FRED: (TSK) @Yeah[=]?
386.941 388.114 RICHARD: [The] day before I moved out.
388.114 389.464 FRED: (H)=[2=2]
389.464 392.007 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 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,
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.
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 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,

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433.912	435.437		most men do look at other women,
435.437	436.001		and uh,
436.001	437.200		(H)= ... you know,
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		w- I 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 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.
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		%i=- it is a problem,
467.033	467.584		because I,
467.584	469.773		%= I I did have a nice old lady and um,
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 hours on the lot.
476.703	477.931		And working all day and,
477.931	478.294		you know,
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 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.
487.884	488.383		<X Well I mean- X>,
488.383	489.119		If I want.
489.119	489.596		.. That's a --
489.596	490.473		[That's] up to me,
489.596	489.878	FRED:	[Yeah].
490.473	491.065	RICHARD:	Basically,
491.065	491.335		you know,
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 th=,
496.715	498.131	... two 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,
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 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 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 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,
543.163	543.953	the only thing it is,
543.953	545.353	%th- %I= have to .. work on,
545.353	546.452	is doing the paperwork.
546.452	546.974	Is uh,
546.974	549.189	(H)= filling out a contract,
549.189	549.988	and uh=,
549.988	552.729	... basically paperwork,
552.729	554.060	which is f- .. very simple.
554.060	554.311	That,
554.311	554.762	.. you know,

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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 it will,
558.620	559.171		it'll 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		Tha- that's 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		You know?
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) Definately2].
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.
596.051	598.565		(H) Maybe I could drop it five six-hundred dollars.
598.565	601.771		Maybe we have a three-hundred rebate that you could use towards the down
			payment.
601.771	604.579		(H)= W=- maybe it's it's three point nine financing,
604.579	606.354		that'll save you money in the long run uh,
606.354	609.293		(H) if you finance fifteen or sixteen thousand dollars.
609.293	610.748		(H)[=] So,
609.718	610.000	FRED:	[(H)]
610.748	611.110	RICHARD:	you know,
611.110	611.744		it's just,
611.744	612.157		it's uh,
612.157	612.965		it's % like a game.
612.965	613.340		You know?
613.340	613.828	FRED:	.. Yeah.
613.828	615.522		... (H)= So homes.
615.522	616.005		.. Uh,
616.005	616.506		... they,
616.506	618.300		.. they put you through training all these days?
618.300	618.826		[Is that it]?
618.368	618.620	RICHARD:	[Yeah,
618.620	619.994		fi]ve days I watched uh,

619.994	622.035	videotapes dealing with this guy that,
622.035	622.334	that,
622.334	624.165	... %= that sold cars,
624.165	625.245	and made a hundred thous- --
625.245	628.188	His goal was to make a hundred thousand dollars every year selling cars.
628.188	630.015	(H)= And he accomplished his goal.
630.015	631.931	Every year he sold a hundred thousand dollars,
631.931	633.102	(H) [and he retired],
632.180	633.102	FRED: [Oh my god].
633.102	634.403	RICHARD: at thirty-five after,
634.403	636.780	(H) c=ertain amount of years selling and uh,
636.780	637.939	.. he just got into %,
637.939	639.104	... making uh,
639.104	641.136	... audio cassettes.
641.136	642.879	(H) ... In sales.
642.879	643.533	To motivati- --
643.533	645.209	Motivation s- .. [uh tapes],
644.434	645.209	FRED: [Oh I see].
645.209	645.708	RICHARD: [2and uh2],
645.209	645.951	FRED: [2A sys2]tem.
645.951	646.652	.. To= sell.
646.652	647.252	RICHARD: Exactly.
647.252	647.707	Books,
647.707	648.680	seminar=s,
648.680	649.197	um,
649.197	649.722	FRED: [Yeah].
649.197	650.644	RICHARD: [(H) vi]deo tape[2s2].
650.452	651.852	FRED: [2Hund2]red thousand a year.
651.852	653.211	That guy must've hustle[3d3].
653.006	653.307	RICHARD: [3Ye3]ah,
653.307	653.605	well,
653.605	654.267	it's possible.
654.267	654.742	You figure,
654.742	655.455	you could sell,
655.455	658.678	... at least twenty cars a month,
658.678	661.258	... every month for twelve months,
661.258	662.567	you know you're gonna be up there in,
662.567	664.746	f- % seventy eighty thousand dollar bracket,
664.746	666.668	FRED: ... Twenty cars in a month.
666.668	668.000	.. That's almost a car a day.
668.000	668.886	RICHARD: .. Exactly.
668.886	670.850	... Which [isn't] difficult,
670.199	670.417	FRED: [X] --
670.850	671.503	RICHARD: If you're on the lot,
671.503	674.839	for a damn ... twelve hours %uh=,
674.839	675.463	one car,
675.463	676.188	isn't all that much,
676.188	678.076	if .. you have .. the clients coming in.
678.076	679.206	... That's the only thing.
679.206	680.278	[If you have] the traffic,
679.255	679.682	FRED: [Yeah].
680.303	681.256	RICHARD: we're on a busy street,
681.256	682.377	Firestone Boulevard.
682.377	683.488	FRED: ... Right.
683.488	684.125	Firestone where,
684.125	685.008	by the six o five?
685.008	686.151	RICHARD: ... R- exactly.
686.151	687.338	Right before the six o five.
687.338	687.848	[Right b]y --
687.388	687.698	FRED: [Yeah].

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687.848	688.728	RICHARD:	Right past Downy,
688.728	690.205		where we used to play basketball at uh,
690.205	690.957		the YMCA.
690.957	691.407	FRED:	.. Yeah.
691.407	693.092		.. a- a little ... pa- past that going,
693.092	694.300	RICHARD:	I'd s[ay= a m]ile.
693.496	693.885	FRED:	[east].
694.300	694.691	RICHARD:	.. [2Yeah.
694.392	694.906	FRED:	[2A mile2].
694.691	695.381	RICHARD:	A mi2]le going,
695.381	696.020		uh east.
696.020	697.170	FRED:	.. (H) .. You know,
697.170	698.647		I have been wanting to go visit you.
698.647	698.825		But,
698.825	700.540		I'm afraid you're gonna sell me a car bro.
700.540	703.840		@ @ @ [@ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @]
701.016	701.474	RICHARD:	[Yeah well,
701.474	702.785		that's the last thing you need to do,
702.785	703.840		is get in= any more debt],
703.840	704.815		than you [2already are2].
704.062	704.999	FRED:	[2(H) .. @2] (H)
704.999	705.399	RICHARD:	[3Uh3],
705.211	705.766	FRED:	[3I'm hip3] man,
705.766	707.208		I gotta get .. outa my debts.
707.208	708.083		@Man @ @ @ @,
708.083	709.158	RICHARD:	... [Yeah I'm] --
708.457	710.658	FRED:	[(H)=] And then I'll be a free agent.
710.658	711.008		Ma[2n2].
710.869	711.246	RICHARD:	[2In2] fact,
711.246	712.060		I was planning,
712.060	713.361		if they were gonna play basketball,
713.361	715.893		if I did go in Thur=sday at nine o'clock.
715.893	717.613	FRED:	... You could go for .. couple hou[rs,
717.396	718.453	RICHARD:	[It's right down the s]treet,
717.613	718.218	FRED:	at least].
718.453	719.845	RICHARD:	I could bring my .. work clothes,
719.845	720.505		and uh[=],
720.284	720.836	FRED:	[s]ure.
720.836	721.580		(H) [2Hey you know2],
721.188	722.069	RICHARD:	[2take a sh2]ower,
722.069	722.856	FRED:	Take a shower.
722.856	723.313		Why not.
723.313	723.725		Because,
723.725	723.950		[like],
723.725	724.750	RICHARD:	[Get] there at seven and,
724.750	726.300		play from seven to quarter to nine,
726.300	726.491		and,
726.491	727.488		take probably five minutes,
727.488	728.863		to get from YMCA to the,
728.863	729.963		Firestone Chrysler.
729.963	731.104	FRED:	(H) You wanna go tomorrow?
731.104	731.999		... I --
731.999	732.837		[I don't know if] they're playing,
731.999	732.400	RICHARD:	[I don't know] --
732.837	733.625	FRED:	because last week,
733.625	734.411		the gym was closed,
734.411	735.447		they're working on the c[eiling].
735.157	737.358	RICHARD:	[S]=o the last two weeks the gym was [2clo-2].
736.991	737.577	FRED:	[2Yeah the2] .. % --

737.577 739.174 .. The last two weeks the [3gym was closed3].
738.455 740.054 RICHARD: [3And you haven't talked3] to ~Gary ~Holt at all?
740.054 741.805 FRED: (H)= .. I haven't seen him this week.
741.805 742.744 ... Uh=,
742.744 744.778 ... I saw him last week,
744.778 746.636 and he told me they were still working on the gym.
746.636 747.938 But I haven't seen him this week.
747.938 748.596 RICHARD: ... Yeah.
748.596 750.700 ... I got a check coming tomorrow,
750.700 751.535 I have to go pick up.
751.535 753.337 So I'll probably be in there in the evening a[fter work].
752.864 753.125 FRED: [Where,
753.125 753.640 at f]ederal?
753.640 753.973 RICHARD: .. Yeah.
753.973 755.080 Either at five o'clock,
755.080 755.865 or three o'clock,
755.865 756.216 or=,
756.216 758.394 ... we're getting paid tomorrow right?
758.394 758.821 FRED: Yeah[=]?
758.643 759.316 RICHARD: [I got] my last,
759.316 760.325 FRED: You last [2what2].
759.998 760.923 RICHARD: [2One2] week check,
760.923 762.177 and one week vacation check.
762.177 762.568 FRED: .. Oh,
762.568 763.343 not too bad.
763.343 764.352 RICHARD: (H) So it'll help me,
764.352 765.456 cause I don't have uh,
765.456 766.547 any steady income now.
766.547 767.148 If I don't sell,
767.148 767.723 I don't make money,
767.723 768.298 I got uh,
768.298 769.039 FRED: ... You mean you don't g--
769.039 769.945 .. even get minimum?
769.945 770.081 RICHARD: Well,
770.081 772.113 we get ... six-hundred dollars a month.
772.113 773.490 .. Three-hundred every two weeks.
773.490 774.301 Which isn't bad,
774.301 774.941 I mean [I could],
774.617 774.963 FRED: [No].
774.954 775.372 RICHARD: I could,
775.372 776.045 FRED: .. (H)[=]
775.647 777.195 RICHARD: [Now that] I don't have to .. pay rent.
777.195 777.682 FRED: .. [2Yeah2].
777.484 778.492 RICHARD: [2I2] might be able to,
778.492 780.398 ... pay my credit cards,
780.398 781.178 and my car payment,
781.178 782.203 and my insurance,
782.203 784.312 ... with that six-hundred.
784.312 785.752 My car payment's two fifty-eight,
785.752 787.105 the insurance is a hundred a month,
787.105 788.444 that's three fifty-eight,
788.444 791.157 (H)= .. and maybe about three-hundred in uh=,
791.157 792.957 ... credit cards a month.
792.957 794.380 FRED: So what does the Porsche have man.
794.380 795.662 Did they tell you at the shop?
795.662 797.627 RICHARD: (TSK) ... [In fact I have to call right] now.
796.200 797.454 FRED: [What- .. what you gotta do to]?
797.627 798.556 RICHARD: Should I call right now?
798.556 799.115 FRED: ... Sure,
799.115 799.492 [why not].

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799.115 800.216 RICHARD: [Could I] call right here while --
800.216 801.079 FRED: ... Uh=,
801.079 802.700 RICHARD: ... And you could hear me,
802.700 803.027 uh,
803.027 804.720 have the convers[ation on the phone].
803.640 804.607 FRED: [<X Yeah= X>].
804.720 807.197 RICHARD: ... Talking about my car,
807.197 808.384 because I have to get the car,
808.384 809.537 I don't what it's gonna cost,
809.537 811.370 but it had ... problems uh,
811.370 815.243 ... with the fuel injection system.
815.243 815.995 FRED: ... Unhunh,
815.995 819.136 RICHARD: ... So I have to have that fixed,
819.136 820.130 in order for me to get,
820.130 820.415 uh,
820.415 820.775 right now,
820.775 822.324 ~Jeanie's lending me the Samurai.
822.324 823.166 FRED: ... Oh she's --
823.166 823.380 RICHARD: Yeah.
823.380 824.280 She's being real cool.
824.280 826.171 And I've had it for three days and uh,
826.171 828.172 ... that was very nice of her,
828.172 829.872 I appreciated her doing that for me.

Appendix (2) Arabic Conversation

Nadia & Engi Phone Call Transcript

UTF8@
PID:@
Begin@
ara Languages:@
A Subject, B Subject Participants:@
heritage Options:@
ID:@
ID:@
Media:@

t-00000785-1/11312

|||ara|CallHome-Ara|A|||Subject ID:@
|||ara|CallHome-Ara|B|||Subject ID:@
audio, missing ,4023 Media:@

Tayyib xalAS lAZim nitkallim carabi cala\$An humma cayzIn %E A:*
il+mukalmaB~ tibqa bi+il+<English Egyptian Arabic> cala\$An humma
11270_2640biysaggilu=a

Eh luGAt kitIr mukalmAt kitIr Haw- HawalEn il+cAlam wi HayistaxdimU A:*
19710_11570Hayicmilu=a <English speech recognition> wi HagAt kida OkkE
21180_19330%ah Tayyib B:*
22980_20120fa+HaniDTarr nitkallim carabi {laugh} A:*
24910_22440Tayyib Tayyib mASi mi\$ farqaB~ B:*
26020_24370{laugh} izzayyik A:*
27740_25940ilHamdulilla kuwayyisaB~ wi inti izzayyik B:*
30850_27670ilHamdulilla inti carfaB~ in ana Hatgawwiz=1 A:*
((simict)) [static] ana simict &maha kAnit bitiHki li+&\$irIn wi B:*
37040_28860afIcaB~ wi macraf\$ mIn wi humma qalUli \$&
40320_37090ma humma ahum- bitiHkilhum %E bi+il+ZabT Tayyib {laugh} A:*
43310_39970la bit- biti- yacni {laugh} B:*
44740_41090{laugh} yacni bitiHki Eh A:*
bitiHki bitqUl carfIn &nadyaB~ Haticmil Eh Ha- Hatitgawwiz wAHid B:*
rUsi wi cammAlaB~ baqa ti- titkallim qultilha ma inti carfaB~ min
54200_44890sanaB~ yacni
50920_47300Haticmil Eh away A:*
away Hatitgawwiz wAHid rUsi wi bacdEn Eh Eh il- mahu makan\$ lamma A:*
lamma &maha cirfit makan\$ fl ayy maclumAt makunti\$ kallimt Hadd
63230_54370lissa Tab kAnit bitqUl Eh
la bitqUl la &nadyaB~ TabIci titgawwiz wAHid rUsi zayyaha yacni B:*
67790_62540HagaB~ kida yacni
%M wi bacdEn Tayyib il+muhimm il+faraH yOm wAHid wi ci\$irIn yulyu fi A:*
73810_67890musku &
70140_68280[static] (()) bass B:*
76550_73190%ah ma ana kallimit mamtik bacd kida ((Tayyib)) B:*
79260_75220Tayyib fa+yOm wAHid wi ci\$irIn yulyu fi &musku Hatiqdari tIgi A:*
<-wallAhi Hayibqa Sacb qawi ya &nadyaB~ ana <English I'm I'm cons B:*
87120_79260bafakkar fi il+mawDUc da bass Galiban Hayibqa Sacb qawi yacni ana A:*
cala\$An Tabcan law HatIgi HanistaDifik wi kull HagaB~ kull illi
calEki innik tIgi wi bac- yacni %E wi innik tidfaci tazAkir
94000_86170il+TayyAraB~
97710_94080ma ana carfaB~ ya &nadyaB~ %M bass ana xayfaB~ atUh hinAk {laugh} B:*
Ha- &imAn mi\$ HattUhi fi SuHAbi tanyIn kitIr rayHIIn Hatibqu A:*
101970_97310kullukum maca bacD
%E mi\$ carfaB~ lissa ana bafakkar fi il+mawDUc da Hatta il+usbUc B:*
106900_102170illi fAt mamtik qalitli
107400_106930%M A:*
fa+bass barDu ana yacni qultilha law kAn ayy balad tanyaB~ fi B:*
112430_107670il+dinya mumkin
113710_112410Eh {laugh} A:*

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116590_113510ingilzi walla mAsi bass &rusya ana	B:*
\$Tayyib bass Hayibqa fi nAs Hayibqa fi nAs kitlr hinAk mayicrafU	A:*
rUsi wi macAhum nAs yicrafu=a rUsi Ha- fi nAs gayyIn min min	
English &New &Zealand> 135 iwi135 gayyIn min %E &almanya 135 iwi135 gayyIn>	
min &asbanya 135 iwi135 gayyIn min il+&burtuGAI 135 iwi135 gayyIn min	
131300_116160amrlka wi - &	
131170_130509Tayyib	B:*
yacni kull wi mucZam muc- yacni {cough} fi nAs minhum 135 iwi135 gayyIn	A:*
\$min &bulanda fi itnEn talAtaB~ yicrafu=a rUsi wi il+baqyIn la fa+mi	
142150_131930Hayibqa fi mu\$SkilaB~ yacni	
<%E HaHAWil bass m- mi\$ mitCakkidaB~ yacni <English I will check	B:*
il+<English ticket> kida wi bitAc wi Hakallim mamtik ana qultilha	
152730_142790Hafakkar	
154570_151910inti carfaB~ inn hiyya misafraB~ yOm arbacaB~ yulyu	A:*
156870_154310ma ana carfaB~ [distortion] ((ma ana bi-)) [distortion]	B:*
fa- fa+yacni lAzim tiqarrari qabl ma hiyya tisAfir cala\$An nibqa	A:*
159800_155540carfIn	
%ah aSl lissa bitqulli il+maTAr talatIn kllu walla macraf\$ Eh min	B:*
il+balad wi il+balad lAzim yibqa <English Hotel> a\$Uf <English	
168160_159970Hotel> macraf\$ ana Hadd xAli-	
-la la malkI\$ dacwa maffI\$ malkI\$ dacwa bi+OteI iHna Han- Han	A:*
175980_167490HanistaDifik bass mi\$ HanistaDifik ba-	
ba- zayy il+milUk yacni HanistaDifik %E cala\$An Hayibqa fi nAs	A:*
\$kitlr il+nAs HatnAm cala cala il+arD wi HagAt kida bass yacni malkI	
185620_176030dacwa bi+OteI	
177190_176620(())	B:*
wi yOm tisactA\$Ar Hayibqa il+yOm illi binglb fl il+nAs min il+maTAr	A:*
Hayibqa 135 iwi135+maTAr da fl nAs gayyIn il+SubH fi nAs gayyIn bacd	
212730_205850il+Duhr wi fl nAs gayyIn bi+il+iEl	
215170_212330%ah ((Tabcan ni\$Uf il+mawaDic))	B:*
fa+Tab iktibi iktibi candak innu lAzim yibqa yOm tisactA\$Ar law law	A:*
219430_212750HatiHgizi il+tazAkir	
220660_219760%ah	B:*
cala\$An niglbik maca fi nafs il+yOm cala\$An yOm ci\$RIn mi\$ Hayibqa	A:*
225250_219870fi waqt yOm wAHid wi ci\$RIn il+faraH	
226220_225280%ah ma ana carfaB~	B:*
wi ahamm HagaB~ bi+il+nisbAli il+nAs illi gayyaB~ inn iHna nigibhum	A:*
229920_226020min il+maTAr	
230730_230450%ah	B:*
241360_237340mu\$ mahu mamtik (()) qalitli talatIn kllu wi HagAt kida	B:*
246060_241230mi\$ cala talatIn kllu di aktar HagaB~ %E %E flha xuTUraB~ cala -	A:*
-- cala sirqaB~ 135 iwi135 wi taxdi taksi yisraqik fa+cala\$An kida da	A:*
255440_246480illi ana bacmilu ayy Hadd 135 i Hangibhum min il+maTAr	
257290_255270[static] (()) [static]	B:*
{breath} lAkin bacd kida mafI\$ mu\$SkilaB~ cala\$An Hatibqu kullukum	A:*
264210_255560fi fi fi mag- mug- fi <English groups> fi magmucAt {laugh}	
%ah {laugh} Eh da huwwa nAs kitlr gayyinlik min &amrlka min kull	B:*
268290_264210HittaB~	
away mi\$ ana Ha- Hakitlik Ha- mi\$ lissa qaylAlik il+nAs illi	A:*
271640_267130gayyaB~	
274210_271370%ah kull dOl ciriftIhum min &amrlka walla min fEn	B:*
278250_274200A %M fi \$iwayyaB~ min &amrlka wi \$iwayyaB~ min Hitat tanyaB~	A:*
wi &tAmir &farag yimkin yIgi la huwwa HayHAWil yIgi fi TarIqu	A:*
li+&maSr wi &xAlid ibn cammiti mumkin yIgi huwwa dilwaqti fi &maSr	
286540_278270il+mafrUD	
281030_280720Tayyib	B:*
287450_287120%ah	B:*
<A bass law HayIgi HayIgi min &amrlka yacni HayIgi <English weekend	A:*
- {laugh}	

296640_292310{breath} wi yirgac fa- %E	A:*
300940_296230ma ana law Hagi Hagi barDu kAm yOm yacni fa- [static]	B:*
away yacni inti mumkin tIgi kAm yOm cala\$An macandikIS farq tawqIt	A:*
il+nAs il- il- &xAlid masalan cAyiz yIgi talAtaB(t) ayyAm min	
309320_300560amrIka E- &	
310500_309100da candu ()	B:*
{breath} fi tawqIt %E farq %E farq %E tamanyaB~ sacAt fi il+tawqIt	A:*
315170_309400fa-	
317330_313810ya <English jet lag> baqa wi bitAc buSSi	B:*
away fa+cala\$An kida ana mi\$ SayfaB~ inn di HagaB~ kuwayyisaB~ bass	A:*
inti mumkin tIgi tuqcudi zayy ma inti cayzaB~ yacni bass %E	
il+<English preference> bitacna innik tIgi yOm tisactA\$ar cala\$An	
328490_316200niqdar naxdik	
319710_319290%ah	B:*
buSSi Ha\$Uf bukra wi Ha\$Uf maca ahli wi kida humma mi\$ rafDIn	B:*
336570_327520il+fikraB~ hiyya bass il+fikraB~ &musku	
332080_331760%M	A:*
Tayyib mahu yacni qulilhum in iHna HangIbik min il+maTAr wi Ha- wi	A:*
- Hanraggacik il+maTAr fa+hiyya di aktar HagaB~ fi- fi il+mawDUc di	
345530_336420	
345820_345430%M	B:*
Hatta Hatta mucZam SuHAbi biyquUli malkIS dacwa bIla wi inti wi	A:*
inti candik sabacaB~ alAf HagaB~ wi bitAc baquilluhum la tacAlu	
Skullukum fi nafs il+yOm wi il+yOm da HaxaSSaSu cala\$An ana mi	
355980_345580cayzAku tIgu min il+maTAr li+waHduku	
357110_355860%ah ((wi))	B:*
-Hatta il+nAs illi yicrafu=a rUsi cala\$An humma mayicrafU\$ il	A:*
il+ma\$Akil illi bitiHSal IAKin guwwa Hayibqa il+nAs %E Hayibqa fI	
366430_356030aqqitEn talAtaB~ Hanqaccad fIhum il+nAs \$	
361550_361090%ah	B:*
{breath} wi Hayibqu yacni Hatibqa il+nAs kullaha maca bacD yacni	A:*
375610_366480mi\$ mi\$ mi\$ HayiHSal HagaB~ mi\$ HattUhi {laugh} &inji matxafIS	
367280_366730%ah [distortion]	B:*
370660_370400ya	B:*
377910_374680() Tab wi HagaB~ tanyaB~ inti ma\$yaB~ min &musku imta	B:*
380330_377920{breath} ma\$yaB~ yOm talatIn yulyu	A:*
382050_380820OkkE yacni [distortion] Hatuqcudi [distortion]	B:*
383690_381370Hargac &amrIka wAHid wi talatIn {breath}	A:*
mahu kull il- il- il- %E &maha wi kida cirfit izzAy liCinn &nuha	A:*
389720_383730il+&xOli gayyaB~ &amrIka	
390310_389720%ah	B:*
fa+hiyya kallimitni cala\$An tiqulli cala il+<English plan> bitachum	A:*
393680_389720	
393800_393260[static]	B:*
iwi innaha cayzaB~ tIgi &busTun wi tuqcud candi fa+qultilha inI36	A:*
399770_393720ana mi\$ %E mi\$ HakUn mawgUdaB~	
400070_399660[distortion] %M [distortion]	B:*
wi Hagi wAHid aGusTus Hagi &amrIka fa+law cayzaB~ tizurni lAzim	A:*
404680_399790tuzurni bacd wAHid aGusTus	
cala\$An %E wi mi\$ Habqa mawgUdaB~ qalitli HatrUHi &maSr HatrUHi	A:*
412010_405410rusya qultilha away HarUH &rusya &	
408280_407910%ah	B:*
414530_412030() cala\$An faraHi yOm wAHid wi ciSrIn yulyu	A:*
414980_414560%ah	B:*
416850_414820{breath} fa+hiyya Tabcan %E -	A:*
-- Tarit fi il+sama wi bitAc wi qAlit Tayyib wi mumkin mumkin yacni	A:*
aqUl li+il+nAs wi xalAS qultilha away mumkin ana lissa yacni ana	
424120_416990xalAS -	
426290_424210-- ibtadEt aqUl li+il+nAs xalAS il+mawDUc itqarrar	A:*
425760_425410%ah	B:*

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429170_426410ana xalAS itkatab kitAbi cala\$An tibqi carfaB~ {laugh}	A:*
430820_428820%ah mahu mamtik qalitli mabrUk	B:*
432010_430500%ah alla yibArik fiki	A:*
[static] ((qalitli) qalitli ana kallimt ana bacd lamma &maha qAlit	B:*
438000_431710qult aHsan Hadd akallimu kAn cId milAdik	
433160_432630fi il-	A:*
440710_436600away %ah %ah kAn cId milAdi %ah da min	A:*
439000_438800(())	B:*
441970_440260wi inti Gayyarti tiliOnik simict	B:*
444530_442060away candik nimriti il(g)+gidIdaB~ mi\$ kida	A:*
447350_444250((%E)) la bass Habqa akallimha axudha minha yacni [static]	B:*
448610_446940Tayyib xudlha xudlha dilwaqti	A:*
452180_448960mahu mi\$ muhimm il+mukalmaB~ di bi+balA\$ {laugh}	A:*
453000_451870away {laugh} %ah	B:*
456160_452460{laugh} fa- %E sittaB~ wAHid sabacaB~	A:*
457440_456590sittaB~ wAHid sabacaB~	B:*
459830_458090tamanyaB~ sittaB~ arbacaB~	A:*
461060_460080tamanyaB~ sittaB~ arbacaB~	B:*
464750_461260tamanyaB~ wAHid zIru [[drawn out]] arbacaB~	A:*
469140_465620<English six one seven eight six four eight one zero four>	A:*
Okke %E di nimritik il(g)+gidIdaB~ ana kunt nawyaB~ akallimik yacni	B:*
474080_469730	
472890_472540away	A:*
-la xalAS ma ma matitkallimIS bass %E yacni Hawli baqa tiHgizi ti	A:*
ti- tiHgizi il+tazAkir wi ticmili kull il+tartibAt {breath} qabl ma	
486770_474000mAmi tisAfir cala\$An cala\$An tilHaqi	
487790_485970ma HaballaGha kull HagaB~ (())	B:*
cala\$An away cala\$An %E in\$Acalla lamma ti- %E lamma tIgi wi hiyya	A:*
494940_487290misafraB~ iddlha kull il+bayanAt kull il+maclumAt	
495870_495210%ah	B:*
500730_496060A cala\$An 137 iwi iktibi candik yOm tisactA\$Ar yulyu -	A:*
503310_501130-- huwwa da illi iHna cayzIn il+nAs tiwSal fi	A:*
504230_501400%ah ma ana- %M	B:*
fa+law yacni xalAS law law mafi- law matiQdarIS tIgi yOm tisactA\$Ar	A:*
512979_504060il+sama itTarbaqit cala il+arD Okke IAKin da -	
Haysahhil lina HagAt kitlr gidan liCinn zayy ma baqullik iHna	A:*
HaniwSal sabactA\$Ar bi+il+IEl macandinA\$ Ger yOm tamantA\$Ar wi yOm	
ci\$rln nicmil fi il+tartibAt cala\$An yOm tisactA\$Ar kullu min	
SabaHiyyaB(t) rabbina li+bi+il+IEl Hanibqa rayHIn gayyIn min	
525990_513090il+maTAR rAyih 137 i	
529980_526170wAHid yistanna wi il+tAni yurUH wi da yurUH wi il+tAni yistanna	B:*
la mahu mi\$ wi inti mi\$ mutaxayyilaB~ macandinA\$ carabiyyAt	A:*
fa+HanCaggar carabiyyaB~ yacni il+mawDUc kibIr bass %E fa+cala\$An	
<kida Tammini ahlik wi fi sabacaB(t) alAf <English guide book	
544510_529450li+&musku li+il- li+il+agAnib	
537190_535970[distortion] {laugh} [/distortion]	B:*
ma ana HasCal fi HalaB(t) law gayyaB~ bi+gadd baqa HaqcuD maca	B:*
548900_543710mamtik qacdaB~=2 acraf minha kull HagaB~	
{breath} ma- ma- mAmi HagAt kitlr gidan maticrafhA\$ cala\$An tibqi	A:*
carfaB~ yacni cala\$An hiyya lamma bitrUH bitrUH ka+sACiHaB~ ma	
555770_548400mabitruH\$ -- ka+<English tourist>	
-- bitrUH (()) bitcI\$ hinAk fa+fi HagAt kitlr gidan hiyya	A:*
~macandahA\$ fikraB~ canha inti Tabcan uqcuDi macAha wi kull HagaB	
565610_555810IAkin %E	
559330_555810%ah %ah	B:*
~yacni wi mawDUc IAKin hiyya macandahA\$ fikraB~ can HagAt tanyaB	A:*
571580_565990yacni il+HagAt il+E- --	
%M %M	B:*
-- il+siyaHiyyaB~ wi biyibqa il+tacAmul muxtalif 137 iwi1371+suy- zayy	A:*

579700_572860fi &maSr 138 iwi138l+agAnib wi il+nAs min il+balad
579380_579000%ah B:*

~il+tacAmul muxtalif wi d- dOl lAzim yicmilu=a il+HagAt bi+TarlqaB A:*

muxtalifaB~ wi kida fa+kull SuHAbi Hayibqa canduhum <English guide
books> wi ana Hayibqa candi <English guide book> fa+inti Hatiqdari
tiqri wi ti\$Ufi 138 iwi Hayibqa fl nAs kitIr biticmil HagAt Hatiqdari
592110_579750ticmillhum macAhum –
593310_592980%M B:*

-- macAhum %E %M mi\$ carfaB~ law nAs cayzaB~ turUH ti\$Uf balE A:*

cayzaB~ turUH titfarrag cala il+<English &Kremlin> yacni
~<English &Kremlin of course> ana fi- bi+il+nisbAli law gayyaB B:*

<awwil HagaB~ baqulluhum ana cayzaB~ arUH il+<English &Kremlin
603930_598900laugh }
away Hatiqdari turUHi il+<English &Kremlin> Hatiqdari ticmili kull A:*

609150_603630illi inti cayzaA mumkin il- %M
End@

Appendix (3)
Arabic – English Transliteration Symbols

Arabic	English Transliteration Symbol	Arabic	English Transliteration Symbol
ا	a	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ẓ
ث	ṯ	ع	‘
ج	j	غ	ġ
ح	ḥ	ف	f
خ	ḫ	ق	q
د	d	ك	k
ذ	ḏ	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	š	و	w
ص	ṣ	ي	y
ء	ʔ	َ	a
ا (الف المد)	ā	ِ	i
ي (ياء المد)	ī	ُ	u
و (واو المد)	ū	ة	a, ah, āh, at, āt

Appendix (4)
Conversation Transcription Conventions: The most important symbols

Symbol	Significance
[]	Overlap onset and termination
=	Fast, immediate continuation with a new turn or segment (latching)
(.)	Unclear word
< >	Bracketing an utterance indicating speeding up
@	Laughter or laughter- like sound
~	Fluctuation over one word
%	Glottal stop / creak
..	Pause of less than .5 of a second
...	pause of more than .5 of a second