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**THE DEVELOPMENT OF DISCOURSE
IN A DISCOURSE OF DEVELOPMENT:
A CASE STUDY OF A GROUP CONSTRUCTING
A NEW DISCOURSE.**

VOLUME 2

**STEVE MANN
Doctor of Philosophy**

THE UNIVERSITY OF ASTON IN BIRMINGHAM

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Transcription conventions and notes

Based on Hutchy and Woofit (1998 77-92)

[Overlapping utterances
[[Used when speakers start a turn simultaneously. In other words, it is used when two speakers start at the same moment: 117 Elizabeth [[I think the only] 118 Harry [[ohhhh you don't]have your birthday party
=	A single speaker's utterance which is a continuous flow of speech but has been separated graphically in order to accommodate intervening interruption. The two parts of the utterance are connected by equals signs, with the embedded utterance transcribed in the line between. or A second utterance being latched immediately to the first utterance with no overlap.
(.)	Short untimed pause within an utterance (less than 0.2 of a second)
(pause)	Long untimed pause within an utterance or between utterances.
(2.5)	Timed pause (in seconds). These may occur 'within a turn' or 'between turns'. Especially in the Speaker articulation stage, I have put the timed pauses 'within the turn'. Whereas in the Unit Meeting (UM) transcription, I have put timed pauses between turns.
(())	Description of non-verbal elements in the conversation, e.g. ((laugh)), ((knock)) or describing Speaker action, e.g. ((Harry picks up diagram and starts to read). It is also used for descriptive properties of the speaker's voice. This may be a comment on key ((frustrated voice)) or some other noteworthy aspect of the voice characteristic. Inverted commas are also used to distinguish the voiced chunk. For example, 'study leave' in the following example has a sing-song quality: (.) inasmuch as this is what I <u>do</u> and I've got this ((in a sing song voice)) "study LEA::VE" at the moment

	When the Speaker is voicing either someone else's spoken words, their internal thought process or an imagined position, I have used "double" inverted commas when an obvious spoken particle like "Okay" or "well" is present. The rest of the 'voiced' utterances is in 'single' inverted commas.
()	Used when it is not clear what the Speaker has said. Again the length of the bracket will depend on amount of talk that is indecipherable in comparison with surrounding tempo etc.
'h' (hhh)	Exhalation (assessed impressionistically, relative to general tempo of surrounding talk)
'.h' (.hhh)	Inhalation (assessed impressionistically, relative to general tempo of surrounding talk)
(h)	Breathy quality. When there is a breathy quality to the start of a word a bracketed (h) is used. So for example 'by' in the example below has a breathy quality something slightly different and (h)by God like
<i>italics</i>	Laughter is distinguished by use of italics. Those sections which are delivered while laughing are rendered onomatopoeically seeing the stages of your thinking (.) and realising that <i>in fact you get down in a mess just like me</i> [I do ha he hhaaa
ha ha or hee hee etc.	Laugh particles - onomatopoeic renditions
CAPS	Used for loudness (in comparison with surrounding talk) Segment of speech noticeably louder than surrounding delivery
—	Underlining is used to show the prominent tonic syllable in each act e.g. I had <u>thirty</u> at one point.
...	Intervening utterances which have been taken out
(yeah)	Back-channel cues (in detailed transcription these are fully transcribed e.g. yup, yes, uhuh etc). Sometimes used in long articulations where there are numerous back-channel cues.
> <	Segment of speech noticeably quicker than surrounding delivery

◦ ◦	Segment of speech noticeably quieter than surrounding delivery
?	<p>Questioning intonation</p> <p>Sometimes ? is used more than once if there is more than one element of questioning intonation in any one syntactic question, as in the following:</p> <p>Nicholas: but I'll just have to do <u>some</u> and do the <u>other</u>. (.) is there <u>any</u> sense in <u>which</u>? it's- (.) the whole person part of the decision is to some extent still more of an <u>abstraction</u>?</p>
,	<p>Continuing intonation (often used where there is a continuation key at the end of a move or turn)</p> <p>A comma is also used to indicate a continuing tone. In the examples like the following the last syllable is often also elongated using a colon:</p> <p>holds (.) .hhh if we <u>are</u> (.) working >as a group< quite closely <u>linked</u> by our <u>attempts</u> to provide <u>em</u>pathy for each other (.) and if I <u>can</u> supply that kind of <u>men</u>tal:, (.) (.) <u>intel</u>lectual:, (.) <u>em</u>otional:, (.) <u>en</u>ergy into the group as the Speaker is</p>
.	Falling intonation
!	Used where there is extra feeling or emotion in the voice.
:	Elongated sound (e.g. that's ni:::ce)
-	Stammer, halt in delivery or sound which indicates change in direction of syntax (e.g. that- that's not the point).

Case 1

GDM19.05.98

**Vince as Speaker:
Planned talk and prepared talk**

001 Vince and I'm the one in the hotseat today=
002 Nicholas yes you are (.) err toda::y (.)
003 Emma [Vince how do you
004 being open?
005 Nicholas [the nineteenth of May
006 Vince that's fine °yeah°
007 Emma okay
008 Vince I'm happy with the door ()
009 Nicholas and as you say (.) Vince
010 Vince well my first observation that that it's
011 been a strange day (.) one of the strangest days
012 since I've been here (.) u- in the sense that
013 we've been doing a lot of different things (.) and it's
014 not totally unconnected with what I want to explore
015 today (.) but before I start to talk about the topic
016 I just wanted to say that I've deliberately (.) not planned
017 anything I'm going to say today (.) just chosen a topic
018 which is fairly vague (.) because I have a strong sense that
019 the benefits of this kind of talking (.) is that it gives
020 you the chance to explore something (.) in a quite different
021 way from the kind of talk that you normally engage in
022 Nicholas [mm
023 Vince and errm (.) on the few occasions that I talked like this
024 and got someone to listen during the course (.) I found
025 it a very positive experience (.) so I'm not quite sure
026 what I want to talk about today (.) it's a kind of drifting
027 session (.) but there are a couple of things and one is
028 th- the relationship between planned discourse (.) and kind
029 of improvised (.) off the cuff talking (.) and for whatever
030 reason (.) I've got a strong sense that I'm much better
031 at improvising and off the cuff talking (.) than I am at
032 planning (.) as soon as I- e- enter into a planning world
033 (.) in terms of talking (.) it seems to cause some kind of
034 stress (.) which I- which I feel imposing on me
035 Nicholas [mmm
036 Vince ant that imposition (.) this- this structure that I've
037 pre-planned (.)° I find° is a::
038 A020 (1.2)
039 Vince a hh saddle (.) a (.) chain (.) a something which inhibits
040 me (.)
041 Nicholas so can we- (.) just clarify where we are now (.) you're
042 now into (.) what may not be a continuing topic (.)
043 but the first area of topic focus (.) is what you're working
044 on now (.) that is this preference of yours (.) for off-the-cuff
045 talk (.) as opposed to planned talk (.)°you're saying° (.) tha::t
046 (.) if you plan something then when you start to talk
047 you feel that that plan is an imposition on you (.) and
048 it constrains you and ties you down (.) and you feel that
049 you're not being as productive as you could be in you talk
050 Vince yes [that's right]
051 Nicholas [is that right?]
052 Vince and I think it has a- in the experiences of public
053 talk that I've ha::d=
054 Nicholas =°yeah°
055 Vince where I've (.) planned to a higher degree (.)° > to a higher
056 degree<° (.) I've had a very strong feeling that I havn't
057 ended up communicating very much at all (.) because
058 of that- that structure (.)
059 Harry c- could you just clarify something about this pressure

060 (.) when you say that it's like an imposition (.) i- is that
061 an imposition in the sense that consciousness of-
062 the plan (.) places a psychological pressure on you
063 or is that having the plan constrains what you can say
064 (.) or is it both?

065 Vince .hhh I think it's both (.) I mean (.) the interesting thing
066 about the second (.) the constraint element (.) is that
067 a lot of the thoughts (.) this vague thought that I've got
068 relates the work that I've done in drama where (.) you have
069 a choice between scripted performance and improvisation
070 and back in (.) eighty hhh one (.) I was part of a theatre
071 group that did impro (.) improv it was called (.) Harry
072 Johnson developed these ideas (.) where you had very
073 loose structures (.) and you walk onto stage as a group and
074 you (.) you improvise (.) I suppose it's very much like
075 jazz (.) where you play together (.) and the more you get
076 to know each other that more you know what you might do (.) but
077 the actual line that you're going to take (.) is often supplied by the
078 audience (.) and I think there's a parallel there (.) with the kind of
079 public talking that we do (.) where the more constrained
080 you are (.) the more planned it is (.) the less able you are to
081 respond to your audience (.) to the people you're trying
082 to communicate something with
083 (1.8)
084 ° and° (.) I think for a long time I believed (.) that that
085 really I would be better (.) having a very loose structure
086 and walking in to do whatever I do (.) a lecture, or a
087 presentation, (.) a talk.=

088 Emma =u- so picking up what you said about audience (.)
089 do you feel that (.) do you feel that you've had experiences
090 where (.) you've received some kind of signal (.) from
091 the audience and been unable to change in response to it
092 (2.2)

093 Vince I think it's partly that (.) and partly the fact that I don't
094 feel open to any signals (.) but=

095 Emma =so you don't feel you see them?

096 Vince hhhh I see the two things >you know< in opposition
097 this driving force to get through this plan (.) does mean
098 that perhaps I don't even see the signals (.) never mind
099 invite them or deal with them

100 Elizabeth so it's as if you're looking back into your head
101 all the time (.) rather than looking out towards
102 the audience (.)°who are communicating (away)°

103 Vince ye:s
104 (6.2)

105 Vince I had the same feeling with today's speech event
106 earlier (.) in front of the cameras (.) that (.) you
107 .hhh have a choice to plan something (.) and to
108 have a clear idea of what you want to sa:y (.) or
109 t- to allow yourself to be:: (.) to be open (.) and
110 to respond (.) to whatever comes up (.) and I found
111 (.) every- as a group that we're involved in so
112 many different speech events (.) like the brain storming session
113 (.) there's a lot more elements of- there's
114 a lot more interruption (.) and the turn taking rights
115 are- (.) are fairly aggressive an- nd quite (.) err (.) I don't
116 think competitive but it's a very different sort of talk
117 from this talk (.) and it's a very different talk from the talk
118 in front of the camera (.) errm (.)°I'm not sure how important

119 A066 that is° (.) I think that might be a bit of red herring (.) but I
120 I think the video and this experience (.) I feel a lot more
121 comfortable (.) allowing myself to dr- to drift and to see if
122 any thoughts come out of that openness (.)
123 Nicholas and you're feeling this same? (.) this feeling of a preference
124 fo:::r off the cuff (.) is common to those different speech
125 events that you've been through (.) yeah? (.) it's not as
126 though you prefer to be more of less planned in one or the
127 other (.) you're saying your preference is generally (.) across
128 these different speech events (.) for improv (.)
129 Vince yes=
130 Nicholas =yeah
131 Vince [and I think it's obviously a personal thing (.) because
132 you do look around and people do plan
133 (0.6)
134 Vince to a greater or lesser extent (.) and it- methodologically
135 it interesting with that article in Elizabeth Willis's
136 collection (.) the planning time for tasks (.)
137 is it Martin Bygate?
138 Mary Mmm
139 Vince do we want students to plan things and what
140 sort of effect does that have one the language
141 (.) it's perceived as being a good thing (.) a
142 benefit to allow students to- to plan (1.4)
143 and that's- that's an interesting issue as well
144 Robert can I inquire something about (.) your drama
145 illustration (.) what you first of all described
146 reminds me of African drama (.) where they don't
147 have lines (.) they just have a story and they
148 come on with it and they act it out
149 Vince mmm
150 Robert quite naturally (.) but you mentioned another
151 thing which is audience involvement
152 (.) audience participation actually changing
153 the story line (.) or (.) have I got that right?
154 Vince yeah yeah
155 Robert have I got that right? (.) is that right? (.) does
156 that-(.) how important is that element (.) in this
157 in other words (.) I can understand that you don't
158 know where to go (.) is it the
159 Robert case that you don't know where to go
160 until someone has made a contribution?
161 Vince I think (.) there are plenty of places I could go::
162 with a talk opportunity (.) I'm not talking
163 about knowing nothing about the area you've allotted to talk
164 about I'm not talking about no preparation (.) no
165 reading no thinking around the area (.) but the
166 more experience I have of this kind of teacher
167 education (.) the more comfortable I am with the
168 idea of taking my thoughts (.) my current understanding
169 in (.) without a clear (.) without a clear structure
170 Nicholas mmm
171 Vince and at the same time I know that- that audiences
172 sometimes like to see clear structure because they
173 take that as the sign of a good- of a
174 professional (.) somebody who has planned
175 and I think there will always be those who: (.)
176 if you don't say 'look' there are five stages to
177 my presentation today (.) I'm going to cover

178 this that and the other they will assume
179 that you havn't prepared even
180 Nick mmm (.) and that's the big distinction I hear now
181 in what you're saying (.) between being
182 prepared (.) to enter the arena (.) and the idea
183 of having a plan which you think will
184 ride roughshod over the various discourse possibilities
185 that could have occurred in that arena
186 Vince yes yes (.) and another thought hits me from
187 that (.) it's- it's the preparation planning distinction
188 that if an athlete (.) doesn't necessarily prepare
189 for the 100 meters by doing the 100 meters (.)
190 (.) they prepare in lots of different ways (.) that to
191 plan for a speech event (.) if you take that metaphor
192 to it's conclusion (.) it's not a good way (.) to- (.) to
193 prepare (.) by preparing in exactly the same way
194 as the speech event is going to- (.) to take the form
195 of (.) there are probably other ways which are
196 the limbering up (.) the warming up exercises (.)
197 and that (.) that metaphor I think is a strong one
198 for me in terms of improvisation (.) that (.) it's
199 practicing talking (.) answering questions (.) exploring
200 the area (.) that's a different sort of preparation from
201 to actually having that hour to plan (.) and I've never
202 ever been able to do that (.) I've had a- say at IATEFL
203 I remember the first time I did a presentation there (.)
204 I was- I was screwed up with (.) stress (.) because
205 I'm wondering (.) whether that's related to over-preparation
206 to=
207 Nicholas [mm
208 Vince =feeling that I had to- to get this right (.) the way that I'd
209 set it up
210 (1.6)
211 Emma and are you saying that (.) that it's partly your perception
212 of the audience (.) as requiring evidence of a plan (.)
213 Vince mmm
214 Emma that makes you feel (.) you've got to provide one (.)
215 (1.0)
216 Vince yes I think so (.) but when I did the improvisation
217 I know that audience responds much much
218 more positively to- to actors who are prepared
219 to take risks and to walk onto a stage without
220 the plan (.) because that's a form of real (.) a form
221 of real communication (.) there's something very
222 contrived about- about planning something
223 that you're going to say (.) maybe it's just a
224 different sort of event (.) a scripted one and an
225 improvised one
226 (0.6)
227 Nicholas and you've talked a—you've mentioned tension
228 and being screwed up by tension and pressure
229 quite a lot (.) that's the feeling that comes from
230 this kind of plan?(.)
231 Elizabeth or is it the feeling that comes from the degree
232 of publicness and non-familiarity with the audience
233 (5.4)
234 Vince I think it's a:: (.) a mixture of those two factors
235 the- (.) being
236 (2.4)

237 there's a (.) that link I've ment- there's
 238 a distinction that I've mentioned to Nicholas a
 239 couple of times (.) that I don't know where
 240 it comes from and I'd like to find out (.) between
 241 tenseness and tension (.) that tenseness is bad
 242 for any kind of communication (.) in a classroom
 243 or- or as professionals that if we're tense (.)
 244 then- then that obviously inhibits (.) our ability
 245 to communicate with ° who-ev-° >we're talking to<
 246 but (.) a TENSion (.) and that's where a warming up
 247 comes in (.) the preparation (.) that you need to reach
 248 that pitch where you're excited enough to talk (.)
 249 and I think- what (.) maybe one realisation which
 250 is even clearer to me now is that (.) I need to try
 251 (.) to not wrack myself up with a high planned
 252 product and to take a few risks with a couple of
 253 presentations
 254 Nicholas because the highly planned product brings you tenseness
 255 (.) whereas a well prepared improvisation gives you
 256 tension
 257 Vince yes (.) yes
 258 Nicholas [yeah?
 259 Vince I've got to (.) I started to say this earlier (.) and I
 260 somehow got side-tracked (.) but in terms of
 261 preparation (.) I've never been able to say
 262 right (.) this presentation's an hour (.) I'm going
 263 to rehearse this (.) I'm going to put a clock down
 264 and I'm going to give this presentation to nobody for
 265 an hour (.) I just can't do that (.) and (.)hhh (.) there
 266 are other things (.) I can do snippets (.) I can- can
 267 read (.) I can voice things (.) there are other forms
 268 of warming up (.) that I think that I feel more comfortable
 269 with (.)
 270 (1.8)
 271 Robert there's a certain (.) ° I don't know whether° argh
 272 (.) you must >tell me later that we're not allowed to
 273 ask this< (.) but it seems to me valid just to give you
 274 a little reference (.) there's a novel by Michael Frayn
 275 a long time ago (.) called the Tin Men (.) and in that
 276 there's a character who's a writer who used to write
 277 his own reviews (.) before he wrote his novel (.) I remember
 278 him saying 'Roe' (.) his name was Roe (.) Roe Roe Roe is
 279 the most brilliant erh (.) etc (.) now hahhhh
 280 (.) the way this is put in mind (.) I wonder (.) when you
 281 say anticipating audience reaction (.) whether to a certain
 282 extent that you're writing your own reviews
 283 (4.0)
 284 before you: (.) before you- in other words (.) maybe
 285 we all do that to a certain extent (.) that when you are
 286 performing (.) do you anticipate? in any very
 287 specific and direct way what the audience (.) do you
 288 anticipate audience evaluation as ()?
 289 °is what I'm trying to get at°
 290 Vince I err think that (.) audience evaluation (.) is going back to
 291 this point of people's perceptions of what a clued up
 292 professional ought to do (.) errm (.) I don't think I do:: think
 293 (.) that doesn't really resonate with the idea of a (.)
 294 thinking about how they would evaluate ° the performance
 295 or the talk°

296 Harry could I >ask you something< (.) s- erm ()
 297 before where you >started in a sense< (.) yeah you talked
 298 about this errm (.) this difference and the feelings that
 299 you get in these two approaches (.) err (.) I wonder if
 300 that's something that has become more pressing for you
 301 has become more pressing for you over time
 302 °or is it something that? ° (.) it something that (.)
 303 Vince well I think (.) I've always thought with this
 304 job that there aren't enough opportunities
 305 for- for talk (.) that- that- there (.) ther- the
 306 opportunities are so rare (.) in the situation
 307 we find ourselves in here (.) that for me (.) it's
 308 one of the unhealthy parts of working in the CELU
 309 that errm (.) that- that that sense of excitement
 310 that preparation to talk publicly is something
 311 that I do need (.) I like that (.) optimum degree of
 312 adrenalin (.) and working with people (.) and
 313 working with and I've felt that quite strongly
 314 in the couple of visits to Japan pre this one
 315 where you had an expectant group (.) and- and
 316 probably there's an element of power there isn't
 317 there? (.) of (.) having people dependent on (.) on
 318 things that- I think that's a slightly negative
 319 way of looking (.) there is that element (.) the
 320 positive part is that you feel valuable because
 321 you've got something valuable to share with
 322 people and that they are interested in ()
 323 so that (.) I think that made me think of that Harry
 324 (.) that we don't have the opportunities for it (.)
 325 and going to Kenderby the other day (.) was (.) is
 326 all part of this (.) that (.) I spoke about something
 327 that I'm quite familiar with (.) I didn't overprepare
 328 it (.) and I really enjoyed that experience (.) and
 329 I think that's something that's missing (.) from
 330 what we do
 331 Elizabeth so when you went to Kenderby (.) were you aware
 332 that you had a goal (.) something you wanted to
 333 get across (.) but you weren't sure quite how you
 334 were going to get there? (.) I mean did you know
 335 (.) were you talking to a group?
 336 Vince I was talking to a group, yeah
 337 Elizabeth did you know what you wanted to have achieved
 338 by the end (.) but you just didn't know the direction
 339 (.) you knew where you wanted to get to (.) but
 340 you didn't quite know which route (.)
 341 Vince well actually I planned in the same (.) in the same way that I have
 342 for other °conferences° (.) and I decided after I'd done
 343 that (.) the kind of preparation °that I'm not sure
 344 whether I like° (.) I just d- (.) I made a very conscious
 345 decision that I was going to >throw that out of the
 346 window< (.) and I was going to (.) I was going to
 347 leave that behind (.) an I think that's one of the first
 348 times (.) where in this particular line of work (.) that
 349 I've felt confident enough to do that (.) so I had a-
 350 so the goal shifted from what I wanted to say
 351 to communication and leaving space (.) cos that's the other-
 352 you probably feel you'd had very similar experiences
 353 with- with presentations that you don't leave enough

354 time at the end(.) for that communication stage if you
355 you overburden yourself with things that you feel- you
356 feel you've got to say (.) so I think that's a related factor
357 ° with this kind of talking°

358 Nicholas so that distinction that you're talking about here
359 has already been the basis for action (.) it is that
360 clear for you (.) that you've >been through that
361 process< of thinking "hello I'm doing this planning
362 again" (.) and I'm going to stop and I'll just be
363 prepared (.) so that's a working distinction for you
364 already?

365 Vince yes I think so (.) I think err- with the proviso that there
366 aren't that many opportunities for trying it=
367 Nicholas [yeah [yeah
368 Vince =out (.) the limited opportunities (.) I think I'm
369 beginning to feel that that is the best way forward
370 (.) I look around sometimes y- do (.) you do with
371 your peers (.) and you- as I think I've- I think
372 as a student you were all there in terms of being
373 tutors and subject specialists (.) and I don't think
374 there's a right way to do it (.) there's only a right
375 way for you (.) and that's our philosophy (.) with
376 students (.) everybody needs to find the best way
377 for them to do it (.) and I have strong sense that
378 even in the kind of professional talking that we do:
379 (.) that people will probably have the best way (.) but
380 whether (.) whether everybody in their professional
381 life (.) realises their best way (.) takes the risks (.) is
382 another matter (.) I think some people are better
383 scripted actors and some people are better improvisers
384 and the two things are not the same (.)

385 Nicholas was there some tension earlier (.) when you were
386 talking about student expectations or audience
387 expectations (.) do you also feel a tenseness (.) between
388 A244 the way you want to be and that expectation (.) does
389 that also lead to tenseness?

390 Vince [[can you] (.) [can y]ou ru-
391 Nicholas [[is that someone] (.) [elses]
392 Vince run that through again (.) it's not your fault
393 Nicholas ° yeah no°
394 Vince my brain just went then
395 Harry ° sh-ha hhhh°

396 Vince [I think it's the stage of the day
397 Nicholas you talked about tenseness being produced
398 when you (.) put yourself into this role of
399 being (.) carefully prepared=
400 Vince =mmm
401 that produces tenseness (.) and is there also a
402 tenseness sometimes (.) when you've prepared
403 yourself the way you want to (.) but tenseness
404 is created by this other figure of the planned operator
405 (.) that you feel possibly people will possibly
406 expect you to be (.) or:: part of you thinks
407 you ought to be (.) or is it exactly that tenseness
408 that you're now working on getting rid of (.)
409 sorry that's not very coherent

410 Vince I'm not sure (.) there is definitely the tenseness
411 that comes from audience expectations (.) and I don't
412 think you know what the audience really expects

413 (.) you can go out and talk to a few people beforehand
414 errm (.) you can find out what the group in Turkey
415 in METU is likely to be (.) there are a number of
416 variables that you can be prepared for (.) to- for level
417 but there is probably an expectation (.) for a lot of
418 people (.) that something needs to be planned (.)^othat
419 kind of event needs to be planned^o (.) so that begs the
420 question (.) if it's not going to be are you honest
421 about that (.) do you say (.) I haven't planned this
422 ^oor do you say^o I haven't got a clear agenda (.) I had
423 deliberately not constrained myself (.) how do you
424 say that? (.) it's just something like writing an e-mail
425 you need to get the phrase right to put it in a positive
426 light (.) I don't- (.) if you keep the structure fairly loose
427 (.) maybe you don't need to overtly say anything. (.)
428 Robert my perception of what you've said is that you're a person
429 who prefers to respond on the spot rather than (sh
430) take a plan of action (.) maybe
431 that's your nature (.) maybe that's the way you want to
432 go anyway (.) and is it the case that you see that there is
433 other world which may be better (.) in other words the rigorous
434 planned and stratified one (.) is there a conflict ()?
435 (3.2)
436 Vince I'm not sure (.) I'm not sure if th- it's something
437 that I've (.) that I'm exploring right at this moment
438 and I don't have any strong views on where I should go
439 (.) but I think I've reached the end of my thinking about
440 this matter actually
441 Elizabeth can I just ask you a question?
442 Vince mm
443 Elizabeth when you've planned something rigorously and you decide
444 not to stick to the plan (.) and that was really successful
445 (.) how far do you think that's because you have planned
446 it then thrown the plan away? (.) that you've actually gone
447 through all that thinking in your head first (.) so you feel
448 very confident about it all (.) and you're ready to launch
449 into it (.) I mean does the actual planning (.) that you've
450 done (.) thinking that you'd use it (.) actually give to the
451 then what becomes an unplanned presentation
452 Vince yeah there is an element of that (.) I don't think
453 I've had enough opportunities (.) to try (.) to try
454 these different (.) scenarios (.) there's the highly
455 planned and then the throw it away and don't
456 (.) hope that the structure's still there but I=
457 Elizabeth =or even not hope that the structure is still there
458 Vince I think I haven't moved to the point where I would
459 consider (.) right I'm going to Turkey (.) I'm gonna
460 A300 have (.) I've got the title and I'm going to improvise
461 when I get there (.) I going to (.) my preparation will
462 be reading articles and (.) talking to a few people
463 about that topic (.) and then I'll use that information
464 (.) I mean when you go to conferences y- unless
465 you're on- on the first day (.) one of the things
466 that really impresses me about talkers is when they
467 are able to bring in things that they've recently heard
468 (.) and again that's openness (.) that being open
469 to what other people are saying in the conference and
470 being able to draw those things in (.) in a real way

471 not in a contrived way (.) cos I think there's a little bit
472 of sort of name dropping as well (.) and paying your dues to
473 people giving plenaries(.) that you seem to be (.) I think that
474 that's an element that's connected to that (.) I don't think
475 I have done that (.) maybe it's not a good idea (.) but- but
476 there is one other thing that is related to this (.) is that
477 I've always wanted to write a paper (.) where I get a group of
478 students to (.) to do tasks in different ways (.) they'd be drama
479 tasks probably (.) one with a high degree of preparation
480 and able to have a script (.) and the other one with
481 improvisation (.) a lot of the dissertations that I've had
482 recently like Mary Baggeley's I've thought that would be
483 a nice piece of research to do
484 (2.8)

485 Nicholas when you started you said you hadn't really (.) thought too
486 much about what you were going to talk about (.) and then
487 the topic that you did move into was very related to that
488 opening statement (.)

489 Vince uhhmm

490 Nicholas the fact that you hadn't thought too much about what
491 you were talk about

492 Vince yeah deliberately

493 Nicholas yeah so that the one did lead quite naturally into the other (.)

494 Vince yeah (.) I thought I'd use this opportunity (.) by
495 deliberately not planning anything to say (.) cos I think
496 the temptation (.) I think there's an element of trust
497 as well (.) that- that (.) you walk into a group (.) that
498 we know each other well enough to be able to take that risk
499 (.) but there is always a temptation to think >you know< Christ
500 I'm going to talk to that lot for 30 minutes I better have
501 something intelligent to say (.) and (.) you know (.)
502 what could I say (.) that- I think I have that element
503 to me (.) the egotistical (.) I hope people think I'm >you know<
504 an intelligent person (.) you know (.) that that's always
505 there (.) and that's probably (.) that's also related to my
506 A357 relative newness (.) that (.) ° you have° (.) there is
507 that element (.) I don't think (.) I feel comfortable enough
508 not to- to let that come into play that side (.) but I think
509 it's related (.) this whole idea of planning and being
510 impressive (.) and having a big idea (.) I think for those
511 of us that don't have a big idea we're better off
512 improvising and communicating with people
513 (2.4)

514 Nicholas ha::ving a big idea relates to (.) preparation? (.)
515 I didn't quite get that

516 Elizabeth [°or planning°
517 (0.6)

518 Nicholas sorry t- planning yes (.) having a big idea relates
519 to=
520 Vince =I think in my mind

521 Nicholas [planning

522 Vince there is (.) there may be some relation (.) in that we're
523 under pressure to have a big idea (.) to have a (.) to
524 have a book (.) that's the academic's life isn't it? that-
525 (.) maybe this unit is hhhhhh ha slightly:::different
526 because that's not our philosophy (.) the philosophy
527 is let people theorise their practice (.) work from their
528 context

529 Nicholas [yeah yeah

530 Vince maybe °I'm in a lucky position t- ° (.) I do feel in a lucky
531 position to be able to come in and ramble on like this
532 (.) I think there is an element of trust there which is
533 (.) is important (.) and it's a part of what we're doing
534 (.) this- this session is (.) a session where (.) somebody
535 can come in and have a really highly charged (.) highly
536 planned (.) s- slant on something they're currently
537 thinking about it (.) or people are welcome to come in
538 like me and be totally un-
539 (end of tape – side a)

540 B000

541 Nicholas do you want a break at that point
542 Vince yeah I think I've err exhausted my big idea
543 Emma heh
544 Nicholas I thought the last point you raised there is in fact (.)
545 so interesting (.)
546 Robert it got very interesting
547 Nicholas errm
548 (1.2)
549 Nicholas shall we shift into the other mode there (.) is there
550 anything that anybody here feels that they want to
551 say about themselves (.) relating to what
552 Vince's been talking about (.)
553 Harry yeah I think I can say yeah (.) I can respond to
554 that (.) it's where I live (.) I feel exactly the same
555 (.) planning just gets right up my snout (.)
556 Vince mmm
557 Elizabeth and I'll spend hours and hours planning plenaries
558 so I've got exactly 45 minutes cos that's what you
559 have to have if you've got a plenary plus ten for
560 questions (.) and then not actually look at it at all=
561 Vince =mmm
562 Elizabeth [when I'm doing it
563 Vince mmm mmm
564 Elizabeth but having got the plan (.) I've got the confidence
565 to then do it (.) if I didn't have the plan I'd be::: awake
566 all night worrying about it (.) it would be really high tense
567 (.) so having planned it (.) gives:: me the confidence to
568 then (.) put that down (.) it's there if I need it (.) but
569 I don't use it (.)
570 Robert °that's right°
571 Elizabeth but I only throw it away last minute (.) I don't do
572 what you did (.) *ha* hhhhh
573 Nicholas yes (.) and that's where I live (.) I- I throw the plan
574 away only afterwards (.)
575 Robert I always have to have a plan (.) but if I have a plan I don't
576 use it (.) but if I don't
577 Elizabeth if I don't I'm [so tense] I wouldn't even appear=
578 Robert [I'm finished]
579 Robert =that's right
580 Elizabeth [I'd just run away
581 Emma yeah I- I like t-
582 Harry [I love it when things go wrong=
583 Elizabeth =but that's onl-=
584 Harry =the best ones >have always been when something
585 goes wrong<=
586 Robert =sure
587 Harry not with me or with the equipment or whatever
588 Robert >when fates ta[kes over<

589 Harry [° you° get thrown off
 590 Robert [if we go
 591 back to what Vince was saying (.) about
 592 the dramatic thing (.) when the audience
 593 intervenes (.) and the audience intervention
 594 changes the nature of the event (.) rather
 595 than that you go back to your script (.)
 596 Elizabeth [mmm
 597 mmm
 598 Robert is that what you were saying?
 599 Vince yeah I think so (.) that link with what
 600 Harry has just said is really powerful
 601 for me (.) because I think we live in
 602 (.) live in- like even television values (.) that
 603 that there are the height- y- there's nothing
 604 in-between (.) there's the high production values
 605 and there's the (.) there's the off-the-cuff >you know we're
 606 making< a television programme (.) come over
 607 here (.) get a close up of this (.) it's like living
 608 in a- (.) one is living in the- in the immediate (.)
 609 here and now world (.) where- for me there's
 610 a high degree of honesty (.) and lack of pretence
 611 and I think some people (.) I nearly said it
 612 earlier but I didn't (.) but Harry is the one person
 613 in the group (.) who I felt his lectures are probably
 614 closest to- (.) to the sort of style (.) that I feel
 615 (.) is my best forward
 616 Nicholas mm
 617 Elizabeth ° mm°
 618 (2.2)
 619 Harry ° thank you°
 620 Vince [[it's not]
 621 Harry [[cos I feel as]
 622 Vince it's not that- it's not that I- in- as- and I=
 623 Harry =no no=
 624 Vince =I feel the need to clarify cos it- (.) it's not that
 625 I enjoyed Harry's (.) sessions
 626 Harry [no no
 627 >I didn't take it that way but<
 628 Nicholas [no no]
 629 Harry [when I ta-]
 630 Vince [I'm sure] you didn't=
 631 Elizabeth [()]
 632 Harry =>when I said thank[you I meant< thank]you =
 633 Vince [I'm sure you didn't]
 634 Harry =for responding to my point=
 635 Vince =yeah=
 636 Harry =so what you're saying is- when I said I feel
 637 the same as you do (.) you saying yes I connect
 638 Vince that's- that's [the way]
 639 Harry [()] the lectures yeah
 640 they're just the style (.) yeah
 641 Nicholas yes=
 642 Vince = and when you said things going wrong as well
 643 that the- (.) the working from things going wrong
 644 (.) being open to using things that happen
 645 (1.2)
 646 Harry yeah=
 647 Vince =for me (.) I'm much more able to do that if I'm
 648 not too planned about it

649 Harry yeah
 650 Robert I once heard an interview with the Italian tenor
 651 Gee (.) and he was asked (.) erm Maestro ()
 652 you've been doing this so long (.) of course
 653 you °don't° have the butterflies you used to have when
 654 you were young (.) when you go on stage and so forth
 655 (.) and he says if I didn't have the tension (.) when
 656 I go on stage (.) I couldn't perform (.)
 657 Vince mmm
 658 Elizabeth [mmm
 659 Robert the only thing (.) is:: (.) don't get choked (.) it doesn't
 660 go away (.) it is just part of the act (.) and maybe the
 661 tension is just an inevitable part of the deal (.) you've got to
 662 learn to cope with it
 663 Nicholas it's what keeps you in shape
 664 Harry or not (.) because I don't feel it (.) I mean that's the
 665 difference (.) I don't (.) be[cause of that]
 666 Nicholas [yes you've said] that before
 667 you don't=
 668 Harry =I mean there are occasions when I do (.) but it's not-
 669 Nicholas (.) you see to me there's a (.) there are difficulties with
 670 the statements that you've made there (.) in the way
 671 that I Resonate to them
 672 Harry mm
 673 Nicholas err, (.) the idea of responding when things go wrong
 674 (.) to me (.) presupposes that you had some idea of what
 675 would be right
 676 Elizabeth mm=
 677 Harry =no
 678 Nicholas [and if you had some idea of what would be right
 679 then we're talking about some sort of a (.) a direction
 680 a progression (.) that I might think of as preparation
 681 and (.) my responding to the unexpected (.) say (.) I think
 682 is enhanced when I've set off (.) with a feeling of how
 683 I'm going to go about this=
 684 Emma yes I think t-
 685 Nicholas [I don't have to do all those things=
 686 Emma =yes
 687 Nicholas but my entry into the arena (.) my whole me::
 688 (.) is (.) I think closer to the me-ness (.) I'm much
 689 more myself when I go in with a sense of how I'm
 690 going to go about this (.) I think that's how- (.) I do
 691 think we're only talking about the ways that different
 692 people engage at their best
 693 Vince mmm
 694 Harry yeah
 695 Robert ° but I think that° in fact Vince raised for me
 696 also a very important point (.) in it is this business
 697 of going onto the stage and having audience participation
 698 and (.) I reckon any teacher has to do that (.) a::nd
 699 (.) you go places that you hadn't (.) planned on going
 700 at all (.) and I think it's necessarily so (.)
 701 Harry can I? (.) I think this is something that comes in for me here
 702 is this business about (.) people and getting messages (.)
 703 because I guess the thing about going on (.) it could
 704 be technical, (.) it could be in terms of s- making
 705 impossible something that I thought would be possible
 706 (.) my general plan if you like
 707 Nicholas [uhumm [uhumm=

708 Keith =but I think what I get excited by (.) is that I'm
709 never completely sure (.) when I stand up (.) and I
710 start talking (.) about whether people are listening to
711 me or the message (.) whether we're really connecting
712 (.) and when something goes wrong (.) all of sudden
713 I get that feeling that there's me and the people out there
714 and there isn't anything (.) there's any=
715 Nicholas =there's no message getting in the way?
716 Harry there is(.) no (.) there's no preconceived message (.) there's
717 no preconceived message (.) there's no what they expect to
718 get or what I expect (.) to be getting in the way of (.) my direct
719 contact and my direct delivery (.) of this message now (.)
720 this is very difficult to put this=
721 Nicholas =yea::h
722 Harry okay (.) let me start again
723 Nicholas no (.) that was tremendous for me (.) that's no- that's now
724 made me think (.) is tha::t
725 (1.0)
726 Nicholas damn that's what they were talking about all the time
727 (.) *and is- ha ha that's* that's made me think (.) have to
728 remember what it was (.) is that when I engage (.) there
729 is really only the message
730 Harry mm
731 Elizabeth mmm.
732 Harry yeah,
733 Nicholas it's not me and them at all (.) it's being involved in
734 the message=
735 Harry =that's it (.) that's what I mean (.) yeah >I put it the other
736 way round< (.)
737 Nicholas [it's not what it means
738 Harry [exactly
739 Harry yes (.) it's not me (.) it's not me and my preconceptions
740 or them or their preconceptions (.) it's just the two of
741 us and therefore the message (.) it's just
742 Elizabeth but the message is like it is because of them and the way
743 they react to you
744 Harry but (.) what I'm- the message (.) you see I'm trying to do it
745 here (.) the image of- I gue::ss,
746 (2.0)
747 Harry it's this business of image (.) and medium (.) and- and
748 the something between me and the audience and when
749 B083 something goes wrong (.) it shatters that (.) and there's
750 just me and them (.) and that thing that went wrong
751 and that thing that went wrong (.) (> <)
752 together and I feel very close (.) and the messages
753 that are coming out then seem to me to be genuine
754 and it's not connected with the title of the ta::lk
755 (.) or Harry Sugdun (.) o::r the theme of the conference
756 (.) it's just what we're putting across right now in this
757 (.) at this moment
758 Nicholas yeah (.) I think we're talking about very different things
759 Harry yeah
760 Nicholas yeah::
761 Harry that's why I wanted to know if () what I said
762 earlier on=
763 Robert =are you talking about the event taking over (.) and running
764 itself in some way (.)
765 Harry yeah but more than that (.) I think I'm talking about
766 going back to what Vince said about lectures and the way

767 that they work out (.) I love it when- when someone
768 says something that I hadn't expected (.) or the- whole
769 the [whole bus]iness=
770 Robert [sure sure]
771 Harry =of this- the unplanned (.) it's back to Vince's planned and
772 unplanned (.) it's only through the unplanned (.) hhh I
773 gue::s hhh it's like this (.) in conferences >you know<
774 big names (.) and nodding towards big names (.) I really
775 feel that that gets in the way of so much
776 Vince mmm
777 Elizabeth [mm
778 Harry and there's so many things that can get in the way (.)
779 I'm talking about those moments when nothing's getting
780 in the way, (.) there's just you and the audience and you're
781 connecting in a way that
782 Vince [>'s funny you use that< I was just
783 about to say that everything you're saying to me (.) is-
784 saying to us (.) is about interconnectivity (.) there is=
785 Harry [yeah
786 Vince =moments of- (.) wher- where there is a real connection
787 Harry yes
788 Vince whether it's (.) because there's a mistake or:: (.) or because
789 of something they say that was unexpected (.) but they are
790 moments of interconnectivity
791 Harry [absolutely just- yeah
792 Vince [and- and
793 they maybe there are at the other end of (.) message (.)
794 that if message gets in the way (.) th- there is the message
795 but there is the interconnectivity (.) is not necessarily related
796 to message
797 Harry mmm
798 (0.6)
799 Harry yes (.) I::
800 (1.8)
801 Nicholas I- this- the- I now (.) this is- (.) mmm
802 *ha humhaaa*
803 Harry *ha °he he°*
804 (0.6)
805 Nicholas that was what I was trying to say before
806 this- is- I thin- (.) for me=
807 Harry [or-
808 Nicholas =what I heard you saying was talking about
809 (.) those (.) moments when (.) some unforeseen
810 event (.) takes away the expectations, the planning
811 the preparation, the everything else (.) and allows
812 you to get into real (.) immediate here and now contact
813 with those people=
814 Harry =yes that's what I meant
815 Nicholas yes?=
816 Harry =yeah=
817 Nicholas yeah
818 Harry and that- >and then< Vince's just put that
819 I think more coherently (.) you know the
820 interconnectivity (.) direct contact (.) and
821 I guess what I was picking was an example
822 of what breaks down the barriers that otherwise
823 exist (.) to enable that (.) getting the message
824 across (.) like that
825 Nicholas well- a- (.) well if the last bit you say is- (.) is

826 for me the distinction (.) I'm sorry=
827 Harry =no (.) no get it (.) no no really (.) ° I r-°
828 Nicholas no I he:- yeah (.) because of that connection
829 you feel you can then communicate the things
830 you want to co[mmunicate]
831 Harry [yes exactly (.) exactly
832 Nicholas yes (.) yes
833 Harry [exactly
834 Vince [yeah
835 Harry that's
836 Nicholas [yeah
837 Nicholas and somehow I was feeling (.) well >I'll just have to
838 think a lot more about this because I've never
839 thought it before< (.) but I never thought it before
840 but I was feeling that (.) when I'm at my best, (.)
841 (2.2)
842 Nicholas I don't think there's very much (.) of me or them
843 (.) it's the message (.) it's erm (.) it's those
844 meanings out there in the world (.) and it's
845 very little to do with people (.)
846 Harry arrh::
847 Nicholas *I'm afraid*
848 Vince yeah
849 Harry right=
850 Nicholas =it's not me getting close to them as people
851 it's just hhshh::::::::::wsh (.) it's this
852 Harry yes but the point is when you get that close
853 the this is all there is
854 (0.6)
855 Harry you're not conscious of this being me and th-
856 that being them (.) you're just conscious
857 of a connection (.) and you're talking about the
858 message (.) we're talking about the connection
859 but the:: (.) the thing is the same (.) its
860 Nicholas yeah (.) but I hate what I'm saying
861 Harry oh really (.) oh right >I love it<
862 Nicholas *ha ha*
863 Robert [*hhh ha*=
864 Harry =I- I tell you (.) while we're opening up on this
865 can we carry on in this mode (.) because what
866 interests (.) you know you talking about planning (.)
867 what- what I reckon (.) and messages (.) where
868 that works best (.) and it's usually the case is
869 (.) where I've got a really really simple message
870 (.) and I actually could say it (.) in one sentence
871 but I'm going to take an hour (.) to say it (.) but
872 at some point (.) suddenly (.) but at some point
873 suddenly (.) that message is com- coming across
874 >you know °when you say get the mess-°< (.) just
875 in the right way (.) and that's really the whole
876 (.) it's the (.) the hour is just a way of giving
877 me the opportunity of somehow getting that across
878 Nicholas yeah
879 Harry do you see what I mean?=
880 Nicholas =yeah=
881 Harry =and when that goes across (.) you know it
882 (.) and it only comes through that point of
883 human contact (.) and you can feel it (.) it's
884 visceral

885 Nicholas mmm
886 Harry and sometimes you walk away and you havn't
887 felt it and it's not visceral and you know
888 they've gone away and they've listened
889 to Harry Stephens talk on the subject of the
890 classroom (.) door or whatever (.) looking out
891 and looking in(.) and it's another *hour out of*
892 *their lives gone* (.)
893 Nicholas *half a credit on the err=*
894 Harry *that's the one* (.) yeah
895 Robert that's where you have to distinguish
896 between words and the message (.) I mean
897 the words do nothing for me (.) even
898 the same words (.) and it's creating the context
899 (.) that takes the hour (.) into which (.) in the
900 context of which those words will generate
901 the message (.) because meaning is
902 all in context >()<
903 you have created the meaning and those
904 words there at the end trigger (.) without
905 that context you couldn't (.) words wouldn't
906 Harry right
907 Nicholas the other stuff that I'd like to put out
908 erm (.) is the Briggs Myers (.) the personality
909 B137 index stuff (.) whe::re (.) I don't know if you know
910 it (.) some of us have worked on it °and some of
911 us havn't° (.) it's just that what we've been
912 talking across (.) it seemed to me as were talking
913 (.) a CLASSic (.) erm (.) I P distinction
914 Harry [he ha
915 Nicholas between- you know if
916 (1.8)
917 Nicholas all we do as err- (.) a human beings in one sense
918 is we perceive the world (.) and we make evaluations
919 I mean that's it
920 (1.2)
921 Nicholas and some of us (.) put more emphasis on the
922 on going perception (.) and live from that (.)
923 and some of us put more emphasis on
924 the judgements (.) and we live from that (.)
925 and it seems to me that was what was banging=
926 Harry [mmm
927 Nicholas away when you were talking (.) the need that
928 some of us have to:: (.) leave things loose
929 enough (.) don't block up my perceptions cos
930 I'm here and I'm now (.) and I want to be in this
931 moment (.) and some of us are s- saying look
932 let me just sort out what I'm doing here (.)
933 don't (.) don't just make me > you know <
934 run out there and leap about like an idiot cos
935 I need to be ready
936 Vince mmm
937 Nicholas and I thought that's just what we were talking
938 across (.)
939 (0.8)
940 Nicholas respecting >you know < the differing gifts
941 that we have (.)
942 Harry yeah
943 Vince yeah

944 (1.6)
 945 Nicholas anybody else like to say anything at this point
 946 or I'd like to go back to Vince and errm (.) ask
 947 him to take it up again (.) did anybody else
 948 want to come in=
 949 Elizabeth =I've got one:: thing that isn't actually do with
 950 what we've been talking about directly (.)
 951 but you know the feeling you get when
 952 you are going to (.) talk (.) when you think
 953 the group that you're going to talk to is large
 954 (.) like you think the in-house course is
 955 going to have 16 people on it
 956 Nicholas mmm
 957 Elizabeth and then you walk in there (.) you've only
 958 got six =
 959 Nicholas =hhh ye- ha .hh
 960 Vince mm
 961 Elizabeth and you think I can't engage with this group
 962 Nicholas yes
 963 Elizabeth there's not enough of them to bother about
 964 (.) now why (.) I was trying to think >I mean<
 965 it's happened every time the in-house course
 966 gets smaller (.) I feel (.) I feel that (.) and if you
 967 go to- if you- not many people come to your
 968 session at a conference (.) you prepare for sixty
 969 and maybe thirty come (.) thirty's a lot
 970 but you don't feel it is a lot (.) and oppositely
 971 if three hundred come and you expected (.) sixty or something
 972 then you get more of a buzz (.) is it the idea? (.)
 973 but is that to do with? (.) is that to do with?
 974 forgetting there's an audience out there (.)
 975 and it's just the message
 976 Nicholas well (.) I personally was going to respond
 977 along those lines I think (.) the erm: the smaller
 978 the group (.) the:: more frightened I get (.)
 979 Elizabeth yeah (.) funny isn't it?
 980 Nicholas yeah
 981 Elizabeth if it's a group you don't know
 982 Nicholas *sh hhhh ha yes* (.) the fewer people there are
 983 the more I'm called upon to engage with those
 984 people (.)
 985 Harry yes
 986 Nicholas a:::nd,
 987 (2.0)
 988 Nicholas at the beginning of all those relationships
 989 I always get a bit scared
 990 Elizabeth mmm
 991 (1.6)
 992 Nicholas so there probably is a connection between
 993 that (.) and what I was saying earlier about
 994 (.) the message
 995 Robert for me it becomes a different event (.) depending
 996 on participation size (.) I always see these things
 997 as social (.) events (.) yeah ? (.) and the number
 998 of people determine the kind of social event (.)
 999 that it can be (.) so if there are only five or ten
 1000 people there (.) I go into seminar mode yeah?
 1001 (.) if I find a hundred then it's a different
 1002 (° °)

1003 (0.8)
1004 Elizabeth it's funny isn't it? (.) because it's you
1005 (.) and your message (.) and a lot of individuals
1006 (.) and for each of those individuals (.) you
1007 are hoping that the message is going to
1008 be the same (.) and it shouldn't matter whether
1009 there's 7, 70 or 700 (.) because
1010 Robert y- that [would be to] say
1011 Elizabeth [do you see what]
1012 Nicholas mmm
1013 Robert to say that you'd not changed mode
1014 Elizabeth hhhhh (.) well I can see that you've changed
1015 mode (.) sorry I accept what you say exactly
1016 (.) but it's this feeling of tension (.) buzz (.)
1017 whatever (.) that's what I wanted to explain=
1018 Robert = another worry that I have (.) very often I
1019 talk (.) when I give big public things (.) not
1020 so much here (.) right? (.) I start off by saying
1021 well thank you for spending an hour of your life
1022 with me (.) errm (.) I will try to make it worthwhile
1023 (.) then the question is what is going to be worthwhile
1024 (.) certainly not my message (.)°I mean° we don't believe
1025 in messages here (.) we believe in development (.)
1026 and all we can possibly hope to do:: (.) is that this
1027 bunch of ten or a hundred individuals (.) a development
1028 takes place individually in them (.) they're
1029 individual plants and I'm the gardener (.) and I've
1030 only got a few watering cans (.) it's something like
1031 that (.) cos if anyone takes my words away (.)
1032 they're not taking anything (.) at least this is how
1033 I feel about it (.) including in classes here (.)
1034 doesn't matter how clever I am or anything
1035 that I say (.) all I'm doing (.) all I can hope to do
1036 (.) is to stimulate growth and development (.)
1037 Elizabeth you might be sowing seeds (.) as well as
1038 watering
1039 Robert yeah (.) sowing seeds or watering plants that have
1040 been planted before (.) I mean (.) I don- (.) in one sense
1041 I don't believe in sowing seeds I only believe
1042 in watering seeds that are already there (.) (° and
1043 I think will grow°) (.) but you know I- it depends
1044 on what nutrients I- (.) I- I put the (nutrients) (.)
1045 so in that sense I don't know (.) maybe it's just
1046 a matter of semantics (.) but maybe Harry did
1047 not mean message in that sense
1048 (1.0)
1049 Robert that is a message that can be put down on paper
1050 Harry yeah (.) I didn't have that in mind but
1051 I mean it doesn't matter I think
1052 Robert hmm
1053 Harry connect in terms of having (.) aims (.) higher
1054 aims if you like (° °)
1055 Nicholas due to the time discipline we have I'd like
1056 B206 to turn things back to Vince and errm (.) well
1057 *I just did*
1058 Vince yeah (.) I::
1059 (1.6)
1060 Vince I think it's been useful for me (.) just to clarify
1061 a couple of distinctions (.) this message, interconnection

1062 (.) distinction (.) and when Elizabeth was talking then (.)
 1063 this idea of having a message (.) maybe it's not just
 1064 planning (.) it's pre-ordaining the message (.) is also
 1065 part of the choice for me (.) that (.) that- bei- that
 1066 improvisation (.) is walking into the (.) situation
 1067 to connect and to talk and to communicate
 1068 and the message in that case can't be preordained
 1069 but conferences are designed in- in- terms
 1070 of papers (.) that we predict the message before
 1071 the whole thing (.) maybe that- (.) maybe
 1072 I'm in the wrong sort of (.) I should be in
 1073 colloquia or workshops o:r (.) I do usually find
 1074 that I'm much more interesting °them than papers°
 1075 (.) that's not- (.) that's a development rather than
 1076 a s- summing up (.) I like also that- that distinction
 1077 (.) erm
 1078 (1.6)
 1079 Vince remind me what that distinction was you raised
 1080 ((looking at Nicholas)) (.) J and P
 1081 Nicholas ahhh: (.) between the::, perceiving and the judging (.)
 1082 Vince ye::s (.) I think (.) I'm going to think a little bit
 1083 more about this idea of interconnectivity (.) and
 1084 perception of where people are (.) and what
 1085 they want to say (.) and responding in the instant
 1086 and (.) judgment (.) I think I'd like to think about
 1087 that a bit more
 1088 (2.4)
 1089 Vince it's been useful for me (.) thanks
 1090 Nicholas okay shall we stop?
 1091 Emma thank you
 1092 Harry [thanks
 1093 Robert [thanks Vince
 1094 Nicholas yeah
 1095 ((Tape is switched off))

Case 2

GDM26.10.98

**Elizabeth as Speaker:
Lexical chunks**

001 Harry saying what's in the news, yeah
002 >it's a good idea actually<
003 Nicholas (Elizabeth walks in and says) can you have video films
004 that actually move, show a piece of film
005 Harry unfortunately - well I suppose you could
006 Elizabeth because I saw the most wonderful sight Sunday
007 afternoon, was the River Kent was in spate and
008 and the salmon were leaping up its waterfalls
009 Harry eeeeeoooooh there you go
010 Elizabeth [and I was thinking it would
011 be wonderful to had all the autumn colours and the
012 Harry [naa, you got something like
014
015 that * of Mali and believe me you don't want that
016 on it's [one of those]=
017 Elizabeth [a little bit of] video a little bit of video
018 Harry = vivid orange red jobs
019 Elizabeth [like just and when three tree four leapt together
020 an one feel back and splatted on the rocks
021 Nicholas [sounds wonderful yeah
022 Elizabeth it was an absolutely primeval
023 Harry great
024 Elizabeth and I have loved- it was- was so good I' d
025 just love to have it all on my screen (.) with all the
026 autumn wind and the colours blowing the trees
027 going over the waterfall as well=
028 Robert =well you provide the video it can easily be done
029 Harry yeah
030 Robert certainly a still photo
031 Elizabeth [yeah they've only got a week to run
032 apparently
033 Harry =uhhhh, right
034 Elizabeth I only thought about this for ten minutes last
035 night (.)> at about midnight<, so I haven't kind of
036 prepared and my first feeling was when I thought
037 'oops' it's Tuesday tomorrow was this is the first
038 session that we have actually done that has been
039 based on:: (.) err:: a specific:: >sort of< researchy topic so I
040 wasn't quite sure how to do it, (.) so I thought I
041 (hh)would , ((trying to put down chair)) >doesn't go
042 down any further does it?<=
043 Robert =no=
044 Elizabeth =I- *hhhaa ha* mmmm, (.) I'd like to go through
045 (.) very quickly and speed me up if I'm to slow(.) a
046 kind of chronological process of where I started at (.)
047 with the landmarks and turning points along the
048 way (.)just to:: bring you into the>kind of< flow of things and
049 the excitement (.) mainly ups but <you know> a few
050 downs of what I've have been trying to do(0.6) ummm
051 and there have been about three turning points in
052 in the last six months or so ummm (.) I'd
053 like to (.) vaguely outline those (.) and then (.) ummm (0.8) ask
054 you:: whether you think (.) or just how you feel about
055 what do you think a good way ahead would be (.)
056 I've got three pieces of data just to show you (.) not
057 to actually analyse (.) but just to put you into the
058 picture of what I have been doing (.) and one:: actual
059 piece of data which I've had Tom's feedback on
060 but I'd really like your feedback on as well (.) is that

061 okay?
062 Emma mmmmm
063 Nicholas what was the::, <sorry I guess that was the last
064 thing you said maybe> (.)so the (.) the goal for you out of
065 the session would be(.) to tell us where you have
066 been coming from for the last few months to get
067 here (.) what the GOAL for you (.) is to get feedback (.) on
068 these piece of data?
069 Elizabeth (072) Ummm (2.2) yes (.) and I guess I wanted to share
070 the process with you (.) so that you would (.) recognise
071 if you:: heard anything at a conference or read any
072 student's:: work (.) that would actually feed into it (.)
073 right? (.) so that you would be consciousnesses raised
074 towards what I'm trying to do (.) so that: if you heard
075 of anything or saw of anything that might be
076 useful (.) or had a student, (.) like Harry passed on as
077 student to me because it seemed they were doing
078 something up my street
079 Nicholas right! so it'll be (.) for us to have much more
080 insight into your work
081 Elizabeth [yeah I think- I
082 think that's one of my goals (.) because I'm sure if
083 you had a bit more insight then you could all help
084 me just standing in the corridor saying < 'oh' by the
085 way I had an idea about so an so> (.)° for example°
086 Robert so there is a watershed between as Understanders
087 and us as contributors?
088 Elizabeth (1.0) yeah=
089 Robert first we understand
090 Elizabeth yes I think so (.) I'm not quite sure <as I said> I
091 don't quite know how it's going to work out (.) but I
092 think (.) ygs! the goal will be:: (.) I'll tell you what I
093 intend to do (.) what I would like to do (.) with my
094 research time this year (.) and I would like (.)
095 (088) feedback on that (.) how to do it (.) given- (.) what
096 you know is in store for us ° this year°
097 Nicholas Uh huh
098 Elizabeth is that OK? (0.6) ummmm (5.2) I've bought
099 a few illustrative things with me (.) because I thought
100 it was easier just to show you something rather than
101 talk about it <at some time> errm .hh (.) okay (.) so there
102 might be little bits of silence (.) ummm OK (.) I started off
103 being reaa::lly aware of the importance of CHUNKS of
104 language (.) ummm (.) when I was working on the
105 NU-CORP project (.) following a lexical syllabus (.)
106 so a chunk that I remember thinking about is the
107 'the thing is' (.) but we don't think about saying 'the
108 thing is' (.) it is a >sort of< subliminal chunk (.) we use it all the
109 time and no one ever teaches it (.) and this seems to me
110 the:: (.) whole problem (.) in a nutshell (.) that we use
111 chunks subliminally (.) no one ever puts them on
112 syllabuses (.) and ssoooo only your - the
113 learners in acquisition rich environments actually
114 ere get to pick up then up naturally (0.6) and then they
115 often don't appear in textbooks (.) so this was the start
116 the of my interest (.) in lexical phrases or chunks or
117 whatever you like to call them (3.0) ..hh the first real
118 turning point was reading John Sinclair's >Corpus
119 Concordance and Collocation< chapter 8 (.) which was

120 there he made the distinction between (.) people
121 comprehending (.) he now says also composing (.)
122 comprehending discourse (.) by (.) ummm (1.0)
123 through either idiom principle or open choice
124 principle (1.5) it works better for me if I think
125 composing discourse (.) so that (.) open choice
126 about principle is like the view of language where
127 there's a slot and filter (0.6) where you kind of think
128 'right' we've got to have a subject and a verb and
129 an object and there is various sets of Lexis that
130 you can put into each slot so that at any point in
131 the discourse ah- .hh anything would go (.) and in fact
132 what happens (.) in discourse is that are very few options available
133 (3.0) ummm (.) so that (.) we tend to speak and e-also to write in
134 erm hhh in chunks that are already fabricated in our mind
135 (.) there are the stages at which open choices work
136 (.) or are needed (.) but there are also stages where our
137 whole precomposed chunk is available (.) we just
138 write it or speak it in one go:: >without even thinking
139 about it< (3.0) ummm (2.0) John Sinclair calls it
140 idiom principle (.) I think that's misleading
141 because it's nothing to do with idioms really its to
142 do with pre- fabricated or semi- fabricated
143 chunks (.) ummm (.) but idiom is a good word
144 because it gets teachers going (.) teachers love
145 idioms (.) the problem with idioms is that they are
146 very very rare and they occur only once in every one million
147 words or < something like that> (.) students love
148 learning them, (.) but erm then tend to overuse them
149 (.) and I thought if we can popularize lexical
150 chunks as idioms have been popularised we might
151 be getting further with helping people learn
152 languages (.) and the problem is how to do it (1.0)
153 Nicholas (121) Could I just check an idea with you there
154 then? (.) perhaps the last point especially (.) that
155 ummm (.) the- the excitement that I thought I heard there (.)
156 was this idea of (.) taking the idea of the lexical chunk (.) and
157 managing to represent that (.) to teachers in such a way that
158 will generate in teachers (Elizabeth: yes) the same enthusiasm
159 (Elizabeth: yes) and excitement (Elizabeth: yes) that they
160 have from the idea of teaching idioms
161 Elizabeth yes, yes, yes=
162 Nicholas =yeah that's the buzz
163 Elizabeth [yes yes yes=
164 Nicholas =yeah=
165 Elizabeth absolutely
166 Emma but there's also from research point of view a
167 (128) difficulty and therefore a challenge (.) of finding
168 out what (.) because these chunks are subliminal
169 (Elizabeth; yes) (.) of finding out what (Elizabeth; yes) they
170 are (Elizabeth; yes) or what – what yeh=
171 Nicholas [yes yes
172 Emma =and so that's still a challenge for you (Elizabeth yes)
173 and- but its interesting for that reason=
174 Nicholas =yes=
175 Robert =do you think you think we can in fact find out
176 what these are?
177 Elizabeth ummmm (.) can I come onto that?
178 Robert yes
179 Elizabeth because that's what I'll be leading through to

180 Robert °yeh°
181 Elizabeth .hh (1.5) okay (12.0) .hh one reason why I think teachers
182 might be interested in finding out what they are is
183 because(.) reports from various student dissertations
184 that I've read (.) and other people as well (.) have found
185 that oral examiners tend to mark higher and examiners
186 of written (.) term papers give higher grades to
187 students who use lexical chunks without actually
188 knowing what lexical chunks are (.) so even if
189 their grammar is up the creek (.) even if their
190 open choice grammar (.) is not particular good (.)
191 if that student has used a lot of lexical chunks (.) they
192 usually get quite high marks in oral exams and in
193 written exams (.) and this has been- (.) we've had
194 various students who have written about this
195 thing (.) so that I find exciting (.) and that's something
196 that motivates teachers <you're students will get
197 better grades> if they- it- it- they are a marker of
198 fluency (0.6) and are rewarded even if examiners
199 can't actually (.) pick them out explicitly they seem to
200 be aware of the fact that .hhh (.) hhh these students
201 are fluent and in the:: research that's been done
202 looking at the recorded tran- the transcripts of
203 their work (.) there's a far higher incidence of lexical
204 chunks in the writing- writing of students
205 who are highly graded (.) and in the speech of
206 students who are graded highly (.) than students
207 who are low graded <so there seems to be> a
208 definite correlation there (Vince: mmm) it's
209 interesting (3.0).hh ummmm (.) in writing they seem
210 to impress members -(.) if you want to belong to an
211 audience of particular genre- oh hang on (.) in order to
212 gain entry into the membership of a particular s-
213 ESP genre (.) you need to you know the
214 language and you- (.) basically it boils down to
221 knowing what the common collocations are:: (.) and
215 how the frameworks are built up within that
216 subject (.) and (.) it seems to me from looking at (.) ummm
217 (.) bits of (.) discourse that it is nearly all (.) it's not so much a
218 question of open choice grammar (.) it is nearly all a question of
219 knowing the phrases that that go with that genre (.) so to gain
220 entry into a discourse community (.) knowing the right chunk
222 seems to be a great help (.) at least you can kid people that
223 you know all about the subject if you can talk about
224 it using the right words (.) even if you don't (.) at least
225 this an assumption I've made (.) but it does seem to
226 be the case from - and that's fairly heresy (.)
227 (161) I haven't done any research on that.
228 Nicholas can I check that again? (.) the idea that
229 there are (.) certain phrases (.) lexical chunks,
230 prefabricated units, (Elizabeth : mmm) (.) which are in
231 some sense genre specific?
232 Elizabeth =yes lots=
233 Nicholas and signal membership of=
234 Elizabeth =yes yeah=
235 Nicholas where that specificity would not depend on (.) a
236 particular lexical nub (.) we're not talking about
237 what could be more easily defined as a- as a word that's
238 genre specific <you are saying> there's something

239 about the whole unit (Elizabeth: yes) which is (Elizabeth:
240 yes) specific in [that sense ye]ah=
241 Elizabeth [yes yes yes]
242 = I mean there will obviously be words that are higher on an
243 ESP word list in frequency
244 Nicholas [yeah [yeah
245 = but that's not the point you were making=
246 Elizabeth = that's not the point I am making
247 Nicholas and that those lexical:: (.) units (.) chunks or
248 prefabricated (.) stems >or whatever< would not be
249 (.) defined by the presence of those (.) words (.) there
250 something elks going on=
251 Elizabeth =yes
252 Nicholas [that defines them yeah?
253 Elizabeth yes
254 Robert [yes yes
255 Elizabeth would you agree?
256 Robert yeah!- (.) yes this is [good keep going keep GO]ing!
257 Elizabeth [yeah OK I'm wondering (.)]
258 whether
259 Nicholas <Robert's not here[to agree!>]
260 Elizabeth [no no I'm]just
261 Robert [I- I he hehe haaa haaa
262 Emma [ha ha haa haa
263 Robert this is err err this is the right stuff (.) yeah? I'll come
264 in later hhhha ha
265 Elizabeth right OK (.) so when I actually got in - en on
266 my sabbatical (.) when I got into reading seriously
267 about this (.) ummm (.) I discovered that there
268 were something like - >in fact this is only half of
269 them< that many numbers of w- ways of labeling
270 lexical chunks (.) and that different researchers call
271 different things by different names (.) there was-
272 and it's- they are very very very slippery
273 beings (2.0) .hhh ummm (2.0) my other key quote
274 <found a nice blank page for you> is a quote from
275 Widdowson which is ((read aloud)) communicative
276 competence is not matter of knowing
277 rules for the composition of sentences (.) it's
278 much more a matter of knowing a stock of
279 partially pre- assembled patterns (.) formulaic
280 frameworks (.) and a kit of rules (.) so to speak (.) and
281 being able to apply the rules (.) to make whatever
282 adjustments are necessary (.) according to the
283 ° contextual demands.° <this is going back to Sinclair
284 open choice> (.) so communicative competence in
285 A185 this way is essentially a matter or adapt- adaptation and
286 the rules are subservient
287 Robert what's the date?
288 Elizabeth of this? (.) >dunno< (.) ummm (.) I've got it on my
289 reading list (.) err I've lost the end of the quote (.)
290 ((reads again)) the rules are:: not generative but regulative and
291 subservient (.) eighty nine=
292 Robert =that's (.) early
293 Elizabeth [yeah
294 Robert that's early (.) yes=
295 Elizabeth =I don't know whether he would still believe in that
296 but it's nice [of describing] people that]they're=
297 Robert [<I tell you also?>] do::]
298 =you see a difference between this and the Becker which is that

299 >you drew my attention< to the Becker
300 Elizabeth yeah
301 Robert is he saying anything different?
302 Elizabeth (3.0) well Becker certainly talks in terms of
303 partially pre- assembled patterns, (.) formulaic
304 frameworks,=
305 Robert = exactly (.) exactly (.)I think it's exactly the
306 same thing
307 Elizabeth [it's exactly the same
308 Robert that was ninety seventy five
309 Elizabeth yeah I've got the Becker quote here too (.) Becker
310 says >I can't use this in-< in ermm (.) conferences
311 anymore because everyone- no-one knows what a
312 swatch means (.) they all think its a Swiss watch
313 (2 voices?: mmmm) Becker wrote in seventy five
314 ((reads)) I suspect that we speak mostly by
315 stitching together swatches of text that we have
316 heard before (.) productive processes have a
317 secondary role of adapting the old phrases to the
318 new situation (.) so that's your idiom principle
319 and open choice (.) > the open choice<
320 grammar comes in when you have
321 to adapt (.) you choose the tense of the verb or
322 the mood (.) in order to:: (.) in order to hhh=
323 Robert = °I like the French ones°
324 Elizabeth [add it together (.) the French
325 are lovely!
326 Robert the others ones I don't kn [ow
327 ? [t=
328 Elizabeth ['expression
329 freejai' (.) .hh (2.5) okay (.) ummm (.) so hhh (.) the other
330 problem I had researching (.) was that and I still have this if
331 I'm going to write anything up on this (.) it's a terrific
332 quagmire (.) and maybe I don't need to but (.) ermm::
333 (.) that resear::chers have all classified things
334 differentially (.) for slightly different purposes (.)and
335 so it's really difficult to draw parallels or links
336 between their work (.) hhh (.) very few of them are
337 suitable for pedagogic purpose(.) even Natt- Nattinger and
338 de Carrico (.) I mean they wrote that in (.) eight four or
339 something? (.) ninety fr- (.) ninety two (.) ninety two (.)
340 ninety three (.) and it never caught on- hasn't caught on (.) and the-
341 the way that they do it just doesn't seem to work- it
342 doesn't seem to be accessible for teacher trainers-
343 it doesn't seem (.) to be pass downable to the >sort of< pedagogic
344 (scene) (.) so I thought there must be another way
345 of trying to do this (.) and that's what I've been
346 looking for (.) ermmm (.) Lewis has tried (.) but
347 Lewis's attempts are vastly unsystematic and
348 unsatisfactory (4.4) .hhh (.) ermm (.) okay (.) can I just
349 define what I now think I mean by lexical chunk
350 Harry (3.0) Can I just- can I just <sort of> clarify where
351 we've got <if that's OK with you?>
352 Elizabeth yes
353 Harry at the start you said you were really excited
354 because this was the key (.) in terms of language
355 learning and success (.) and you know- success in
356 using language °sorry° (.) a key (.) and then you <sort
357 of> went through:: err work that'd been done on it (.)
358 and now you've got to really the nub of your

359 research <this is what I wanted to clarify> (Elizabeth:
 360 mmm) which is really (.) to find (.) a way (.) of translating
 361 what is understood (.) into terms which
 362 are pedagogically usable for teachers (.) and that's really-
 363 that's really what we're looking at (Elizabeth: yes) I just wanted to
 364 clarify that that's (Elizabeth: yes) what we're actually- that's of
 365 the focus of your research (.) 's not lexical chunks as such (.) it's
 366 the key it's the translat- er- (.) it's giving teachers a
 367 way of accessing that yeah?
 368 Elizabeth (224) [and giving syllabus designers a way
 369 of putting them on syllabuses
 370 Harry right (.) right (.) so it's not just teachers(.) it's
 371 syllabus designers >as well< (.) so it's a way of
 372 describing (.) that will work for syllabus de- designers and
 373 a way of <if you like> explicating that will work for
 374 teachers?
 375 Elizabeth yes (.) yes(.) yes yes
 376 Harry [yeah (.) okay thanks (.) I just wanted to get that-
 377 Elizabeth yes (.)
 378 and (.) one th- thing that made me very excited was when I
 379 read (.) ermm (.) various (.) people's estimates of the
 380 proportion of text that is probably made up of
 381 lexical chunks (.) and of course it varies tremendously
 382 (.) in a research article it varies from (.) ermmm
 383 introduction to conclusion (.) ermmm (.) in spoken it
 384 varies (.) er- I mean- native speaker spontaneous is
 385 far higher (.) it's something like sixty five (.)
 386 seventy per cent lexical chunks (.) in particular
 387 situations (.) but in planned situation where they're
 388 reporting that (.) will be far lower (.) so >I mean< huh
 389 there are estimates, guesstimates (.) ermmm that (.) err
 390 between <sort of> thirty five and sixty five
 391 seventy per cent of some interactions (.) are made up
 392 of ermm (.) strings of words(.) <this is were the single
 393 definition comes in> (.) ((reads)) {a string of words stored in
 394 the memory as a item} (.) they can be:: (.) retrieved
 395 and used (.) as a single chunk as it stands or with
 396 minimal adaptation (.) in other words (.) there are
 397 sometimes slots in the middle (.) that can be
 398 changed (.) or in frames there are words at the end (.)
 399 that can be changed but the basic chunk (.) the frame (.) is static
 400 ((Computer sound)) [be brr bu
 401 Robert and you're referring to (.) things like tense and
 402 pronouns which are substitutable within a chunk
 403 like that >but it's still the same chunk<
 404 Nicholas ummmm (.) yes (.) very often they're grammatical
 405 choices
 406 Robert [it's tweakable (.) it's grammatically tweakable
 407 it=
 408 Elizabeth [sometimes they're (.) sometimes they're grammatically
 409 tweakable (.) sometimes they are not=
 410 Robert =yeah
 411 Elizabeth ummm (.) some[times they have an environ]ment =
 412 Robert [does that correspond]
 413 Elizabeth = which is favoured like ' set eyes on' is
 414 nearly always present perfect tense and
 415 it's nearly always 'on her' or 'on him' (.) [interestingly]
 416 Robert [you mentioned]
 417 Elizabeth (.) so there are favoured grammatical environments
 418 so that's a very loose one but there are

419 other far tighter ones=
420 Robert = you mentioned de Carrico does this correspond
421 with their canonical and non- canonical contrast?=
422 Elizabeth =>yeah roughly< (.) no sorry (.) no it doesn't (.) because
423 some- like 'by and large' is non- canonical (.) it doesn't make sense
424 grammatically =
425 Robert = it's also non- tweakable
426 Elizabeth it's also non- tweakable
427 Robert [so it would correspond in that sense]=
428 Elizabeth =>yeah suppose it would< (.) yeah (.) .hhh in speech-
429 phonologically they nor:mally form phonological
430 units (.) spoken without hesitation (1.2) they tend to
431 come out as a chunk (.) except when there's a
432 word that can change the end of it (.) there's
433 sometimes a little pause there (.) and someone
434 else suggested the internal grammar is often>you know<
435 redundant (.) to know the meaning of the chunk
436 you don't need to how the internal grammar
437 works
438 Nicholas [uhh huh
439 Robert absolutely
440 Elizabeth that's caused a lot of erm ((she taps her papers)) academic
441 aggro that one
442 Robert [ha haaa haaa:: he
443 Elizabeth [okay::
444 so, (.) ermmm there seem to be general consensus
445 there are far more variable chunks then there are
446 fixed chunks (.) .hh ermm (.) so on other words (.) chunks
447 with odd words that - with a class word (.) >like< 'the
448 thing is', 'the fact is', 'the point is'. (.) where there is a
449 class of words that go in (.) and they are all (.) they're nearly
450 vocabulary three items (.) and they're all to do with 'fact', 'point',
451 'problem' (Nicholas: mmm) okay
452 (.) erm (.) so looking at the grammar of
453 class (.) in conjunction with- (.) with that kind
454 of chunk is also very useful (.) which we'll talk about at
455 the end (.) and (.) to go back to what Emma was picking
456 up (.) identification is really problematic (.) .hhhh ermm
457 and there are two ways of identifying, 'by intuition',
458 or by computational analysis (.) and I've started off
459 with intuition (.) because at that point
460 there were no p-(.) programmes apart from wordsmith
461 >which only does a little bit <(.) there were very few
462 programmes available which could actually get
463 hold of and say which is are the most common chunks
464 so looking at intuition which is what most teachers have to use in
465 the classroom (.) ermm (.) I did this about over a 100 times with
466 various (.) ermm groups of (.) whenever I did a talk or lecture
467 <when I was invited out to do a talk or lecture> I did the same
468 piece of data (.) and I got the whole audience (.) having explained
469 what a chunk was (.) I got the whole the audience just to
470 go through (.) a piece of data (.) ermm it's mainly
471 spoken (.) there's a little bit of written in the
472 middle (.) .hh ermm <let me have a look at that> Robert
473 knows it I think (.) ermm aannnd to circle what
474 they thought were the (.) chunks (.) whether they were
475 variable or not variable (.) and I did the same bit
476 of data <sort of> about a 100 times and I got
477 between ermmm (.) with ermm and I split it up
478 according to native, (.) non- native, ermm non- native-

479 specialised, native- specialised and so on (.) because I
480 thought there would be a difference (.) I hypothesised
481 there would be a difference between native and
482 non-native recognition (.) because in my first in-
483 house group where I did it (.) there was a definite
484 difference (.) but that seemed not to be the case (.) the
485 case was whether they had actually known about
486 lexical chunks before hand (.) if I gave a seminar on
487 lexical chunks they could get more (.) .hhh ermm (.) they
488 found far more (.) than If I just explained what they
489 were and gave them some examples (.) the difficulty
490 was (.) the range (.) that in any one group there'd be
491 people finding 7 chunks and people finding 70 (.)
492 so the range is the problem (.) .hhh even with more
493 specialised people (.) the gap was smaller (.) but it was st- it went
494 from say between 20 and 70 (.) so your average
495 teacher in the average classroom (.) if they're told
496 look here's a nice text (.) let's pick out the chunks
497 (.) some classes might have a teacher who's good at
498 it (.) and they'd get a far richer (.) ermm (.) awareness
499 raising lesson or <you know> they get a far richer (Nicholas:
500 mmm) source (Nicholas: mmm) than *they would if*
501 *teachers* didn't see them (.) and so this was a big
502 problem (.) ewrrmm (.) inter::estingly:: someone (.)
503 Elsie Roberts has just done the same with her
504 data (.) seven linguists (.) all whom know about lexical
505 chunks (.) and she got a surprising degree of
506 consistency (.) so it does seem to be (.)
507 people with an awareness of what they are (.) do get
508 much closer (.) .hhh ermm and it does seem to be
509 improbable (.) by an hour seminars on lexical chunks (.)
510 but that's all, but it's obviously not happy (.) it's
511 not a happy situation as far as syllabus design or:: (.)
512 teaching's concerned (.) ermm so my next move
513 was actually to try and find a way of doing it by
514 computer and finally (.) ermm managed to find Marti
515 of NU-CORP (.) now this is where I had to join
516 up with Donald because I was using Newchester
517 university research time and money and so Donald
518 and I got together thought about the best way of
519 doing it talked to <what's his name> Jeremy
520 Clear and after two months he finally managed
521 to write a program for us that would do it so get
522 brought ermm he (.) he we decided that we would
523 retrieve from the NU-CORP spoken and written
524 corpus separately (.) ermm we started with what
525 he calls 'four grams' or in other words four word
526 chunks (.) every word in the chunk is from to
527 10.000 words of English (.) <in other words> we
528 don't have any chunks that have one word that's
529 outside the top 10.000 words (.) we thought that
530 would be a good cut off point (.) we had to pick
531 something otherwise it would have been an
532 enormous programme (.) and he had finally
533 managed to and this was the breakthrough that
534 he has actually finally managed to (.) ermm (.) get
535 a list of the most frequent chunks in different types
536 of data (.) which I've photocopied for you but
537 > now I've lost <(.) ermm, (.) oh can I say also that
538 I ran that test also with a piece of ESP text which

539 Robert will recognise data from Financial Times
 540 corpus (.) and we got the same kind of range on an
 541 ESP text that's just a sample of some data I got (.) so
 542 looking at the chunks in the text itself (.) a
 543 tremendous range of ability to pick them out (.)
 544 ermmm (5.6) so what we got (.) that was the- (.) that
 545 was the data where people found between 7 and
 546 70 chunks, (.) and this err (.) please excuse the
 547 scribbles because I couldn't find a fair copy (.)
 548 this is an example of the list of- (.) this is the top 200-
 549 200 odd (.) chunks that actually came out of
 550 the NU-CORP written corpus (.) I chose written
 551 because I thought that might be more valid to
 552 what most of you are doing (4.2) ermm (.) the written
 553 corpus com - is novels (.) and masses and masses
 554 of newspaper stuff (.) Okay so (.) in our search
 555 for ermm finding a way of identifying chunks
 556 this goes at it from a different angle (.)angle (.) I
 557 mean the problem (.)with the problem with this is
 558 do we <L now get teachers to learn them all these
 559 which is obviously not the thing to do L> ermm
 560 but (.) ermm how do we classify them how do we
 561 categorise them? (.) in an acceptable way so that they
 562 are accessible to teachers and learners (2.2) because
 563 it's all very well to say ermm okay <the end of
 564 the> and a little bit of further down you find at
 565 'at the end of' and a bit further down you find 'end of
 566 the day' (.) ermm (.) so we all recognise that 'at the
 567 end of the day' is one of the most common six word chunk
 568 that exists in the written corpus (.) ermmm
 569 Emma (363) [can I just ask
 570 Elizabeth [do we
 571 then- do we then (.) how do we teach it?
 572 Emma before we go on to the next bit can I ask
 573 you a question about what this means to you ?
 574 (Elizabeth: mmm) <so to speak> what the- what the
 575 ermm (.) NU-CORP computer exercise(.) what the
 576 outcome of the NU-CORP computer represents
 577 ermm you said it (.) it takes- it is selective (.) it's
 579 criteria for selecting chunks (.) is that all:: (.) all 4 words
 580 in the chunks must be (.) in the (.) among the most frequently used
 581 words <you know> without considering whether
 578 they are a chunk or not
 582 Elizabeth yes (.) yes yes=
 583 Emma =yes (.) so ((coughs)) (.0 so that given that presumably
 584 so:: (.) so how does that tie in for you (.) with err (.) what
 585 you were saying about (.) subliminal storage and er-
 586 production and that sort of thing
 587 Elizabeth mmm,
 588 (4.8) I think it might (.) he::lp (.) f we looked at it from the
 589 teachers point of view (.) in the classroom (.) thinking
 590 (.) if we can think some way (.) to help teachers
 591 recognise what the most common chunks are (.) and
 592 what the most common patterns in the most
 593 common chunks are(.) then they're more likely to
 594 recognise similar ones (.) or ones that fit into both
 595 classes (.) when they see them in written text (.) of hear
 596 them in spoken discourse
 597 Robert what do you think would be advantage (.) of
 598 being able to do that?

599 Elizabeth of teachers being able to do that or syllabus
600 designers being able to do it ? (.) that they would be able
601 to highlight them to students and say this is useful (.) learn
602 it (.) and it may be a question of having >like you
603 have a vocab book< you have a:: (.) a phrase book
604 Robert but my question is why do you think it would be
605 useful (2.2) or don't answer=
606 Nicholas =I understood Elizabeth's answer to have been that it
607 would be useful (.) because if teachers could
608 A396 recognise these most useful chunks (.) then
609 the learner's attention could be drawn to these
610 most useful chunks (.) and that that would increase
611 the amount of affordance available in their context
612 (.) and that as far as method of learning is concerned (.)
613 it might be as crude as saying rather than having a
614 vocab book, (.) here are some useful chunks you
615 want to learn
616 Elizabeth the other thing which I haven't said (.) so you- (.) I
617 intended to say right at the beginning (.) when you
618 are actually speaking spontaneously or writing
619 fast (.) you don't have the chance to compose
620 word by word by word so if you- your syllabuses
621 are grammar on the one hand and words on the other (.) to take a
622 very extreme case (.) you've got all your words (.) you've got
623 all your grammar (.) it takes it takes a hell of along time to slot and
624 filler assemble them (.) if you've got to get your sentence in your
625 head (.) before you start writing it down (.) or before you
626 start saying it (.) I'm sure that is why Japanese
627 students are very slow > to say something< (.) because
628 they make their sentence first and they say it (.) so
629 that if you can teach students larger units and
630 make them aware of what can be ermm generated
631 what can be slotted into those units (.) they then
632 don't have to- (.) they don't have to compose from
633 scratch all the time.
634 (0.4)
635 Robert am I allowed to relate a little incident
636 with somebody (.) between me and somebody who is
637 416 very well known to everybody here (.) and when I
638 raised this point with him (.) why doesn't one teach these things?
639 he says 'there's' thousands of em (.) you can't teach them all=
640 Elizabeth uhmm (2.0)
641 yes=
642 Robert = do you know who that was
643 Elizabeth ermm (.) <it is probably Donald>
644 Robert Eh haa ye:ssssha:::
645 Elizabeth but he's- (.) that's based on other research as well (.)
646 mean there are (.)
647 Robert *ha ha*
648 Elizabeth this is only this is only the top thousand and they
649 are only I mean they are occurring hundreds of
650 times
651 Robert [yeah how many do you think there are=
652 Elizabeth =absolutely no idea (.) because I mean that's how
653 long is a piece of string =
654 Robert = ten to the power of?
655 Elizabeth I have no idea (.) because (.) it depends on whether you
656 want them all from the top ten thousands words
657 (.) or whether you were going to include words from
658 the top two hundreds thousand or what (.)

659 there's an awful lot
660 Harry [is there (.) >I mean<
661 are we into giving- you know exchanging ideas or things like
662 that (> <)=
663 Elizabeth =there's just one thing I want-
664 there's just one thing that I wanted to say first
665 421 is that in order to: (.) in order to for people to
666 recognise them (.) and break them down and organise them is
667 for learners (.) what I tried to do is make a pedagogic classification
668 of lexical phrases (.) and this is nothing to do with a research
669 classification (.) ermm (.) which is done for analytic purpose (.)
670 this is something which I thought students could relate to (.) I did a
671 survey around teachers (.) just an informal survey round teachers
672 and I tried lots and lots of different ones (.) and in the end I went
673 back to something that Butler had worked on and it was basically a
674 Hallidayan three-way thing (.) I don't want to go into the pros and
675 cons of it (.) but the pros of it are::: (.) that if you've got topic
676 related chunks (.) they may not be in the top (.) most
677 frequent ones (.) but if they are related to topics
678 that students are keen on talking about (.) they need
679 to know what those chunks are (.) cos they've got a personal interest
680 they need to know (.) in their subject area (.) what you are like
681 talking about or writing about (.) how you can get good at writing
682 about that topic (.) so there are topic related chunks (.) umm (.) so I
683 did this three way classification - (.) I did this three way
684 classification which I thought I'd give you (.) cos this is where now
685 I'm at (.) I've got the three- I've got this - well actually
686 its four way (.) because the bottom left hand corner
687 umm is a ragbag (.) so this is just a neat ummm
688 (.) this is- this is just an attempt to get written with
689 examples- to put examples into this- (.) into that sort
690 of hierarchy (.) and the categories I broke down
691 I got from various students assignments and
692 looking dissertations, there are about six Norton
693 students involved in this (.) an::d looking at what Lewis and
694 other people had done outside Norton and these
695 categories seemed (.) to be few enough to be:: (.) just
696 about memorised- memorise – memorizable?(.) yeah (.)
697 ermm (.) but enough broad (.)- inclusive enough to
698 include most of the chunks that we met (3.0)
699 so my present, (.) what I am doing now is going them (.)
700 through the lists of the most frequent ones (.) and
701 trying to classify them according to this classification (.)
702 to see how they work (.) and what types of chunks
703 are the most common (.) and on the train last week (.) I
704 did a little breakdown of ermm chunks- chunks
705 that are generally to do with time that are
706 notionally to do with time of some kind (.) they're
707 definitely the highest in the data(.) coming in at
708 about 45% I think(.) no sorry I've got that written
709 down somewhere ermm, so (.) yes (.) so generally
710 towards - err time sorry 18% (.) err place place
711 position like at the edge of on the brink (.) and this is
712 metaphorical position as well as physical position
713 ermm would be about 12% of all chunks there are
714 in the top thousand (.) quantity about 10% (.) and a
715 lot of (.) most of the (.) in some of the (.) ermm (.) err
716 chunks relating to people like the chief minister of
717 Justice, (.) Prince, (.) Prime Minister (.) Member of
718 Parliament (.) that kind of chunk (.) about 4% (.) some of

719 course could be time either time or place you can't
720 **Tape** tell within this context (.) .hhh and some like 'at the end of
721 **B-side** the day' ermm are not actually time (.) physically
722 time (.) they are:: to see that (.) to identify (.) whether it's
723 a metaphorical use (.) erm or not (.) so I just thought
724 there might be (.) and this is basically where I'm at
725 now (.) I am working through the lists to try to see
726 whether this breakdown works (.) and I keep
727 asking teachers to feed back (.) on this (.) and I've
728 only had two lots of feedback so far so I'm stuck now
729 because I don't know whether teachers will
730 like this or whether it it'll just go down the same
731 way as Lewis and Nattinger and de Carrico have gone.
732 (1.0)
733 Nicholas I'd love to invite you to speculate (.) project <a
734 bit more into the future> about what you think is
735 coming next (.) where [is it gonna go]=
736 Robert [where is this] leading
737 to that's right
738 (3.6)
739 Robert mmm
740 Elizabeth (4.0) where I'd like to go?
741 Nicholas yeah
742 Elizabeth ummm (.) who was that Norton student who wrote
743 about vocabulary organisers
744 Harry (.) err someone in Norway
745 Elizabeth yes someone in Norway it was (.) Vince Ch=
746 Harry =°language teacher°
747 Elizabeth [well (3.0)
748 for the students who like keeping a vocabulary use
749 book (.) and that's probably about less than half in
750 the class (.) if they could be persuaded to keep a
751 vocabulary book which (.) ermm under these kind of
752 breakdowns (.) under these functional and topical
753 breakdowns (.) they would I think (.) start picking
754 up additional chunks they could slot into those
755 classes (.) and realising frames (.) realising a sort of
756 frame there are even more useful words that I can
757 use with this frame (.) so in other words (.)
758 recognising frames or stems (.) chunks that have
759 erm a slot that can be filled (.) (S: mmmm)
760 recognising what those are and what class of word
761 goes in them (.) and that (.) should generate (.) a far::
762 larger (.) use
763 Nicholas (1.0)
764 so beyond that (.) >if I'm getting this right> beyond
765 your original::
766 Elizabeth [that's one=
767 Nicholas =suggestion that it might just be vocab book (.) learn
768 these phrases (.) what you're now suggesting is
769 that=
770 Elizabeth = a very well organised vocab book
771 Nicholas [yeah [you're now suggesting that- (.) if
772 students (.) could first of all have these phrases
773 pointed out to them (Elizabeth: yes) (.) and given a way or
774 organising them (.) (Elizabeth: yes) they might start
775 through that initial having been led (Elizabeth: yes) so
776 to be able to recognise and categorise (Elizabeth: yes)
777 phrases themselves (Elizabeth: yes) (.) so that it would be (.) it
778 would be a new- a- a new kind of learner training

779 strategy (Elizabeth: yes) building (Elizabeth; yes) and so
 780 does that relate to you to the question (.) that Robert
 781 paraphrased from Donald?
 782 Elizabeth yeah (.) there are so many of them (.) what do you
 783 do? (.) yes that's right! (.) mmm
 784 Emma =yeah aa=
 785 Nicholas could you say some more about that?
 786 Elizabeth (4.0)
 787 were you going to say something about that
 788 Vince I was going to:: but I (fade to mumble)
 789 Elizabeth =no go on
 790 Vince (.) errmm
 791 Elizabeth [cos I'll come back to that in a minute
 792 Nicholas [yeah
 793 Vince I was just interested (.) you talked- you talked about
 794 it- you concentrated on intuition and (.) statistical corpus
 795 analysis but you also mentioned a third way of- of
 796 recognising chunks which was intonation (.) but
 797 you didn't talk about that as much- you didn't
 798 talk about that as much (.) you didn't pick that up (.) do you see that
 799 as a future (.) something (.) that teachers can work with (.) at (.) in
 800 the classroom?
 801 (3.0)
 802 Elizabeth it is interesting you paused at the open pauses (.) the open pause
 803 there (.) open choices urhmm (.) .hhh I haven't researched (.)
 804 ummm (.) I don't know of any research that does and I haven't
 805 done any research into the phonological aspects (.) of (.) *now I am*
 806 (080) *thinking of how I am talking about it it's terrible* (.) .hh urhmm (.)
 807 I would have thought that they'd be an awful lot of chunks (.)
 808 phonological chunks that are not necessarily (.) ummm highly
 809 frequent (.) ummm highly frequent pre- fabricated
 810 chunks (.) for one thing is they might be just be
 811 high frequent for that person (.) because that's
 812 because they're into that topic or into that subject
 813 (.) I don't know (.) I mean I have absolutely no idea
 814 (.) because I would imagine (.) that we'd need
 815 quite a lot of research to find out<I mean> now
 816 we've got the frequency lists (.) and we've got
 817 the same for spoken as well (.) it would be really
 818 interesting to get some onto do some phonological
 819 research and actually see whether the chunks that
 820 come up without pause (.) are on this list (Vince:
 821 mmm) I mean it could be done (.) yes I hadn't
 822 thought of that
 823 Robert there's a=
 824 Elizabeth =as a way in
 825 Robert there is a book I have been reading recently (.) not
 826 ummm who sates categorically (.) there is now
 827 or which does have what in French is called 'La
 828 Presiatif' (.) that is you cannot utter a word
 829 without a value (.) which you are putting on it (.)
 830 in other words all words are tunable (.) and
 831 there's no such thing as an untuned word except in
 832 the mind of a foreign language learner
 833 Elizabeth except for exit when it's a sign or something
 834 Robert that's it (.) this was written in 1929
 835 Elizabeth mmm
 836 Robert but it is very frequently quoted (.) these days (.) but
 837 I think that relates to (.) to that which is one of
 838 those things it's yo- you- your slot fillers that you-

839 you- if you have your slots and you have words to
840 fill them (.) you can't get that (.) there is no room
841 for it
842 Emma (103) can I go back to what you were saying about erm
843 communicating with teachers? (.) because you're
844 talking about how err previous work on (.) lexical
845 phrases doesn't hasn't you fell successfully
846 communicated with teachers (Elizabeth = mmm) <I mean>
847 could you tell us > a bit more< about how you see this (.) your
848 framework (.) communicating with teachers=
849 Elizabeth = to go back to Nicholas's question about what I see
850 happening in the future (.) if I could get enough
851 data on- and actually get people to use that
852 particular breakdown (.) I mean it would take a
853 little bit of training (.) I'm sure (.) that would have to be::
854 (.) it would have to be done through training (.) so
855 you'd have to train the trainers (.) hhumf (.) and at
856 the moment having just spend the weekend with
857 two Cert- Cert examiners < there doesn't seem
858 to *be much hope of sort of Trinity College*
859 *Diploma trainers actually being interested in*
860 *anything like this* > (.) I don't know <
861 Emma cos I am right in thinking that the idea is that if I
862 was um (.) teaching if I had been working with
863 this reasonable long text that people had been
864 reading or something and I decided that wanted
865 to do some focused work on lexical chunks (.) then
866 what I could do:: ask is ask is (.) well myself (.) and the
867 students (.) I could ask people to do to do two tasks
868 one to:: (.) isolate what they thought might be chunks
869 (.) and then secondly (.) which for them would be a
870 way of remembering the letters (.) I assume trying to
871 say where in this frame work they might go
872 Elizabeth ummm
873 Emma =that's the kind of work [I cou- (.) could do::]
874 Elizabeth [ummm but that they]
875 find very difficult (.) but saying how many
876 phrases expressing time can you find in this
877 passage (.) because that's specific and they
878 have to think time and you can say > you know < right (.) any
879 concept of time (.) or how many phrases actually
880 express position (.) go through and find those (.) then
881 you start building up classes and then you can do
882 a structural breakdown (.) so that starting point of
883 a notion or a function seems to have be- (.) >for a
884 consciousness raising activity< (.) seems to have
885 been far more useful <I mean> (.) I only ask
886 teachers to identify chunks cos- (.) just cold (.)
887 because I just wanted to see if they could (.) but I
888 would never do it in a class.
889 Harry right err
890 Elizabeth [it's too broad and too many
891 people fail (.) you know some get seven some get
892 seventy on the whole it's demotivating for most of the
893 class.
894 Nicholas mmm mmm
895 Harry [can I ask a question? (.) its-er (.) ur uh urrm (.) these
896 chunks >as you say are all over the place< (.) have
897 you [actually looked (.) at](.) is there- is there such a=
898 Elizabeth [there's another *on hu hh*]

899 Harry = thing as umm a chunk rich text (.) I mean have you
900 looked into the possibility of chunk rich text
901 Elizabeth [yes [yes =there are
902 Harry (129) = there are and have I mean are you talking
903 Elizabeth [there are some gen- some genres which I ask that
904 is in terms in pedagogic terms (.) having chunk rich
905 texts:: (.) to work with (.) are err obviously> you
906 know< starting point]
907 Robert [don't read T S]Elliot=
908 Elizabeth (0.5) that's right
909 Robert =[there's not much in chunks
910 Elizabeth right eerr errr
911 Harry [right right
912 Elizabeth gh some student Simon Wintert wrote in (.) Simon
913 Winter from err (.) and he said I've just been
914 reading Shakespeare and he's full of the damn things
915 < he said:: hhh haa:: he]HA:: >
916 Robert [yeah yeah yeaahh=]
917 Elizabeth =and he sent me a little bit of Shakespeare with
918 these circles round it (.)°I mean° .hhh=
919 Robert =but maybe they've only become chunks since
920 ?? yeah
921 Nicholas [Hamlet
922 Harry [huh haa
923 Elizabeth <I mean> when he started composing maybe he
924 liked the sound of these words (.) so he bunged them
925 in all the place (.) maybe they just happened to be
926 the right kind of iambic pentameters or whatever
927 he wrote (.) was it> <iambic pentameter?>
928 Robert yes
929 Elizabeth umm (.) with the Hanover group I just opened the
930 first thing I could find cos I was in a hurry and I
931 found that text (.) the ecological text (.) and I thought 'gosh'
932 in the five minutes before the lesson what I
933 ought to go through to see if I can find any chunks
934 in it (.) and- and do them according to this frame and I did
935 and at the beginning of the Hanover group session
936 they found sort of six or seven chunks and by the
937 end it they went through again and they all got
938 terribly excited because they realised that (.) chunks
939 build up as you go through an ESP text (.) and
940 what is not a chunk in the first sentence becomes a
941 chunk (.) half way through the article
942 Robert (144) = oh very nice (.) very nice (.) absolutely nice
943 Elizabeth and because they didn't know anything about are
944 the topic to start with (.) they hadn't recognised
945 that a lot of them topic specific chunks and they'd
946 learnt them by the end of the course and they got
947 every so excited by it (.) it was wonderful (.) what
948 was supposed to an hour's seminars went on for
949 two because they wouldn't go home (.) cos they
950 kept seeing more chunks in it (.) so you've got the
951 non-chunk one and you've got the chunked one
952 (.) ummm (.) and then kind of chunk - well
953 spon-n- spontaneous native speaker recording
954 of tasks on familiar subjects (.) are rich (1.8) ummm
955 (.) native s- planned native speaker tasks (.) are
956 not rich because if they've had time to plan them
957 (.) they actually use a far greater lexical; variety (.)
958 variety of Lexis (.) far wider range of Lexis and there

959 are far fewer chunks (.) this is something that has
 960 been done by Pauline Foster so looking at the
 961 difference between planned and unplanned (.)
 962 interactive discourse (.) when they've been given ten
 963 minutes to plan what they are going to say <there
 964 are> far fewer chunks in native = speaker that
 965 are in non- native speaker and yet with learner it's
 966 exactly the other way round and when the
 967 learners have to do it spontaneously (.) ummm it
 968 was basically word word word and very few
 969 chunks (.) the only chunks - a lot of chunks came
 970 out were I am agree and they were you know non-
 971 standard chunks a lot of them were non- standard
 972 chunks (.) don't know (.) I think (.) loads and loads of I
 973 think errm and when they had time to think
 974 about it they actually remembered things that
 975 they could say and they had more chunks than in
 976 unplanned (.) when they were planned so that's an
 977 interesting observation and I don't know quite
 978 where it takes you (.) but I think it takes you that
 979 you want un- you want recordings (.) spontaneous
 980 recordings (.) if you're r- - if teachers are teaching
 981 oral communication (.) of a spontaneous nature
 982 (1.0)they need to hear lots of recordings that are
 983 they spontaneously recorded without too much
 984 planning time by native speakers (.) if they want
 985 to increase people's vocabulary perhaps want also
 986 to have the same task done (.) after planning because
 987 they'll get a far wider range of vocabulary
 988 Robert Elizabeth (.) the kind of classification that you're an
 989 attempting here (.) would it make any difference ?
 990 (170) (.) if you included single words as well as
 991 compounds in that classification ? and you also called
 992 your swatches and your chunks simply lexical
 993 items (Elizabeth: mmm) because do you want a separate
 994 classification system for single word lexical items
 995 and multi word lexical items (.) might reduce it=
 996 Elizabeth = not really the (.) was it errmm Schiffrin (.)
 997 discourse markers
 998 Harry yeah Schiffrin
 999 Elizabeth (.) she was single word discourse maker and two
 1000 or three (Harry; oh yeah) or four so <I mean>
 1001 (175) a lot of these functions can be (.) a lot these functions here (.)
 1002 can be expressed by [one word (.) but]
 1003 Robert [that's exactly ri]ght therefore the fact that
 1004 they've got many [words iss:: (.) is it ()?]
 1005 Elizabeth [in fact some word become]one word like
 1006 nevertheless has become one word
 1007 Robert [exactly right [exactly
 1008 Elizabeth [but you know I've had to draw w
 1009 the line somewhere (.) so I've drawn the line that I'm
 1010 looking at larger word chunks - hardly two words chunks
 1011 I'm looking at larger word chunks
 1012 Emma and presumably=
 1013 Elizabeth =on the whole the two word chunks look after themselves
 1014 words like 'of course'=
 1015 Emma = I see
 1016 Elizabeth [it's the longer chunks that need [kind of (.) a kind of]
 1017 Emma [yeah that's you're]
 1018 pedagogic assumption (.) is that
 1019 Elizabeth [yes it may not be right]

1020 Emma [but (.) yes but it seems] to be at
1021 least >at some common sense level <(Elizabeth: mmm) that people
1022 (.)umm because of the other aspects of the way they're taught
1023 (.) deal better with (.) well < I don't know if better's the
1024 right word> but (.) are accustomed to dealing with single word
1025 lexical items (.) but need to extra help (Elizabeth: mmm) to
1026 (Elizabeth: mmm) regard multi- word (.) erm entity (Elizabeth:
1027 mmm) as a lexical item (Elizabeth: mmm)
1028 Robert this might be a pertinent answer to Harry's question about
1029 where is all this going? (.) because it's not in our pedagogic
1030 (panoply) to consider multi- word (senmaikos) say the
1031 words (.) or would that be against what you've been doing
1032 Elizabeth?
1033 Elizabeth no I mean I think in the exploration of this (.) errmm (.) if
1034 teachers can explain things (.) well (.) we have another way of
1035 saying that and that's a single word (.) fine (.) hhuuu (.) hhh like
1036 (192) because or:: subsequently or with the result (.) I mean grouping
1037 those together functionally <I think> could be useful.
1038 Nicholas you used the (.) (little) collocation a while back and I've been way
1039 trying to recall (.) the larger context and I can't but there're
1040 something about the when you were talking about
1041 identifying chunks or categorising them (.) you talked about
1042 (.) different notions and functions (.) and I wondered if <you
1043 know> and that collocation itself is a very (.) rich and
1044 resonant one in the < *history of what we do* > (.) notions
1045 and functions (.)
1046 Elizabeth ummm
1047 Nicholas and I wondered if there's anything more that you have to
1048 say about the relationship between notions and functions (.)
1049 and:: (2.2) the kind of creation of chunks that you're working
1050 °with here°
1051 Elizabeth (5.0)
1052 when I talk to teachers about how they thought it was best
1053 to classify them (.) errmm (.) partly because I've been
1054 having an argument with Donald about (.) he reckons it's best
1055 to classify them structurally, grammatically(.) erm I was
1056 trying to find out how the teacher would like them
1057 classified(.) they seem to be happy working on (.) kind of
1058 functional (.) sometimes it's a function transactional type
1059 stuff <you know> I'll see you later or whatever (.)some -
1060 I mean and different various notions of time or position or
1061 whatever (.)uyrrmmm (.) it just seemed to be for them (.)
1062 they thought that students would find it easier to grasp and
1063 then in fact I think then (.) you would go through once and
1064 you've picked up a whole load of phrases about position (.)
1065 you might then look at it structurally to say okay which
1066 have the words of in (.) which ones have the word too (.) and
1067 ones then classify- subclassify those according to structure
1068 pattern and then looking at the links between pattern (.) you
1069 and know the pattern- gram- and stuff (.) looking at the links
1070 between patterns and notions 'n but that's something that I
1071 really want to get into (.) nut I just haven't had time to do (.)
1072 my main problem at the moment is trying to is - I just
1073 haven't got mmmm (.) and I can't see how to find a load of
1074 teachers and a load of texts and a list of things and say
1075 look (.) just go away and try this out in the classroom and see
1076 if it works (.) because I haven't got that far (.) I haven't got that
1077 interface going yet (.) I haven't written for teachers to say
1078 look (.) this is what chunks are (.) this is what they can do (.) this

1079 is why they're important go away and try this and report
1080 back and it was partly an attempt to go through the literature
1081 (.) and it didn't fulfil any function
1082 Nicholas [what we need is
1083 a sort of ELTJ sort of article (.) that does those ideas ()
1084 Elizabeth [yeah [yeah yes because
1085 the other people have done the applied Linguistics side of it
1086 (.) although what I would like to do is write a synthesis of
1087 all that (.) because it makes it - it's incred - I did a
1088 paper for BAAL that I haven't written up either (.) looking at
1089 applied linguistics side and the problems because no piece
1090 of research has been done according to the same labels and
1091 the same terms but that's not actually what I am interested in
1092 (5.5)
1093 but I don't know if you can suggest (.) any ways
1093 forward and my other problem is what to do with these
1094 general chunks (.) and the only(.)thing that I can think of (.)
1095 there is a lexical syllabus where you classify by the word (.)
1096 some of them might fit - <I mean> they might fit in all
1097 the verbs like reporting verbs or something (4.5)
1098 a word like even (.) it some in so many different chunks
1099 but they could be any of these but somehow it's easier to
1100 identify by the word(.) even
1101 Nicholas mmm
1102 Elizabeth (.) so you've cross - you've got hhh
1103 hummmpha you've kind of cross categorising going on as
1104 well (.) dunno if it's bad but (.) it's not clear cut (.) and
1105 some of these could fit into two categories quite easily
1106 Robert (6.0)
1107 I can only say that I'm very disappointed that you decided
1108 not to offer this for doctoral research (.) but ermm=
1109 Elizabeth =ha ha haaaaa
1110 Robert [next year (.) next year I want to book you to
1111 talk to my little crew that I'll assemble
1112 Elizabeth (1.0)
1113 I haven't done enough yet
1114 Robert erh I
1115 Elizabeth [cos it's either not academic enough or I don't remember
1116 the academic bits because I haven't actually written them up
1117 (.) and this is one problem I've got <L in a lot of what I've
1118 done with L> hha haa hee=
1119 Robert [what [what I'm =what I'm trying
1120 to say is don't make it more academic for the moment (.)
1121 it's on:: exciting lines(.) it's absolutely (.) for me <if I'm
1122 allowed to at this stage (.) am I allowed to make evaluative
1123 comment > at this stage?
1124 Elizabeth =yeah as long as I can add to them
1125 Robert [call master ha ha ha
1126 Nicholas I haven't been acting as a callmaster
1127 Robert great (.) ummmerr absolutely if I could sort of let my
1128 absolutely encouragement burst forth (.) I really think this
1129 is absolutely on the right lines on the right direction
1130 Elizabeth = you see my worry is that it's not academically even done
1131 respectful to write up for any academically respectable
1132 journal because I haven't the correlation for the figures that
1133 I've got for the recognition pair and I haven't had time for
1134 the statistical analysis
1135 Robert [ee hh ee err I-I-I- don't think that matters
1136 Elizabeth and neither is it
1137 worked out enough for the other=

1138 Robert [it is it's the design that you've got in mind it's
 1139 the foresight (.) it's where you want to go (.) I think that's the
 1140 important thing you can always bash the argument into
 1141 (267) shape with a little help from your friends (.) later (.) but you can't
 1142 nobody is going to help you get where you've got to (.) in
 1143 the first place you've got to set your tr - I think it's
 1144 absolutely in the right direction it's in parallel with a lot of
 1145 developments
 1146 Nicholas but it is also quite singular isn't it- it seems to me (.)
 1147 ? (?)
 1148 Nicholas singular (.) I mean there - I go - I'm just agreeing with
 1149 Robert there's a clear individual contribution (.) albeit in parallel
 1150 with other people but saying different things
 1151 Robert it's just that
 1152 Nicholas [but I agree with Robert that-
 1153 Robert yes
 1154 Nicholas I mean I really do agree with Robert that given where your
 1155 thinking's got to and how far forward it is (.) making the
 1156 273 argument that gets you more academic is (.) that's the just=
 1157 Robert = the easy bit (.) yeah (.) that's the easy bit (.) absolutely (.)
 1158 Nicholas [intertwining those bits and
 1159 filing in those bits (.) isn't it?
 1160 Harry yeah
 1161 Robert I do it with other students all the time (.) bit I can only do it
 1162 if they've got =
 1163 Several ()
 1164 Harry the real challenge is to make a sense of it all for teachers
 1165 <I mean that's what it all boils down to> and that's the
 1166 challenge it's a much bigger challenge than just going
 1167 back to the academic=
 1168 Robert = the exciting thing about that (.) there is a lot of people on
 1169 this wavelength (.) but not pedagogic in the way that Elizabeth has
 1170 spelt out (.) that's the exciting thing
 1171 Elizabeth [you see my big
 1172 worry at the moment is that Michael Lewis is overtaking
 1173 me on this he's written a couple of books on this and they
 1174 are highly unsystematic (.) he has nothing because he has got
 1175 a lot of- of very clever and interesting and good
 1176 methodological options and techniques for teaching chunks (.)
 1177 but no:: - nothing about how you do recognise the things
 1178 in the first place and nothing about systematic coverage of
 1179 them in syllabuses (.) but at his last presentation someone said
 1180 'he's' got your three way breakdown now and I thought 'oh'
 1181 shit he must have (.) you know he must have picked that up
 1182 <from somewhere >
 1183 Robert but I don't think
 1184 that's his strong point
 1185 Elizabeth [so he's using something that's like that
 1186 now but without understanding it and I find that really worrying
 1187 (0.6)
 1188 Elizabeth so I - you know (.) people keep asking me to write it up
 1189 for MET what is it Modern English Language teacher or something
 1190 like that (.) and I don't want to write it for them (.) I want to
 1191 write it for more academic research
 1192 Robert [no it's not a MET thing
 1193 Nicholas no no
 1194 Robert you are asking much more fundamental issue and I think
 1195 there absolutely the right questions (.) it's certainly
 1196 changeling and when you put words on the one hand (.) slots
 1197 on the other (.) put'em in (.) it's completely untenable from
 1198 what you're saying (1.0) there has to be

1199 another way (.) I'm quite sure of it
1200 Elizabeth sometime that's tenable (.) sometime you have to do that
1201 Robert for a different (.) for a different reason (.) can I point to one or
1202 (292) two things in my reading that you might like consider (.) one
1203 of them::
1204 Elizabeth I think Emma might be bursting=
1205 Robert =ahh sorry
1206 Emma no (.) I'm sorry (.) I'm just trying to get handle on where the
1207 sessions gone (.) ah- we've changed mode completely (.) haven't
1208 we?
1209 Elizabeth [yes we have that's
1210 Nicholas [well (.) what I was wanting
1211 to say is that (.) Eliza[beth actually said she]wanted
1212 Elizabeth [I'm sure the time is up]
1213 Nicholas to be at the B'ham university at 4 o'clock
1214 Elizabeth four fifteen
1215 Nicholas erm was it four fifteen? okay that's right (.) err
1216 Elizabeth I shall put my bag in a taxi because I'm not going to cycle
1217 through this Sound of heavy rain outside
1218 Harry that's music
1219 Elizabeth can we have your can we have your what - what I'd like is
1220 your
1221 Emma [it is twenty five two
1222 Emma it's twenty five two (.) yeah
1223 Elizabeth [<I mean> for me (.) as in evaluation of the session give
1224 me the readings afterwards written down Robert (.) erm it has
1225 (300) been very useful because it's made me think about more
1226 where I'm going it's given me another insight into (.) if
1227 there's any other student anyway that want to do
1228 phonological analysis (.) it's a shame we don't have a module
1229 on that (.) but that would be another way of looking at it (.) and
1230 I think it's deepened my resolve to do something more with
1231 it
1232 Emma I don't know whether we're going to have the part of the
1233 session where we contribute something from our own
1234 experience (.) but my
1235 Emma >doesn't look like there's enough time <
1236 Elizabeth [I'd like there to be - no
1237 Vince I think we'll have to perhaps have a (.) a clearer time next time
1238 so that we can do that we have twenty minutes at the end where
1239 we can do that
1240 Nicholas yeah well
1241 Elizabeth [I talked too much=
1242 Robert no not true
1243 Vince [no that's not it I think it is important to have somebody
1244 Nicholas [the most important part of
1245 the session for me were the last two things that you said (.)
1246 because in- in the space that we allowed you (.)°to actually talk° (.)
1247 if those are the feelings you came out of then I think that's
1248 tremendous (.) because in my own heart (.) then that's what these
1249 sessions are about (.) the place where you will take your ideas
1250 to the feeling that you will get to at the end of 'oh' I feel a
1251 new commitment to this and (.) I've got this new idea
1252 now (.) that to me is what it's all about (.) the- (.) I've got an awful
1253 lot of frustration about the session as a whole (.) but erm I - it
1254 crossed my mind as we started that it might have been worth
1255 trying to remind ourselves what we were trying to do and
1256 where we've got to before in the session
1257 Elizabeth [well this is why I wanted to talk to you
1258 [between the] staff meeting and this=

1259 Nicholas [but we never did] [yeah
1260 Elizabeth =what I wanted to talk to you about that
1261 Nicholas [I mean we stumbled through there
1262 was no setting up
1263 Harry NO (.) so it makes it interesting
1264 Nicholas and (.) nor have we timetabled a session to come back and
1265 listen to bits of the tape and talk about it from that point of
1266 view which is a=
1267 Elizabeth = I was wondering whether we could do that (.) errmm=
1268 Vince [have another session?
1269 Elizabeth and have a tape (.) little hhhh (.) it's going to mean time for
1270 someone but to just use bits of the tape to spark
1271 Vince well (.) I'll do that (.) I mean
1272 Elizabeth [to spark thing off
1273 Vince there is no reason why I can't do that (.) make this one of the
1274 first tapes that I work with so I could do it
1275 Elizabeth [cos I mean I'd really really like hear your - what
1276 it sparked off in you::
1277 Nicholas there are two issues then (.) or >at least two<(.) I mean one is your
1278 desi::re to have our ideas coming in
1279 Elizabeth [yes which is purely
1280 selfish and greedy °an-°
1281 Nicholas [well no that's what the group for
1282 isn't it
1283 Elizabeth uhh uhh
1284 Nicholas it's not what these sessions were set up for (.) but it's a the
1285 perfectly valid request from the group to have those as well (.)
1286 there's that on agenda isn't there there's the agenda of what nature
1287 do we want our exchanges and contributions in these sessions (.)to
1288 be (.)ummm and then there's also the issue of Vince wanting to
1289 make this a more formal (.) research issue
1290 Emma sorry (.) this session?
1291 Nicholas no this discourse (.) that we never talked about
1292 Emma mmmm
1293 Nicholas more largely as an explicit agenda (.) item (.) yeah is that right?
1294 Harry if I've understood Vince there (.) it was more about the
1295 division (.) er- maybe I misunderstood (.) my understanding of that
1296 (.) I mean this is to clarify
1297 Emma [layer upon layer
1298 Harry [it was
1299 more about it was more
1300 about that-that-that if I've
1301 understood it correctly (.) there needs to be that chunk of
1302 present and there needs to be a distinct difference (.) a marker (.)
1303 a changeover
1304 Emma [and then when Nicholas said what he said I
1305 changed my mind actually
1306 Elizabeth [what I wanted to do:: was like you started Reflecting (.)
1307 right? (.) and that was really good and actually when I- in ten
1308 minutes last night when I just scribbled down a few things last night
1309 (.) cos there's a lot I left out and had to scribble down the things I
1310 wanted to put in (.) >because I didn't want to get sidetracked from
1311 the things knew I'd have to leave out right<.hhh and I'd actually
1312 marked pause point for (.) Reflection down (.) but then I- I didn't I
1313 mean I'd actually thought this is the time I will say 'right' stop
1314 Robert .hh this is why I asked is there a watershed because after
1315 (354) Elizabeth's introduction I felt that we needed to establish the rule (.)
1316 how much listening versus how much feedback
1317 Elizabeth yeah >and this what I wanted to talk about< to you before

1318 Robert [and [and [I think
1319 Emma has pointed out the fact that there wasn't a clear (.)
1320 watershed in fact
1321 Emma I was attempting to point to the fact that I felt that discourse
1322 that we had towards the end of the session was quite
1323 different to anything we've had in the previous GD meeting
1324 Robert yeah
1325 Elizabeth [mmmmm
1326 Emma in as much as it was actually evaluative feedback on what
1327 Elizabeth had said=
1328 Nicholas =yes
1329 Emma and erm I-I'm not the person to say whether or not that's
1330 appropriate (.) but I think that's something that we should at
1331 least talk about
1332 Emma yeah
1333 Elizabeth [mmm
1334 Vince we can do r=that in the next session (.) if we make the session
1335 partly a reflection on our views and a chance for Elizabeth to say
1336 more (.) and maybe in the second part where we actually talk
1337 about the kind of discourse an-
1338 Harry (365) yeah >talk about what we're doing<
1339 (.) to come up with goods we need a watershed (.) we need to
1340 know where they are(.) moving from one to another and today
1341 it's clearly- (.) it is the first time we didn't talk about it and it's
1342 gone (.) all sorts of directions=
1343 Vince =interesting directions
1344 Harry [which make it very interesting to look at
1345 Robert but the you mark the boundaries
1346 Vince [I think it will
1347 Harry in that sense it's ideal
1348 Elizabeth [I certainly found your Reflections very helpful
1349 Nicholas that's interesting
1350 Elizabeth right
1351 Nicholas yeah
1352 Elizabeth and I had intended there to be more of those (.) well I mean I
1353 had envisaged (.) no not intended I had envisioned-
1354 envisaged that there would be more of those
1355 Harry but they came at the start (.) it was noticeable that that's what
1356 you were getting at the start (.) and then at some point there
1357 weren't there any more
1358 Nicholas (373) [well my difficult was that you know <I thought> from the
1359 very beginning (.) many of the (.) interactions were not of that
1360 type (.) right from the beginning there were from different
1361 people's agenda::, (.) they were evaluative::, (.) they were
1362 Harry [°ah right° [right [ah that's
1363 interesting
1364 Nicholas ['yes' that's good Elizabeth you carry on ,they were::, (.) - so the
1365 idea of there being a watershed between the two (.) I was having
1366 difficulty with from the very beginning (.) because I didn't
1367 think we actually started in that mode
1368 Elizabeth [maybe we should
1369 just do it again=
1370 Harry yeah maybe we need to clarify yeah if there is a watershed
1371 Nicholas [ha ha ha ha ha
1372 Elizabeth [ha ha ha ha
1373 Emma [and I h- ()
1374 Nicholas >I mean< we had a structure and I think we just need to decide if
1375 we want to go back to that structure (.) be reminded of it, (.) that
1376 structure or:: have a different structure
1377 Elizabeth I think to be reminded of it

1378 Emma [yeah
1379 Elizabeth but the evaluative said is also important (.) because that's
1380 (4.0)
1381 or maybe that should be a separate session
1382 Emma well I thought that's what we'd agreed that GD =
1383 Nicholas [yes
1384 =meetings were not evaluative (.) that they were about trying to: (.)
1385 a person trying to go through their own development assisted by
1386 Reflection and Understanding and, (.) and I think it would be (.) and
1387 I wonder whether (.) if if <I'm sure> if you say that right from
1388 the beginning many of the contributions were not like that I
1389 bet there at least two reasons for that (.) on reason might be:
1390 a that a person making person- made an evaluative
1391 contribution because they felt that was that they were
1392 supposed to be doing at that point (.) and another thing is that a
1393 person made an evaluative contribution by mistake (.) *hh because*
1394 *it's long time since we've done this together*
1395 Nicholas [its is long time since we've done this together
1396 Elizabeth yeah that's right
1397 Emma I'm talking for myself here (.) I can't remember (.)but I myself I
1398 remember making a statement that I meant (.) intended as
1399 Reflect and as I heard myself I thought that it wasn't that it sounded
1400 like something else
1401 Harry (398) yeah and I think there is perhaps another issue there actually
1402 Emma in-in a sense what we haven't had before (.) because we
1403 haven't had the research things (.) is something where someone
1404 else or some others of us might actually want to
1405 passionately engage=
1406 Vince = yeah =
1407 Harry = with that particular issue (.) I mean here (.)you can't
1408 separate that issue from Robert (.) it's part of your life >and< we
1409 haven't done that before
1410 Vince no
1411 Harry <I mean> it's very close to you this and maybe we need to
1412 think about what that means in terms of interaction (.) cos I
1413 sit back (.) not dispassionately (.) but with the same amount of
1414 distance
1415 Robert [this is
1416 I can't here this in the same way I can::
1417 Harry [exactly [I mean that maybe relevant here I
1418 mean that I found it really interesting and informative
1419 Nicholas [sure it is [sure it is
1420 Elizabeth <I mean> that's interesting because I don't know whether
1421 you realise Robert I was actually turning away from you::
1422 Robert *haa (.)haa::*
1423 Elizabeth [cos I knew *this would happen right?*
1424 Harry *ha ha ha*
1425 Elizabeth so and then:: (.)at >one point< I actually said
1426 Harry [you actually SAID (.) you
1427 *actually asked for it*
1428 Elizabeth [and then I thought >you know< Robert's going to
1429 think I'm completely ignoring him (.) I better ask him because
1430 I then going back to rules of normal social discourse=
1431 Robert that's it
1432 Vince [and you've talked to - about a
1433 lot of these issues with Robert before whereas you haven't with
1434 any of us (.) you've got a previous history
1435 Elizabeth [but I was aware
1436 that in a reflective mode this could be: that this could

1437 difficult for Robert because he's already heard (.) and:
1438 he wouldn't=
1439 Vince [mmm
1440 Elizabeth feel the need to Reflect as someone who
1441 hadn't been through it before
1442 Harry it must be very difficult to Reflect (.) when you're that
1443 passionately engaged in the issue
1444 Elizabeth [that's it (.) that's it
1445 Harry [that's another point (.) we've not been in the
1446 situation before
1447 Robert [there's (.)
1448 another dimension here
1449 Elizabeth [you want to solve the problems (.) you know - it
1450 becomes
1451 Nicholas mmmm
1452 Robert (429) we have talked about changes in the format of these
1453 meetings (.) and the kind of dialogues and discourse we're
1454 going to have (.) with an introduction of more business (.)
1455 Harry yes
1456 Robert right? and this- is why I asked my question>you know< (.) I am
1457 saying is this really a business meeting (.) is this purely a
1458 listening meeting
1459 Emma cos I didn't - I don't - my understanding is not that
1460 we've talked about changes in the format of these meetings (.)
1461 my understanding is that we've agreed to have other types
1462 of meetings:: as well
1463 Robert ahhh but I didn't know:: which of them this was
1464 Vince [no that's fair enough (.)
1465 >I mean< we haven't talked about it enough to make clear
1466 demarcations bet[ween different types of meeting]
1467 Harry [ah that's interesting because at]one point we did
1468 talk about (.) and I'm perhaps a bit confused here (.) we did talk
1469 about having half of the old style and then moving onto and then
1470 we'll en[gage (.) but]obviously we then moved on- we changed
1471 Nicholas [I thought we]
1472 Robert [I thought that this (.) particularly in the light
1473 of Elizabeth's introduction that that is what we were onto
1474 Emma *yeah haa haa*
1475 Nicholas mmmm
1476 Elizabeth this is why I needed to talk about it to you before heading- and
1477 Robert we needed a callmeister
1478 Harry (1.5)
1479 yeah obviously this is great one it really was
1480 Emma [shall we
1481 Harry >you know<
1482 Emma [draw a veil over this and then I'll transcribe some bits and
1483 check them back with Elizabeth and then present them to the group
1484 (444) next time we meet?
1485 Elizabeth mmm
1486 Harry °that'd be really°
1487 Vince [talk about those (.)
1488 transcriptions
1489 Harry [>we really can learn about all sorts of
1490 things
1491 Robert interesting
1492 Nicholas *yeah::*
1493 Harry it's been a great session lots to learn
1494 Emma I have really enjoyed it
1495 Nicholas ta thanks
1496 Robert it's the deviations that raise the issue

1497 Elizabeth well yeah
1498 Harry that's trouble when you really think you've got there and
1499 you think you've got it really under control (.) you do
1500 something slightly different and (h)by God it's like the you
1501 know the skills you t
1502 Elizabeth [and neither did I have a clock on the table which I always
1503 need if I'm talking
1504 Nicholas [I'm sorry I'm knackered
1505 Harry [that's alright
1506 Nicholas I am just fading rapidly (.) sorry=
1507 Harry =*time to go home*
1508 Elizabeth you only flew in this morning
1509 Nicholas I came straight from the airport yeah (.) yeah
1510 Elizabeth I'll be doing that>a week on Tuesday<
1511 Harry yeah °after the exam board°
1512 Elizabeth no (.) no (.) no (.) no (.) no I miss the exam board (.) a week on
1513 Tuesday I shall be flying in (.) and coming in
1514 Robert have we run overtime (.) I haven't got a watch
1515 Elizabeth we've agreed
1516 Emma [yeah we have we've run over by 20 minutes *yeah*
1517 Elizabeth no we didn't start at half past
1518 Emma no we didn't
1519 Nicholas there is a question of when we can get a second meeting in (.)
1520 really is err
1521 Emma I thought we had it (.) we had it
1522 Robert [well we've got a timetable=
1523 Elizabeth =we didn't have a second meeting for this one
1524 Nicholas [we filled all the slots up
1525 Elizabeth in fact I didn't think- we filled all the slots at the time to say hey
1526 well if that's Elizabeth's group development meeting what about
1527 Vince well (.) when's the- the next slot?
1528 Nicholas next week's=
1529 Elizabeth [we filled them all them up for this term
1530 Nicholas [=exam board and er- grading
1531 criteria
1532 Emma and then
1533 Nicholas the week after that is your pastoral
1534 Vince Let's postpone that (.) because I mean the Pastoral Care was a
1535 bit of a joke *today* (.) *in the meeting*
1536 Harry [no [that's all the more reason why we need it
1536 Emma not but I think I think lets while this is still recent it might
1537 an idea to make this the session and if that gets pushed a few
1538 weeks=
1539 Harry =if you're happy with that
1540 Emma and then you do >pastoral care next week<
1541 Vince [we have got the option of
1542 (470) canceling a staff meeting this we have
1543 Harry yes
1544 Vince we have had the option
1545 I would like to pick up the pastoral cos I do think it's
1546 important
1547 Emma [look at that and use that
1548 as a staff meeting
1549 Elizabeth [well why don't we do
1550 pastoral care at the staff meeting=
1551 Nicholas [but I think
1552 =the idea that you know
1553 Elizabeth [yeah the idea was to for use it
1554 Nicholas [that we did say (.) the
1555 idea of a back up meeting after each content meeting we

1556 have form meeting you know (.) was working well for us
1557 Emma yes (.) it was (.) well I think we should continue with that
1558 Nicholas It's only a post- grad if Vince is up for that
1559 Emma yeah
1560 Nicholas that'd be 2.30 on the 10th of November (.) we'll come back to
1561 this
1562 Robert(477) and if the callmeister could please remind us at the beginning
1563 [about what kind] of [session we're into]
1564 Elizabeth [yes that's right] [can we start we start] with five minutes
1565 Nicholas [well (.) that's a thing we sort out in that
1566 meeting isn't it
1567 Elizabeth yeah let's start with five minutes on procedure and end of
1568 session and so on
1569 Nicholas I'm very happy to do that
1570 Elizabeth because then that err::
1571 Robert yeah especially as occasionally someone misses a meeting
1572 and missed out on the discussion of what I want to do next
1573 time °and so forth°
1574 Elizabeth but I found the tape ≥you know the meetings I missed (.) I
1575 found the tapes really useful
1576 Robert yeah yeah
1577 Nicholas it's ALL interesting (.) isn't it?
1578 Harry °tis°
1579 Emma its really interesting
1580 Nicholas I even think the fact that I was sitting here and not sitting
1581 by the tape recorder=
1582 Vince =I must admit I think a bit like that=
1583 Nicholas =decided me not to make any sort of structural moves (.)
1584 that was all a part of it
1585 Vince I- you looked across at me at one point and I thought 'God' I
1586 hope he doesn't expect me to be *in charge of this*
1587 Robert *h ahhhh ahhhhh*
1588 Emma [*ha ha*
1589 Nicholas *that's a part of it*
1590 Elizabeth and it's funny that fact that I was in high chair (.) I felt really
1591 uncomfortable because I would rather *have been lower*
1592 *dow*n (.) *near the table hha haa haaa hahaha*=
1593 Harry =can I change the subject completely (.) cos I've realise Noreen
1594 something I've forgotten I wanted to check with everyone (.) is
1595 it okay if I invite Noreen Simpson to come out with us to Wing
1596 Yip next week
1597 Elizabeth I think That's a really nice idea=
1598 Robert =that's a nice idea
1599 Harry [cos I didn't want to do it without checking with
1600 everyone
1601 Elizabeth [could you
1602 apologise because I won't be there?
1603 Harry [are you coming to Wing Yip?
1604 Nicholas I think probably not
1605 Harry you think not
1606 Nicholas yeah
1607 Harry okay
1608 Nicholas can I borrow a pen (.) I seem to have ermm
1609 ((tape ends))

Case3

GDM 08.12.98

**Nicholas as Speaker: Quantum energy,
postmodernism and holistic persons**

001 Nicholas Have a little test!
 002 Harry GO::
 003 Nicholas I'm always wracked with doubt about these sound
 004 tests though (.) just because it worked >when I
 005 did the sound test<
 006 Harry [absolutely yeah!
 007 Nicholas [I obviously did something
 008 wrong when I turned it off and turned it back
 009 on again
 010 Harry [I did that once (.) I took- I took th- took it out
 011 to play it (.) because of course you need it out
 012 or it goes wweerrgghhh (.) when I plugged it
 013 in (.) I plugged it in the ear-phones >or something
 014 like that< (.) which wasn't so bright °you know°
 015 Nicholas .hhhh ha ha ha
 016 Harry .hhhh oh dea::r
 017 (2.8)
 018 Nicholas very well (.) oh posterity (.) we have the eight of
 019 err (.) December 98 (.) all present except Vince
 020 (.) out among the pyramids
 021 (0.6)
 022 Elizabeth in temperatures of 37 degrees I read in the Geneva
 023 Tribunal (.) Tribune yesterday
 024 Nicholas oh really! (.)
 025 Harry lucky old Vince
 026 Nicholas good for him (.) right
 027 Harry hope he hasn't taken his woolly underwear
 028 (0.4)
 029 Nicholas .hh he he
 030 Harry distinctly uncomfortable
 031 Nicholas and it's- it's me as Speaker
 032 (1.8)
 033 Nicholas an:::d as usual (.) in one of those situations where
 034 010 WHO KNOWS (.) but that's okay (.) I tell
 035 you what I want to do (.) erm
 036 (1.4)
 037 Nicholas can I just warm up by telling what I'm not going
 038 to do? (.) it's just one of those just need to get going
 039 sort of situations (.) (Harry: yeah) (.) I've been thinking a lot
 040 obviously about what we've been doing in these
 041 sessions (.) but I thought it would simply become too
 042 interwound and interwoven and wrapped up in itself
 043 if I spent an hour (.) reflecting my reflections on what
 044 we've been reflecting on (.) for the last err (.) but
 045 (.) inasmuch as this is what I do and I've got this
 046 ((in a sing song voice)) "study LEA::VE" at the moment
 047 as you know I've been working on (.) a research
 048 proposal (.) or two (.) and:: trying to get a book
 049 proposal (.) or two sorting out (.) and:: (.)
 050 I didn't see when I started (.) any idea of a paper
 051 coming out of this (.) which I suppose I was a bit
 052 niggled about at the time (.) because I'm a great
 053 man for short term product (.) I love to see
 054 something concrete coming out (.) in short term
 055 futures (.) and as I've been doing other things
 056 (.) thoughts have passed through and sometimes
 057 I've had the wit to scribble them down (.) and this
 058 is the piece of paper on which most of the scribbling

059 has taken place (.) and of late my perceptions been forming
060 that perhaps there is an article that I want to write
061 even now already (.) I've got an intuition that we've
062 already done so much work that's it actually worth
063 reporting on (.) I mean clearly not in a Darwinian sense
064 of (.) .hhh ha >sort of< wait until we've
065 really sorted this whole thing out (.) but then::: when
066 did I ever write anything like that?
067 (1.4)

068 Nicholas so what I've brought along (.) today is this piece of
069 paper with these little notes on that have been going
070 down over the last few weeks (.) and I'd like to tell you
071 about them and see if:: in the doing I can forge some shape
072 out of all these little bits (.) maybe at least clarify my
073 thinking about some of the bits (.) maybe extend
074 some of it (.) see if I can make a shape (.) out them that
075 has some coherence to it (.) .hhh so that's what I'm
076 going to try to do:::
077 (3.2)

078 Nicholas I'll start hhhh (.)
079 (2.0) ((Looking at his notes))

080 Nicholas the bit there with the blue circle (.) around (.) says
081 ((reading)) "take the critical incident for starters" (.) errm and that's
082 a reminder that (.) errm in a sense I want this piece of writing
083 to be:: of the right nature (.) I don't know if there
084 is an established genre (.) but I don't want it to be::
085 the sort of paper that I've usually written (.) the sort
086 of paper that which is about (.) a process and stands
087 apart from it (.) I want somehow to try (.) so we're into
088 the issue of representation (.) how to represent this (.) and
089 I (.) thought perhaps (.) to start with (.) what for me was the
090 critical incident of my first session as Speaker (.) which
091 was when Harry asked me (.) 'what' do you mean by CD
092 renewal? (.) and I realised that all I had was an emotion
093 I didn't really have a plan (.) or a response (.) and I might
094 start the writing actually at that moment (.) and try to:::
095 put across to the reader what I was feeling then (.) and build
096 out from that emotion (.) that >in a sense< would also
097 give me peg on which to::, (.) (h)hang the idea that came up
098 (.) somewhere between Elizabeth and Robert's recently sessions
099 where we talked about a different Speaker discourse (.)
100 starting in the moment is an option for the Speaker as
101 opposed to doing the usual preparation and run up
102 A050 and this might be a way of reflecting that (.)
103 and also means that I can come back with a metacomment
104 earlier on (.) good::: I didn't know that (.) hhh (.) so
105 errm:: (.) so to take that critical incident (.) for
106 starters (.) now CLEARly I want to write a paper
107 that tells people about the regular things (.)
108 of why we're trying to do this and what we
109 think it's good for and what we're doing (.) errm
110 it's bound to have some how to nature (.) again
111 because that's the kind of thing I tend to do::
112 and I'm quite comfortable with it (.) and I want
113 this to be how to >for some people< (.) it's an invitation
114 at least (.) to get engaged
115 (2.2)
116 .hhhhh (.) but there are some newnesses that have
117 been creeping in (.) and I guess some of the newnesses

118 are some of the things I'd like to work on at the moment
119 (.) errrm (.) a part of the newness is::: (.) >give or take
120 my pronunciation< (.) I've been reading bits of extracts
121 and quotes and references to Bakhtin::? (.) and the idea
122 of:::
123 (2.2)
124 internal dialogue (.) multiple identities inside the person
125 (.) differences between that and a dialectic (.) it seems to
126 me the much more intensely personal nature of the dialogue
127 as opposed to the dialectic (.) the idea:: that (.) the (h)WHOLE
128 person (.) approach to language teaching and being a teacher
129 which is sort of (.) had me in its thrall since the mid 70s or
130 so (.) and Bakhtin's multiple identities are::: (.) necessary
131 partners of each other (.) in ways I hadn't seen before
132 that (.) there's no contradiction in talking about a whole
133 person and talking about multiple identities (.) the whole
134 person is somehow the loose sum of all those internal
135 dialogues and that if you put those two together then you've
136 got a way of representing the whole person and the
137 humanistic tradition (.) in the postmodern (.) and pursuing
138 that (.) seems to me (.) to be (.) a point of interest (.) .hhh
139 and there's a possible (.) a probable link between those ideas
140 the multiple identities of the individual (.) adding up to
141 whole person (.)
142 (1.8)
143 Nicholas there seems to be a parallel in terms of (.) the group and the::
144 multiplicities that we bring to the group (.) and via the
145 kind of collegiality that we may be building (.) a kind of-
146 (.) well we've used in recent sessions (.) errm expressions
147 such as co-operative understanding (.) and differentiated
148 understanding (.) errm
149 (1.4)
150 Nicholas now the dark side of all of this (.) is the whole group thing
151 phenomenon where people get together in groups
152 and everyone agrees with everyone else (.) and
153 it's difficult to break out of that (.) but it seems
154 to me that there also is a- (.) a bright side
155 different from- from group thing (.) the idea that::, errr
156 taking as much time as we are:: (.) to try to
157 understand some of the other identities (.) and
158 aspects of ourselves that we bring to the job
159 taking that much time (.) we're building a kind
160 of a group empathy (.) which is very different than
161 what most groups have (.) and that's reflected in
162 the different sort of discourse that we can build
163 in this group. (.)
164 Harry s- can I clarify s- this id- where we've gone now=
165 Nicholas =mmm=
166 Harry cos I know you said that these would be >sort of<
167 ideas
168 Nicholas MMmm
169 Harry did you (.) in presenting them are we expected
170 to see direct connections (.) between them?
171 A102 or is this just (.) these are the things that are
172 floating in the air and lets let them:: ° float and hold
173 them in our heads° (.) do you want me to explain
174 why I'm asking the question?
175 Nicholas yeah
176 Harry yeah (.) the reason why I'm asking the question is that

177 errm (.) you started with this idea of:: erm:: the person and the
 178 critical moment for you (.) which was an emotional
 179 moment (.) yeah (.) right? (.) and then you moved on to
 180 Bakhtin and the idea of the multiple personalities and what I'm not
 181 able to do (.) and I realise I've been trying to do (.) is
 182 put a connection between those two (.)
 183 Nicholas right (.) errm
 184 (2.8)
 185 Nicholas note that the points >for me as well< coming =
 186 Harry =right yeah
 187 Nicholas [from different times and different thinkings
 188 Harry [yeah
 189 Nicholas starting with the critical moment was probably
 190 the classic move of a linear mind yeah? (.) errm and what
 191 I was referring to there was in fact the whole
 192 presentational aspect (.) was (.) what will somebody
 193 read first they start reading this paper
 194 Harry right=
 195 Nicholas = if and when I write it
 196 and so it was a rhetorical point I was making there=
 197 Harry =right I see
 198 Nicholas [that maybe that's the place at which to
 199 start the writ- (.) err (.) that's where the reader will
 200 start
 201 Harry right
 202 Nicholas IN that moment (.) if you're asking me that question
 203 and me trying to:: clarify it for myself and from that explain
 204 under what circumstances am I trying to clarify this and
 205 to whom an- why would you be asking that in this way an-
 206 Harry right=
 207 Nicholas =and to build- th- for the reader the picture of
 208 what we're trying to do >from that moment out<
 209 so that was a rhetorical thought °that I was having°
 210 Harry gotcha=
 211 Nicholas and then I switched to:: (.) err (.) whether that was
 212 textual (.) I switched to ideational
 213 Harry from the outside (.) having reached the outside
 214 Nicholas I guess yeah (.) I thought now what ideas do I
 215 want to build in to this
 216 Harry gotcha (.) yeah
 217 Nicholas errm,
 218 (1.2)
 219 Nicholas so there's pulling in- in Bakhtin (.) putting that together
 220 putting that together with err Rogers (.) there's the:: individual
 221 meaning of that (.) and there's the potential for group meaning
 222 of that (.) errm::
 223 (6.2)
 224 Nicholas hhh okay let me have a go at the really freaky stuff (.) because
 225 and again (.) let me start from a particular point (.) I think
 226 it was you Harry who asked at some sta- (.) when we were
 227 having a discussion after a session meeting
 228 (2.4)
 229 Nicholas you sai::d (.) something like (.) well when I'm sitting here and I
 230 want to say something (.) and I'm feeling a bit frustrated by
 231 that (.) isn't there a possibility that that's also going to
 232 get in the way of the- (.) and I said something like I have
 233 a relatively mystical (.) position on that (.) this idea
 234 that if you've got this energy which is (.) sometimes represented
 235 as this frustration on the part of the Understander (.) if you
 236 can really get into the feeling and the flow of everything

237 that's going on (.) it is as though that energy can be passed
 238 over to the Speaker and become part of the energy the
 239 Speaker can use in developing the Speaker's ideas (.)
 240 Harry yeah I remember it °and I remember that reply as well.°
 241 Nicholas well (.) hhhhhhhh
 242 (8.2)
 243 Nicholas okay (.) smiles of embarrassment (.)
 244 Harry ha
 245 Nicholas I don't know a lot about quantum theory
 246 he he he::
 247 Harry ° ha°
 248 Nicholas but (.) well I've been trying to find out for ages
 249 and ages (.) what quant- why quant- why is it
 250 actually called quantum (.) and bear with me
 251 for the time being (.) because even if it is wrong (.)
 252 you know from bad understandings some ideas can arise
 253 (3.0)
 254 Nicholas my understanding at the moment is that, (.) in classical
 255 physics (.) the idea is that energy moves smoothly
 256 (1.0)
 257 Nicholas and the idea in quantum physics is that it does not
 258 (.) that it builds up (.) and then:: (.) stuff
 259 happens (.) but it happens >as and when< energy builds up
 260 a cert- (.) a certain amount (.) a certain quantum (.)
 261 and then yes indeed a leap might take place of- of one of those
 262 little bits going round another little bit and we can't be
 263 absolutely sure exactly whether it's going to:: (.) make a jump
 264 from one (.) erm ellipsis that its in (.) into the next
 265 A154 obvious one (.) or >it might jump into a totally different one<
 266 we're not quite sure when enough- when a lump of energy (.) when
 267 a (.) critical amount of energy has been reached exactly what
 268 will happen (.) to that energy (.) there's not a smooth
 269 predictable flow (.) energy doesn't work like that (.)
 270 that's my very rough ideas that I'm working on at the
 271 moment
 272 (0.8)
 273 Nicholas erm (.)
 274 (2.2)
 275 Nicholas there's the:: (.) the added ideas of err (.) >you know< the
 276 uncertainty principle you can only measure so much °in a certain
 277 situation° (.) you can measure::, (.) in terms of the:: (.) particle
 278 moving (.) you can measure its position if you don't try to measure
 279 its speed (.)>you can measure it's speed if you don't try to measure
 280 it's position < (.) .hhh the dual nature of:: light is that it's particle
 281 or wave depending on how you measure it (.) I've played
 282 with these ideas before in the Dance of Shiva article (.)
 283 and:: I'm coming back around to them now:: and now they're
 284 starting to be meaningful to me (.) clearly again only in
 285 metaphoretical terms (.) but (.) for as long as the metaphor
 286 holds (.) .hhh if we are (.) working >as a group< quite closely linked
 287 by our attempts to provide empathy for each other (.) and if
 288 I can supply that kind of mental:, (.) (.) intellectual:,
 289 (.)emotional:, (.) energy into the group as the Speaker is
 290 working (.) then (.) at least metaphoretically why should
 291 it not be the case that when a certain quantum of energy
 292 is provided (.) the Speaker's thoughts will be able to make
 293 a leap which would (.) not be predictable and not otherwise
 294 have happened (.) so this idea:: which I started off as saying
 295 I've got a relatively mystical position on this (.) I think I

296 want to argue now at least metaph~~o~~rally in terms of the ideas of
297 quantum ~~e~~n~~e~~r~~g~~y.
298 (3.4)
299 Nicholas and that's the line (.) that at the moment I want to build in
300 (4.2)
301 Elizabeth can I ask something?
302 Nicholas yeah (.) do::
303 Elizabeth an illustration of quantum en~~e~~r~~g~~y would it be::
304 your feeling that you've got enough en~~e~~r~~g~~y
305 there to write this () article?
306 (1.2)
307 Elizabeth or is the quantum energy something that
308 comes from the group to the Speaker only?
309 Nicholas erm (.) I think they could both be (.) that's
310 188 to say the::
311 (4.4)
312 Nicholas .hhh (.) it seems to me it's- it's an expression
313 of (.) a quantum approach (.) if you take your (.)
314 motivation to do:: anything at all (.) erm
315 which presents some sort of challenge to
316 you (.) it is perhaps not the case that your
317 motivation slowly builds up in a logical
318 smooth progression and then you do it
319 A203 (.) it is perhaps the case that>you're buggered if you're going
320 to do it< and you can't quite get around to it
321 but then (.) in a wave of motivation (.) in a
322 great lump of it (.) you think (.)° no° I'm going to
323 do it NOW
324 Elizabeth mm=
325 Nicholas = and that seems to me to be an expression of
326 a quantum approach
327 Robert could I explore a metaph~~o~~r? (.) what it means
328 to you (.) because as you know when you offer a metaph~~o~~r it means
329 different things to=
330 Nicholas =yes=
331 Robert =to different people (.) and:: (.) .h my version
332 of quantum is the smallest atomic unit below
333 which it doesn't exist (.) a quantum is the lowest
334 unit that can exist (.) but as I'm listening to you::
335 I also get the impression that you're talking about
336 macro units that flip (.) now I:: (.) this is something
337 that I'm not sure about (.) whether you're using
338 quantum as (.) as in fact a large composite (.) that
339 suddenly migrates (.) as opposed to:: the atomic
340 sub-elements of which there are very very many
341 Nicholas yes
342 Robert of which it is composed (.) like a lump of matter
343 (.)>stick of chalk or something< and the billions
344 of atoms which are the equivalent of a quantum
345 (.) are you using quantum in that minimalist
346 atomic sense?
347 Nicholas that's the:: (.) image that I chose in order to explain
348 what I mean by it (.) yes (.) I don't know what
349 you mean I'm afraid by 'macro matters that flip'
350 (.) so I can't really follow you there
351 Robert right (.) well the task is not to follow me(.)
352 we can do that-
353 Nicholas so okay I can't do that
354 Robert but

355 Nicholas [yeah
 356 Robert but I mean I have to (.) in order to understand
 357 Nicholas [yes [yes
 358 Robert I need to ask co- cos you talked about waves
 359 (.) which I empathise with very much
 360 Nicholas [when I just
 361 talked about motivation (.) yes (.) I heard
 362 myself say that word and I wish I hadn't
 363 Robert ha::° ::::°
 364 Nicholas I meant to say that
 365 (1.8)
 366 Nicholas reaching the point of motivation to do something
 367 might not be a smooth progression either (.)
 368 it might come in a (.) an unpredictable lump
 369 of motivation that gets you over a barrier (.)
 370 Emma and is it the case then that you're conceiving (.)
 371 errm (.) leaps (.) or:: transitions that the Speaker
 372 is able to make (.) primarily in terms of motivation
 373 to make them
 374 Nicholas no (.) not at all
 375 Emma right
 376 Nicholas >not at all<(.) I was just trying to pull out another example
 377 of what I (.) at the moment am understanding as a
 378 (.) 'quantumy' ((quoted intonation))(.)way of understanding
 379 how things happen (.) and I was trying to- (.) I've forgotten
 380 what Elizabeth's (.) question was now
 381 Emma Ja[ne's question was about]
 382 Elizabeth [my question was that]
 383 Emma whether for the article
 384 Elizabeth yeah
 385 Emma it could be
 386 Elizabeth yeah (.) wou- like does it only come from the group
 387 an[d the Under]
 388 Nicholas [okay yeah so]
 389 Elizabeth or would you consider that suddenly getting the motivation
 390 to write an article at this point is a result of a quantum leap
 391 (1.0)
 392 Nicholas yes:: (.) I think the latter (.) in the sense that (.) I don't feel
 393 there was a steady progression of me thinking 'oh' if only
 394 I had two more ideas (.) then I'd have enough to- (.) there
 395 was a time- which I thought 'hells bells' I'm sure if
 396 I sorted this stuff out (.) there's something worth saying
 397 here and that was what tipped me over (.) over that
 398 particular (.) barrier
 399 Elizabeth [mmm
 400 Nicholas erm and I'm putting forward this idea of:: (.) of group
 401 energy (.) and the idea (.) of there being something
 402 quantumy about this (.) is another example
 403 Elizabeth mmm
 404 Nicholas so that
 405 (4.2)
 406 Nicholas what the group does (.) what you're doing for
 407 me at the moment is enabling me to hold on
 408 A260 to this particular idea which *I've clearly not*
 409 *very far* with (.) but want to (.) to work on (.)
 410 and you're enabling me to (.) keep my thinking
 411 in a state of perturbation for longer periods than one is
 412 normally allowed to (.) in company (.) and you're
 413 helping with those perturbations and you're putting

414 your energies into those perturbations and the
415 energy there is building up in my thinking (.) and
416 I DON'T KNOW exactly where its going to go
417 and nor does anybody else (.) but that seems to me
418 to be a potentially again (.) at least metaphorically
419 similar process to wh- when I read about the micro (.) particles
420 Harry can I
421 Nicholas [yeah
422 Harry sorry yeah:: can I go back to the- the starting point which
423 was that exchange that we had and this idea of
424 energy being transferred in some way to another
425 direction (.) so it comes out (.) so if I've understood
426 you what you're actually saying (.) wh- what this comes
427 down to (.) is that you can't necessarily explain that
428 process of transference (.) of- of- of energy which
429 would otherwise of- .hhhh frustrat- as (.) I described as
430 frustration (.) you describe as energy (.) you can't
431 explain exactly the process by which that energy
432 might be transferred into something more productive
433 but::: (.) using this quantum metaphor (.)
434 Nicholas yes
435 Harry you have a bigger sense of energy of being there
436 and being used in ways in which we may not have
437 considered (.) that it could be used both individually
438 and in a group sense (.)°is that the essence= of? °
439 Nicholas =yes
440 Harry yeah right
441 Nicholas yes (.) and I think now you're shown me that
442 I think I'd like to make two points out of it (.) I think
443 first of all (.) it enables me (.) *ha ha there's a paradox*
444 here (.) once I've sorted out a clear way of saying it
445 it enables me to say to you potentially more clearly
446 Harry right
447 Elizabeth mm
448 Nicholas perhaps only inasmuch as it gives me a clear
449 metaphor to work with (.) in order to try and explain it
450 (.) so there's the (.) there's the communicative potential
451 of it (.) I think it might help me to explain
452 to people what I'm trying to say (.) when I'm
453 at that point again (.) and then there's the
454 content point of it (.) itself only a metaphor (.) but erm::
455 if you're not above >you know reading books that you<
456 pick up at railway stations and this sort of thing (.) it's
457 a metaphor that's been used by a lot of people in different
458 fields (.) mmm (.) Kapra's become a very rich man
459 *hhha ha ha*
460 (1.6)
461 Nicholas excuse me (.) can I check that this is still going round
462 yes (.) right (.) cos I thought it would have stopped
463 but it hasn't
464 Harry we started five minutes late=
465 Nicholas =a::right (.) erm (.) can I just hold onto that area for a bit longer
466 (.) because (.) .hhhh (.) hhhhh
467 (5.6)
468 Nicholas mmm (.) I don't know (.) whether I'm far enough
469 to even start talking about this (.) let's just t- (.) see how
470 A309 it goes yeah?
471 (4.2)
472 Nicholas I've come across this:: (.) term (.) again give or
473 take my pronunciation >although it's English this time<

474 dissipative structures (.)dissipative structures?
475 ermmm
476 Harry sorry .hhh ha
477 Emma structures where forces> ° and so on ° <
478 are distributed throughout (.) th=
479 Nicholas =I didn't know (.) I havn't got the book
480 yet (.) b[ut ermm
481 Harry [ha ha::::
482 Nicholas again it's out of the world of physics (.) and it's err
483 (1.8)
484 Nicholas .hhhh and the person who wrote about it got a Nobel
485 Prize (.) there must be something going on (.) so I'm
486 looking to see are there are processes (.) if only metaphorical
487 ermm (.) it is the- the natural >sort of< counterblast to:: (.) entropy
488 the fact that (.) matter and the energy in matter does not
489 only wear down (.) but in fact finds ways of recombining
490 in more complex ways (.)
491 Robert entropy
492 Nicholas oh yeah? (.) and I wonder again (.) if that's in part that's what
493 we're involved in when we have these sessions that
494 we are:: (.) both at the level of the individual (.) potentially
495 and at the level of the group (.) finding ways of bringing
496 together energies and allowing them to recombine in
497 more complex ways that would otherwise have been
498 available (.) that we're creating (.) new structures (.)
499 both (.) not both (.) err personal structures, interpersonal
500 structures, (.) conceptual structures, (.) ermm, (.) perhaps even
501 (.) language structures in the sense of:: (.) a genre of
502 professional discourse (.) which we will forge (.) because
503 we have determined to create this sort of space (.) and if
504 language develops to fill the spaces that human beings
505 create with their societies (.) then in some ways by
506 delineating the rules of this little society (.) a language(.)
507 will respond to that (.) and there will be languaging
508 going on which will be (.) interestingly different
509 I don't know whether it's possible to map that (.) but
510 again it's an idea that seems to me to be (.) worth
511 putting down a marker for
512 Robert can I ask if your used of the word forge is: (.) motivated?
513 Nicholas .hhhh
514 Robert cos forging means an input of energy to me (.) is that what
515 it means to you
516 Nicholas err=
517 Robert =which overcomes entropy
518 Nicholas yes (.) but I hadn't thought of that (.) yes (.) yes
519 Robert ° ah okay°
520 Nicholas yes (.) yes (.) thank you
521 (3.2)
522 Nicholas so:: (.) what have I got so far? (.) I've got
523 (2.8)
524 Nicholas can I just haul back out of this for a while now (.) ermm I've
525 got a discourse idea for writing (.) which is to write a piece
526 that starts in a moment of exchange (.) and in rhetorical
527 terms that is how the paper will start (.) a::nd (.) coming out
528 of that
529 (3.6)
530 Nicholas I want to make the point about a potential 'new discourse
531 of the Speaker' (.) where one might start in this way in
532 order to pursue an idea (.) as I build out the:: the content

533 of what I want to say (.) much of that I want to be:: (.) the
534 idea of communicating what we're trying to do in this group
535 (.) to other people (.) for them to respond to in- in general
536 ways (.) I've got:: (.) I've got a weird strand (.) I've got this (.)
537 funny stuff we've just been talking about just now (.) which may or
538 may not be developable here (.) but it's certainly on my
539 sheet of paper at the moment
540 (0.8)
541 Nicholas I've go::t (.) a discourse strand (.) which I havn't talked
542 A400 about at all (.) >so leave that aside a minute< (.) I've got the
543 idea of the whole person in the post-modern
544 B000 ((tape side ends a few bits missing))
545 Nicholas the whole person in the post-modern (.) this little phrase
546 I'm bandying about at the moment (.) is not original
547 it's from a guy called Nathaniel Teich (.) what it means to
548 me is:: (.) closely connected to(hh) (.) to our position on::
549 (.) okay let me get this out (.) in one sense Robert's
550 three levels of where we operate between the actual
551 language learners and our course participants and ourselves
552 (.) it takes me across all those three levels (.) erm (.) the
553 >you know< language as whole people (.) and this sort of
554 business (.) the language learner AS a whole person
555 the language teacher AS a whole person (.) that approach
556 is important to me in the work that I do (.) and
557 the most important part of the postmodern for me::
558 is the way in which we emphasise in our work (.) the
559 singularity (.) which I do not mean in *quantum physical*
560 *senses* (.) of err
561 Robert ° hmfh ha°
562 Nicholas of our participants (.) our errrr (.) encouraging people
563 to work on their own situation (.) their own context (.) don't
564 worry about the generalisations (.) try to understand what's
565 going on with you (.) this seems to me (.) the trying to
566 deal with people in the postmodern condition (.) to say
567 that if we can put together our separate understandings (.)
568 maybe there will be a more general narrative but that's not
569 our worry at the moment (.) ermm so:::,
570 (3.2)
571 Nicholas okay parallel with that (.) another way of saying the same
572 thing I think (.) the idea of wanting (.) because essentially
573 we are concerned with people (.) wanting >at one and the
574 same time< to be able to emphasise:: the elements and aspects
575 of common humanity (.) that tie us together (.) human
576 beings learn languages (.) and this sort of thing (.) and at
577 the same time emphasising (.) the individual, and the cultural,
578 and the age, and the gender, and all the other differences
579 that people have to work with (.) trying to sound these
580 tones at the same time is to me what whole person
581 in the postmodern brings together
582 Robert now I am understanding you in- in a number of ways
583 and the question is how to I check whether I have
584 Understood you?=
585 Nicholas =>tell me what I said<=
586 Robert =or not=
587 Nicholas in any as[pect]that you [want] to check
588 Robert [errm] [what]
589 Robert what you have said to me (.) in using the
590 word postmodern (.) is (.) right you have an
591 understanding of what is modern (.) and then

592 what is postmodern (.) now modern (.) my understanding
593 of modern is framed (.) right? (.) there's a whole series
594 of complex frames which we can study and analyse
595 individually (.) postmodern is you remove the frames
596 from the frames (.) in other words they are frameless
597 systems (.) and therefore:: run into one another and are
598 continuous rather than discontinuous (.) now that
599 seems to me (.) that's what you're saying with your
600 metaphor on the one hand (.) and on the other hand
601 talking about our discourse and community you seem
602 to be saying the same thing (.) and therefore (.) this is
603 what I have understood
604 Nicholas yes (.) you're hearing a connection between what I'm saying
605 about (.) our discourse and community and an understanding
606 of postmodern which emphasizes the removing (.) of the frames
607 of interpretation
608 Robert ° yes°
609 Nicholas and the connection is that (.) if you remove the frames of
610 interpretation (.) then (.) events and understandings of events
611 run together (.) and it's the running together which is the
612 connection between that and our discourse as our individual
613 intelligence's run together
614 (0.8)
615 Nicholas yes?
616 Robert that was my understanding
617 Nicholas yes (.) erm (.) I hadn't thought that at all
618 Robert >ah well< then ahhh g-
619 Harry erm- ° 'm sorry°
620 Robert ma- can you cor[rect] it?
621 Nicholas [yes]
622 Nicholas yes (.) thank you (.) thank you erm
623 (2.2)
624 Nicholas .hm- (.)
625 (1.2)
626 Nicholas TECHnically I CAN CORrect it yes (.) in th- (.) but what you've
627 said is obviously hugely hhh interesting (.) urm (.) I think the
628 differences there are simply (.) or complexly to do with the
629 way we use headline terms like postmodern and what the
630 first thing that comes to mind is (.) and I guess the first
631 thing that comes to mind is the- the attack on grand
632 narratives (.) erm (.) is the first thought that comes
633 to mind when I use that expression (.) that's what
634 B052 I tend to be meaning by it (.) and so (.) the focusing down
635 onto all the things we've said about situated cognition
636 the situated nature of understanding and interpretation
637 and explanation (.) it's that that I was meaning by it
638 and so (.) wanting to bring together the commonalities
639 of being a human being and learning languages with the
640 individualities (.) of all that (.) was the connection that
641 I had before and now there's another one.
642 Harry and I was seeing another one (.) which again might
643 be way off target (.) and I was connecting it with the
644 Bakhtin thing (.) that I- the idea that for me
645 in postmodernism (.) the idea of the whole individual
646 is problematic (.) is problematised (.) and that your
647 comment on Bakhtin was that you were making
648 possible (.) the idea of the whole person (.) because of
649 these multiple (.) th- the internal dialogues and the
650 multiple (.) err aspects of that which was then possible

651 in a postmodern situation (.) those were the connections
652 that I was drawing (.) obviously connected but different
653 Nicholas [yes [yes
654 Emma yes and
655 Nicholas [and the connections that you're making
656 are very much the sort of thing that Teich is talking about
657 from () phrase=
658 Harry [right (.)
659 Harry =right
660 Nicholas that's spot on in terms of where that comes from
661 Robert in your t-
662 Nicholas [that is the provenance yes
663 Robert in your terms Bakhtin would be a postmodernist
664 years before his time
665 Nicholas yes
666 Robert *ha aahh ha ha* ((claps his hands)) (.) click
667 Nicholas mmm (.)
668 Robert *fasten your* seatbelts
669 Nicholas *ha ha ha ha::::*
670 Elizabeth take another quantum leap
671 Robert ° *ha ha ha* °
672 Nicholas WELL (.) it- I mean (.) it does seem to describe what
673 happens doesn't it? (.)
674 Elizabeth ° mm °
675 Nicholas so
676 (1.4)
677 Nicholas do you want to say something
678 Emma yes but it was similar to what Harry said though
679 so I think=
680 Harry =oh sorry
681 Emma no it's alright
682 Nicholas yeah=
683 Emma =we're just thinking along the same [lines]
684 Harry [yeah]
685 Harry same lines yeah
686 Emma I was also wondering if that was the nature of the
687 connection °you were trying to make°
688 Nicholas it wasn't what I was saying right then
689 but yes (.) that's to say it is very much
690 (1.4)
691 Nicholas where this com[es from]
692 Emma [I also =]
693 Emma =wondered if it (.) just something that you
694 mentioned again (.) when we were talking about this
695 morning (.) that you talked about (.) you referred
696 to Robert's hologram idea of the whole thing being
697 in a bit
698 Nicholas mmm (.) yes (.) errm
699 (2.2)
700 Emma and I wondered if that errm (.) multiple aspects of the
701 personality (.) and yet the whole person (.)°I wondered
702 if that was a connection too? °
703 Nicholas yes (.) I think it is (.) and again at individual level
704 but also (.) and also a group level (.) errm (.) the idea of
705 co-operative understanding (.) that came out a couple of sessions ago
706 along with the idea of differentiated understanding (.) that with the
707 best will in the world (.) if a group of people are trying
708 to understand one person (.) they've got to pull that
709 person closer to their frames of reference and therefore use
710 different words to Reflect and different words to understand=

711 Robert =which is what we're experiencing now
712 Nicholas yes (.) so we'll see different frames being (.) put out
713 Robert yes
714 Nicholas an-
715 (0.6)
716 Robert and you have challenged us successively
717 Nicholas sorry?
718 Robert you have challenged us
719 (0.8)
720 Robert what- the whole (.) thing that we're trying to understand
721 I find challenging
722 (3.2)
723 Robert forging
724 Nicholas .hhh hh (.) the hologram idea (.) was erm (.) there's
725 something else there
726 (12.0)
727 Nicholas this idea of the- (.) the part of it that was most interesting (.)
728 when we spoke this morning and I was trying to make
729 a link to (.) this afternoon is- (.) is the idea that each part (.)
730 each part (.) in some way contains the whole (.) contains the
731 information (.) necessary for the whole (.) like the DNA strand (.)
732 this sort of idea but I can't make the connection (.) I don't know
733 where I was going with it
734 (2.6)
735 Nicholas erm
736 (2.2)
737 Nicholas one other thing (.) then I'm going to stop on this (.) the
738 other strand I've not properly picked up yet (.) oh that's where
739 I was sorry (.) with erm the idea of cooperative understanding,
740 the idea of differentiated understanding (.) I think over the
741 last couple of discussion sessions (.) we've looked at two
742 B107 very very clear data based examples of those and I think I'd
743 like to get back into those examples and look at the
744 language more closely (.) where I think >we can< (.) based
745 on the work that we've done (.) we can actually (.) spell out
746 what seems to me to be a new concept (.) that we've
747 developing here and actually look at the language and
748 say what we mean by it in ways that are very very clear (.)
749 and I think that's something that I'd like to get out of the
750 data and put up and say does anybody want to say anything
751 about this (.) so that's a strand of what I want to put in
752 erm (.) okay I'd like to stop there (.) could we shift into the
753 other phase (.) that's to say is there anything that
754 resonates here with you (.) that you'd like to say
755 (1.2)
756 Elizabeth I've got two things (.)
757 Nicholas mmm
758 Elizabeth picking up your last point (.) about (.) looking at the language
759 (.) of the sessions (.) it did strike me that spontaneous
760 talk is nearly always interactive (.) very closely interactive
761 (.) and that sustained talk is nearly always planned (.) and
762 what you're doing is spontaneous sustained
763 Robert hmm ° ha ha ha°
764 Nicholas [mm [mmm
765 Elizabeth is it?
766 Robert nice
767 Nicholas hmm mmm
768 Elizabeth it's exploratory (.) spontaneous
769 Nicholas that's right

770 Elizabeth but sustained

771 Nicholas that's right

772 Elizabeth and that's a different genre (.) I can't think of another

773 situation where that occurs (.) can you?

774 Nicholas no

775 Elizabeth except perhaps in tutorials >but that's not so sustained<

776 (.) I doubt it happens much in tutorials (.) it would be

777 nice if it did

778 Robert [and maybe it's only sustained by default

779 in tutorials (.)

780 Nicholas when the tutors *talking ha ha ha::: ha ha*

781 Robert *that's [right*

782 Elizabeth [*ha ha that's right it should be by the tutees*

783 Nicholas *ha ha*

784 Elizabeth it should be by tutees but in fact it's (.)

785 Nicholas mmm

786 (2.8)

787 Elizabeth that's just a comment

788 Nicholas mmm (.) and that links back to an exchange we had

789 in the last discussion session doesn't it? (.) yes

790 yes (.) I'm hearing that (.) yeah

791 Elizabeth so that was one thing (.) and another thing (.)

792 totally different (.) when you were talking about

793 quantum leaps and emotion

794 Elizabeth and another thing (.) totally different (.) when

795 you were talking about quantum leaps and the

796 emotion (0.4) I was thinking of good Away Days

797 that we've had where you come away thinking

800 WOW! We've done a lot and we've got all this:: t- to do

801 and an Away Day somehow seems to gain a momentum of energy=

802 Nicholas =mmm=

803 Elizabeth =nnnd:: (.) be one of those occurrences where:: it does

804 push you over (.) and is that what you're talking about?

805 (0.4)

806 Elizabeth i::s that what you're talking about?

807 Nicholas yes

808 Elizabeth I mean could that be an example?

809 [] []

810 Nicholas yes yes

811 Nicholas that is (.) yes (.) what [I'm] talking about (.) yes

812 Robert [but-]

813 Robert this is in fact something different (.) to what extent

814 do these sessions in fact feed into the Away Days

815 Elizabeth yeah

816 Robert Away Days? (.) I mean it's-(.) there's what? there's

817 five of us here and Vince makes six (.) it would be

818 very difficult for us not to- to transfer (.) and then

819 that in a sense makes the Away Days (.) possible

820 to become as successful as they are (.) cos they weren't

821 always as successful

822 (1.0)

823 Nicholas .hhh and has that connected again- I know one can

824 push these thing too far (.) but (.) it can also be

825 useful to push things too far and see how far they

826 actually go (.) ermm::

827 (2.4)

828 Nicholas sorry (.) there was >a sort of a< link in my mind

829 when you said that to the idea of again (.) therefore

830 this little part contains in itself much more of the

831 whole (.) than one might think it does (.)

832 it's that reflexive relationship again isn't it? (.) that one
833 can see it as part of the whole (.) but one can also
834 see it containing (.) information necessary for the
835 B154 building of the whole (.) it's hard isn't it? ° (.) I think
836 it's hard anyway
837 Robert Had a couple of-
838 Nicholas mmm
839 Robert a couple of thoughts (.) one procedural and (° °)
840 the procedural one ermm is that we have in recent weeks
841 been saying "oh" that was something new' (.) right? (.) maybe
842 there's something else new coming up (0.6) and I think there has
843 (.) in-in-in several senses (.) in other words the topic was
844 much more challenging it wasn't a bread and butter one
845 and it was heavily dependent on metaphor (1.0) now this
846 raises new problems about understanding other people's
847 metaphors
848 Nicholas mmm (1.0) mmm
849 Robert [Ah ah I find this exciting (.) I-I-I think this
850 is territory that we have to go into but it is new territory
851 to where we have been in before (.) because we were even
852 worried about our using different words to see if I understood
853 your word (.) right? (.) err like I said ectropy there (.) simply
854 confirmation, intended as a Reflection (.) because you had
855 said the opposite of entropy and I said ah ectropy (.) so -
856 but (.) at an earlier stage we would have said 'well' that's a
857 contribution rather than (.) a - a Reflection (0.4) but when
858 it comes to metaphors (.) one has to explore with a
859 a less trivial mechanism ((1.2) because mmerm they're
860 multi-ramifying
861 Nicholas mmm
862 Robert and I-I would only say >from a personal point of view<
863 I would hope for more of this (.)
864 Nicholas mmm!
865 Robert in other words that you have lead the way down a
866 new file >as it were<
867 (5.2)
868 Robert or (.) do you not receive it? er=
869 Nicholas =I was holding off responding (.) but I do h-
870 when it comes back to my turn (0.8) I would like to
871 say something about that
872 Robert yeah (.) th- the other thing was- was something
873 that it brought up in me:: (.) and that is the whole
874 time I saw this in terms of another metaphor
875 and err (.) on which I had to hold back (.) right?
876 because there is a macro metaphor derived from
877 a French mathematician called Rene Tomm (.) I don't
878 don't if you've come across him?
879 Nicholas no
880 Robert called catastrophe theory (.) and it is the quantum type
881 of thing (.) applied to the social dynamic (.) and it is such
882 that there are so many variables around here (.) right? (.)
883 and one of these variables may suddenly increase (.) right? (.)
884 and then decrease >or other () increase <
885 Nicholas mmm
886 Robert but it may be that because of all the other variables (.) in
887 the context of all the other settings >for those variables<
888 this variable becomes intolerable (.) and the whole thing
889 goes vroom
890 Nicholas mm
891 Robert and you say >well I'm sorry I've said that <(.) you know

892 I've knocked that variable down again (.) it doesn't
893 reinstate (.) you moved into other territory and °you
894 can't go back° (.)
895 Nicholas mmm
896 Robert socially (.) right?
897 Nicholas [mmm mmmm
898 Robert and it seemed to me:: (.) that I was interpreting
899 what you were saying in terms of (.) in terms of
900 the social metaphor (.) arrr:: (.) and it seemed to me to fit
901 Nicholas mm I'll get that reference if I may (.) yes
902 Robert oh absolutely it's () absolutely
903 Nicholas yeah (.) good
904 Robert catastrophe theory it's called (.)
905 Nicholas yes (.) >no I don't know it<
906 Harry I've got three (.) one emotional, one
907 579 intellectual, one incidental
908 Robert [ha ha ha ha:::::::
909 Nicholas [ha ha
910 Harry a label for every one
911 Nicholas yes >(° °) label for everyone°
912 Harry y- he he
913 Harry so first label (.) the emotional what was really
914 interesting about this was er (.) I think this was
915 biggest for me (.) >you say you're a linear person
916 which you know< we understand the differences here (.)
917 (.) it was wonderful here to be in at the very early
918 stages of your thinking (.) about an article and realising
919 that *in fact you get down in a mess just like I do*
920 *and [roll up your sleeves]and root about and pull out*
921 Nicholas [ha ha ha::: ha ha ha:]
922 Harry *out all sorts of sad looking objects and wonder where*
923 *they might go (.) it was great=*
924 Nicholas = ha ha yes [this is] true
925 Harry [you know]
926 Harry it's a wonderful experience cos it actually opens up
927 something that we don't often show to other people
928 (.) you know we show them when it's formed a bit
929 B201 more (.) and it's looking a bit more polished (.) and
930 we can be prouder of it than this (.) *no offence=*
931 Nicholas -hhh ha
932 Robert [ha hhhha argh HA HA ha:::::::
933 Harry [and some of us are
934 longer in [that state] than others
935 Robert [ha:::::::]
936 Nicholas [he]
937 Nicholas none taken
938 Harry [so that was wonderful
939 I really enjoyed that
940 Nicholas *but I withdraw the invitation for next weekend*
941 Harry hhhh [ha ha ha hekk]he (.) yeah (.)
942 Nicholas [ha ha ha]
943 Harry that's the big one for me (.) the intellectual one (.)
944 is a whole huge thing (.) and it's been something that's
945 been growing a little bit with me (.) and I think today
946 in terms of what you were saying and in terms of
947 what we are doing (.) it came stronger (.) and it's this
948 that what we are doing (.) I think is very unnatural (.)
949 and I don't mean that in a negative sense=
950 Nicholas =mm

951 Harry because often what starts off as unnatural becomes natural
 952 when people learn how to do it and they do it normally
 953 and I think what emerged (.) and I think about y- (.) acting
 954 in an unnatural way (.) is that it puts all sorts of pressures
 955 on things (.) and it creates all these odd energies doing
 956 odd things (.) and that's one thing that emerged clearly
 957 from this (.) in a sense what I was thinking about (.) the
 958 sort of thing that we do (.) came out (.) for me (.) very strongly
 959 today in the sense of feeling your way through this unnatural
 960 process (.) and that was an interesting line I think
 961 I think (c f) the third one is incidental (.) that these
 962 scientists (.) they bang away in their quantitative paradigms
 963 and they err- (.) they come up with whatever they come
 964 up with (.) and a qualitative people (.) which I think
 965 certainly we position ourselves in (.) what we find is the
 966 metaphor (.) and we use it and we take it
 967 Nicholas [yeah [yeah
 968 Harry they take what they want (.) incidentally produce a metaphor
 969 which they may or may not have any use for (.) but what
 970 we take is what we can use (.) which is the metaphor
 971 >which I think is lovely and is what you were doing today
 972 and Robert's adding another one< you know (.) .hhhh so:
 973 there are my three (.) ° yeah:: °
 974 Emma °yeah° (.) well I think I've just got one really (.) and I'm just
 975 erm (.) left thinking more about the nature in- in changes in a pers-
 976 in motivation (.) both at a group level and at an individual
 977 level (.) I mean I (.) certainly agree::: (.) never particularly thought
 978 about it before (.) that this situation and also other interactional
 979 situations (.) can be tremendously successful in making
 980 allowing someone to make that jump from (.) err arrhh (.) apathy
 981 no not apathy (.) but from just swimming around
 982 in the mire (.) to actually knowing *where the go next*
 983 errm (.) and err (.) yes (.) and I agree that it happens like that
 984 in these sessions and in others (.) and I think that's
 985 interesting (.) and also just >sort of< left thinking about
 986 why is it that people? >such as me< (.) I mean you know
 987 in ordinary circumstances (.) not when they're feeling
 988 depressed (.) they're just one day sitting watching the telly
 989 and thinking 'oh god' you know it's warm in here and it's
 990 a *long way down to the study* (.) and oh you know all that
 991 hassle of switching on the computer (.) and suddenly they
 992 just can (.) I don't know (.) I'm just thinking (.) I'm just
 993 thinking (.) about it >that's all<
 994 Elizabeth mm (.) my mother-in-law had the expression 'when the
 995 spirit moves you'
 996 Emma YEAH >that's a b- that's- isn't that what it's like<though
 997 Nicholas [yeah
 998 Elizabeth I do it when the spirit moves me
 999 Emma yeah
 1000 Robert I::-=
 1001 Elizabeth = and sometimes it moves you tremENDously fast
 1002 and excitedly and er-
 1003 Emma yeah
 1004 Robert if I were to leave it to *the spirit all the time*=
 1005 Emma = *he ha ha*:
 1006 Nicholas [*ha ha hhhh ha*
 1007 Harry *I have to say I'm yo*() Robert
 1008 Robert *ha HA HA ha*
 1009 Robert but can I pick up=

1010 Nicholas =yeah=
 1011 Robert =a couple of these things (.) one is the forging
 1012 and one is the control (.) again it's the ectropy
 1013 and entropy thing (.) you don't overcome entropy
 1014 other than by forging (.) and I think forging and control
 1015 are the same kind of force (.) you do in fact have to
 1016 put something into it (.) and somebody said natural
 1017 Harry unnatural=
 1018 Robert =unnatural (.) now- (.) in order to be unnatural::
 1019 in- in the blandest sense of natural (.) yeah (.) you have
 1020 to put something in- (.) you have to go (.) if we could
 1021 go back to the de Bono jelly (.) pouring the water down
 1022 the jelly (.) it always goes down the same track (.) it
 1023 requires considerable effort of some kind to make it
 1024 go down a different track (.) and:: (.) I think we have
 1025 had to put energy into this =
 1026 Harry =°wobble the jelly°
 1027 Robert well n- that is a kind of- yeah=
 1028 Harry =jelly wobbling
 1029 Robert jell[y s-]
 1030 Harry [now] we know what we're doing
 1031 ha hhhh
 1032 Robert jelly wobbling but- (.) I think going against
 1033 what is natural (.) can in fact be highly positive
 1034 (.) and that progress may consist of going again-
 1035 that which is natural
 1036 (1.2)
 1037 Robert you may know that in- in philosophical history
 1038 nature is in one philosophy (.) is something good
 1039 and nature in the other (.) is something bad
 1040 Nicholas [mm [mm
 1041 mmm
 1042 Emma ° so- ° .hhh
 1043 Robert and one has to know which one
 1044 Emma hhhh HA hh
 1045 (3.2)
 1046 Nicholas MMmm ((appreciative))
 1047 Harry mmm (.) hhhhff
 1048 Nicholas I'm:::::
 1049 (2.0)
 1050 Nicholas >I'm very well listened to and understood< (.) >thank you all<
 1051 err::
 1052 (1.8)
 1053 Nicholas it's not the case (.) it was clearly not going
 1054 to be (.) that I've now got a straight line to
 1055 go down (.)
 1056 Harry HA ha ha ha
 1057 Robert [.hhhh ha
 1058 Robert hopefully not
 1059 Nicholas it was- (.) it was err
 1060 Robert ° it aint metrical°
 1061 Nicholas it was good for me to hear how far I could
 1062 get and how far I couldn't get with- (.)
 1063 with some of these ideas (.) and how you know
 1064 the (.) and to see the disparity between the warm feelings
 1065 I sometimes have about 'oh yeah then there's all
 1066 that bit' (.) and then I come to that bit and realise
 1067 I actually start to stammer and I don't have anything
 1068 to say (.) I just have a good feeling (.) it's good to
 1069 get close to that (.) in supportive surroundings (.)

1070 errm (.) I've got this twinge of a feeling now where (.)
 1071 I'm not sure that all these bits do fit
 1072 into one paper (.) that probably by the time I
 1073 sit down at my desk I shall want them to again
 1074 err (.) I probably will (.) want them to again
 1075 Robert the trouble is that papers are linear (.) and all we're
 1076 talking about is not linear
 1077 Nicholas yeah
 1078 (0.6)
 1079 Nicholas yes that's- (.) maybe that's what'll come of
 1080 it (.) I- it'll (.) I'll be forced to face up to
 1081 the whole representational issue in ways
 1082 that (.) being a reasonably articulate and linear
 1083 writer (.) I never really have (.) maybe that's what
 1084 I want to have a go at (.) and see if I can bully
 1085 an editor into err- (.) *ha ha ha:::* (.) wanting
 1086 a go () at it
 1087 (0.8)
 1088 Nicholas errm (.) I know there's this feeling of (.) Marion
 1089 Dadds >you know<who's made a reputation about the importance
 1090 B305 of emotion in action research (.) but there's never a
 1091 bleep about any of her emotions (.) in err (.) in any
 1092 of this (.) and I do want to get something (.) out there
 1093 in this field which tries to represent in it's representation
 1094 the things it's talking about and maybe that's helped me
 1095 see more of that (.) errm
 1096 (2.0)
 1097 Nicholas I think I feel more now that (.) yeah there will be
 1098 some kind of a statement (.) coming out of this
 1099 (3.2)
 1100 Nicholas I guess (.) on the what sort of a session it was (.)
 1101 in terms of my topic (.) I did feel when I came
 1102 in here >I thought< 'hello' *he hhh*
 1103 this is another one of us trying to do something
 1104 different again (.) but one of the things that's been
 1105 coming out of these sessions for us (.) I think (.)
 1106 I think I've been picking up from most people
 1107 who had a go at Speaker (.) at least (.) at LEAST
 1108 it gives you a chance to clarify you thinking =
 1109 Elizabeth [mm
 1110 Nicholas = around something (.) and I thought well what
 1111 better than- (.) as you say if you find these odd
 1112 articles in the mud >*you know* <
 1113 Harry he he
 1114 Nicholas and that's another way (.) to go (.) but my own
 1115 feeling is that I wouldn't want us to get away
 1116 from the idea of totally free choice for any Speaker
 1117 and I- also want to come in and do a strictly practical
 1118 'how to' session as well (.) one time
 1119 Harry .hhhhh
 1120 Nicholas you know how am I going to do this
 1121 Robert no metaphors=
 1122 Nicholas no metaphors (.) yeah
 1123 Elizabeth [mm
 1124 Nicholas *yes that's right* (.) >how< am I going to
 1125 get these particular ducks in a row? (.) errm
 1126 ? mm
 1127 Nicholas and:: (.) you know anymore than I'd want us
 1128 just to go into the professional (.) because we've
 1129 crossed private and professional boundaries before

1130 and I think it's all- it's all just open (.) errm (.)
 1131 hhphwoOOH (.) thank you (.) yes
 1132 Harry thank you
 1133 Robert thanks Nicholas
 1134 Emma is it the idea that we reflect on this next Tuesday?
 1135 (.) is that the plan?
 1136 Nicholas is that okay with everyone (.) that's what we had in
 1137 the diaries (.) is that too much or
 1138 Harry no=
 1139 Robert =I think we've got to
 1140 Harry yeah
 1141 Emma I was going to ask would anybody mind if we did it
 1142 at 2.00 rather than 2.30 (.) I know it doesn't give
 1143 us a break (.) but I ask because of wanting to catch
 1144 a train at 3.30 next Tuesday (.) .hhhh hhhhh
 1145 Elizabeth well why don't we have the staff meeting at 12.30
 1146 Robert well I don't think the Staff meeting next
 1147 week will last=
 1148 Elizabeth = it th- w- l- let's cut it short
 1149 Robert we did today (.) we had a break today (.)
 1150 Elizabeth we don't need to give Stuart too much data now
 1151 Harry that's it - th- we'll do it on the marketing
 1152 thing and (.) I can't think of anything else
 1153 at the moment (.) we need to do (.) yeah that's
 1154 alright with me
 1155 Nicholas yeah (.) that's okay by me
 1156 Harry ° 's no problem°
 1157 Elizabeth well if we've only got half an hour for-
 1158 we can start at 1.00 and finish at half one
 1159 Harry that's true
 1160 (0.6)
 1161 Harry yeah (.) ° I mean ° ur- (.) lets
 1162 lets=
 1163 Elizabeth = >shall we play it-< (.) shall we see
 1164 what else comes up on the agenda (.)
 1165 Harry yeah I think that's a good idea
 1166 Elizabeth if we've only got the poster
 1167 to make a quantum leap about=
 1168 Emma *huh haaa:*
 1169 Harry yeah
 1170 (3.4)
 1171 Harry that's fine=
 1172 Nicholas .hh (.) alright! I'll do a bit of editing on
 1173 B360 this tape (.) and see (.) mmm
 1174 (0.6)
 1175 Elizabeth can you say a little bit more next week
 1176 about the multiple personality
 1177 Robert (.) the Bakhtin
 1178 the Bakhtin (.) because I think that
 1179 it was- (.) when you started talking about that
 1180 it was quite difficult cos it was so new to me that
 1181 I was having in keeping my mind on track (.)
 1182 cos I kept going off track (.) yeah (.) yeah
 1183 that you gave us one example (.) one specific
 1184 bit of personality from you and then you went
 1185 onto general (.) and I'm still (.) I'm still not
 1186 Nicholas [hhh
 1187 Elizabeth Emma started frowning at the same point
 1188 that I started mentally frowning
 1189 Emma ha
 1190 Elizabeth and I thought 'ah' okay=

1191 Nicholas =>I can do [that right now<]
1192 Elizabeth [I was pleased]
1193 Nicholas this is not a great area of expertise of
1194 mine (.) errm but my way (.) yeah
1195 [my way into it =]
1196 Elizabeth [()more]
1197 Nicholas = was to me a very straightforward (.) err
1198 EFL example (.) I'd only heard the name
1199 bandied about before then (.) err (.) a guy called
1200 Bill Johnson (.) had an article in TESOL Quarterley
1201 called do EFL teachers have careers?
1202 Elizabeth mmm
1203 Nicholas and it was in the whole teacher life (.) area
1204 and he interviewed a whole bunch of teachers
1205 in Poland (.) which is where he married into
1206 and (.) out of the interview data (.) he followed
1207 through some strands which were essentially
1208 economic (.) to do with them having this job
1209 but they had to have another job because they
1210 () job to live with (.) and then
1211 they have to move (.) and so they had to >()<
1212 the job
1213 Robert [the job yes
1214 Nicholas yes (.) and the whole thing was tracked through in terms
1215 of money (.) errm (.) and then::: (.) a difference he
1216 found between:::n (.) to use the shorthand (.) native speakers
1217 of English (.) and Polish speakers of English (.) in other
1218 words the Brits and Americans in Poland and the Poles
1219 in Poland (.) was that the Brits and Americans (.) based
1220 their professional status on the fact that they were language
1221 teachers (.) whereas the Poles based their professional status
1222 on the quality of their English (.) that they were such
1223 excellent English (.) and were also translators and
1224 interpreters (.)
1225 ((End of tape))

Case4

GDM 18.05.99

Emma as Speaker: The nature of a part-time academic role

001 Harry oh I see what you mean (.) the way we
 002 negotiated the thing
 003 Robert yeah
 004 Harry sure (.) absolutely
 005 (0.6)
 006 Harry err Elizabeth and Emma right?
 007 Nicholas yes (.) erm (.) Robert (.) erm=
 008 Harry =sorry ° can we shift the chairs around a little bit°
 009 Nicholas yeah
 010 ((sounds of shifting furniture as Harry shifts desk
 011 in order to bring out black desk swivel chair))
 012 Nicholas Robert did you pick up the e-mail about Elizabeth
 013 Bolton wanting to change the dates=
 014 Robert =yes
 015 Nicholas is that okay with you
 016 Robert [April the fifteenth (.) yes it is
 017 Nicholas good (.) so we ask her to give the talk a bit
 018 earlier (.) eleven til twelve (.) rather than
 019 twelve til one (.) if that's=
 020 Harry =if that's okay with- (.) Emma (.) would you
 021 prefer this chair or are you okay there?
 022 Emma no (.) I'd prefer this one
 023 Nicholas [that's okay with you then yeah
 024 Harry that- that's me clear then (.) because I've got erm=
 025 Nicholas =that's [excellent]
 026 Harry [my meet]ing starts at twelve
 027 with err= sorry about that (.) my meeting
 028 (°the dragon awaits°) (.) so if she could eleven
 029 to twelve (.) that would be super (.)
 030 Nicholas and then you're back two thirty okay?
 031 Harry I'll be back at two thirty definitely whether the meeting
 032 is finished or not=
 033 Nicholas [yes
 034 Emma =so what day is that?
 035 Robert [fifteenth with Elizabeth Bolton=
 036 Harry =just need to check with Elizabeth (.) WHEN ELIZABETH
 037 COMES I'LL CHECK WITH HER (.)
 038 Robert ahh hhhhhhhh ha
 039 Elizabeth ((from her room)) ° I'm coming I promise you°
 040 Harry WHAT ARE WE TALKING CHRISTMAS OR WHAT?
 041 Nicholas which *Christmas is that?*
 042 Harry err (.)*lets go for the millenium!*
 043 (1.0)
 044 Harry NOT THE NEXT ONE (.) THE ONE AFTER
 045 Nicholas the real- (.) no sorry
 046 Emma *ha ha*
 047 Nicholas *HA he he he ha::::*
 048 Nicholas there's no point in promising anyone else (.) I'll stop being
 049 boring about that (.) I- I really must promise myself=
 050 Harry =oh what? (.) the promising=never make promises you can't
 051 keep (.) hhhha
 052 Nicholas we still havn't -- oh yes it's there
 053 Emma so we're looking at the fifteenth
 054 Harry fifteenth yeah (.) of course she's got
 055 to agree to it too hasn't she
 056 Robert but she's already
 057 Emma [[()]
 058 Harry [[she agreed to]
 059 Harry eleven o'clock I'm talking about whether

060 she can come down for that
061 Nicholas [that's right
062 Harry she might not be able to make that (.) I mean.
063 Nicholas errrm (.) this business about Elizabeth Bolton
064 wanting to change the date
065 Elizabeth yeah
066 Nicholas to the fifteenth
067 Elizabeth >oh I havn't brought 'me diary<
068 Nicholas which is the one >you know< we've bee::n
069 there (.) then we've freed it up again
070 is it okay with you? (.)
071 Elizabeth the fifteenth of June?=
072 Nicholas =yes
073 Elizabeth that's the day I won't be here
074 (1.2)
075 Elizabeth I'm taking leave that day
076 (0.6)
077 Nicholas right
078 Harry oh is that the birthday thing
079 Elizabeth yeah
080 Harry yeah (.) that came out earlier but that
081 that wouldn't have been- (.) oh I see what
082 you mean (.) that's errr=
083 Elizabeth =no you do it and record and I'll listen
084 >I mean< I'll be sorry to miss her but (.)
085 Harry no that's the thing y-=
086 Nicholas =yeah [what do you think ?]
087 Harry [you announced that] long ago
088 Harry I think if Elizabeth doesn't mind (.) there will
089 be enough of us won't there? (.) I mean the
090 rest of us are here (.) that gives a group of
091 five
092 Elizabeth she's putting forward a- a doctoral proposal to
093 a committee which has called a meeting on the
094 the 8th (.) she says she will come because she
095 said she would (.) if- you know=
096 Emma =yeah
097 Elizabeth but I don't think [we really bring her] down
098 Harry [naa:::]
099 Elizabeth oh no::::
100 Emma [no:::
101 Nicholas under those conditions=
102 Harry =NO::: ohh
103 Robert [HA HA ha ha
104 Nicholas [hhhhh °ha ha°
105 Elizabeth °what's happened () °
106 Nicholas [I would have said the same thing
107 t-=
108 Harry =to be honest anyway (.) I reckon that >you know< (.) if
109 we put her where Elizabeth is now (.) this is a nice group
110 this is better than cramming the room full (.) so I think
111 having Elizabeth missing is not
112 Robert [YEAH you're cramming the room full Elizabeth
113 Emma ha
114 Robert ha HA HA hhhha
115 Emma [arhhhhh
116 Nicholas [I comPLETEly disagree with that
117 Elizabeth [[I think the only]
118 Harry [[ohhhh you don't]have your bir[thday party]
119 Elizabeth [the only thing]

120 Vince we ca[n't have two] Elizabeths
121 Elizabeth [the only thing is]
122 Vince we've got to get used to having four Emmas=
123 Harry =that's [true as well]
124 Elizabeth [yeah the only] thing is:: that=
125 Nicholas [yeah
126 Elizabeth =it would have [been nice to be]
127 Nicholas [we all agree to be] Sam
128 Elizabeth [a more feminine
129 presence
130 Harry yeah oo:::: a::rr yes (.) that's true
131 she's comi-
132 Elizabeth [especially since Lawrence was=
133 Harry hairy males!
134 Elizabeth [a hairy male presence
135 Harry yeah
136 Vince mmm
137 Harry okay (.) Emma if you could stay at home as well
138 we'll really put the () on
139 Vince [HA ha::::
140 Harry go on!
141 Emma [hhee he
142 Elizabeth [[what's happening the] week after=
143 Nicholas [[in that case]
144 Nicholas =can we go back through this again then?
145 we've got Emma to be Speaker today
146 we are not meeting next week=
147 Harry =we're not
148 Nicholas erm
149 ((All looking through diaries))
150 (2.2)
151 Nicholas which (.) oh no (.) bring that up another time (.) at
152 the moment (.) we've got a free on the first (.)
153 on the 8th we were go- we could then meet for this student review
154 (.) I'm just pulling in other things here that Harry
155 I don't actually want to talk about that now but
156 now-
157 Harry [we're not- Emma was happy to do on the first
158 (.) is there something happening on the first?
159 Emma no (.) at the moment we've got the review of student
160 progress on the first=
161 Harry =oh I'm sorry
162 Emma [havn't we=
163 Nicholas =yes and we shifted from the 8th (.) I- I can't make
164 the 1st which is why I was happy to go back the 8th
165 Harry right (.) right
166 Nicholas [which was the original suggestion
167 which we moved because of Elizabeth Bolton
168 Emma that's right=
169 Harry =gotcha (.) okay:: so we have the review of
170 student progress on the 8th then
171 Nicholas yeah (.) we-
172 Harry =>leave< °it as it is°
173 (0.8)
174 Robert at what time?
175 Harry e- ar- at staff meeting time
176 Robert staff meeting time
177 (1.2)
178 Harry erm,
179 Emma and if Elizabeth Bolton doesn't come

180 on the 8th (.) if she moves to the 15th
181 Nicholas that's right=
182 Emma =can we then have (.) in the afternoon
183 the other grading criteria one (.) or do
184 we need that afternoon slot?
185 Elizabeth no because she'll be doing a talk and then the
186 afternoon slot won't she?
187 Nicholas yes (.) 2.30 til 3.30
188 Elizabeth that might come on the three-thirty pattern
189 Nicholas (.) we need (.) remember the Lawrence Young
190 exprence where you need a certain courtesy time
191 we can't just turf people out into the corridor (.)
192 if they decide they want to go on talking
193 Vince no (.) because they have to go to the toilet
194 Nicholas yes=
195 Vince =especially if we go for beer!
196 Emma so that on the 15th what's Elizabeth (.) so Elizabeth
197 will be here on the 15th
198 Nicholas yes
199 Emma and will be
200 Nicholas [doing 11.00 til 12.00=
201 Emma =°her talk°=
202 Nicholas = her talk on action research cycles
203 Elizabeth can that be recorded?
204 Harry yeah=
205 Nicholas =yes
206 Harry should do
207 Nicholas and the::n (.) 2.30 to 3.30 the group
208 development session on (.) a framework
209 for analysis of same (.) which she's working
210 on but which is proving lumpy
211 Emma [[and I'm-
212 Harry [[and I tell you what and Emma stays at home
213 and I get crate of tinnies in (.) and give her a really
214 rough time (.) hhfff ha
215 Nicholas could have the cricket on in the background
216 Harry *that's it! YEAH [haaa] [ha ha]*
217 Nicholas *[so lets do lets] [get on]*
218 Emma *[ba::d*
219 Emma and sorry I tell the MSc (.) I mean I strongly
220 urge
221 Nicholas yes
222 Emma the MSc students to=
223 Nicholas all of them
224 Emma [to participate
225 Harry yes
226 Emma but of course they might not=
227 Nicholas =the talks 11.00 til 12.00 (.) erm what-
228 (.) what we would like from them is err::
229 an indication (.) if they're coming or not (.)
230 Emma yes=
231 Harry =I also see th-
232 Elizabeth [are THEY NOT DURING a MAP week?
233 Emma no because it's been [passed you see]
234 Nicholas [now it's finished]
235 Nicholas but it's well they're thinking about their
236 Emma [yeah their assignment
237 they SHOULD come! but
238 Harry [I'll also alert Nora Townley

239 who's here this afternoon that if she wants to join
 240 us (.) it would be a good thing if she could get there
 241 at 11.00 on the dot with the rest of the CELU people
 242 too- =
 243 Nicholas = yeah not quarter past (.) quarter past would be less welcome
 244 Harry yeah less impressive
 245 Nicholas yeah=
 246 Harry =° yeah°
 247 (0.8)
 248 Nicholas erm::
 249 Harry >I'll do that< subtly!
 250 Elizabeth why don't you ask her?
 251 Robert [SUBtly?! Ha ha
 252 Elizabeth why don't you ask her to the erm (.) afternoon thing?
 253 Nicholas (.) I'd like to ask her to that as a Sp-
 254 as a Visiting Speaker
 255 Harry yeah (.) start her off () it's a bit difficult join-
 256 Nicholas we-
 257 Vince [wh- as her first (.) so the first time she comes into this
 258 is as Speaker?=
 259 Nicholas =that's what I thought
 260 Emma [she'll be quite
 261 Nicholas we havn't talked about it=
 262 Harry =cos as Understander you couldn't-
 263 Vince [I'm not sure (.) I think it
 264 may be better (.) I mean give her the choice (.) but
 265 I think if it were me I'd prefer to come in and see
 266 where the land lies=
 267 Harry =yeah=
 268 Vince =and know that it's quite °a° (.) it's not such a
 269 Elizabeth [yeah so would I
 270 crikey! =
 271 Harry =yes but [no:: the thing is]
 272 Vince [we're all very com]fortable with it
 273 Harry I don't think we can have her as an Understander
 274 with Elizabeth Bolton
 275 Nicholas no
 276 Harry we CANnot have Understanders
 277 Nicholas [and we're not going () =
 278 Vince =no that's fair enough
 279 Nicholas [we're not having a spectator either=
 280 Harry =no=
 281 Nicholas =so I think visiting Speaker's the only way in to be honest
 282 Harry we::ll unless she wants to come into one of our things° yo- °
 283 Nicholas that's true (.)°that's true yeah°
 284 Robert as an auditor in one ours
 285 Vince yeah
 286 Nicholas [yeah
 287 Harry [we'll start there then (.) but not=
 288 Robert =that's how I would do it
 289 Harry okay (.) so we've got Elizabeth Bolton (.) we've got
 290 err - [the review]
 291 Emma [the review of] student progress on the 8th
 292 Harry we need the evaluation meeting (.) Emma
 293 Emma we do
 294 Harry the err:: the err err the gloss thing
 295 Harry now::: you're not in on the 1st? =
 296 Nicholas =no
 297 Harry but I mean if you don't mind missing that

298 Nicholas not at all
299 Harry let's do it on the 1st (.) I think it's more important
300 to have the meeting (.) so the staff meeting on the 1st will
301 be::: err:: (.) a grading criteria
302 Emma so it's the relationship of module glosses (.)
303 Elizabeth [that's a Tuesday is it?
304 Emma [to the core
305 document
306 Harry yeah
307 Elizabeth is that a Tuesday?
308 Harry it's just a Tuesday yeah (.) just staff meeting time
309 Emma two weeks time
310 Harry ° yeah yeah ° no problem
311 Nicholas I'll try to catch some time either with Emma or with
312 you Harry (.) to download a couple of thoughts about that
313 (.) or I'll [()]
314 Harry [that'll be great (.) tha]t'll be great
315 Nicholas yeah
316 Elizabeth what was that called?
317 Harry okay that's good
318 Robert module grading criteria=
319 Nicholas =SO the 22nd (.) is::
320 Harry >Away Day<
321 Nicholas is the Away Day
322 and the 29th we said we'd meet again fo:::r
323 a feedback session (.) which (.) will be by way
324 of a round up for the summer yeah
325 Elizabeth well hang on then (.) there won't be::
326 a feedback session after Elizabeth Bolton?
327 Harry yeah
328 Nicholas that's it on the 29th
329 Elizabeth that [will be Elizabeth] Bolton
330 Harry [on the 29th] [can I:: just clarify something
331 Elizabeth [[for a round up]
332 Nicholas [[it will also pos]ibly relate [to this session]
333 Harry [I was gonna say]
334 Nicholas [today]
335 Harry [cos if] you're out on the 1st there's no
336 point in having a group development session
337 (.) to follow up on Emma's one this week
338 (.) so Emma's will have to come in much later (.) if
339 you don't mind that Emma?
340 Emma it doesn't bother me
341 Harry we'll do Speaker A and Speaker B on the 29th
342 Nicholas yes
343 Harry okay
344 Nicholas if that's okay?
345 Harry yeah
346 Nicholas so::
347 Elizabeth [sorry >on the 29th we do< both Emma and
348 Elizabeth Bolton
349 Harry that could be quite interesting (.) that could be good
350 actually (.)
351 Nicholas and what I'd like to suggest but not spend
352 long talking about now (.) cos time really
353 is passing (.) is that when we do look forward
354 to (.) to starting up again in the autumn (.) we
355 think about reducing the amount of (.) feedback
356 discussion sessions (.) and increasing relatively
357 the number of developmental sessions (.)

358 Vince mmm
359 Robert we're mature enough for that
360 Nicholas yeah?
361 Robert ° yes°
362 Harry ooh no (.) I'm sorry (.) yeah a- a- can I just
363 just Emma is Speaker A now (.)
364 Nicholas yeah
365 Harry we will have a slot on the 8th
366 Emma yeah we can do follow-up Speaker on the 8th
367 Harry so we can do that (.) and that'll fit nicely
368 Nicholas oh because that's a one o'clock thing?
369 Harry that's a one oclock- oh yeah (.) review of student
370 progress is one o'clock (.) and then (.) it shouldn't
371 take very long (.) it's simply to have something
372 on record
373 Nicholas okay (.) I thought that was an extra meeting=
374 Harry =no (.) it's one o'clock and I reckon it's just
375 each group number says (.) 'look' it's like this
376 you know (.) this is where we stand and
377 if there are any issues
378 Elizabeth [so it's different from the::]
379 Nicholas [I don't think we ev]er
380 but don't lets discuss it now=
381 Harry =NO:: (.) not every[one prepares in advance]
382 Elizabeth [it's different from the ex]am board=
383 Harry =yeah=
384 Elizabeth =in that we're looking at people who havn't got to the exam
385 board stage (.) or::
386 Harry [that's it (.) just bring them up
387 > just alerting<
388 Robert [now wait a minute (.) what date is that
389 Harry that's the 8th
390 Emma [8th of June
391 Harry of-
392 Robert that's the meeting on student progress
393 Harry at one o'clock
394 Robert I'd put it down at 1.15 (.) that's good
395 Harry student progress (.) and on the 15th we
396 don't have a meeting in fact (.) erm
397 (.) except (.) cos I'm at the Dragon Awakes
398 (.) Elizabeth's out (.) erm (.) we've got
399 Elizabeth Bolton here (.) I would just suggest
400 that er- sandwiches are available for anyone
401 (.) Robert (.) Emma (.) just book the sandwiches
402 and just have an informal chat °about anything
403 you know°
404 Emma *hhhhh ha fine*
405 Nicholas so 2.30 on the 8th (.) again (.) sorry we've got
406 another group developmnt meeting
407 Harry that's right (.) Speaker A
408 Nicholas good
409 Harry I'll talk about this review of student progress
410 then (.) obviously in the light of that (.) if you don't
411 mind Emma (.) at the end of our grading criteria
412 gloss meeting (.) if you can remind me
413 Emma [great
414 Harry if you can remind me (.) cos I think it's important
415 to get >that in the picture <(.) my idea
416 was that
417 Nicholas [okay

418 Harry the real work would be done in the week
419 individually (.) and the group thing would
420 be a sha() (.) okay so the follow-up on the
421 29th will be Speaker B who will be Elizabeth Bolton
422 Nicholas yes
423 Harry and that's really rather nice isn't it?
424 Nicholas excellent
425 Harry because that's past the end of term
426 (.) we've finished our weekly staff meetings
427 Nicholas yes and we'll also want to plan fo::r
428 the Winter term (.) the Michaelmas term
429 Harry Michaelmas (.) isn't that sweet
430 (1.2)
431 Harry °get the holly out°
432 Nicholas yeah (.) are we good?
433 Elizabeth [shall we select a couple of tapes
434 for Nora Townley to listen to?
435 Nicholas maybe (.) yeah (.) definitely yeah
436 Harry I'll talk with her this afternoon (.) and see
437 and see what the situation is
438 Nicholas I mean she's not (.) only if she's coming
439 does it become interesting
440 (1.6)
441 Harry okay (.) jolly good
442 Emma *hhhHA*
443 Harry I'm done (.) my diary looks good (.)
444 Nicholas I dunno whether you want to look at the tape count
445 (.) to tell you where this session actually starts
446 (.) errm (.) well sometimes we need admin time
447 and we need it (.) so there's no point in
448 maunder[ing on about it]
449 Elizabeth [the language of] negotiation
450 Nicholas oh dear ((shifts position in his chair, assumes lotus))
451 Robert ° that's right °
452 Emma at this point we stretch (.) we change position (.) (
453 remove)jacket
454 Nicholas [yes [yes
455 (1.4)
456 Vince >I'm going to keep [my shoes on<]
457 Robert [some of] us adopt
458 a lotus
459 Harry naa:::: a () of business
460 Nicholas [never could
461 Emma ° *ha hhhhhh ha*°
462 Elizabeth [will it be too noisy if I open a window?
463 (0.6)
464 Harry it normally clacks about like mad=
465 Vince =yeah
466 Harry [this is the disadvantage of this room
467 Vince [yeah I think
468 if we do open the window (.) we need to get
469 a little wedge to go under that door:: (.) cos that
470 really bugs me (.)
471 Harry well let's [see if we can survive with]out
472 Vince [that clack clack clacking]
473 ((noise of computer 'you have e-mail' buu: buu))
474 and that does
475 Harry can't do much about that
476 Vince how do you transcribe that?

477 Nicholas okay err Emma
 478 Emma right (.) well (.) don't know whether I'm cheating
 479 being Speaker so soon after not having participated
 480 in these meetings for quite a long time (.) but there we are
 481 (.) erm I decided to speak about my:: (.) about how things will
 482 be when I come back to work (.) after my maternity leave
 483 (.) because as I think everybody knows (.) I am (.) almost
 484 certainly (.) your know err final administrative discussions
 485 and things still to be had (.) but it- you know (.) Harry
 486 .hhhhhh (.) I've talked to Harry about it who's talked to
 487 Elsie Norman about it (.) it's (.) I will be coming back
 488 part-time (.) and erm (.) I'm very very happy about that
 489 in many ways (.) but I have also some small reservations
 490 about it (.) or queries about it in my mind (.) and I suppose
 491 those are what I'm going to concentrate on (.) erm=
 492 Nicholas =so you want to focus on the queries and the reservations
 493 >that you have<
 494 Emma I think so
 495 Nicholas yeah=
 496 Emma =but I'll have to say first why I'm happy about it
 497 but I won't take long about that (.) because I suppose the
 498 one thing I do want to make clear is that (.) I am absolutely
 499 sure that that's what I want to do (.) I'm not- I'm not
 500 still making that decision (.)
 501 Nicholas mmm
 502 Emma and err (.) the reason is that I want (.) is that
 503 since I've had Noah and I've been full-time
 504 I've found it a very very difficult line to hold
 505 between (.) spending what I consider the right
 506 amount of time with him (.) and also giving the right
 507 amount of time to the job (.) erm and I think with two kids
 508 I'll never do it (.) is what I think (.) erm (.) and so I
 509 think (.) it's ver- so I'm sure from a whole person
 510 perspective (.) being part-time at work for a while
 511 is the right thing to do (.) so that's why I'm sure about
 512 the decision (.) the reservations that I have about it
 513 are to do with (.) err (.) what it's actually possible to:::
 514 hhhhhh
 515 (1.2)
 516 negotiate I suppose (.) and what
 517 (2.4)
 518 whether I'm going to hit any insoluble contradictions
 519 (.) in the sense that (.) erm (.) there's one side of this
 520 which is simply a practical side (.) which is that Harry
 521 and I sit down and negotiate what constitutes a part-time
 522 workload
 523 Nicholas uhh hmm
 524 Emma so the way I see it is that by:: (.) you know by- so by
 525 giving up- >from a practical perspective you can say<
 526 that by giving up two fifths of my salary I'm earning the
 527 right to only work three days a week (.) erm (.) but I
 528 wonder (.) or I am concerned (.) that it may prove to be
 529 not quite as simple as that (.) in that (.) it's already
 530 become clear to me in conversations that I've had
 531 with various people (.) about erm (.) what I would like
 532 to do when I come back (.) if I actually do all the things
 533 I've said (.) I'm going to more work than I've got now (.) not less
 534 ha hhhhh hmmm (.) so clearly (.) there's an issue of (.) erm
 535 (.) things that I would like to do (.) academically or at work

536 (.) that- (.)> that probably don't even fit into a full-time job
537 let alone a part-time one<
538 Harry so can I get this straight (.) what- what- what we're talking
539 about (.) if I've understood you (.) is a meaningful part-time
540 job for you (.) and for that part-time job to be meaningful
541 errm (.) it has to involve things (.) obviously some things
542 that you want to do (.) but when you've looked at the
543 things (.) that you want to do (.) you're faced with the
544 very difficult situation (.) that decisions are going to have
545 to be made (.) and that's really where the focus is (.)
546 on these decisions or thinking about >is that right<
547 Emma [that's part of it
548 that is what I've said so far (.)
549 Harry right=
550 Emma =there's another [bit] as well
551 Harry [okay]
552 Emma which focus (.) which is to do with (.) errm
553 the feasibility (.) this is >just <something I worry about
554 the feasibility of managing any sort of career
555 in an academic institution (.) on a part-time basis
556 (.) in the sense that (.) err (.) it's one thing (.)
557 if I can >as it were< practically negotiate the right
558 to- to only do three days work a week (.) but
559 in three days (.) will I::: (.) I mean >you know<
560 these are (.) you know what I mean (.) obviously
561 they'll be a certain amount of flexibility (.) but
562 broadly sp- (.) I mean the whole point of going part-time
563 is to do less work (.) will it therefore be possible for
564 me to do::? (.) the reading, (.) the conference attendance,
565 (.) the networking::, (.) that w- that will mean (.) that-
566 well >that I can< actually do the job half decently (.)
567 or y- (.) o::r y- or (.) or not (.) so that's a worry that
568 I have (.)
569 Harry so (.) again (.) if I can clarify wh- when you talk about
570 the job (.) you mean the job in its totality as- as a whole
571 and I get the impression here (.) correct me if I'm wrong
572 that what you've just said is that (.) you are determined
573 to give to your children (.) what they err they need
574 Emma yeah
575 Harry and you have that commitment which is absolute
576 Emma mm
577 Harry at the same time (.) you want to give to yourself
578 through your career the commitment (.) that you feel
579 that you want (.) but there seems to be an almost
580 irreconcilable tension between the two (.) as things
581 stand at the moment
582 Emma [yeah I fear that there may be: =
583 Harry =that's the issue °yeah°
584 Emma [errm
585 because>as I say< like to: to teach a course at
586 Master's level (.) you have to be kind of in
587 the swim of things (.) I think you can (.)
588 get by for a while (.) you know you could have
589 a period of not being much in contact (.) if
590 you needed to be (.) but it would only be quite
591 a short period (.)
592 Elizabeth .hhhh
593 Emma yeah
594 Elizabeth do you- do you mean? (.) when you say in the swim

595 of things (.) keeping up with the new literature
596 that's appearing on the subject (.) that kind of thing
597 Emma yeah that sort of thing (.) >yeah<
598 (1.4)
599 Emma ° hhh *ha hmm*°
600 Nicholas so we've got the:: (.) can I go back a little bit (.)
601 that I had a feeling when- when Harry first (.)
602 first came in (.) I was trying to capture something
603 there (.) around the same area of what you said
604 but slightly differently (.) when you said a->a whole
605 person< (.) decision about going part-time
606 Emma mmm
607 Nicholas and then you thought about all the bits of work
608 you've said to people 'oh yes' I'll be interested (.)
609 I'll want to do that
610 (0.8)
611 Nicholas erm,
612 (2.0)
613 Nicholas in one sense I was hearing it
614 (1.2)
615 Nicholas It'll be a question of making of making hard choices
616 Emma uhummm
617 Nicholas but I'll just have to do some and do the other. (.) is there
618 any sense in which? it's- (.) the whole person part of the
619 decision is to some extent still more of an abstraction?
620 (.) whereas the real issues you've been talking about
621 (.) are real things that will need to be done (.) and that-
622 that's a part of the conflict (.) the:: (.) the decision
623 the whole person decision to be that sort of person
624 is still an abstraction and hasn't actually come up to
625 the real
626 Emma do you mean?
627 Nicholas [distinction
628 Emma I'm not sure whether I understand you (.) but do you
629 mean that I still haven't worked out what it will mean
630 in real terms (.) to be that kind of person (.) to be a person
631 who's employed part-time
632 (1.0)
633 Nicholas °maybe° (.) maybe that's it
634 (3.2)
635 Emma mmmm?
636 (2.6)
637 Emma it might be true that on the work side (.) I'm not
638 clear about what that would mean. (.) whereas
639 on the home side, (.) I am (.) because I mean
640 I thought about going part-time after I had Noah
641 (.) but for various reasons=
642 Nicholas =mmm=
643 Emma =it- I didn't (.) and I think that (.) one of the reasons
644 is that I didn't have a very clear view of what that
645 would actually feel like (.) either on the home front
646 or on the work front (.) but I think that now (.) I do
647 have a view of what it would feel like on the home
648 front (.) because you know (.) the way I actually tend
649 to manage erm work (.) is that I do quite a lot of it
650 in the evenings (.) you know when he's asleep
651 (.) so I do have (.) which you know *I'll be very keen*
652 *not to do so much of anymore* erm
653 Vince mm=
654 Emma =but I do have (.) kind of (.) I do have plenty of

655 parent at home days with him if you like (.) so I think
656 I have a clear picture of what that's like (.) and I like
657 it and I feel it's important and I want more of it
658 errm- but maybe I don't have so clear a picture of
659 what (.) being in part-time employment really means
660 (1.4)

661 Nicholas mmm(.) mmm
662 (1.0)

663 Emma and yet I still feel convinced that it's the right thing
664 for me to do (.) sounds strange. (.)

665 Harry when you said (.) I think if I can pick up Nicholas's
666 point (.) that this is- is (.) maybe again it's ()
667 but when you said you're not part-time employment
668 means (.) the way that I took it when you represented
669 it to us (.) was that it was about (.) going back to
670 this choosing amongst alternatives (.) and that would
671 represent (.) fu- you know part-time employment (.)
672 what I'm finding difficult to get hold of (.) is the
673 relationship between that (.) and the sense of this being
674 a fulfilling and >you know< er- er- er- a proper job a:s it
675 we::re (.) how do the >relate< they seem to be- they
676 seem to be hanging in the air somewhere there and
677 I can't quite see:: (.) maybe that's where the problem
678 is (.) I don't know

679 Emma I don't either (.) errm
680 (6.2)

681 Robert I'm getting the message that (.) you're not distinguishing
682 (.) clear boundaries between work and non-work (.)
683 not like as though your standing at a machine (.) that's
684 when you're walking (.) when you're not standing at
685 the machine you're not working

686 Emma mmm

687 Robert is that where the-
688 (1.2)

689 Robert the vagueness comes?

690 Emma well that [might be part] of it (.)

691 Robert [()]

692 Emma inasmuch as maybe part of umm (.) wanting to
693 be part time is to do with having those boundaries
694 a bit clearer (.) and erm

695 Robert they're not becoming clearer

696 Emma and the fear is that they won't (.) the fear
697 is that they actually can't perhaps (.) that
698 might be part of it (.)

699 Nicholas is there any sense in which it might be
700 helpful that- (.) >I don't know if you've got
701 a way ahead planned< (.)

702 Emma no (.) hhh haa::

703 Nicholas [ha ha for this session

704 Emma I havn't=

705 Nicholas =might it be:: useful then for you to work
706 on formulating (.) what your vision of you
707 as a part-time worker (.) is

708 Emma yeah (.) I think so (.) I mean I think (.) yeah

709 Elizabeth can I ask something else before that because
710 it relates back right to the beginning just before
711 Harry came in or you came in with your first Understanding
712 (.) errm (.) you said you were very sure you wanted to come
713 back because you were happy with that (.) coming back (.)

714 and then (.) for all kinds of reasons (.) and I can now only
715 remember one (.) and it maybe my memory or maybe that
716 you didn't tell us any other reasons (.) or maybe it's a
717 different meaning of the words happy (.) and I was looking
718 for something different
719 Emma .hhhh (.) hhhhh
720 Elizabeth erm (.) you said you were happy because you had (.) this is
721 as I understood it (.) that you had thought a lot about the
722 decision (.) that you knew that you couldn't go back (.) come back
723 and work full-time cos I had been difficult with Noah (.) so
724 coming back to work part-time (.) was the right decision
725 for you
726 Emma uh hm yeah
727 Elizabeth and you didn't give any other- (.) I didn't un- I didn't-
728 and that seemed to be the reason (.) that you were happy
729 about it
730 (0.6)
731 Emma [[happy about]
732 Elizabeth [[and I just won]dered whether there was anything else
733 that you wanted to::: =
734 Emma =to [say about]why I
735 Elizabeth [()]
736 Emma why I want to be part-time?
737 Elizabeth mmm (.) was it that (.) you liked (.) you particularly
738 liked (.) particular areas of your job (.) and you were
739 happy about doing those
740 (0.6)
741 Elizabeth in which case it might link up with what Nicholas's
742 Emma [no
743 Emma no it's more the oppos- no it's erm (.) I think that
744 having to lose certain areas of the job (.) is more like (.)
745 is more of a down side to it (.)
746 Elizabeth mm
747 Emma erm (.) I'm h- the happiness is (.) because I feel
748 that (.) I need more time at home (.)
749 Elizabeth erm
750 Emma so (.) and that I want to have a (.) I want to have erm
751 (.) I want to have a completely clear conscience (.) I'd
752 much rather be (.) paid for three days and sometimes=
753 Elizabeth [mmm
754 Emma =work three and a half (.) than paid for five days and
755 sometimes work four and a half (.) you know (.) due to
756 whatever (.) >you know<(.) it- I'll be happier that way
757 Nicholas mmm
758 Harry going back to Nicholas's thing
759 Emma [I mean obviously the talking about=
760 Harry [yeah
761 Emma =days per week is a bit meaningless (.) really because
762 that's not [what it's like]
763 Harry [yeah no no]
764 Emma but if you [think of an average]
765 Elizabeth [that's not what it's like]
766 Robert [difficult to classi]fy
767 Harry [yeah]
768 Harry of course
769 Nicholas [sure
770 Harry I- I think >to go back to Nicholas's ° thing° <
771 (.) per- >you know< the picture of the job
772 as you see it=
773 Elizabeth mm

774 Harry =w- >you know< I mean it'd certainly help
775 me (.) get a (.) >get a bit of a (.)° picture°
776 Emma ° well (.) hmmm°
777 (3.2)
778 hmmm
779 (0.6)
780 well okay (.) it's hhhh (.) it looks o- (.) the kind
781 of job that we all we have here (.) looks on paper
782 like a job that you can split up quite easily (.) and
783 indeed in our workload weighting we have (.) erm
784 but I think that erm (.) it's not quite like that really
785 that it's all rather more organic (.) and rather more
786 linked (.) than erm (.) than it might appear (.)
787 and therefore (.) the idea of slicing bits off (.) actually
788 feels a bit weird (.) erm (.) especially I guess (.) slicing
789 certain bits off (.) I mean one thing (.) something that
790 can probably be fairly clearly sliced off because I think
791 we've seen this with colleagues who are semi retired
792 (.) is that is like say the teaching of a (.) of a certain
793 module
794 Harry mm
795 Emma is something that can be erm taken apart (.) erm
796 but in my case (.) I'm (.) I mean I think it's
797 clear from discussions and also (.) from my
798 own preferences (.) that there's no question of
799 that say teaching a module (.) or you know
800 isn't what I'm going to lose (.) so erm
801 the (.) things I could lose (.) are to
802 do with (.) I don't know (.) >I mean I don't
803 know what they're< to do with (.) they're
804 to do with how many tutees I have I guess
805 they're to do with what (.) erm (.) unit wide
806 responsibilities I have (.) to do with (.) erm
807 how much second marking I do (.) that kind of s-
808 you know that's linked with number of tutees
809 erm (.) and all those things are a bit more:re
810 (0.8)
811 Emma those things are a bit more amorphous (.) am
812 I making any sense at all (.) hhh hmm ha
813 Vince yes (.) you're saying that for you some things
814 can be (.) can be split off (.) and are (.) and are
815 self contained (.) and other things are (.) am I right?
816 in- the things that you see as amorphous are the- the
817 things that are linked (.) and therefore can't be easily
818 separated
819 Emma well I mean I think everything's linked (.) you know (.)
820 everything's linked really
821 Vince mm
822 Emma but some things are more linked than others (.)
823 Elizabeth hmmmha hh
824 (0.8)
825 Vince so are ther- are there some things (.) that you:: that-
826 that in your part-time job (.) that you see as being
827 fairly linked and that you (.) have feelings about
828 erm::
829 Vince that you would like to do or not like to do=
830 Emma =like to do or not like to do?
831 (2.6)
832 Emma errhhh er hhhhh (.) there isn't anything (.) that taken
833 in itself (.) I would like not do to (.) but I know I've

834 got to (.) I've got (.) but that's ridiculous (.) because
835 that means being full-time
836 Vince mmm
837 Emma so::: hu (.) so i- a- as I say (.) it's partly just a
838 pract- it's partly a practical question (.) of what Harry and
839 I (.) in different roles (.) negotiate (.) but it's also
840 Vince [mm
841 Emma but it's also a feeling (.) question and a nature of the job
842 question
843 Nicholas [mm (.) do you want to talk about that? (.) the feeling
844 question and the nature of the job?
845 Emma I guess I have to in a sense (.) because in a sense
846 the practical side isn't going to be resolved here (.) that's
847 going to be resolved in a different forum (.) you know=
848 Nicholas [mm
849 Emma = to do with (.) well to do with all kinds of things (.) to do
850 with what other people coming into the unit might
851 want to do::, (.) an-
852 Robert yeah we're not here to resolve anyway of course
853 (.) we're here to help you to explore (.)
854 Emma yeah haaaa
855 Robert ((clears throat)) (.) I get the impression from the way
856 you put certain things (.) that you think that working
857 full time in fact working full time solves all these problems
858 (0.6)
859 Harry ha ha::: a
860 Emma [ha hehe ha ha hehe ha
861 Harry [ha ha
862 Emma ha (.) errm
863 Harry hhh
864 Emma mmm hmm (.) ha
865 Harry ° ha hmm°
866 (5.2)
867 Emma so why do I think that working full-time would be more of
868 a problem than working full-time?
869 Robert I'm not allowed to ask that question ha ha
870 Emma ha ha
871 (2.6)
872 Emma mmm
873 (4.0)
874 Robert because sur- (.) oh (.) hhh
875 (0.8)
876 Nicholas but it's not the words that you use that count (.) it's your
877 intention
878 Robert hhhhhhhHA hhhhhh (.) ha
879 Harry [hhh
880 (0.6)
881 Emma no I don't really (.) no I don't really know how to::
882 you know (.) it's a pertinent question (.) but I don't
883 really know how to answer it (.) errm
884 (2.6)
885 Robert it's not that I thought there was a glib answer lurking there
886 Emma no
887 Robert but it seemed- (.) you were talking about a dichotomy
888 anyway (.)
889 Emma mmm
890 Robert right? (.) and it seemed to me (.) that (.) you were (.)
891 suggesting (.) that (.) that is where the problem (.)
892 may (.) the unresolvable problem may lie (.) that
893 you've got this amorphous incomplete mass which is

894 full time working (.) and you want to (.) cut it down
895 to an equally amorphous incomplete mass (.) but less
896 Emma [ha
897 Harry hmm
898 Emma hmm
899 (2.0)
900 Harry mm
901 (4.4)
902 Harry can I ask you (.) you talked about that feelings
903 (.) you said ° about feelings and you° would
904 it help to talk about the feelings that you have
905 had or you have (.) about this (.) just in feelings
906 terms about the part-time (.)°job°
907 Emma mm
908 (4.2)
909 Emma yeah
910 (16.0)
911 Emma what I see as good about it (.) f- is mainly
912 (.) y- when I think about it (.) from (.) what I
913 see as good about it (.) comes very much (.)
914 from the (.) home perspective (.) where I
915 have a vision of myself (.) as having more time
916 to be (.) with my kids (.) doing things at home
917 feeling relaxed about things (.) not having to
918 stay up til 1.00 in the morning marking blimmin
919 assignments (.) and being errm (.) generally a
920 calmer and happier human being (.) haha hhhha=
921 Robert =Ahhhhhhhhhhhh (.) THAT
922 Harry [got it
923 Emma it's errm hah ah
924 Harry [ha yes
925 Emma I mean you know=
926 Harry [yeah
927 Emma I have this vision
928 Nicholas [yeah
929 Vince [yes
930 Emma and this is very positive (.) clearly
931 Harry [yeah [absoluteley
932 Emma errrm
933 (2.2)
934 Emma and::
935 (7.6)
936 Emma suppose what I see and what I fear (.) is that
937 (.) actually that won't be possible (.) in that
938 no matter what (.) errm (.) in that no matter what
939 I::: (.) negotiate practically (.) and you know
940 no matter the fact that my (.) workload weighting
941 now says (.) you know (.) three fifths of the
942 number of units (.) you know etc. (.) errm
943 that you know it won't (.) ac- (.) the nature
944 of the job that we have (.) means that it won't
945 actually be like that (.) ermmm
946 Nicholas so that
947 Emma [does that make any sense?
948 Nicholas what I hear you saying now is that the:: (.)
949 Emma hhhh
950 Nicholas the decrease (.) just to use a pressure metaphor (.)
951 the decrease in pressure you can bring about by
952 (.) taking off two fifths of the job (.) when it's
953 >matched up against the increase in pressure

954 at home by having two children< (.) may in fact
 955 not lead to very much difference (.) in terms
 956 of the:: measuring (.) you know (.) when the demands
 957 of the two come together
 958 Emma yeah that's c- certainly a part of it (.) certainly (.)
 959 °certainly a part of it° (.) and I think the other
 960 part of it (.) is that (.) is- is just in a work way
 961 a self contained work way (.) that erm (.) that
 962 you know (.) as it is at the moment (.) erm
 963 (.) you know being full-time (.) I do have (.) I do:: (.)
 964 keep (.) time (.) for home and for Noah (.) so you
 965 know if I sort of if- if the (.) I'm not a person
 966 who (.) >you know except< at certain particular
 967 periods (.) like having a real push on the thesis
 968 or something (.) which is kind of different anyway
 969 Harry mmm mmm
 970 Emma eerm (.) I certainly don't (.) I'm not a kind of
 971 seven day a week type person (.) you know (.) whatever
 972 I've got to do (.) I kind of say (.) I must do it in this time
 973 in order to have other time (.)
 974 Elizabeth uh hu
 975 Nicholas [mm
 976 Emma available for other things (.) and so it's you know
 977 its erm (.) errr (.) and ummm
 978 (2.4)
 979 Emma but obviously I've been in full-time employment all my
 980 employment life really (.) I mean sometimes in more
 981 than one place >so to speak< (.) but
 982 Nicholas yeah (.) yeah
 983 Emma really I have (.) and so (.) I suppose I question whether
 984 (.) I'll be able to do that same boundary keeping
 985 (.) which you know is I think important to do
 986 (.) erm (.) when I'm officially part-time not full-time
 987 Nicholas you think keeping boundaries might become more
 988 difficult when you're part-time?
 989 Emma yeah (.) yeah
 990 (2.0)
 991 Emma because I think that erm (.) maybe I'll think that erm
 992 (.) perhaps it's just this cliché about work expanding to
 993 fill the time available (.) but it's true in a way
 994 Elizabeth [yeah
 995 Emma >you know< there's a sense in which it's true
 996 Nicholas [mm [mm
 997 Emma eerm (.) and because (.) the::
 998 (1.2)
 999 Emma the nature of the job (.) the >sort of <job role is
 1000 predicated on a notion of erm full time
 1001 commitment (.) this is going to change of course (.)
 1002 because other people are thinking of part-time things
 1003 as well as me and this might be (.) this might be
 1004 very interesting (.) but at the moment >you know< we have
 1005 a situation where (.) everybody here (.) those of us
 1006 who are (.) full (.) fully involved in the CELU still
 1007 are all full-timers (.) and (.) two colleagues who are still
 1008 with us (.) but not (.) not full time (.) are now with us
 1009 in a very very different sense (.) to you know (.) to a
 1010 sense in which they used to be with us (.) erm (.)
 1011 and the kind of part-time (.) the kind of part-time
 1012 situation that I've- (.) that is envisaged you know

1013 for me (.) and for (.) you know (.) is not is not either
1014 of those (.)
1015 Nicholas mm (.) mm
1016 Robert c- (.) what I'm about to say is not your words (.) but it's
1017 something that comes through to me (.) and that is
1018 that what you're saying is that (.) what you're
1019 entering into (.) is in fact a full-time commitment to
1020 less
1021 Emma ha hhhh(.) I don't get that (.) ha
1022 Robert well- err- i- your workload is cut down
1023 (.) in terms of the units, (.) how many students,
1024 Emma [yeah
1025 Robert how many modules, and that kind of thing
1026 but they are always (.) there are now fewer of
1027 those
1028 Emma uhhu
1029 Robert but Parkinson's law and Robert Principle and
1030 all that >kind of< i- it- it y- you- you are in fact
1031 conscious >of it< all the time
1032 Emma yeah
1033 Robert there are just fewer things (.) that you're responsible
1034 °for° your calls that can be made (.) but in fact (.) what
1035 I'm getting at is (.) is it the case that (.) you feel
1036 you can't sort of shut 'em away (.) because you're
1037 still responsible for them
1038 Emma that is part of it (.) yes I do think that is part of it yes=
1039 Harry [g-
1040 = wh-wh- the picture I get (.) and again (.) correct
1041 me if I've >not misunderstood< but if it's not
1042 the picture >that you want to convey< (.) I get
1043 (.) from what you've been saying (.) and it's
1044 connected with Robert's point (.) I get a very strong
1045 picture (.) of (.) your home identify (.) you mother
1046 identity (.) that's come across very clearly (.) what
1047 I havn't got at all (.) is any picture of your professional
1048 identity (.) in the new role (.) is that how you feel
1049 about it (.) it ties in with (.) with Robert's point
1050 Emma yes (.) I think that's if you like the problem (.)
1051 that's why I say I'm happy about it from
1052 Harry yes
1053 Emma because I – my new professional identity isn't clear
1054 to me
1055 Harry yeah right (.) and that's the real (.) (h)worry hhh=
1056 Vince =and I also have a sense (.) that you want to hang on
1057 (.) I mean you just co- (.) you said (.) I can't remember
1058 what you exactly said (.) but you made maybe a contrast
1059 between you and Tom and Donald (.) and there's a sense
1060 that you want to maintain that fullness
1061 Emma yeah
1062 Vince but you want to do it on a part-time basis (.) and there's
1063 a tension between (.) ° those two°
1064 Emma [that's right yeah [well it sounds
1065 strange doesn't it? (.) how can you maintain the fullness
1066 but also be on a part-time basis
1067 Nicholas yeah
1068 Vince yeah
1069 Emma that's just it yeah
1070 Harry so if I could put that
1071 Emma [because I mean Tom and Donald
1072 Harry [° sorry°]

1073 Emma and as I say (.) I'm not (.) you know this isn't
 1074 (.) you know this isn't in any way intended to be
 1075 a negative comment (.) but they're not participating
 1076 fully as team members anymore (.) that's the way
 1077 it is (.) they don't come to meetings they don't do
 1078 Harry [can I [right
 1079 Harry I think I may have understood something that I didn't=
 1080 Nicholas [mmm
 1081 Harry =think I'd understood (.) but just in case I havn't can I
 1082 Robert [ha [ha
 1083 Harry check it out with you
 1084 Emma [yeah [ha
 1085 Robert [ha
 1086 Harry >it's come (out here)< (.) I didn't understand
 1087 (.) what you meant about having less time (.) when you
 1088 went part-time about not drawing the boundaries (.) I think
 1089 now I understand (.) I may be wrong (.) but (.) it seems
 1090 to me that you're saying (.) or what I'm getting (.) is
 1091 the picture now (.) the reason that you're worried about that
 1092 is that (.) errm (.) in the light of (.) Tom and Donald (.)
 1093 because you don't have a clear picture of what you be
 1094 in terms of professional identity (.) you no longer have
 1095 a position upon which you can draw (.) those (.) to establish
 1096 those boundaries (.) that what y- (.) if I've understood you
 1097 what you're saying is simply (.) doing in terms of this
 1098 and this and this equals a part-time job (.) is a separate
 1099 issue from your professionally me person (.) the
 1100 professional me that you know now (.) that enables you
 1101 to draw lines (.) is not to you clear in the part-time role
 1102 (.) there for you have no basis for- and that's what =
 1103 Emma [mmm
 1104 Harry =really worries you=
 1105 Emma =well I'll need to develop (.) I'll need to develop a new one
 1106 (.) you know (.) I'll need to develop a new professional
 1107 person (.)
 1108 Harry to enable you to >draw the lines and then<=
 1109 Emma [yeah
 1110 Emma =yeah=
 1111 Harry =you hope you won't
 1112 Emma I mean I don't suppose (.) I don't suppose
 1113 I mean I'm not thinking for a moment that
 1114 I can do that this afternoon
 1115 Harry [no no
 1116 Emma it'll be a much longer process (.) but
 1117 Harry I have understood then that
 1118 Emma yes (.) yes
 1119 Nicholas [yes
 1120 Emma because I ne-
 1121 Nicholas [I wonder]
 1122 Emma [yeah
 1123 Nicholas >have a go< at an aspect of that as well (.)
 1124 Emma mmm
 1125 Nicholas is it then right that (.) it is as though (.) your professional
 1126 self (.) is to be redefined negatively (.)
 1127 Elizabeth mmm
 1128 Nicholas that it is what you are going to lose (.) in order
 1129 to make more space for the domestic self (.)
 1130 Emma mmm
 1131 Nicholas that you want (.) and it is what is going to be lost
 1132 and (.) if I can pick up from something that you said

1133 earlier (.) I think (.) it is not only what is going to be lost
1134 in terms of the quality of you being of this team (.) that
1135 worries you (.)

1136 Emma mmm
1137 Nicholas it's also what is going to be lost in terms of long term
1138 career (.) development (.) which was something you mentioned
1139 as well earlier that both of those are lines

1140 Emma [yeah
1141 Emma (.) yes they're both there (.) errm (.) I would
1142 very much like to like to have a way of thinking
1143 of my new professional identity which was not
1144 simply a negative definition (.) the mirror image
1145 of the home identity (.) yes

1146 Nicholas mm
1147 Emma but at the moment you're right in saying that
1148 that's >kind of< what I've got (.) because I'm seeing
1149 the home one as expanding and therefore certain bits
1150 of the job as having to be cut off (.) but where
1151 does that leave the whole professional identity
1152 you know t- how- (.) I mean I suppose maybe
1153 these are just things you have to find out as you
1154 go along (.) but errm (.) how will it be possible?
1155 for me to still be as complete a team member as
1156 I am now? (.) but on the other hand (.) not doing
1157 as much work (.) you know (.) haa haa (.) errm::
1158 cos I really hope it will be possible
1159 (3.6)

1160 Emma and yeah (.) long term as well inasmuch as
1161 you know (.) errm (.) I mean I don't feel
1162 (.) I don't feel any urges to (.) erm (.) amass a
1163 huge lists of publications, (.) conference presentations
1164 (.) you know I've never felt that kind of drive (.) errm
1165 but on the other hand (.) wouldn't like not to do any
1166 (.) errm (.) or (.) err (.) not sort of (.) not to really feel
1167 that I was continuing to learn in that sense (.) I mean
1168 there is probably another factor that comes into this
1169 (.) I've just realised that this is end of Ph.D. time as well

1170 Nicholas mmm
1171 Emma inasmuch as it is what does wh- in that has (.) >you know <
1172 for all the time that I've been here (.) that has been the main
1173 errm (.) it's been the main (.) my learning part- aspect (.)
1174 and its also been the main career development aspect (.) you
1175 know (.) in that its tremendously and useful to have a Ph.D. in
1176 career terms (.)

1177 Nicholas mmm
1178 Emma but now that's alm- says *she hopefully I mean well one*
1179 *never knows ha ha ha hhaaaaa* (.) but now I hope that
1180 that's kind of nearly done (.) errrm probably there would have
1181 been a question anyway (.) about what was going to
1182 take its place or::

1183 Nicholas mmm
1184 Emma whether anything was going to take its place
1185 (4.0)

1186 Nicholas I don't know about you but that's been tremendously helpful
1187 for me (.) *he haa haaa*

1188 Emma [*ha hahhhhhhh ha*
1189 Nicholas *clarified* a couple of things (.) is what I'm thinking
1190 shall we (.) are you okay to pause there?
1191 Emma yeah
1192 (0.6)

1193 Nicholas yeah?
 1194 Emma I mean- yeah (.) I just- yeah
 1195 Nicholas anybody (.) got any Resonances
 1196 (2.0)
 1197 Nicholas I have a very straightforward one which is
 1198 (.) very clearly I hope nothing to do with you
 1199 (.) erm but what a bell that rang very early with me
 1200 was erm (.) to do with unemployment and being
 1201 unemployed for a while (.) and realising the (.)
 1202 the horrific extent to which despite my own avowals
 1203 (.) what I do for a living had become so important to me
 1204 and that not to have a job I felt so diminished (.) and
 1205 useless (.) and all those things you read about the
 1206 unemployed (.) and what happens to them (.) well that's
 1207 JUST how I felt (.) erm (.) and I'd forgotten about that
 1208 (.) the way I now
 1209 (1.2)
 1210 the way I now cheerfully talk about (.) >you know< (.) 10
 1211 more years (.) and the serious work that needs to be done
 1212 before a person (.) stops having all that professional
 1213 identity (.) to- to lean on (.) it made me think of those
 1214 things
 1215 (1.4)
 1216 Robert I had a very clear thought (.) nothing to do with this again
 1217 with err Emma (.) but some of us are having to log the
 1218 number of hours (.) that we work
 1219 Harry haaaaa
 1220 Elizabeth [mmm
 1221 Robert and this becomes so nonsensical (.) err to me (.) it's like
 1222 standing at the machine (.) and turning th- the wheel (.)
 1223 if I'm standing or going out for a walk (.) I might spend
 1224 the whole time thinking (.) and it might be my most
 1225 productive time (.) but it doesn't come under the rubric
 1226 Nicholas I heard you standing at the machine not standing in the
 1227 machine
 1228 Robert eh yeah y- er- that's right (.)
 1229 ((end of side A of tape))
 1230 I spent some time in a Civil Service type of organisation
 1231 (.) that meant 24 hours a day (.) >could be called on at
 1232 any time< (.) there just weren't any tim- (.) there weren't
 1233 any hours (.)
 1234 (2.2)
 1235 Robert and that's the only way that I have of looking at life
 1236 (.) the whole thing is all pervading (.) so Emma's problem
 1237 becomes that much more acute (.) how do you
 1238 make it become more pervading about less
 1239 Harry mmm
 1240 Robert or do you make it less pervading about all
 1241 Harry hehehmm (.) yeah
 1242 Robert ha:::
 1243 Emma [hmmm
 1244 Harry yeah (.) the Resonance it wasn't as strong as those
 1245 but it was this relationship between work and
 1246 enjoyment (.) and it just reminded me that what
 1247 I've taken to do (.) now that the children have
 1248 a computer which I use (.) for my playing around
 1249 with the net (.) but I have discovered that sometime
 1250 I have finished work (.) and I've gone down
 1251 and I've got the data-bases that we use like BIDS

1252 and this new one (.) and if I go around on that
 1253 and play around with them there (.) that's *not work*
 1254 Robert *HA HA haa haaa*
 1255 Harry *you know that's having fun*
 1256 Vince *mmm*
 1257 Harry and it's this business (.) >you know< trying to
 1258 to draw lines between working and not working
 1259 sometime comes down to enjoying yourself
 1260 and not enjoying yourself (.) sometimes not (.)
 1261 and if you're in full time (.) that doesn't become
 1262 problematic (.) because (.) when you come part-time
 1263 and if it builds up and up and up (.) I guess then you're
 1264 in a different situation.=
 1265 Robert =it's just this hour counting has made me:: (.) become
 1266 theoretically part-time
 1267 Harry *yeah*
 1268 Robert I mean it- it is
 1269 Harry *YEAH (.) yeah (.) it just reminded me how difficult*
 1270 *this whole thing is (.) chopping things up (.) it doesn't*
 1271 *chop (.)*
 1272 Emma *no:::*
 1273 Harry *ur- (.) yeah*
 1274 Emma I hope I'm going to remember these Resonances
 1275 because they've all made one for me (.) and I think
 1276 I get the chance to talk about=
 1277 Nicholas =mm
 1278 Harry *he HEH he*
 1279 Robert [*HA haa ha*
 1280 Emma [()talk about (.) or I might have to
 1281 ask you to say them all again (.) ha::
 1282 Harry °heh°
 1283 Nicholas we'll do it on a key word basis
 1284 Harry *he HEH he he (.) .hhh*
 1285 (0.8)
 1286 Vince I think for me with- (.) the interesting thing
 1287 is- is something also with young children (.)
 1288 is thi::s (.) is the:: giving to the both worlds
 1289 and yourselfs (.) and if one of those selves
 1290 isn't very happy (.) then you can't (.) the other
 1291 one won't very well anyway (.)
 1292 Elizabeth [mm
 1293 Emma *Mmmm*
 1294 Vince and so (.) getting that balance (.) right (.) and even
 1295 if it's a fairly pragmatic and best shot balance (.) it- you
 1296 need to constantly (.) reassess and think about it (.) and
 1297 it's almost on an everyday basis that you think well::
 1298 (.) I've done all I can do::, (.) in that (.) in my professional
 1299 self today (.) and because you've reached that feeling of-
 1300 of (.) contentment or fulfillment with that part of yourself
 1301 then (.) your parenting self (.) can do all the things
 1302 with a clear conscience and therefore do them properly
 1303 and I've found myself a few times (.) over the last year::
 1304 (.) where I've been (.) I- I'm conscious that I havn't
 1305 done every that I've needed to have done in the
 1306 professional self, (.) and not enjoyed the time and
 1307 been irritable or whatever (.) and it's kind of there
 1308 all the time (.) so (.) the dialogue between those
 1309 two selves is a really difficult (.) but very
 1310 important one to keep having (.) and to try and

1311 reach some kind of balance (.) that you feel happy
 1312 with (.) I mean it's really essential (.) but difficult
 1313 Harry mmm
 1314 Elizabeth I had two:: (.) two things struck me (.) at one point
 1315 you said (.) you had been quite good at compartmentalising
 1316 things (.) and I think yeah °that's really what you need
 1317 to be° and I though yeah (.) I must work at that too yeah
 1318 Emma .hhhh ha
 1319 Harry ha ha ha
 1320 Elizabeth [errm (.) and:: I find when I'm here I'm okay (.) but when
 1321 I'm working at home (.) I'm either (.) I'm too extreme
 1322 (.) on that (.) and it made me explore for myself my
 1323 extreme (.) >you know< my extremities in that (.)
 1324 Harry yeah
 1325 Elizabeth and wondering (.) .hhhhh (.) hhhhhh (.) it's more
 1326 difficult to compartmentalise when you're sometimes
 1327 at home than it is when you're at work
 1328 Emma mmm
 1329 Harry mmm
 1330 Elizabeth so that was one thing (.) and the other thing that I kept
 1331 exploring in my own mind while you were talking was (.)
 1332 I was kind of asking myself (.) well okay (.) if I go part-
 1333 time too (.) what's the difference?
 1334 (2.0)
 1335 Elizabeth and thinking (.) that (.) is it? (.) hhhh that you want
 1336 to carve ou- that you want to carv- compartmentalise
 1337 (0.6)
 1338 Elizabeth the::: (.) wor:::k as it now stands into one (.) like take
 1339 it (.) say and this is half of it (.) in terms of (.) subject
 1340 areas or topics or responsibilities (.) and give someone
 1341 else or other- other people those (.) or do some of everything
 1342 (.) but only half of everything (.)
 1343 Vince mmm
 1344 Elizabeth because I was thinking (.) I think mine is will be different
 1345 because mine will be like half of everything, (.) instead of
 1346 having six months on and six months off (.) the job will
 1347 still be the same
 1348 Harry [I wish- (.) eh
 1349 Elizabeth [I think=
 1350 Harry =ha I was thinking that (.) thank God only Emma
 1351 will be going through this cos Elizabeth will be working
 1352 full-time half the year (.) >if you see what I mean>?
 1353 Elizabeth yes that's right
 1354 Harry ° yeah°
 1355 Robert quite different=
 1356 Emma =yeah
 1357 Elizabeth [so I (.)
 1358 Emma [different
 1359 Elizabeth both Ellie Newcombe and I will be working full-time=
 1360 Harry = >for half the year<=
 1361 Elizabeth =so we'll both do all of it (.) so there's no compartmental-
 1362 =well there's there no more- no additional
 1363 compartmentalising required
 1364 Harry [yes [yes
 1365 Elizabeth we'll be either on or we'll be off
 1366 Harry >yeah<
 1367 Emma mm (.) 'tis different tis different
 1368 Harry [[very different]
 1369 Elizabeth [[and it's a very] different pattern isn't it?
 1370 Harry yeah

1371 Vince mmm
1372 Elizabeth anyway (.) that's
1373 Harry mm (.) yes I have to say that's what I was=
1374 Elizabeth [>would it
1375 [would it] be- be possible<
1376 Harry [thinking]
1377 Harry I sometimes as you were speaking
1378 Elizabeth [would it [hhh
1379 Harry I treat yours as year's full-time job
1380 with six months sabbatal in it
1381 (.) it's the same with Ellie Newcombe's it's
1382 easier to think about it in those terms
1383 whereas Emma (.) I think a part-time job
1384 Vince mm
1385 Harry and I don't put them in the same category
1386 at all
1387 Elizabeth [but could it? (.) if- if- you put it into the same
1388 category (.) is that a way of coming to a solution?
1389 Harry oh I see what you mean (.) ahhhh
1390 (0.8)
1391 Harry ° ah I see°
1392 Elizabeth °well maybe that was a question I had°
1393 Harry ah – eh (.) yeah (.) mmm
1394 (2.0)
1395 Emma can I comment on everybody's Resonances?
1396 Nicholas yea::h!
1397 Emma in the order in which they were given
1398 (.) it's err (.) I think (.) I think that err
1399 (.) I think that I have probably not (.) given
1400 (.) you know (.) that there may be an issue
1401 that I have yet to face (.) about (.) this is yours
1402 ((looking to Nicholas))
1403 about (.) eerm (.) how the fact of being a part-time
1404 worker (.) as opposed to being a full-time worker
1405 will effect my social identity (.) well obviously
1406 not as extreme as (.) maybe unemployment would
1407 affect a person's social identity (.) but errm (.) you know
1408 it may::,
1409 (1.2)
1410 you know I'm sure it will (.) effect it in ways that
1411 I err (.) you know have yet to (.) thi- (.) have yet to
1412 know (.) and it's funny because sometimes (.) I mean
1413 y- (.) I actually don- in a sense consciously rejected
1414 the identity of full-time working parent (.) or working
1415 mother perhaps (.) particularly (.) and certainly in
1416 conversation with maybe an acquaintance somebody
1417 that I havn't got very long to explain the situation to
1418 (.) I'm sometimes (.) you know when I'm out with
1419 Noah on a Thursday afternoon (.) they say to me (.) do
1420 you work part-time and I say 'yeah' (.) cos it seems
1421 easier than actually trying to explain (.) that err we've
1422 got flexible hours (.) and I do you know (.) I do it
1423 at other times (.) and (.) and (.) and errm (.) and to keep
1424 to keep with who I do know better (.) I probably found
1425 myself (.) I feel I need to justify the fact that (.) yes
1426 I am full-time but I'm not one of these people who are
1427 in the office all day and who never get to see their
1428 children (.) you know because my situation's different
1429 (.) and (.) you know
1430 Nicholas [mmm

1431 Emma so I think this new social identity (.) will definitely have
1432 its advantages (.) but it may have disadvantages as well
1433 in terms of being of slightly (.) like you know (.) taken
1434 less seriously from a work point of view (.) you know
1435 not being such a serious worker if you part-time
1436 Nicholas mmm
1437 Emma and then what you ((Harry)) said about work and enjoyment
1438 (.) that really made me think of one of my important
1439 reasons for (.) being part-time (.) which again (.) one of
1440 big hopes (.) is that (.) when I have (.) errm (.) a smaller
1441 workload (.) I will again feel free to really enjoy it
1442 (.) because before I had Noah (.) when I could expand into
1443 a weekend or whatever (.) no problem (.) if I wanted to
1444 (.) then I very much enjoyed my full-time workload
1445 (.) since I have had him (.) there's been times when
1446 I havn't (.) because there's been times when (.) as I say
1447 I don't sacrifice him (.) that's not the decision I
1448 make (.) but it means I sit here and go >jjjjjju jjjjju
1449 jjjjju de < you know doing it very fast, (.) >not as well
1450 as I might< (.) and therefore not feeling happy (.) not
1451 enjoying it (.) and so I'm thinking in this situation (.)
1452 I'm going to (.) because I'll have less to do (.) I'll be
1453 able to really enjoy it again (.)
1454 Harry mm
1455 Elizabeth mmmm
1456 Emma you know I really hope it turns out to be true
1457 Harry yeah .hh ha
1458 Emma [hhhe ha ha (.) erm,
1459 (0.8)
1460 Emma and then (.) well you said about (.) what you said
1461 your comment about it being (.) you know (.) you do
1462 make it (.) did you say? (.) that less pervades all the time
1463 (.) or that all the time pervades less
1464 Harry [° less° (.) he he
1465 Robert well- I-=
1466 Emma =yeah
1467 Robert y- yeah two sides of the same coin
1468 Emma yeah and erm::=
1469 Robert =it's just that with our linear binary Western philosophy way
1470 of thinking about things (.) it doesn't bite on the problem
1471 (1.2)
1472 Emma yrrr (.) well >I mean< it just made me- err that just made me
1473 that just made me a bit more of a:: insight into (.) what the
1474 nature of the conflict if it is a conflict is: (.) and it's also
1475 to do with what you said earlier about the fact that you
1476 know (.) your:: (.) the things that you're responsible for (.) say
1477 >your tutees or whatever< you are responsible for them
1478 all the time (.) the fact that you don't make yourself
1479 available to them all the time (.) is one thing (.) but you
1480 know they are always there ° ha hm° =
1481 Robert =the thing that- that- bothers me or worries about my job
1482 is the number of people that I'm supposed to know where
1483 they're at (.) eh?
1484 Emma yeah (.) yeah
1485 Elizabeth mm
1486 Robert and can come and hit me anytime (.) he ha
1487 >you know < have I covered my back (.) with all of these
1488 people (.) I just hope that I'm lucky
1489 Emma yeah (.) this is not order but I deliberately want to talk

1491 about Elizabeth's Resonance last (.) but what you said (.) what
1492 Vince said about >you know< both selves have to be happy
1493 (.) I mean that coincides with what I feel as well and I've=
1494 Elizabeth [mmm
1495 =had had your experience that because you don't feel you've
1496 quite done it professionally (.) you're feeling less (.) you're
1497 not being able to enjoy your parenting side quite
1498 so much (.) but I definitely have it the other way round
1499 as well (.) that if I feel that I havn't quite given Noah
1500 what he needs or I've had to spend less time with him
1501 or rush out without properly (.) you know I think
1502 I work less effectively (.) than I do on a day when=
1503 Elizabeth [mmm
1504 Emma =I feel that everything's gone smoothly and well
1505 and that I've had time to do what I need to do (.) so
1506 again ° I have this° >you know< this hope
1507 that (.) this part-time situation will resolve some of
1508 this.
1509 (1.2)
1510 Emma and then your point about (.) you know how you are
1511 going to do it as opposed to how I'm- (.) proposing
1512 to do it (.) again just- just made me think that it
1513 is really really different (.) and that obviously your-
1514 your (.) solution or your proposed solution isn't one
1515 that (.) would be any good to me (.) given the reasons
1516 why (.) I'm looking for part-time (.) but it sounded
1517 you know potentially so much clearer and
1518 nicer (.) actually (.) to say okay for six months of the year
1519 are devoted completely to this (.) and for another
1520 six months of the year (.) bye-bye it's *got nothing to*
1521 *so with me* (.) I don't know if that sounded ()
1522) but I'm probably falling into the old trap
1523 of thinking that another situation is actually
1524 easier (.) but it just sounded very (.) err (.) that sounded
1525 an approach to part-time that avoids a lot of the
1526 difficulties that potentially a- a more conventional
1527 approach to part-time has
1528 Robert I think that's right (.) I think it's much easier
1529 to be part-time in Elizabeth's sense (.) she can't switch
1530 off 100 % but she could possibly manage 95
1531 (0.6)
1532 Elizabeth w- I can manage 100%
1533 Robert HA HA ha ha ha
1534 Emma [ha ha ha
1535 Harry [he he haa haaa
1536 Nicholas [after the first weekend
1537 Elizabeth *after the first hour!* (.) I get on that train (.)
1538 voomph (.) yeah
1539 Emma yeah (.) mmm
1540 (2.0)
1541 Nicholas okay
1542 Emma that's it
1543 Nicholas shall we stop
1544 Emma yeah
1545 Robert yeah
1546 ((end of side B))

Case5

GDM 29.02.00

**Robert as Speaker: Making sense:
aspects of lexis**

001 Vince those mini disks are GREAt (.) you can
002 just press a button and it wipes it clean=
003 Harry =>the whole lot gone<
004 Vince mmm
005 Harry [yeah (.) it is good isn't it and you can
006 cut it into cu- cut it into whatever chuunks
007 you want can't you?
008 Vince yeah
009 (8.5)
010 Nicholas Did you put the date on Vince?
011 Vince yes
012 Nicholas are we rolling?=
013 Vince =we're rolling (
014)
015 Harry oh REALy
016 Robert press the start button then
017 Nicholas then Robert
018 (2.4)
019 Robert errr my first (.) thought in anticipation of this
020 is what I see as an enormous and unusual
021 privilege(.) of being able to speak for so long
022 without feeling any need to perSUADE. (2.2)
023 and at the same time, (.)conjointly with that, (.) without
024 the expectation of being persuaded (.) it is a
025 ((noise of computer)) freedom from a constraint
026 which I hadn't really thought about until this
027 moment (.) and so I approach it with a degree of
028 awe and reverence and err appreciation (1.2) what I
029 wa: - want to talk about, I have been thinking about
030 ever since I was in the sixth form in school, (.) I have
031 CALLED it something DIFFerent just about every YEAR
032 but in fact on reflection it is the same and >when I came
033 here< it just happens to overlap with lexical studies.
034 021 errm I havn't made any notes (1.4) so that the incoherence
035 becomes part of the picture. (1.2) I thought that was
036 preferable (.) it would have given a wrong impression ° to
037 have had notes° (.) but it is a LITTLE bit like a 3000 piece
038 jigsaw puzzle and I've only got time for 100 PIECes (.) so
039 Reflecting back might *be a little bit more difficult*
040 *because you might not* enough to see enough
041 to infer ermm what the rest of the picture is (.) I call it
042 search for making sense (.) which is a life-to- a life-long
043 effort of err making sense and I have a SENSE of how
044 this is done (.) which of course has developed over the years
045 Nicholas mmm
046 Robert all I can attempt to do is to show what it looks like right
047 now (.) but er- by way of introduction (.) I was looking at a
048 progra::mme (.) an open university programme on art
049 appreciation (.) and the subject was a painting called
050 springtime by Jackson Pollock (.) I don't know if
051 you know this but it's made up by splashing things
052 on y-y it looks like a bit junk
053 just like splashing randomly right? and (.) the man >it was
054 a brilliant programme< says this probably appears
055 nonsense to you (.) he sa:ys, because formlessness equals
056 nonsens- meaningless aa? if it's formless it's meaningless
057 what we've got to do is look for the form and then you ma-
058 if you see the form you'll see the meaning, (.) >and low and

059 behold< at the end of that hour now it was brilliant (.) brilliant
060 Nicholas [ha ha
061 Robert photograph (.) of a real painting y-you y- but if you come
062 to it straight it's nonsense (not going to have that on my wall)
063 it's a bit like that (.) if you don't see the form you don't see
064 the meaning (.) ((clears throat))
065 Nicholas can I? try and- (.) errrm (.) making sense and how one does
066 is your basic theme which is one °that's been with you
067 for a long time° (.) errm you said (.) coincidentally that it
068 overlaps with lexical studies (.) errm and maybe that's
069 041 something you're going to come back to: (.) I don't know
070 Robert yes
071 Nicholas that's the feeling that I had and er-
072 Robert yes (.) I think inevitably so (.) because the two are so
073 intertwined (.) one only really goes into a subject
074 like that >as I went into lexical studies< not because
075 >it's an interesting academic subject< but because you have
076 a personal bond.
077 Nicholas and the implication that you're now making explicit
078 is that: (.) you're not- it's not a coincidence the lexical
079 stud- your interest in lexical studies and the kind of
080 interest in you have in lexical studies is another
081 manifestation of what you've said (.) it's this lifelong
082 interest in making meaning
083 Robert thank you and that makes ha ha haa you are seeing
084 more pictures than I though I >was putting< that's
085 qu- entirely right °entirely right°
086 Nicholas and you've just given us this parallel with this painting
087 and the point of that was that: if you don't see
088 the form of someone's expression you probably won't
089 understand what they mean. (.) and so there's this need
090 sometimes for people to be able to explain the form
091 of (.) of=
092 Robert =not=
093 Nicholas =so that you can understand its meaning.
094 Robert it's not necessarily only the form of what somebody
095 says (.) there are many other things (.) err that are there and
096 you see them with them with different eyes (.) you
097 perceive the form (.) you perceive a- a meaning.
098 (1.2)
099 Robert errm the crudest way that I think people make sense is: in the
100 superordinate, (.) subordinate, (.) hyperordinate, (.) in other words
101 if you can say it is one of those then I have explained
102 right? (.) if I can further give it a technical name
103 then I have explained it even better (.) errm like if you look
104 in the dictionary it says that a Baobab is a west African
105 tree, (.) adansonia digitata (.) family bombakiyi (.) I have
106 made sense (.) I have explained and the dictionary calls this
107 a meaning (.) that is a meaning! (.) now I have to say to
108 myself THAT's a MEANing?!
109 (1.4)
110 Robert the next ((clears throat)) stage (.) err in making sense
111 beyond that is hhh the mutually defining set (.) of terms
112 (.) which constitutes a network (.) you define this
113 term A, (.) in terms of B and C. (.) then you det- define
114 B in terms of D and E. (.) you define C in terms of >those<
115 but in the meantime F has to define itself in terms of A and C (.)
116 G has to define and so and so like that (.) for each
117 term there you will probably get three terms

118 used to define it which are themselves defined later on
 119 the are a whole junk of other words that don't get
 120 defined and in the end if you pursue a topic (.)
 121 Physics, or (.) Chemistry or whatever the subject is
 122 068 you will eventually stop (.) except in as much as
 123 the subject is growing (.) and you keep adding on to
 124 it but at a particular moment in time (.) you have this
 125 network of elements that are latticed because
 126 each one is bonded to all those - >you get a feeling
 127 of stability<, the thing won't crumble (.)°and it's not like
 128 the house of cards where you put them on top of the last one
 129 ()° and the stability is (.) in
 130 the lattice work (.) and this is something which is
 131 demonstrated (.) you can in fact do a lexical study on this
 132 Nicholas [mmmm
 133 Robert it's a (0.8) NOW ((clears throat)) so=
 134 Vince =can I just check something there (.) you used two
 135 metaphors earlier ONE was the jigsaw (.) and you said
 136 that there might be a difficulty in that we - in that
 137 maybe in this session (.) there'd be only a hundred pieces of
 138 the many MORE available to us (.) as Understanders (.)
 139 and there's a Jackson Pollock painting where:: it seems
 140 to be a lot of disparate things but in that case we see
 141 all OF them it's just that we can't make sense of them
 142 and is there? (.) which - which of those metaphors
 143 or both of them are defined by the lattice work which is
 144 becomes like a frame (.) by which we see (.) any one of those-
 145 which ties in any one of those available bits
 146 Robert I have put down say two pieces of jigsaw so far (.) and::
 147 my lattice is when I can put down °enough of these°
 148 () if we go back to
 149 the Jackson Pollock thing (1.2) the thing that I
 150 was forced to understand was that what Pollock did, he
 151 put down this long thin canvas and took the paintbrush
 152 and went splash splash splash! (.)°right? ° he THEN took
 153 another paintbrush and went splash splash in a different
 154 way (.)so you get two different layers right? (.) which you could
 155 clearly distinguish (.) he then took his colour tubes and went
 156 and filled in some of the interstices (.) right? and he THEN
 157 took another little colour and made little marks (.) right?
 158 as soon as I could see these (0.8) and the way he had gone
 159 about (.) doing them (.) err I began to see the thing in three
 160 dimensions (.) with his intention behind it (.) and suddenly
 161 I could see Springtime (.) where there were no Springtime
 162 (.) before (.) it - there was a random element but in each
 163 random element there was a design (.) that I >couldn't have
 164 seen for myself< (.) and it was just obvious (.) it was just
 165 common sense now (.) now I can see it ((coughs)) °now°
 166 as far as what I am doing now (.)°is concerned° (.) I am doing
 167 the layers (.) one layer after the other (.) they'll be more
 168 layers than that (.) right? (.) so it's a bit like that (.)
 169 it's only the form (.) when you see the progression from
 170 the superordinate and you put in the class (.) right then
 171 you've explained its meaning (.) and for a long time
 172 that was meaning (.) that was the main kind of meaning
 173 that there was around (.) but when we come into the
 174 scientific age (.) meaning you need more than that (.) it
 175 becomes more than that (.) it becomes three dimensional

176 in other words (.) it becomes a lattice (.) and what
 177 I'm doing is moving through further stages beyond that
 178 yeah? (.) and it is these stages and types of making sense that
 179 make sense (.) you can't make sense until you make sense
 180 of all the making senses (.) and these are the things that
 181 I'm trying to run through (.) and >these are the pieces of
 182 jigsaw<
 183 Vince mmmm
 184 Robert does that (.) make sense?
 185 Vince and the first two layers were that relation and the network
 186 relation
 187 Robert that's right and NOW if I'm asked to make sense of
 188 molecule (.) I make sense of it by linking it
 189 to the next area (.) I don't do the whole lattice (.) ahh?
 190 106 but I make you happy (.) aahh? (.) I answer your question!
 191 by saying >this this this and this yeah?< I give you a
 192 little bit of the lattice (.) instead of giving you a flat
 193 thing (.) a top and a bottom (.) an up and a down (.)
 194 I give you a round (.) another dimension yeah?
 195 Nicholas mmm
 196 Robert now this is a much better, much more satisfying
 197 explanation yeah (.) and this is what they use in
 198 Star Trek which is one my favourite programmes.
 199 I listen to it with fascination, (.) because everything
 200 they do is built into these partial networks (.) yeah? (.) you
 201 have no idea what the rest of it is but they
 202 knit a few terms together in such a way and
 203 with such confidence that you give them the
 204 trust (.) the benefit that they know what
 205 the other bits are (.) and all they have to do
 206 is to put a few links in the chain and it is
 207 114 convincing (.) now I reckon that a lot of
 208 science that we read is of that nature (.) you
 209 do it with conviction (.) you assemble a
 210 partial lattice (.) and you give them the benefit
 211 of the doubt that they know what that lattice
 212 is joined up to (.) now I know that lattices are
 213 ultimately never joined to anywhere (.) that is they terminate
 214 they run out (.) they HAVE to because we've run out of
 215 words (.) we can extend them indefinitely (.) yes (.) as
 216 Goethe and others have said (.) but it's still a closed-
 217 a vicious circle °a closed circle° NOW (.) there's another
 218 thing that came in (.) and in the first model (.)
 219 the flat model (.) you could count (0.6) in the second
 220 model (.) that what typifies it is that you have
 221 to measure (.) and all of these things in the lattice have
 222 either intrinsic measurements of themselves or
 223 measurements of their relationships (0.4) and the more
 224 we go on exam- exploring the world (.) and the
 225 engineers make their more progress (.) the more we find
 226 to measure (.) we have so many units of
 227 measurement ending in meter e:::r a:::m
 228 altimeter::, and bathomete::r, and calomete::r
 229 and th- th - then and so forth (.) ()
 230 generate all these things ((clears throat)) and
 231 using what we call Mathematics (.) we find so
 232 many:: patterns in Mathematics, the (Fibonacci) serie:s,
 233 the somebody else's series, the cubes and the squares

234 AND then we measure not only (.) m- h -how the differences
 235 but we measure how they change, we measure rates of
 236 change, (.) we measure rates of rates of change and we
 237 find more and more patterns like this (.) aGAIN there's
 238 a never ENDING thing (.) cos it's always finite like
 239 the universe (.) it's an expanding thing but it's °finite
 240 like the universe° (0.6) now (0.8) err into this comes
 241 a further frame we exTEND this (.) our making sense
 242 we extend our vjsion (.) by what is called A logic and B
 243 the language of Mathematics (0.4) now the metaphor
 244 I use for this (.) is that of the Kaleidoscope (0.4) what
 245 happens in this kind of logic is that you put in your
 246 elements, you formula (.) your bits of glass (.) and you
 247 give it a shake and you see something different (.)
 137 but you don't see anything NEW (.) all - you CANnot
 249 extract anything new that isn't already - if you
 250 havn't pu - already put in there (0.4) but you see
 251 new things (.) you collect terms, you divide, and you- er-
 252 subtract and you::: err differentiate. (.)
 253 °and so forth° yeah? (.) and you- you move
 254 out - and you you there are things
 255 >that are new for you< (.) >I didn't know THAT?<
 256 and sometimes (.) when you find - that you say
 257 “well” maybe it was reality in life and in the world'
 258 that we can measure (.) that is like that (.) sometimes
 259 you find these relationships with nothing to
 260 relate them to (.) sometimes you find things that have
 261 a relationship but you've got no Mathematics for
 262 it (.) SO (.) hhhh you (.) havn't (.) got (.) anywhere
 263 except that you have expanded (.) what you have already
 264 what you started with (.) it grows (.) in other words
 265 but it doesn't move (.) there are areas where it doesn't go
 266 ahh? (.) because it's not in the p- err- lattice (.) and the
 267 Mathematics of logic as I see it (.) which
 268 doesn't have to be true but it's the SEE it which is
 269 the other thing that counts for ME (°
 270 °) IS (0.6) THAT >language of
 271 () which I have studied< yeah >on
 272 doing- on 'x'ing- you get d y< (.) and and so forth
 273 (.) if you put these two terms together you get
 274 this (.) that is without stopping (° °)
 275 NOW (.) err and it is only valid in as much
 276 as measurement is possible (.) however it
 277 is quite clear that we want to make sense of
 278 of more that that which is measurable
 279 (0.8) and:: that scientists talk about VALues (.)
 280 in that sense (.) but we also talk about
 281 VALues in another sense (.) errr and we talk about
 282 these other things that you cannot measure (.) there
 283 is no:: (.) metric associated with these (.) now the ones
 164 that we've been using in this group are (.) TRUST, (.)
 285 Openness, (.) honesty, frankness, appreciation, (.) e::rm
 286 EQUality (.) evaluation, togetherness (.) and all of these
 287 words (.) you-you they don't fit into this lattice work
 288 at all (0.6) but in some sense (.) they're the ones
 289 we attach greater value to (.) to use the word °in
 290 another sense° (.) one of the interesting things
 291 that I find happening (.) is the trick of people attempting

292 to make NON sense (.) where they in fact blur the edges
293 (.) and use these as if it were there (.)
294 Nicholas so (.) y- you've made a (0.6) >if I can use that awful
295 expression< (.) a sort of paradigm shift
296 at this point of the telling yeah? (.) we've talked
297 about the two dimension, the three dimension and the
298 extending lattice which is finite (.) as the universe is
299 (0.4) extensive but finite
300 Robert [mmmm [°yes°
301 Nicholas and errmm (.) you went on from that to
302 168 ahh no I lost one (.)
303 Robert *hmph HA ha ha*
304 Nicholas anybody help me?
305 Elizabeth kaleidoscope
306 Nicholas the kaleidoscope (.) thank you yes and the
307 ways in which you can take known pieces
308 and rearrange them
309 Robert yes
310 Nicholas to help you see more(.) than you've seen before
311 and now you're making this paradigm shift
312 from (.) in rough terms the countable to the
313 ineffable (.) or the
314 Robert that'll do=
315 Elizabeth =and what you said about the Kaleidoscope
316 was that there's nothing actually new
317 but that you see it in different ways
318 Robert yes
319 Elizabeth and that's a parallel we're making (.)
320 >is that right?<
321 Robert that's RIGHT yes (0.4) there is- there is
322 no addition to the sum of the knowledge
323 which the system contains (.) there is only
324 an addition to the knowledge that we perceive
325 in the system (.) which is a different thing (.)
326 ALLtogether (.) it is just look I'm g- there- there
327 is an infinite number of ways of looking at the
328 same thing (.) right? (.) they may not all be very useful
329 but they- ((Cough)) they cannot extend beyond err beyond
330 themselves (.) but out into the realm of where
331 these non-measurables are (.) and for ME the
332 non-measurables are more valuable. (0.4) they
333 MATter (.) whereas the other things are things
334 that I operate with yeah? (.) o-operate the systems
335 (0.4) but they don't affect my values directly
336 because I can't measure them (.) the kind of
337 conFUSion that err is perpetrated by >I think< normally
338 maliciously (0.4) is the kind of thing you get in
339 headlines (.) I saw the other day (.) GOVERNMENT IN
340 CHAos (.) as NHS costs SOAR (.) right? (.) now this is
341 a mix of the two kinds (.) costs you can point
342 (.) demonstrably to the costs are more (.) here's the
343 book of accounts (.) this is scientific yes? (.) the costs
344 were there (.) the costs are now ° this here° (.) >now< (.)
345 >and they have risen< (.) that would belong to my
346 previous paradigm but err CHAos and SOARing are - do
347 n- do not have a place >for me< (.) errrr (.) in that -
348 in that - paradigm (.) they are what I would call value
349 terms (.) soaring and chaos are two value terms (.)

350 when is it chaos ((clears throat)) (1.4) our value
 351 system erm doesn't say (.) arrhhh when is it soaring
 352 our value system doesn't say (.) it's it's open to
 353 something else right? (.) so (.) how do we make sense
 354 in this new (.) we have in fact mentioned this
 355 in an earlier meeting (.) it is again (.) the mutual
 356 definition (.) it is a different kind of mutual
 357 definition which I will illustrate by yet another
 358 metaphor (.) one has to use these because we
 359 don't have the language (.) when in school
 360 children are given three:: disks of coloured glass
 361 through which they shine a light (.) and the red
 362 one gives a red li::ght, (.) the blue one gives a blue
 363 li::ght, and the green one gives a green light (.)
 364 IF th- two of those lights are meant (.) are made
 365 to overlap (.) you see a completely different colour
 366 right, it is not one of those two colours at all
 367 (.) if the other one is brought in (.) where all
 368 three overlap PROVIDED the intensities are right
 369 you get white light (.) right? (.) completely
 370 206 what we perceive as a completely new colour (0.8)
 371 now (.) in the world of values we're not limited to
 372 three (.) three is for me a minimal number (.) for
 373 dealing with thes= ((=clears throat)) if you say (.)
 374 what do you understand by chaos (.) I say well
 375 it's partly people not knowing what to do::, it's
 376 partly something else (.) and it's partly something
 377 else (0.4) 'OH' >you say< it's people >not knowing
 378 what do is chaos< no >no no it's not<. that's red
 379 light yeah eahh? "O:::H" you mean it's people err
 380 facing problem >in the next election'< (.) .>no no<
 381 that' s blue light °yeah?° but when you put the two
 382 together and you have an exclusion area and an
 383 inclusion area of overlap (.) then you are getting closer
 384 to making sense (.) once you've got the other one, it is kind
 385 of triangulation (.) in other words it is not a definition
 386 in the first sense (.) not a definition in the lattice sense
 387 it is a definition in a third paradigm (.) >in other words<
 388 but the third paradigm is not the end of the road either (.)
 389 because with the third paradigm all your doing is how to::
 390 shed more light on a notion (.) not what you do with it
 391 °or anything like that°
 392 Harry can I just check I've understood you there Robert? (.) we've
 393 obviously moved to another dimension >in a sense< with
 394 this and to a VALue dimENsion (.) and if I've understood
 395 you correctly (.) what you're saying is that, that err
 396 (.) the nearest we can get to understanding there (.) to
 397 meaning there >if you like< is by taking different
 398 positions as it were (.) different representations (.) and
 399 putting them together and in the putting them together
 400 we get a perspective that enables us to understand the
 401 >general position< (.) that's
 402 (Robert nods)
 403 Harry thanks
 404 Robert yeah no no that's err that's comforting (.) that's =
 405 Elizabeth =that sometimes we get altogether different
 406 pictures (.) from that which he hadn't expected
 407 Harry [yes
 408 (1.2)

409 Robert that is the next (.) phase in the paradigm (.) and that
410 is where does our knowledge of these terms come
411 from in the first place (.) before I can say it's like
412 that (.) >it's like that (.) it's where those things
413 overlap< (.)errm I have to:: be- have some assurance
414 that these three things that I'm using (.) the three
415 lights that I'm shining to get this overlap light (.)
416 are in fact similar to perceive. (1.2) and that is
417 where we start to lose ah::: any kind of degree of
418 certainty (.) we enter into the realm of the less
419 and less certain (.) and that is where I start to
420 introduce my friend Shank (.) WHERE do these
421 meanings (.) the sense behind these words come
422 from? (0.8) I just relate an- anecdotally something
423 that's been happening in my lexical classes here
424 (.) that is where this overlap comes in (.) and
425 you know that I preach the word of the gospel
426 of the word HAPPY is a kindergarten formation
427 (.)° it gets so in there° (.) and the more I look
428 at words with these people the more it appears
429 that these words (.) a large number of words
430 all come in the same way (.) from th- the nursery
431 and a lot of words they can't possibly (.) and the
432 meanings and values we give come in at this
433 earl- (.) are very very DEEP in spite of the fact
434 we don't use them like that (0.6) if anybody
435 puts the word to us and says to us what does this
436 mean (.) you think you- you go back (.) to there
437 now this is not a very sensible way of making
438 sense (.) it's not sensible in my first flat
439 paradigm (.) it's not sensible like in the
440 second the lattice (.) those are sensible ()
441 ways (.) those are secure and sure and are either
442 right or wrong (.) and you can show it and you
443 can measure it (.) you can demonstrate it and you
444 can prove it (.) when we move into the third
445 paradigm (.) we only get areas of somewhat greater
446 approximation (.) more or less (.) so the idea is
447 when I:: say well er er in- this thing I'm trying
448 to describe A:: it's happy, B it's dignified, C it's
449 something else (.) right? (.) and of course there's a
450 non-finite number of mixes I can make like that
451 but also non-finite mixes that you make, (.) individually
452 (.) right? which are gonna be different SO (.) we have to
453 live with this degree of not making sense (.) it is
454 approximation sufficient unto the day (.) now according
455 to the Schank philosophy (.) or even more the chap
456 who writes the introduction to the book (.) I think
457 his name is Molsen (.) he's actually better for me (.)
458 he makes sense of Schank for me (.) cos Schank
459 is so anecdotal and fairly lightweight (.) e::rmm but the
460 idea is that all our making sense (.) and all our
461 knowledge (.) understanding intellect and so forth
462 IS based on experiences that he calls stories (.) stories
463 as we know them are simply a type of story for Schank
464 (.) errm ((clears throat)) but (0.4) he points out that
465 we don't carry stories verbatim (0.6) the metaphor I
466 use here is for mash get smash (.) Schank calls it a gist

467 we store gists and we pour the water of circumstance
 468 on this and it blossoms out and it takes the form
 469 of the story in a form which you can now tell (0.4) NOT
 470 iMEDiately because the VERbal stage is later (.) which
 471 explains why:: when we tell a story twice we don't use the
 472 same words because we store it as a gist (.) which expands
 473 in- >and then we get all the associations with it swells out<
 474 and then we go into the colour of the language (.) very
 475 often we get the same words >YES because we don't have
 476 much choice< (.) but >by and large< we're all in
 477 err in fact it is indeterminate exactly how it is going
 478 to come out and he is (
 479 283) in conversation what we're doing
 480 is telling stories in Schanks terms (.) and that when
 481 I tell a story (.) as I was coming to the office today
 482 som- you:: (.) it triggers in you the GISTS that have
 483 a structural resemblance to my - to my story (.) it
 484 may not be apparent to me at all how I think *completely*
 485 *off the wire* huh? (.) but in fact this is what he calls
 486 indexing (.) now (.) and they lived happily every after
 487 and the - the frog turned into a Prince and the beautiful
 488 ugly (.) these are Carlos is now looking at how many
 489 of the words can define a fairy tale (.) that are like that
 490 and the circumstances pin down the meaning of things
 491 like ugly and wicked and sad °and-an-an-an that kind of thing°
 492 (.) and the more I look I just suPRISE myself! the extent to
 493 which this is (.) is true (.) that the meanings of these
 494 words I formed in my very early stages (.) that is °they're
 495 not the meanings >the dictionary will have for the
 496 meanings<° (0.6) the meanings for me NOW (.) IF this
 497 is the case (.) I mean I seek to present any kind of value
 498 (.) the only way I have of accessing you is through
 499 your stories (.) not as I used to think a few weeks ago
 500 *ha ha* in terms of intertextuality (0.4) because
 501 intertextuality I skipped through here but it is
 502 in fact another paradigm but it doesn't get me anywhere
 503 because intertextuality is simply the stage of
 504 re-expansion of my gists (.) you bring alive my gists
 505 it swells into a desire to say something (.) it then
 506 verbalises itself (.) and that's where the intertext comes
 507 in (.) it is a later phase but I am a non-verbal (.) we
 508 are non-verbal creatures at that level (0.4) it's only
 509 when we need to communicate (.) when we interact
 510 that it springs the language alive (.) but the stories (.)
 511 we consist of the stories our conscious mind (.) we are-we
 512 have and we are the stories (.) and we carry them round
 513 as little gists however (.) we constantly reindex them (.) they
 514 are not static (.) and our memories are not as things happened
 515 325 (.) and my memory of last year is not my memory of this year
 516 (.) or any particular point °in the past° (.) it is re-indexed
 517 so when I read Hamlet for the tenth time (.) it is re-indexed
 518 by me as I have been re-indexed
 519 Harry >sorry can I just check something here<(.)I wanted to check
 520 that I've actually understood the shift that's taken place
 521 (.) >and maybe I havn't< (.) errm you were talking the last time
 522 I asked you (.) talking about positions if you like and err
 523 finding errm something which is found >if you like< by
 524 bringing these together (.) and then (.) if I've understood you (.)

525 you've now moved from that >if you like< abstract
 526 conceptualisation to the individualisation of meaning
 527 and if I've understood you what you (.) what you've
 528 just suggested is that we have all that (.) all that you
 529 gave us earlier (.) but on top of that we have to consider
 530 that there are individuals who are making meanings and
 531 as individuals they bring through this re-indexing, through
 532 their own storyings, they bring that dimension to what
 533 is already a complex of dimensions
 534 Robert that does very well (.) I like the words story I like=
 535 []
 536 Harry okay thanks
 537 Robert =the word story exc- that's err (.) that's great=
 538 Nicholas =AND (0.6) and you wanted to make a distinction
 539 between that (.) and the more literally
 540 intertextual links (.) that one can establish and point to
 541 say I understand this here now because of that there
 542 then
 543 Robert yes yes
 544 Nicholas it- its (.) you're shifting the emphasis from the actual
 545 language of the links to the peopling of the links
 546 Robert yes and- and to - to (.) my experiences (.) right? > now whether
 547 they are conscious or not< I mean >very little of it is
 548 conscious< (.) these things are happening and we are
 549 what we are (.) it's all going on ()
 550 >seen a programme about the sun what's
 551 happening in the sun< (.) fantastic enormous all
 552 these layers () a bit like that too
 553 (.) constantly a cauldron eah? constantly being
 554 a process of indexing and err re- where we get
 555 our stability from? (.) I don't know but yes
 556 absolutely (.) errm and (0.8) the problem that I
 557 had is making sense of the whole thing and
 558 distinguishing the parts you know because in
 559 the world today (.) as you walk down the street
 560 (.) its all convoluted and somebody who
 561 is cleverer than I am is pulling my strings (.)
 562 (0.6) this is what I see as the danger yeah? (.) in ways
 563 that I can't perceive (.) there are lots of people
 564 who've been there before me (.) cleverer people
 565 who know exactly what's going on (.) and help
 566 to manipulate it (.) to what extent am I being
 567 manipulated and how badly am I being
 568 manipul- >I am being manipulated I know that<
 569 but how badly ((Clears throat)) and so I need
 570 in order to find any kind of answers to that (.) I need
 571 to (.) I feel (.) sort out these different kinds (.) these
 572 different paradigms (.) by which these things happen
 573 and how people get at me and err get under the skin
 574 (.) and lead me places that a- part of me might not
 575 want to go ((finger click?))
 576 Nicholas and that manipulation you were talking about
 577 is manipulation (0.6) of YOU by the various ways
 578 in which you make meaning
 579 Robert °yes°
 580 Nicholas which are being accessed by constantly by (.) other
 581 sources (.) yeah?
 582 Robert that's (.) nice (.)°yes I think I would go along with that°

583 ha *that's very comforting actually t-haaaa* to have a mesh
 584 in the- in the discussion and (.) maybe I could just finish
 585 errr (.) one of the problems (0.4) well one more obvious
 586 things is the role of story story (.) what we normally
 587 call story (.) i::n- in our development (1.4) most- a LOT of
 588 >because I don't know< a lot of the experiences that form us
 589 we only have vicariously (.) the unicorns (.) the fairies
 590 right? (.) we have experience of these (.) they're part of my
 591 story (.) they're part of me (.) they're part of make up (.)
 592 unicorns provide a very positive feeling I don't know
 593 full of symbolism (0.4) but who cares about the symbolism
 594 it's the my symbolism that is good or bad right or wrong
 595 you know ()
 596 we shape people through vicarious experiences that can't
 597 have (.) now when we do Red Riding Hood or the little
 598 Flower girl or whatever it is (.) and the child recognises
 599 that they've heard that story before (.) right? not because
 600 they can repeat it verbatim (.) they might be able to
 601 re-INFLATE the story (.) yeah? (.) and get it approximately
 602 (.) whatever they're indexing to right? (0.4) now (0.4) this
 603 stories of course have always been one of the ways in which
 604 you shape society (.) all the traditional societies that I've
 605 come across (.) are big story tellers and the stories REFLECT
 606 real situations for them=>they become real situations<
 607 which reflect the values of society (0.6) you don't understand
 608 truth and honesty as words (.) you understand truth and
 609 honesty as stories (0.4) and err the great way in which this
 610 happens of course is in the worlds' religions (.) I remember
 611 my Granddaughter coming back after Divali (.) >and saying
 612 we learnt all about Divali today< (.) errm 'yes tell me about
 613 Divali'=>'well you see< there is this princess and she was
 614 captured by this man and he walked across this rainbow
 615 bridge and everybody was scared and when this hero the
 616 prince came along he crossed the bridge and he rescued the
 617 princess' (.) that's Divali! HA ff- ha ha ha HA NOW ha ha
 618 I reckon religion in schools is just like that (.) stories
 619 indexed by a totally other world from the one that
 620 generated the stories in the first place (.) and it is in the
 621 indexing that counts (.) all we're left with is the naked
 622 419 words in that () sense (.) yeah? (1.2) >so< this
 623 is how things happen (.) the truth is only a truth in as
 624 much as it is indexed (.) and the indexing is different from
 625 one to the other or the same to the extent that we share
 626 (.) now I am finished now and I am reasonably happy
 627 to live with that (.) because I- less uncertainly I cannot
 628 hope for (.) at least as far as I have got (.) it is simply a case
 629 of being able when somebody is trying to make sense to
 630 me whether maliciously or benignly (.) to be able to
 631 recognise a little bit of what's going on and to sort
 632 these things out and put them on the different planes
 633 433 beCAUSE I can distinguish four or five different paradigms
 634 and categories of of-of making sense there (.) but they
 635 are not MISSable (.)°in other words° if you use ONE
 636 the rules are the other (.) that is deception (.) but it can
 637 also be self deception and maybe what I'm most concerned
 638 about is self deception (.) rather than other's deceiving me
 639 because I am my only worst enemy HENCE (.) the why
 640 I attach value to you (.) I need to do this today without notes

641 because as I sa:y the notes might create an illusion a clarity
642 whereas when I speak like this warts and all (.) the
643 confusion reflects the confusion °that is in my mind° (.) but
644 I'm not unhappy about that (.) we have to have it (.) we
645 have to wrestle with it (.) and we have to (.) to continue
646 (2.2)
647 Nicholas mmm
648 (3.8)
649 Nicholas khhhh (1.8) there was a perhaps trivial Resonance I had early
650 on (.) err wh- you were talking about Jackson Pollock
651 Robert ah yeah=
652 Nicholas =and and I've recently had a perhaps similar
653 (.) experience with MONdrian (1.2) errm (.) if pushed
654 I could probably have said "YES" wasn't he the one
655 who did the nua- the blocks of colour the yellows
656 and the blues'
657 Robert [yeah yeah yeah
658 Nicholas [and the reds=
659 Harry =bet it was early Mondrian cos the la- >SORRY<
660 Robert&Nicholas HA ha ha ha ha
661 Harry °but I bet it was°
662 Nicholas mmmm (.) and (.) by simply by reading a little
663 bit about (.) yes certainly the early Mondrian came
664 into this
665 Harry yeah yeah
666 Nicholas and the (.) and what the blocks were meant to
667 represent according to the rules and reading a
668 little more the fact that there was a VEry VEry
669 (.) severe philosophical set of philosophical
670 doctrines (.) behind what these blocks represented
671 and how they were to be arranged and (.) and how
672 the artists seeks for the symbolic meaning
673 an- an -an errm >non of which I knew anything about< (.)
674 and so when you talked about >having to understand
675 something about the form in order to get any of the
676 meaning< I had a very strong Resonance
677 Robert yeah
678 Nicholas with THAT (.) in part perhaps because the examples were
679 so close (.) and what that brought with it was this
680 strong feeling of ups and downs that I had because
681 I was quite elated to know this (.) embarrassing as it
682 is to reveal this (.) >particular in front of Harry<
683 who has clearly known so much more for so long=
684 Harry =°na I havn't°
685 Nicholas ha ha ha
686 Harry °just like° ART he ha ha ha
687 Nicholas eermm and at the sa- and shortly there after had a
688 (.) deep sort of trough of oh that's only one little
689 thing Nicholas your surrounded all these things
690 of which you wot naught at all >you know< nor
691 ever will (.) and so I had this big emotional up
692 and down about this little discovery in the face of
693 this
694 Harry mmm
695 Nicholas overwhelming ignorance in which I proceed (.)
696 and then the lit- a bit of an up again because
697 well >f- hang o-< that is one=
698 Harry yeah!
699 Nicholas you know and something so that's that hit

700 me very early

701 Harry yes that's helped me and if I can come on the back of that

702 cos I had a Resonance towards the end Resonance towards the

703 end (.) and it's only you mentioning that's actually put it

704 into something- >happened at the weekend< which is also

705 488 part of the >Resonance< the REsonance is the story that I've

706 told many a time but I'll tell it again (.) when Ella was: (.)

707 less that three I think (.) she was two and a bit (.) I mean she'd

708 got to the talking stage and there were loads of Disney

709 videos and a few Shakespeares °at the bottom of the telly°

710 and we had a visitor and the visitor said to Ella what's your

711 favourite video he said she said 'dider de di::rd (.) dider de di::'

712 eventually I had to translate it was Richard the Third

713 Nicholas + 1 *ha ha ha HHH HA*

714 Harry *and the* interesting thing was that the visitor really

715 couldn't connect and I had to get in on this because the

716 visitor (.) double checked, (.) treble checked, (.)got the video out

717 yeah dider de di::rd (.) and it was her favourite video and

718 it's the one that they both watched most (.) and of course the visitor

719 (.) this is where your indexing comes in (.) was indexing

720 it as a Shakespeare play with layers of

721 meaning about Richard the Third

722 [] []

723 Robert ahh that's that's

724 Harry but for Ella there was a VERY VERY simple story

725 about a wicked king that got his comeuppance

726 and it was the ol- it was the Richard the third

727 whatshisname with er Olivier with the shadows

728 and the spider and she would watch WIDE E::YED

729 they both w- the whole thing! cos they knew what was

730 going to happen and they wanted it to happen (.)

731 and for her indexing for her was just what you said

732 but the interesting thing was the indexing

733 for the visitor was very different and that was

734 where the miscommunication came (.) and it

735 wasn't until I (.) I:: was able °to get in° cos I'd seen

736 and heard about >'dird a wicked'< you know whatever

737 I knew it (.) and the follow up is that we went down

738 to err err London at the weekend (.) went to National

739 Gallery for an exhibition there (.) BUT I always go round

740 to some >sort of< pictures with them and I TALK about

741 them or they pick a picture and I talk about it and Ella said

742 something to me this weekend which I HADn't connected

743 515 until you picked it up saying (.) .hhhhh how she loves

744 looking at pictures and learning more about them

745 and what's interesting to HE::R is that each time we look

746 at the same picture she learns a bit more and when you

747 learn more about pictures you can enjoy them MORE,

748 because you KNOW more. (.) and it's just struck me

749 how big a gap there is between the unconscious connection

750 with the story of the first example (.) and the much more

751 conscious awareness of - I am getting to know more

752 therefore I'm enjoying more (.) in terms of indexing

753 and conscious indexing and its () that sparks=

754 =so I've got two Resonances there

755 so thank you (.) yeah

756 Robert mm mm mmm

757 Vince hhhh mine's (.) mine's how (.) I think how my indexing

758 system has changed over the years (.) cos a couple of
 759 days ago I was reading a book of poetry by John
 760 Cooper-Clarke who was the ultimate punk poet (.)
 761 in- in the late 70's >sort of< 80's (.) and it really struck me
 762 how (.) the picces that I really liked in 1980 (.) are not the
 763 pieces that I like now (.) and that the language (.) the
 764 ones that were really sort of (.) that had a lot of BILE
 765 about Thatcher and about (.) about the state of things
 766 in the country an, (.) they were the ones that >at the time<
 767 that meant something to me (.) and the ones that I'd not
 768 noticed (.) were the ones that I liked more NOW
 769 and I think it's because my indexing system has changed
 770 so much in that (.) in that GOD twenty years
 771 all? *Ha ha ha ha ha ha*
 772 Nicholas [yeah
 773 Vince that my response was completely different
 774 (2.2)
 775 Elizabeth I had two totally different tiny tiny flashes (.) one was
 776 Donald and I went to a craft fair (.) before Christmas
 777 and we saw someone selling little tables that they'd made
 778 hhh on the tops of the tables (.) everyone was different (.)
 779 and there were some that were kind of stripey, and some
 780 that were splodgy, (.) there were some that we:re (.) .hh different
 781 shapes and .hhhhh >you know< it was all kind of (.) they
 782 were all totally different (.) a::nd there were one or two that
 783 we liked really very much (.) but he wouldn't sell them to us
 784 he said NO you have to come and see me in Appleby (.) erm
 785 because I want to you to see how I do them (.) then I can
 786 do some (.) specially for you (1.2) and when
 787 we actually went to see how he did them
 788 (.) he builds them up in depth and depth (0.6)
 789 and now those table tops are not flat
 790 anymore (.) you can actually think if I put my drink on
 791 here it'll fall over (.) because you can actually see the
 792 depth going down °on them° (.)
 793 Robert hu:m
 794 Elizabeth and he gave some for us to borrow while he was making ours
 795 and its interesting because(.) people just put their drinks down
 796 and when you start talking about how you've made them
 797 they go ((demonstrates 'saving' a potentially falling cup of
 798 tea)) like this
 799 Harry *ha ha ha HA ha: ha*
 800 []
 801 Robert oh yes
 802 Elizabeth and you- totally stupid Resonance (.) but it
 803 is obviously=
 804 Harry [yea:h that's lovely
 805 Elizabeth =quite interesting=
 806 Harry [yeah lovely
 807 Elizabeth =the power OF=
 808 Nicholas =mmm
 809 Robert [sure
 810 Harry [yeah
 811 Elizabeth understanding something
 812 Nicholas mmmm
 813 Harry [yeah
 814 Elizabeth and the second thoughts that you have as a result of it
 815 Harry yeah (.) yeah (.) inc=
 816 Elizabeth =and people actually do this afterwards

817 Harry *ha ha ha haha*
818 Elizabeth to see if it's flat (.) and of course it IS flat
819 Harry yeah
820 Nicholas mm
821 Elizabeth so that was jus- that was just something
822 totally er- v- but that ability of perception
823 and understanding.
824 (2.8)
825 Elizabeth hhhh now in the other little thing was that I
826 580 can (.) I still remember (.) erm occasionally
827 reactions when I hear a word used in a different
828 way and then realising,
829 ((side of tape ends))
830 Elizabeth and you kind of go back and you restructure
831 everything and you kind of go back and think well
832 was it THAT, or was it THAT?
833 (2.2)
834 Nicholas erm=
835 Elizabeth = and what kids mean by the word happy
836 Robert hhhh ha
837 Elizabeth when they sing the sky is blue today. (.) the sky
838 is blue today (.) happy happy we shall be
839 Harry [HA ha ha
840 Elizabeth a bit of data I was transcribing yesterda:::y
841 Robert RI:::GHT
842 Elizabeth what do they think about that? (.) in terms of
843 your happy
844 Robert this is great (.) I found what err Harry and Vince
845 had to say (.) erm greatly reinforcing (.) because it
846 fits in (.) entirely with my present perspective which
847 is always very good (.) and err what Nicholas and
848 err Elizabeth had to say (.) reinforces it but in a different
849 sense (.) reinforcing in the awareness of what one
850 can't see (.) and how much there is to see
851 (.) and how do you look (.) err do I need somebody
852 there beside me to explain how this surface is
853 built up? (.) or how that Pollock picture
854 is built up? ((clears throat)) I'm not su- a lot
855 art programmes (.) erm the um (0.6) the
856 Open University: err six o'clock on Saturday
857 morning for example (.) >I find< absolutely
858 brilliant (.) and it is precisely what you were
859 saying about the painting that you were looking
860 at had somebody unfold and say what you're
861 looking at is this (.) I've watched a lot of these
862 Nicholas mmm
863 Robert AND (.) I just hadn't a CLUE:::! that this was what was
864 going on (.) I hadn't got a clue that a painting
865 of the Prince of so and so Hanover wherever
866 on his horse (.) was in fact quite distorted
867 Harry mmm
868 Robert so that you look up to him=
869 Harry =you have to look up to him
870 Robert yes (.)
871 Harry absolutely yeah=
872 Robert =yeah
873 Harry yes that's err the Van Dyke of Charles the first
874 °on his horse°
875 (0.6)

876 Robert and an- you just need somebody (.) I mean I
877 just can't work it out for myself all the time
878 (.) sometimes I can (.) I can work things
879 out (.) but erm not systematically like that
880 and: (.) so it is great that we live in an age
881 where have access (.) real access to this (.)
882 you still >gotta be able< to trust the guy
883 who's doing the unfolding (.) but I haven't
884 been finding difficulty (.) with that because then
885 I can do a Jackson Pollock (.) hhh I could SEE:
886 this thing (.) it was now in four dimensions
887 (.) there were four layers (.) which stood off
888 the page (.) like that but yes that is for me
889 erm reinforcing and looking ahead (0.6)
890 thank you for that

891 Nicholas erm
892 (2.2)

893 Nicholas can I just th-t-, (4.2) I was just getting
894 Resonances there between the things that Robert
895 and Elizabeth °were saying° (.) err I might have
896 lost it by now (.) that the idea that (3.8)
897 Elizabeth's (0.8) craftsmen artist (1.4) insisting
898 on >as I understood the story< distinguishing
899 between himself (.) and someone in the retail trade

900 Elizabeth MMmm

901 Nicholas *as saying you know* you can't HAVE this until
902 you know what it is

903 Harry uh hmm

904 Elizabeth and what the potentials are=
905 Nicholas =*yeah ha ha ye:::s*

906 Elizabeth yes

907 Nicholas until he'd actually shown you in Robert's
908 terms until I've shown you the FO::RM
909 and you therefore understand some of the
910 MEANing

911 Elizabeth mmm

912 Nicholas you're not allowed (.) and I was somehow
913 getting a Resonance I can't make now
914 between that and the Pollock (.) and the layers
915 and thinking how (.) for most paintings
916 for most people they are only
917 ever seen in reproduction

918 Robert °that's right°

919 Elizabeth mmm=
920 Robert =that's right

921 Nicholas as two dimensional flat (.) reproductions
922 and that is the pictorial art form
923 for most of us, almost all the time
924 Harry that's what amazes me about Van Gogh

925 Nicholas yes

926 Harry his popularity on the basis of prints

927 Nicholas *yeah ye:::s*

928 Harry [I just cannot understand it
929 because they are so different from the original

930 Nicholas [*ha ha ha* [yes

931 Elizabeth mmm

932 Harry and I can see nothing in the print of the original

933 Robert yeah that's right (.) horrible=
934 Nicholas = so my connection maybe was to do with the

935 039 layers (.) it was to do with the dimensions of
936 the::
937 (0.4)
938 Harry a story got- I mean more on stories cos it's- it's sort
939 of tied in but I remember it quite distinctly it's in
940 Disney it in Epcot I think in in ° America° but the only
941 thing I took back from there, *with any memory of great*
942 *affection I have to say* and it's dead simple you
943 Nicholas =from what
944 Harry with any affection (.) the memory of this is the only
945 thing I thought I saw in the whole of Disney that
946 left any thing apart from God it's plastic=
947 []
948 Nicholas I'm sorry
949 Robert =ha ha ha HA ha
950 Nicholas [ha ha ha ha ha:::
951 Harry sorry to say it but this really got to me (.) and
952 it's simple (.) there are two- (.) there are some bars (.) one's
953 warm and one's cool (.) and you put your hands
954 on °on° these two things (.) and err okay there's no
955 problem at all and now he says NOW transfer
956 your hands to this thing in the middle where
957 you've got a selection of the bars, (.) thinner bars. (.) and
958 you put your hands out (.) and the first response is
959 it's BURNing (.) you think your hands- and
960 you've >just put it on a red hot je-< awff - va
961 and he say NO (.) all that's in the middle are
962 these two bars (.) the cold ones and the warm
963 ones (.) but when you put them together the
964 body can't distinguish (.) the senses CANnot
965 distinguish between- it confuses the senses and
966 the message it gives is it's burning (.) and the
967 interesting thing there is (.) and this >turning<
968 to knowledge >w- just talking about< (.) you can
969 know that (.) but the effort it takes when you KNOW
970 that to say okay THIS time I'm going to put my hands
971 on there and leave- you can do it (.) or at least I find
972 that I can do it and then I gave up with Ethel who was (.)
973 Nicholas [ha ha ()
974 Harry determined it- didn't care what she KNEW he hands
975 knew something different and they would come off
976 Robert ha ha ha
977 Harry and the wonderful thing ab- sometimes KNOWing
978 it isn't quite enough (.) that the visceral thing
979 is just sort of () even more powerful
980 Nicholas [mmm mmm
981 Harry [so there's an interesting (.) in terms
982 of all that you were saying about connections there's
983 an interesting ((claps his hands three times in short
984 succession)) (0.8) touching point there
985 Robert that's very strong yeah=
986 Harry =yeah I remember that distinctly (.) wffff
987 Robert I must say when I was listening to Elizabeth (.) I
988 was trying to pay attention to what she was
989 saying but at so- all the time it was- er- triggering
990 similar little stories in passing and so forth
991 Harry [ha ha ha
992 Robert in m- in my mind yeah? (.) and under gossipy
993 circumstances you'd say "OH" yes I'll tell you

994 about °mine°
 995 Nicholas [ha ha
 996 Harry [yeah yeah yeah
 997 Elizabeth but then earlier you were saying about we ARE the stories
 998 (2.2)
 999 Robert yes
 1000 Elizabeth [ermmm
 1001 Robert but
 1002 Elizabeth [this struck loads of Resonances with me as well
 1003 (.) we are the stories we tell (.) Halliday says we are
 1004 what we mean
 1005 Robert that's () way
 1006 Elizabeth is it- is that the quote? (.) I- a person is what he means
 1007 (.) from Halliday
 1008 (1.2)
 1009 Nicholas it fits (.) it makes sense I don't recognise
 1010 Elizabeth [that came back]
 1011 Nicholas I remember how strongly that title learning to mean
 1012 hit me when I first came across it
 1013 Elizabeth mmm
 1014 Nicholas and that would be of a piece wouldn't it? with
 1015 Elizabeth mmm=
 1016 Harry =yeah
 1017 (3.8)
 1018 Nicholas Robert thank you=
 1019 Harry =thank you yeah
 1020 Robert thank you all very much (.) I appreciate the opportunity
 1021 ((a short discussion on timetable ensues))

Case 6

GDM 25.01.00

**Harry as Speaker: Collaborative
identity and interaction**

001 Elizabeth that's pretty
002 Harry thank you (.) yeah I think it's nice in colour (.) you only
003 get the black and white version
004 Elizabeth yeah well that's not bad
005 Vince gosh did you do the bit in the middle?
006 Harry I did the bit the middle
007 Nicholas what is it?
008 Harry well I'll tell you
009 Nicholas well alright
010 Harry well if I tell you now it'll ruin it won't it? you got to be in
011 proper Understander mode (.) I'm not telling you when you're
012 in this mode ()
013 006Nicholas despite all this it's the 25th January, erm
014 Vince 25th January 2000
015 Harry 2000, 2000 it is
016 Nicholas Harry over to you
017 Harry thank you, (.) okay thanks very much (.) thanks for giving me
018 the chance to do this(.) it's a - erm (.) it's a research thing
019 and err (1.0) it's very different from the last one that I did err (.)
020 and in a sense err, I'll give you some background >because
021 °it's probably important° I've thought about this (.) I
022 thought about it yesterday errm (.) and er I thought that hh.
023 err one of the problems that I had is that I didn't seem
024 to have a problem >if you see what I mean< I felt that it
025 it would be good if I could come with an issue that I was
026 wrestling with (.) errm and I'm not really conscious of
027 wrestling with any one issue but as I thought about it more
028 I - I - I realised that there is actually an issue here and it's
029 this (1.0) when I started on this which grew out of the Ph.D.
030 >and what it is< is looking at collaborative interaction (.) and
031 the idea of collaborative identity (.) that there is such a thing
032 as collaborative identity and you can pin it down (1.0) and
033 when I started I thought well I'll just be looking at errm
034 aspects of that (.) the sort of thing that came up in the thesis
035 things such as, (.) errm the way that a collaborative group
036 015 will-will-will argue I'll talk a bit about that later on >if I
037 might< (.)°the way in which I might use imagery in their talk°
038 or they might do various things (.) I'll open up these
039 later on but that's a general feeling I have (.) but the more I
040 got into it (.) the more I err (.) found myself thinki:ng hang on
041 this is actually bigger than that >you know< not bigger in
042 terms of scope, not the usual thing where you start off
043 wanting to look at something small and then you want to
044 look at this and that and then you want to look at the other (.) I'm
045 still looking at the same things but I seem to be asking
046 all the time bigger questions and the challenge that
047 discovered yesterday that I face and that I want to bring out
048 here and get a fix on here if I can is where if anywhere
049 should I draw the line on this (.) I mean how far do I want
050 to go in the claims that I want to make (.) about the research
051 that I'm doing, so that's the sort of general > sort of < frame of
052 what I'm going to talk about (.) okay=
053 Nicholas =kn- errm
054 Harry yeah
055 Nicholas I think I was listening partly through a large lunch
056 Harry YEAH=
057 Nicholas =() at one point and (1.2) then hhhaa hhaaa
058 [] []

059 Harry it's okay I'm speaking
060 through a large lunch
061 Nicholas *and ha haaaa there's this thing* that (.) the thought
062 flashed °past on -° what I really want to check with
063 you is that- that I was listening:: in second gear I'm
064 afraid (.)°at the beginning° and you talked about
065 interaction and corporate interaction
066 Harry yeah (.) °collaborative yeah°
067 Nicholas co-operative
068 Harry collaborative
069 Nicholas collaborative interaction (.) and then you said
070 collaborative iDE:ntity
071 Harry yes(.) yes the two interact okay let me step back
072 []
073 Nicholas yeah
074 Harry thank you (.) do you want clarification on that
075 Nicholas please cos the one to me was *ha ha ha ye:s*
076 Harry yes
077 Nicholas the one to me was just fitted into what I could
078 easily listen to and then you said something that
079 I thought was huge (.) and that's w-
080 Harry it is huge and that's where the hole is actually
081 Nicholas yeah
082 Harry it's the gap between the two that's opened up
083 the errm or the tending to bring the two together
084 that's opened up the big questions >and it works
085 like this< (1.0) errm on a VE:ry simplistic view
086 of identity and I made some notes on this but I'm
087 not actually going to use them (.) a very simplistic
088 NO not very simplistic - a traditional view of
089 identity is that whether it's on a personal or a group
090 level errrm that you can - you can - assign identity
091 >if you like< on the basis of certain co-ordinates
092 038 I'm using that metaphorically (.) it's not a term
093 that's used as far as I know (.) what I mean by
094 sort of social co-ordinates errm social you know
095 there's a shape °you know° I am a you know if I
096 am a member of the police force that that carries
097 with it certain recognisable characteristics that can
098 be assigned to me as a member of that category, now
099 in terms of interaction the view that I take (.) and I'll
100 go back and explain it in more detail (.) the view that
101 I take is an Ethnomethodological view (.) not surprisingly
102 (.) a constructivist position that says that that is not the case
103 identity is not something that is simply a matter of
104 assigning particular descriptors or established through
105 certain sort of social e:::r boundaries or co-ordinates or
106 characteristics (.) identity is something which is constantly
107 constructed and reconstructed in the light of err changing
108 circumstances, changing contexts errm so that >if you like<
109 it's a view what says that it- that identity (.) in so far as we
110 ever invoke identity in our social engagements is a thing
111 051 which is interactionally constituted
112 Robert Can I ask is that personal identity or co-operative identity?
113 Harry Well that's the issue (.) the issue of the personal - the
114 issue of the personal identity (.) and the issue of
115 collaborative identity the idea of this research was to show
116 that to take it beYOND personal identity into the idea

117 of something as vague as collab- the
 118 identity of a group (.) a collaborative group (.) and my
 119 research was to look at three groups in very similar
 120 situations (.) us, (.) the group of teachers at the school, that I was in
 121 (.) and a group of REsearch scientists (.) all having a
 122 number of key things in common (0.8) ONE they were
 123 small (.) relatively small groups (1.0) TWO they have
 124 split orientation (.) one towards something sort of academic
 125 (.) or >you know< err err at least educational errm so
 126 you've got the scientists doing their research, giving papers
 127 at conferences, they are research scientists (.) we do our
 128 research (.) we have academic aspects (.) the teachers
 129 went to teacher conferences and did their teaching and talked
 130 about it and that's one side (.) and the other side was to look
 131 at errm:: (.) at the other side we've got a view to making
 132 a living that we have to justify our existence by not going
 133 into the red (.) same as the teachers and the same as these
 134 research scientists and I thought well they're interesting
 135 aspects and err according to the normal definition of
 136 .hhh a collaborative group (.) there are lists of criteria
 137 I don't know where they're derived from (.) you know
 138 (.) interviews apparently that are fairly frequently used
 139 to say if you've got this characteristic >that characteristic<
 140 (.) we've all - all three groups have got these
 141 characteristics (.) if you're going to do it in terms of
 142 co-ordinates (1.0) you know and I thought well MAYbe
 143 [mmm]
 144 Nicholas Harry what I could do (.) I can look at the way these three different
 145 groups interact (.) interactionally construct if you like their
 146 grouphood (.) their being a group (.) and if I could find that
 147 070 these three different groups but with these things in
 148 common are actually doing in different ways the same
 149 sorts of things (.) then maybe I could make bigger statement
 150 that the individual identity:: and get towards the idea that
 151 a group could have a collaborative identity that was
 152 constructed by the group which reinforces their idea of
 153 being a group and collaborating in the things that they
 154 do (1.2) eh does that?(.)
 155 ? [mmm]
 156 Harry that was the idea (.) and it is a bigger thing and that big
 157 gap, that big leap, (.) hasn't been made because the way
 158 that identity's been seen from an ethnomethodological
 159 perspective and the way that it's been seen from err other
 160 interactional perspectives (.) from the work of Sacks who
 161 talked about membership categorisation (.) that in our
 162 talk we'll invoke a category into which we'll
 163 put someone and that shifts (.) and the minute you evoke a
 164 category like father (.) attached to that are all sorts of
 165 err other categories that you would put in and then and then
 166 you interact with that person and those categories are
 167 invoked or not (.) as the interaction develops and that's
 168 where you get the idea of identity, you can shift
 169 your identity in talk around (.)°you know as you
 170 do interactionally different things° (.) but it's only
 171 ever been done on a personal level and I - an- and the
 172 other thing is that a lot of recent work has been done
 173 ON the relationship between the IN-group and the
 174 OUT-group (.) errm so that for example doctor-patient

175 would be a good example like HOW the doctor presents
176 being a doctor to a patient (.) and >you know< that idea
177 of - and - no work as far as I know looking at the
178 way doctors (.) or it's just beginning but not in terms of
179 identity (.) doctors talk to doctors and create doctorhood
180 and doctors
181 087 mmm
182 ?? Harry now what I'm talking about, what I'm looking at is
183 not BEing an academic or being a research scientist or
184 being a teacher (.) which is what they've looked at
185 what I'm looking at is the idea of being a group
186 (.) which hasn't been looked at interactionally (.) and that's
187 the big gap (.) does that take you::(.) does it
188 Nicholas YEAH (.) so the issue is then as I see it - what (1.0)
189 question is:: (.) are the somethings that we do::
190 communicatively, linguistically, interactionally which construct our
191 groupness and is there something that can be:: (.) described
192 at some level of abstraction which would be equally true
193 of the three groups you want to look at
194 []
195 Harry that's right
196 []
197 Nicholas and
198 that can be identified as some parameters or somesuch
199 along which
200 Harry YES (0.8) and if I can give you an example of that
201 one thing that I've seen with the way that erm the two
202 groups I've looked at (.) I havn't looked at the scientists
203 yet (.) I'm just collecting data on that cos they could
204 throw everything out in terms of that (
205) and this is where this came from (.)
206 originally (.) and this is where things started getting
207 bigger (.) was I started looking at argument (.)
208 because argument it struck me was a very interesting
209 case in that you've got erm what y- y kk- you've
210 got centripetal and centrifugal forces that are:: (.) that
211 argument is- is- (.) the idea of having an argument is
212 centrifugal (.) it pushes things out because you take
213 up different positions and of course in any group you
214 must have discussion you must have argument otherwise
215 you know (.) otherwise you are you know sacrificing
216 your- your individuality >you know < I'll just go along
217 with the group (.) I mean that's not the sort of group
218 I'm looking at (.) no one suggests it is (.) but (.) to have
219 >an argument with different positions, that pushes you
220 outwards< but the dominant dynamic of the group of
221 course is centripetal (.) its to suck towards the centre
222 so I thought let's have a look at the WAY that groups
223 ARGue (.) these collaborative groups argue (.) SEE the
224 way that - and I've found that it is the case that
225 through arguments they find ways of taking up
226 different positions (.) .hh while at the same time representing
227 themselves as having the same position (1.2) as a
228 group and it's a very interesting balancing act (0.6)
229 that was all going fine (.) I think >you know< well
230 I wasn't asking big questions then (.) but what came
231 out of that (.) and this is the point I wonder whether
232 it's REALLY worth taking it on from here (

233) thinking >well if I do that< then
234 I'm going (.) and this is the bigger question (.) I'm
235 going towards a situation where ((coughs)) I'm
236 bringing together (.) ethnography and ethnomethodology
237 in a way that >as far as I can see< hasn't been done
238 before (.) and do I want to stand up and say "HEY"
239 (0.8) listen to me while I revolutionise thinking in
240 ethnomethodology and ethnography at the same time
241 (.) you know it's been going on for you know (.) one
242 for fifty, hundred years and the other for thirty years
243 and say "He::y I can put these two together" (.) or do
244 I just shut up (.) and get on with the business of
245 what I was doing before which was "going very nicely
246 THANKyou" (.) do you s- (.) that I think is the issue
247 arr instead of (.) building up more and more examples
248 (.) more and more of my thinking in this research
249 thing has been going recently towards kicking around
250 these ideas (.) and I've bought it with me to: (.) kicking
251 119 these ideas, the bigger questions CAN I give
252 this as an example of what I mean (.) pin it
253 down (.) and then you can tell me if I'm making
254 se- not TELL me (.) help me .hh huh terrible isn't
255 it you get into a mode (.) what you make of it all
256 (.) the diagram, the diagram (1.0) this is a diagram
257 it works- this is just notes it's not a coherent
258 page °by the way° (.) I started with an idea which I
259 represented as that diagram in the middle (.) and it's
260 like this ((coughs))
261
262 Nicholas I'm sorry (.) just before you do start (.) the cough
263 gave me a chance (.) a:nd
264 Harry I'm sorry >°I should leave space°
265 Nicholas and the
266 Harry ()
267 Nicholas in one sense the issue you're working on is (.) do you
268 want to stay with the::, (.) three part case study that you
269 outlined to us
270 Harry yeah
271 Nicholas (.) and look for those abstract parameters of how people
272 construct groups (2.4) a decision between that and getting
273 involved in much bigger issues
274 Harry that's right=
275 Nicholas but still on the basis of those that data
276 Harry that's absolutely right=
277 Nicholas =yes those data () with a fundamental issue
278 Harry [yeah]
279 Nicholas okay that-that's one point (.) and now what we're looking
280 at is an example of one of those big questions that you
281 can get involved with
282 []
283 Harry that's right and how it came out=
284 Nicholas =yeah
285 Harry in a sense (.) yeah thank you that's exactly it (.) so that
286 erm I - I can talk this through because I've thought this
287 130 through but I haven't talked this through and I've not talked
288 through the implications of this (.) when I did this I didn't
289 (.) if you like it was the first=
290 Elizabeth =(click of fingers) can I just ask another question because
291 it's bugging me (.) when Nicholas talks about parameters is

292 that the same thing as co-ordinators (.) you were talking ab=
293 Harry =NO (.) no (.) the coordinates were just a way of talking
294 about defining the group (.) yeah I suppose parameters of
295 the group did you say?
296 Elizabeth it seemed to me that you took over the word parameter=
297 []
298 Harry yeah probably yeah yea:::errrr
299 Nicholas = I personally was deliberately choosing a different word
300 to try and mean something else (.) but it was probably a
301 confusing thing to do (.)
302 Elizabeth well okay (.) fine=
303 Nicholas what I was tr=
304 Robert is it like this? (.) now you have your data there on
305 on the table °and if you get down and look at it°
306 from a certain distance (.) you see certain pictures
307 which you were seeing before (.) and you stand back
308 and you get a different focus (.) same data,=
309 Harry =NO it isn't actually (.) thanks Robert (.) it's not that
310 its that in looking closely (.) these things started
311 bubbling up and its only now (1.0) that I stand back
312 or only yesterday when I stand back (.) that I realise
313 how big the bubbles are if you like (.) that I realise
314 how big the foment is there err:::rr
315 Robert You used the expression stand back (.) is that purely
316 figurative?=
317 Harry =it's yeah it's purely figurative yeah (.) I only stood back
318 yesterday because t-t-t-te have something to say today
319 but in a sense I'd already stood way back (.) I'd been
320 pushed back by the growth of these ideas ((Coughs))
321 Robert No it's the-the-the notion of someone standing back
322 that >you know< what th-the- the=
323 Harry =my research has not been=
324 []
325 Robert it's not that actually correlates=
326 Harry = no it's not been standing back (.) the standing back
327 was purely a >if you like< a heuristic for getting here
328 today and doing this
329 Robert uh
330 Harry (1.2) cos I didn't want to just go in and muck about
331 with things (.) I wanted, I really wanted to see if there
332 was something, way of FRAMing these issues (.) so
333 this not- this is an example of what I mean by it
334 bubbling up really (0.8) because I- if you look at the top
335 left hand corner (.) this is where the question came in
336 ((reads from text in a clipped and hurried tone))
337 "in any situation where there's an argument >()<
338 a (.) (state the position should be the same identical
339 to others in the group unless it's clearly signaled but
340 the aim is to represent this as worthy of
341 being the perspective of the group or as de facto the
342 perspective of the group so relations in two dimensions
343 are different but the deeper level is deceptive (.) because
344 distances are not between (.) but within errm (.) so techniques
345 depend on establishing this by drawing on common
346 beliefs, exposing common links, (.) establishing
347 differen() in the groups etc etc (.)"
348 ((finishes reading)) this is the line (.) the thinking of-
349 (.) you know you talk about the three perspectives
350 and that helps me (.) that's the three perspectives
351 that I was doing (.) the group needs to do this when it's

352 arguing this was- this was the looking at that (0.8) but
353 then what emerged from that (.) right at the bottom of the
354 >sort of page< there's a ((reads again)) "reestablish perspective
355 alignment for recourse to the binding relationships in the
356 group, establish a common position within which the
357 165 individual position is valid through which it is validated"
358 ((finished reading)) that's all clear enough
359 Nicholas mmm
360 Harry ((coughs)) but then (.)°started thinking about° errm well
361 this- (.) how (.) do- where do these things come from >you
362 know< in terms of the group, how do we get hold of
363 them in interaction and I came up with this - these two
364 diagrams (.) because (.) if you look at the top one
365 (.) sorry c- can I go back (.) can I go back (0.6) one of
366 the things that had been bothering me was conversation
367 analysis says that you only evoke features of a context
368 which are made relevant in the interaction that you are
369 analysing (.) the context is invoked as appropriate (.) you
370 never invoke external context (.) that sort of position is
371 thinning a bit (.) people are >you know< it's loosening
372 a bit but it's very different from the ethnographic which
373 essentially you try and understand the group from the
374 insiders' perspective then you use the context to explain
375 what is going on (.) so that top diagram is >if you like< the
376 errm the errm what will happen if you just look at errm
377 the surface (.) you will see all these different people A, B,
378 C, D. °you know° (.) interacting and constructing particular
379 conversation relationships and things like that (.) now >you see<
380 you can't see the interaction below the surface because (.) there
381 is none (.) interaction is all ABOVE the surface so that's
382 what you see (.) >do you see what I mean< that's the bit
383 that you actually see (.) but then I've got this diagram here
384 and it suddenly struck me that these are same dots (.) you
385 see, these are the same things ((coughs)) looked at
386 in a different way (.) in a group through the history of
387 that groups interactions (.) what you actually get is the iceberg
388 thing but with the connections between them all beneath the
389 surface (.) and I was finding constantly in the talk (.) that
390 invoked in the talk and THROUGH the talk
391 were what I call trace elements (.) from that deeper level (.)
392 those deeper level connections (0.8)
393 Robert It's a deep structure.
394 Harry well you can call it that (.) but I- ya: know I mean I
395 wouldn't because that has Chomskian you know overtones
396 []
397 Robert yeah No No yeah
398 but obviously not like his
399 Harry but it is a deep < ya- you er- y >
400 Elizabeth [its like previously
401 shared experience
402 Harry that's it
403 Elizabeth [that we are privy to
404 Harry yeah exactly
405 Elizabeth it's a shared experience thing=
406 Harry =exactly EXactly (.) that is exactly what it is (.) it is
407 what makes them (.) but you don't see it in the
408 interaction >but the interaction >constantly s- < now
409 that lead me inevitably to this ethnomethodology, this
410 ethnography (.) because ethnography tries to map what

411 is underneath in order to explain what's above (.) it tries
 412 to understand how the group is constituted beneath the
 413 surface in order to explain relations >as ()<
 414 ethnomethodology works with the top bit for any
 415 particular conversation (.) >do you see what I mean?< (.) it
 416 just looks at the top and says "well" it doesn't matter
 417 what's underneath because whatever bits underneath are
 418 relevant will be made relevant in the bits (.) >at the top<
 419 and what I've discovered (.) or what I seem to be
 420 finding in my data is that its not as simple as that
 421 cos these trace elements have particular meaning for
 422 the group (.) unless you can penetrate a bit (.) you can't
 423 (.) so- and it was bringing these two together and-n-an-an
 424 in-in a nutshell, (.) errm it works like this (.) and I think
 425 I'm getting to the issue (.) in a nutshell errm (0.6) what
 426 I'm actually suggesting (1.2) I think (.) in the past
 427 ethnography's tried to errm to map the group if you like
 428 but has never (1.2) got to the point of being able to (.) or
 429 take account of or wish to take account of particular
 430 interactions in the way that ethnomethodology does (.) in
 431 the way that err (.) in the way that conversation analysis
 432 can (.) errm and so it's stuck at the idea of a group in a general
 433 sense (.) how the group understands itself rather than
 434 <particular interactions> and actions of the group (0.4)
 435 ethnomethodology has been able to do that but without
 436 any sense of the group as a group (.) because (.) it doesn't
 437 penetrate °to that level° (.) now by going away from the
 438 individual (.) and towards >I'm thinking this through
 439 now actually (make sense<) by gett- by
 440 228 looking at THE GROUP what I'm finding is that my
 441 descriptions of particular interactions of these people
 442 because they're constantly showing these trace elements
 443 (.) is actually developing into if you like an ethnography of
 444 the group through ethnomethodology (.) I'm actually getting
 445 a picture! of how the group sees itself! (0.4)
 446 ethnomethodology traditionally is not interested in how the
 447 group sees itself (.) that's not its field (.) that's the field of
 448 ethnography (0.6) but because I'm looking at particular
 449 groups of people (.) talking within the group (.) not to
 450 outsiders (.) what's emerging through their talk IS their
 451 237 construction of themselves (.) and is in fact (.) you know the
 452 insiders' perspective (.) I'm getting that insiders' perspective
 453 if you like in a sort of ethnographic (.) in-in err >from an
 454 ethnographic pers- <so this big question is do I go in
 455 and say "HEY" (.) if you do ethnom- if you do
 456 ethnomethodology in this way (.) if you look at the
 457 way the group (0.6) talks within the group (.) and you
 458 - and you get enough interactions across enough
 459 activity types (.) eventually you will start getting
 460 an insiders's perspective because you will actually
 461 see them (.) you will SEE them making as a group
 462 (1.6) >in other words you will end up< with an adequate
 463 ethnographr- ethnography (.) through ethnomethodology
 464 (0.4) er if that's TRUE that's a massive claim (.) you
 465 know it's a huge claim (.) in research terms and my question
 466 is I'm not sure I really want to go down that line (.) and
 467 leave behind the simpler things that might have more to
 468 say (0.6) °and that's the >sort of< thing I'm wrestling with. °

469 does that? (.) have I made (0.4)
470 Vince mmm
471 Harry sense
472 Vince Can I just check (.) so if-if you to were to look at enough
473 -enough interactions
474 Harry yeah
475 Vince with these groups (0.4) these-these these prominent
476 []
477 Harry >these people yeah (.) these<
478 people=
479 Vince =things that appear=
480 Harry =yeah=
481 Steve =in an ethn- ethnomethodol- methodological account
482 that if you looked at enough of them then you start getting=
483 [] []
484 Harry yeah that's right
485 Vince =the history of all these things >which-which become< things
486 which are not prominent any particular interaction but
487 if you have enough of those interactions (.) over different
488 []
489 Harry that's right
490 Vince types of generic=
491 Harry =yeah=
492 Vince (0.4) interaction (.) then (.) you almost slip (.) by default into
493 ethnography (.)
494 Harry yeah=
495 Vince =because you enough information to do more (.) than what
496 is available in any particular interaction
497 Harry that's right (.) that's right and because of looking a the way
498 the group is represented to outsiders (0.4) you're actually
499 looking at the way the group is constructing itself to itself
500 within itself (.) it's reflexive >you know< y-rrrr- w - it's
501 infinitely reflexive if you like >you know< it's
502 exactly what you said (.) you >() that picture<
503 (0.4) but you see (.) I am not actually sure (0.6) that if
504 I start there (.) my worry is that if I start there (.) then it
505 comes across if I write this as a book (.) it comes
506 across as this (0.4) >HUGE claim< (.) and that's what
507 people are looking at rather than the more modest and
508 possibly more interesting (.) exploration of the sorts
509 of things that I started out looking at
510 Vince mmmm
511 Harry and it might be judged if you like on that bigger - °on that
512 bigger thing° and ALso I wonder whether that is worth (.)
513 continuing with=
514 Vince .hhhh so when you started off (.) there we- I was struck
515 by=you said th- there was a big question (.) there were
516 big questions=
517 Harry =that's it yeah
518 Vince but then there was a BIG question
519 Harry yeah
520 Vince j- and the first big question were a series of things
521 like argument
522 Harry yeah
523 Vince that you look at local interactional events
524 Harry yeah
525 Vince but then when you said the BIG question (.) that's this
526 whole nature of the relationship between ethnomethodology
527 and ethnography
528 Harry yeah (.) and more and more my thinking and my (.) >you

530 know< my notes (.) my own thoughts are heading towards
 531 that bigger direction away from the smaller one (.) and err
 532 it's a different sort of growth from the other growth where
 533 things tend to grow outwards- (.) "oh THAT's interesting
 534 I'll collect some of that (.) I'll do some of THAT" and you
 535 get something that is too big to handle (.) but this is a
 536 different sort of errm topsy (0.4) and I'm wondering whether
 537 it'll take me down the same blind alley (.) if it is
 538 it's an experience that I havn't had before (0.4)
 539 Vince mmmm
 540 Harry >you know< (.) before I've tried to start out with big ideas
 541 and watched them crumble in front of my you know::w
 542 (.) eyes (.) but I've never had a big idea topsy °coming° (.) an
 543 it's opened all sorts of other things that- that (0.4) one of
 544 the things that worries me I think (.) is that I-I and I'd not
 545 >reflected on it< I'd not thought about this before but (.)
 546 maybe it hasn't worried me consciously (.) it does NOW
 547 (.) is when I think about it (.) because I'm now thinking
 548 in those terms (.) I'm beginning to come up (.) with
 549 (.) labels (.) much more than I ever did at the start when
 550 I was genuinely interested in the interaction (.) I wonder
 551 ((coughs)) in terms of standing off whether I'm standing
 552 of too far.= >I give you an example the other day< I came
 553 291 up with errm (.) oh YEAH! the distinction between erm
 554 (1.4) o:::h I can't rememb- it was (.) it was the
 555 difference between >I don't know< TEXT (.) talk and
 556 text or something (.) and it was that talk is (0.6) is
 557 constructed as-as-as you talk but your representation
 558 of that talk to an outsider is TEXT (.) and what I mean
 559 by that is that what I noticed (.) for example in that (.) in
 560 our own internal meetings (.) sometimes (0.4) when you are
 561 talking ((phone rings)) when something is errrm (.) relates
 562 to something that would be said to (.) represented to an
 563 outsider to the group (.) it comes along- across as much more
 564 textual in the way that it's put out (.) that what has been
 565 previously constructed leading to that point=
 566 Elizabeth [mmmm]
 567 Harry =so the text (.) and then of course you see (.) I'll give
 568 you an example yeah (.) >this is a good example< cos
 569 how it grows I think "HEY" (0.4) TEXT (.) text is
 570 >you know like< RHEToric (.) it's Aristotelian it depends
 571 on logic (.) it depends on presenting things logically (.)
 572 so the whole western tradition there has been >I know other
 573 people have said this< you've got this Aristotelian >tradition<
 574 which is REPresentation which is TEXT and then you have
 575 interaction which is constructed which is Dionyssian >you
 576 know if you like< if you wanna put som- like completely
 577 wild but with it's own strange rules an-and what I'm- I
 578 guess what yeah what's worrying me is that the further I
 579 go down this line the BIGger you want to get (.) and
 580 sooner or later it's going to turn up with errm turn up as
 581 being >you know< (.) >I dunnow< Kant or youwws-
 582 >all over again< (.) we'll take ALL that we know and explain
 583 it philosophically as opposed to just JUST being modest
 584 just staying in there and I can imagine myself in ten
 585 years (.) you know >throwing up and growing up< bigger
 586 ideas and still going no further °on the interaction° (0.8) and
 587 so the question I've got for myself is-is it worth it (.)

588 is it worth getting this big (.) is it worth >you know< am I
589 going sort of >you know< ° am I going away from°.
590 Vince one thing that ((looks towards Elizabeth)) °sorry were you
591 going to? ° (0.2) ((Elizabeth gestures that Vince should take turn))
592 one thing that comes across quite strongly is this idea of
593 >you know< with the big- the bigness of it (.) that
594 also you've also used words like modesty that-that and this is
595 (.) this is err something that you're interested in but you feel
596 maybe that other people would judge that this is
597 Harry mmm
598 Vince (2.2) errrm (0.2) whatever whatever goes with the word
599 []
600 Harry immodest yeah yeah right yeah
601 Vince and that (.) there's a tension there that you've come
602 []
603 Harry big claim >you know<
604 Vince there's a tension there:: between your actual (.) you've come
605 to this position where it's really a very interesting thing
606 for you
607 Harry yeah (0.6) I'd not thought of that yeah (.) that's interesting
608 []
609 Vince that's interesting
610 Harry No that is very interesting actually the thought that
611 yeah (.) deep inside me there is this thought that you know
612 "be umble Uriah" so >you know that sort of thing<
613 Vince mmmm
614 Harry it's Easier if you're modest (.) it's easier I've found out
615 (.) along the way >I guess< (.) it's easier if you chip away
616 at little things and steer clear of the big ones
617 because (.) you know I've thought well the big-
618 >yeah I guess the big one's have got to< come from
619 somewhere >you know<
620 Robert Do I su- do I gather that? in fact you're looking at
621 the thing from two different points of view? (0.4) one is
622 through tb- from a public- where the
623 340 public are going () from here (.) and the other
624 is what you're most interested in
625 Harry (0.2) .hhhhh yeah I guess there is an element of that
626 because obviously this is leading somewhere (.) it
627 ought to lead somewhere (.) it ought to lead to some
628 sort of publication (.) errm and there is that book that
629 I'm supposed to be putting in a proposal for (.) and so
630 obviously that's an issue (0.6) but yeah there's an element
631 of errm of errr u::::m (.) I don't I'm not sure that I doing
632 the best (.) by my data if I get pulled away into these big
633 ideas and I'd be better off just sticking with it and doing
634 a bit more analysis and a bit more chewing away and teasing
635 out you know but the minute you start teasing out (.) once
636 you've got this idea in your head (.) the bugger keeps
637 coming back >you know< you can't shake it (.) it's there
638 and it's you know (.) and that in itself is a worry it's another
639 thing I haven't thought of (.) that's a worry because it may
640 well be that having HAD this idea (.) and that's exactly
641 where it grew ((gestures to diagram)) on that page (.) having
642 had this idea it won't go away now (.) and am I going to
643 end up distorting the data (0.4) to actually reinforce this idea
644 and I guess that's another worry yeah (.)°I'd not thought
645 about that°
646 Elizabeth It seems to me from what you've been saying (2.2) that

647 maybe (0.6) you're worrying too much about the big issues
648 and the little issues (.) because it seems to me that it's-
649 they're running in parallel (1.6) that you're only being hit
650 by the big issues by exploring little ones
651 Harry (0.2) well YE::S=
652 Elizabeth = and by getting into the argument thing then you thought
653 aHA (.) there's a big issue here=
654 Harry =yeah
655 Elizabeth (1.8) so isn't it like (0.4) two:: (1.2) two parallel lines (.)
656 one with several little issues, (.) or lots of little issues, and
657 you thought about the argument one and that's one and
658 there probably there's all the others
659 []
660 Harry imagery and err (0.4) stories
661 []
662 Elizabeth and each
663 of those is PUSHing you to think towards the ethno:: (.)
664 ethno differences=
665 Harry = yeah the differences between the two ethnos (.) yeah (.)
666 Elizabeth and so (0.6) hhhh yeah I mean I'm not sure that it is a
667 problem=
668 Harry =well it can be (0.2) to a certain extent yeah
669 []
670 Elizabeth if you just continue going down those two
671 lines looking at the little issues and then=
672 Harry =yeah coming off towards the big issues=
673 Elizabeth =coming onto POSSible things for the big issues as you go
674 down and then at the end (.) you've got to say (0.2) are they
675 parallel? or which is bigger? (.) and do a kind of total at the
676 end (.) I mean °I don't know°=
677 []
678 Harry yeah =the problem with that
679 though is that when you've got the big issues there
680 then as I said it-it >you know< just awareness of them
681 °even in parallel°
682 Elizabeth that pushes back there=
683 Harry =they're pushing back in (.)you're constantly - so you're
684 missing things cos you're constantly trying to find things
685 now that'll back up that and the point about analysis is that
686 the clearer you can keep your head of the big issues (.) the
687 beauty of Sacks >I think< is that he always stayed with the
688 (tiny things) and they exploded into massive issues
689 naturally (.) and it was only by leaving those behind and
690 looking at the next little issue that opened up the next big
691 issue
692 Elizabeth MMmm mmmm
693 Harry and I'm a bit worried that this big issue is carrying on
694 >you know< an-an an- maybe it isn't influencing you
695 and maybe there is this sort of () I mean there are
696 clearly all sorts of levels °that this is operating at° (.)
697 I'm not putting this as a block but >you know< it's
698 something that's reared it's ugly head and-an-an and it
699 seemed to be the thing I wanted to talk about rather than
700 400 just the research which I'm very happily pottering through
701 >you know < I've got some lovely examples of various
702 things ((end of tape - Robert's question is
703 missing))
704 Harry more what worries me is that the more I look at the
705 little things I see the big picture (.) may actually be:
706 because with the big picture in my head (.) >at a

707 (deep level)< that's damn well what I am going to
708 see whether it's there or not >if see what I mean<
709 it's-it's (.) ah a- >you know< it's a worry (.) not one
710 that I've thought of before now (.) but I think it's a thing
711 that I at LEAST when I go >back to it< I will now be aware of (.)
712 very aware of (.) you know (.) in my analysis that I'm not
713 looking >all the time< to this bigger (.) this bigger agenda (.)
714 and stick to the smaller one (.) >cos I'm not even sure it's<
715 it's >you know<.

716 Robert I wonder whether you'd like to say anything more about
717 what seems be a key element here and this is trace ELements

718 Harry Well I >you know< I just wrote >them down< on that
719 page I havn't picked them up very much actually mo- I
720 havn't picked as any-anything that - I wanted something (.)
721 erm that that would capture the idea (.) the general idea
722 that I had that-that (.) in any (0.4) talk on the surface (.)
723 there's stuff that you can actually see and stuff you get on
724 the tape (0.4)

725 Vince mmmm

726 Harry erm (.) there will be erm (.) because the group has this
727 history of interactions (.) and it's imPOSSible of course you
728 can't collect all the groups interactions because it's not just
729 them they are in terms of other interactions (.) it's what
730 Garfinkel said >you start with context< (.) and it just goes
731 forever (.) so - but you do nevertheless (.) there are
732 underneath these connections that have been established
733 through the history of the talk (.) as we HAVE in this
734 group (0.4) that are often unsaid (.) and the point is that-
735 >you know< they have to be unsaid usually (.) because you
736 can't put it on record exp- you don't explicitly say I'm
737 a member of this group I'm doing THIS (.) you evoke it
738 naturally in the TALK (.) and evoking it naturally in the
739 talk (.) what you find is (.) you find certain things bubbling
740 up >again and again and again< it's what I call trace elements
741 because you'll find that >you know< it might be a
742 completely different interaction (.) but it's involving the
743 same people and these-these TOP bits the colour might be
744 very different (.) cos it's a different thing (.) it's not a
745 meeting it's-it's a >you know<it's a casual talk or::, (.) erm
746 (.) whatever (.) or it's a different meeting it's a different
747 topic (.) but some of the features that you'll find here (.)
748 will be the same (.) and unique (.) it seems (.) >to groups<
749 (0.2) and >that that's what I call trace< because they're
750 coming up from the shared things of the groups (.) arr I can
751 give you an example of that from this other group (.) particularly (.)
752 their use of imagery (.) or (.) I havn't looked at ours
753 yet (.)°if indeed it exists° (.) but with them (.) they had a
754 very very powerful thing that they can evoke (.) where
755 anything that was active was positive (.) this is not unique
756 to them (.) as such (.) but anything that was passive was
757 negative and you could (.) through invoking images and
758 argument (.) the way you would win an argument (.) the
759 way they often went about it was actua::lly to present a
760 picture of a situation which they wanted to represent the
761 debate and to present it (.) either as an active thing or as
762 passive thing (.) and to get other people in the talk to
763 accept their terminology (.) like in one there's SUMP (.)
764 DUMP (.) something else (.) all these inACTive things

765 (0.2) and to get other people to use the same active to
766 passive descriptors of the thing that you're focusing on
767 because in that group (.) it varies from talk casual (.) and
768 meetings talk (.) these things crop up again and again
769 and again. (.) active good passive bad now:: >that's what
770 I mean< it bubbles up in that group (.) in various
771 forms and when you recognise it you can see how
772 interactionally its evoked (.) to achieve interactional aims
773 (0.2) does that help? >with the sort trace element idea?<
774 Robert yeah yeah absoLUTEly
775 []
776 Harry I mean that's the sort of =
777 Robert =it leads me to wonder whether the bubbling up °which
778 I understand° (.) the bubbling up means it hits the surface
779 Harry mmm
780 Robert right? (.) IF nothing - if there is something that doesn't
781 hit the surface it's not for you a trace element
782 Harry Oh WELL (.) NO because it's - I use the geological
783 metaphor where you can find in >you know< (.) you dig up the soil
784 that you know is (.) of a particular type that in it there are
785 tiny other bits of - bits of soil like bits of LEAD (.)
786 that are actually in the mountains somewhere that've
787 been swept down or things that you (.) things that you
788 don't associated with particular °soil° but they're there
789 because they're there in the underlying geological stratum
790 or strata or whatever >you know< (.) and it's that sort
791 of idea that you'll find bits of this and;
792 Nicholas to follow what I understand Robert's point to be (.) you
793 wouldn't (.)be dealing with any such trace elements (.) other
794 that those which had been brought to your attention
795 because (0.4) some point of them had broken the surface
796 Harry yes
797 Nicholas because >they would have to have done that< to have been=
798 []
799 Harry that's absolutely it
800 Nicholas =picked up in the original=
801 Harry =that's absolutely it
802 []
803 Nicholas investigation of the data
804 Harry you're absolutely right (.) and the KEY (.) and that
805 takes me right back which is a connection I'd not made
806 but it's >you know it's like obvious when you see it< but
807 the whole point of this thing I was mentioning earlier
808 on of collecting lots of different interactions with a
809 particular group (0.4) is that >of course< as conversation
810 analysis tends to (.) a particular interaction rather than a
811 whole series of them (.) >°certainly' not within a group°<
812 in any particular interaction you don't recognise these as
813 trace elements (.) they're elements with the same value
814 as any other elements in that interaction (.) that's how you
815 treat them (.) but if you're dealing with lots and lots of
816 interactions by the same group then or course you are able
817 to identify things that are common (.)
818 Vince mmm=
819 Harry =in these interactions and there you know they're trace
820 elements (.) >do you see what I mean?<
821 Nicholas might:: it be at all useful (.) to try to articulate then (.) sorry
822 I'm interpreting what you're saying so far (.)
823 Harry nnngh=

824 Nicholas =if you take the big issue to be a very fundamental
825 CHALLENGE to the methodology of the
826 ethnomethodologists =

827 Harry = yes yes

828 Nicholas and to the claims that they make and to their (1.0)
829 it's to the claims that they make and to the methods
830 that they pursue (.) towards the purposes and the claims
831 that they make (0.2) might there be any point in you trying
832 to articulate what you think that challenge might be?

833 Harry it's not so much a challenge as a development (0.4) errm I
834 I-I I must admit (.) the more I read about ethnomethodology (.)
835 the more I read about conversation analysis (.) the more
836 °analysis I read° (.) the more convinced I am that >you
837 know< it's got th- °not got the answers° that's too
838 strong (.) it's >you know< what I can buy as an idea
839 I think (.) that it throws up so many interesting things
840 that other forms of analysis don't (.) and it ° rests on the
841 idea that° (.) ((clears throat)) (.) that errm (.) that-that err
842 (.) >you know< EVERYTHING is (0.4) is constructed jointly
843 constructed by the participants (.) involved (.) the only
844 (.) not the only but the ONE >sort of< nagging fea- >apart
845 from one or two particular features that are not important<
846 (.) one of the big nagging issues (.) is this idea of context
847 that the original purist position that all context is invoked
848 has come in for:: even among leading exponents (.) for a
849 good deal of questioning and they've admitted that "well yes"
850 to some extent you can invoke context because if it's
851 doctor-patient (.) you can recognise certain common things about
852 doctor-patient interactions (.) a-a-across the board (.) however
853 as Schlegloff correctly points out (.) just because you can do
854 that you mustn't assume that any interaction between a
855 doctor and a patient is doctor-patient interaction because
856 going back membership categorisation (.) one minute the
857 doctor is the doctor who's tapping your chest >next minute<
858 (.) errm he's just someone who is knocking over the water
859 (.) the man who has knocked over the water and that's a
860 whole different way of (.) it alters the interaction (.) but
861 nevertheless th-th-th-they say they're coming sort of yeah
862 you can bring in some outside >elements< and to my
863 knowledge (.) there hasn't been used though to actually look
864 at the way in which particular groups (.) cos there hasn't
865 been interest in THE group (.) the group as as-as a thing
866 except as invoked in talk has not been interesting (.) I
867 understand why and I accept that (.) so it's not so much
868 a challenge as saying "Hey (0.6) we could take this further
869 if we actually look with IN groups and not what has been
870 a common thing so far (.) in group out group if you like
871 (.) it's not looked at group(.) and doctor, patient:, midwife::,
872 visitor::, or >you know< just casual conversation. and err
873 (.) if we just wait a minute and just settle on some
874 groups and look at their talk across lots of different things
875 and think not in terms of err err >you know < err think (.)
876 actually think actually think in terms of THE GROUP
877 as a collaborative entity which of course conversation
878 analysis of course wouldn't because=
879 =mmmm=
880 Nicholas th () is invoked (.) I'm not challenging it
881 Harry I'm saying "Hey" you can still use your techniques' and in

882 the end if you can use them like that you may well end up
883 with a (0.6) something approaches an adequate
884 ethnography (.) so it's not a challenge it's a we can
885 take it this far (.) and we can forget this business of about
886 how do we bring in ethnography and ethnomethodology
887 together (.) in fact (.) if you push it far enough one will
888 lead into the other (0.8)

889 Vince mmm
890 Nicholas (0.2) because this approach is being taken to the idea of
891 group as group as opposed to gr- well as distinct from
892 (.) >a group being made up of an number of separate
893 individuals< and the point is (.)

894 Harry yes
895 Nicholas to chart the interaction between those individuals
896 Harry yeah that's right
897 Nicholas [yeah
898 Harry that's-that's the difference and those individuals (.) in
899 prior work they will have identities (.) they'll have
900 particular identities (.) and there's been a distinction
901 between situated identity and discourse identity and that's
902 an interesting one but it doesn't undermine that idea (.)
903 and what I'm actually saying is that=I did it with
904 the stories thing >in a way< saying that stories actually
905 serve err all sorts of: °obviously functions° but one of the
906 functions of stories (.) is to actually reinforce the idea of
907 the group (.) of being a group of people who see it in
908 this way (.) who share these things and err (.) and I guess
909 that's the - yeah it's-it's an advance it's a can? we take
910 ethno- can we take ethnomethodology?
911 >ethnomethodology is you know< the roots but can we
912 take conversation analysis (.) this far (.) and with this
913 sort of an agenda do we throw up some you know
914 (° °) I mean that's the yeah (.) that-that's the sort
915 of thing that - and maybe if I just keep working at
916 it (.) the end of the err the end of the research I will
917 (.) perhaps be able to say "hey well it's taken me
918 that far (.) doesn't it begin to look like an ethnography?"

919 Elizabeth mmmm
920 Harry >you know< your thing (.) leave it aside and see if
921 that's where I (.) where I end up
922 Nicholas and that is now explanatory to me of this:: (.) what was
923 already a resonant phrase but I wasn't sure what it meant (.)
924 descriptive - sorry (0.8) 'distances are not between but
925 within '

926 Harry yeah (.) yes yes
927 Nicholas yeah
928 Harry (1.2) yeah (0.4) it's-it's yeah it's yeah that's it and I d-
929 and it was at that point that I did this sort of diagram
930 because I wanted to get that err (.) err >you know<
931 errrrm yeah it-it- YES absolutely (.) yeah (.) cos you
932 could say an awful lot >you know< just looking at that
933 about their relationships (.) you don't need to dig that
934 far (.) but what I'm saying is that if you look hard enough
935 at that you begin to get some sort of picture there (.)
936 103 and that yeah (.) that's the sort of thing that I got
937 interested in (.) I errr (.) I see that you know there were
938 dangers there that I hadn't thought about but maybe
939 there are (.) maybe I can just plod on with these bits
940 of interaction and (.) and if I end up with an adequate

941 ethnography claim that that's what it is and leave them
942 to say whether this is an adequate ethnography and if it is
943 in a sense (.) in a sense (.) in a very loose sense (.) if it
944 is then that's big enough isn't it really?

945 Vince mmmm
946 Harry errm (0.2)
947 Nicholas can I ask you one more
948 Harry yeah!
949 Nicholas just trying to (.) then (5.2) .hh when I asked you a question
950 before I talked about a challenge and you corrected that
951 Harry yeah=
952 Nicholas =and you corrected that and said it's not a challenge (.) >it's
953 a different application or an extension< or taking it
954 somewhere (.) somewhere slightly different=
955 Harry [yeah [yeah [yes
956 Nicholas =and using it there (.) yeah?
957 Harry yes
958 Nicholas and so this is where I think I was getting challenge from
959 and I'd like to sort it why=
960 Harry = yeah please do
961 Nicholas that (.) as you say (.) you can see lots of interesting things
962 about these points here
963 Harry yeah
964 Nicholas (1.6) AND (0.2) they would be (.) to use this terminology
965 here descriptive of the distances between in a sense yeah
966 and (.) as you're taking this work (0.6) into the identity of a
967 group
968 Harry mmm
969 Nicholas (2.2) you're saying that (1.2) to try to describe the distances
970 within (1.0) you need to refer to more than the data of the
971 interaction (.) you need to refer to some of the substrata:: that
972 are evoked (0.8) by the peaks >so to speak<=
973 Harry [yeah
974 =through a series of interactions yeah
975 Nicholas (1.2) and then (0.4) what you are:: not doing (1.8) is
976 to sort of throw the depth of this back into the face of
977 this (.)
978 Harry yes that's right I'm not
979 Nicholas and s- yeah (.) and that's where I was hearing challenge
980 and that's not what you are doing yeah=
981 []
982 Harry yeah and that's not what I'm doing no
983 =if anywhere you could say that I'm throwing
984 it at ethnography because I'm saying "hey well we
985 can do that too" but I'm not really throwing at anybody
986 (.) yes you're right I'm not no (.) and nor am I suggesting
987 that we shouldn't begin with that (.) I'm not suggesting
988 that "hey we should begin with that" (.) cos you can't get
989 at that except through this (.)
990 Nicholas yeah
991 Harry I'm saying that we should do more of that (.) but maybe
992 we should look much more within groups and look at
993 other errm (.) yeah look at things like that start collecting
994 bodies of this sort of interaction and seeing whether it actually
995 it tells us a lot more about (.) the way that people actually
996 don't just actually construct their understanding of-of
997 what's going on here in this interaction the (.) why this here
998 now (.) the what I call the made here now context >you
999 know< we're making this talk now go beyond that (.) and

1000 actually start asking questions about how the
 1001 talk is used to actually (0.2) construct the B^Eing a group
 1002 as well as acting as a group (.) the doing being a group is
 1003 ethnomethodology () ° you know ° (.) and err I guess what
 1004 I'm saying is that a lot of talk (0.4) ends up >you know<
 1005 ends up (.) >you know< doing being group talk (.) as opposed
 1006 to (.) >you know< arguing or something else (.) can I
 1007 just look at this (.) see on page 69 just in case there's anything
 1008 worth I did- I-I shall (.) NO (.) errrm (.) errr er ohh(.) yeah
 1009 erm sorry (1.4) >yeah err I YES that's what I've done< ((Harry
 1010 is looking at a page of his diary)) yeah (.) can I-can I (2.2)
 1011 ah (.) it's what I've just said actually it's a (>
 1012 <) when I talk about looking at (.) how the group
 1013 constructs it's own identity through it's talk (.) there is a
 1014 sense in which I'm trying to bring ethnography and
 1015 ethnomethodology together (.) ((reads from text)) an adequate
 1016 ethnography would do precisely this (.) get a sense of the
 1017 groups view of itself from the inside (.) CA true to it's
 1018 ethnomethodological roots isn't concerned with this but if
 1019 we can look at the insiders' construction of their identity
 1020 from inside through their own talk (.) what emerges (.) is
 1021 an ethnography (.) because if this is NOT then (.) what is
 1022 it? (.) what are they constructing (.) mmmm and that's
 1023 the sort of question I'm not kicking around (.) you know
 1024 "these bloody big questions" as opposed to looking a the
 1025 way people talk together (.) errm but THAT's () yeah (.)
 1026 that's clearer to me now (0.6) errm (0.6) (°
 1027 on the way °)
 1028 Nicholas (2.2) mmmm (.) shall we take a pause then and see if there
 1029 any Resonances around the group (.) cos we're 45
 1030 minutes in
 1031 Harry °thanks°
 1032 Nicholas (0.4) so this must be a 60 minute tape
 1033 Harry *heeee ha*
 1034 Vince °must be°
 1035 Elizabeth >I've got a<(.) sorry a VEry VEry personal one which is
 1036 probably quite silly (.) but when you were talking about
 1037 text and how you react to text (.) without all this underneath
 1038 (0.4) has it every happened to you in your >sort of <
 1039 family life (.) that (.) someone says they've told you
 1040 something (.) and you say no you havn't (.) >and they say<
 1041 yes I have (.) I told you that last week and I think I
 1042 sometimes react to that sort of thing
 1043 as text (.) without (0.4)
 1044 Harry right
 1045 Elizabeth (0.4) you know okay
 1046 []
 1047 Harry yeah yea:::h
 1048 Elizabeth the word's have passed but I havn't bothered to kind of
 1049 (0.6) errm integrate them into your list
 1050 []
 1051 Robert °adjust to the rest of your world°
 1052 Nicholas mmmm
 1053 Elizabeth [cos we don't take the implications very well
 1054 (.) that NO we're not going out tonight=
 1055 Harry =YES
 1056 Elizabeth *ha ha OHHH* (.) I told you (.) no you didn't
 1057 Nicholas MMmmm=
 1058 Harry =yeah=
 1059 Elizabeth =cos we've just taken on- we've just taken on

1060 we've just taken (.) we've reacted like this
1061 []
1062 Nicholas fff hhaa ha sorry about this
1063 (.)ye::s yes
1064 Harry yeh
1065 Nicholas that's so strong when talking to 14 year old
1066 daughters about what was or was not excha:::nged
1067 [] []
1068 Harry OH yes oh that's ()ye::s
1069 Elizabeth do you think? (.) do you think that (.) I mean I don't
1070 know (.) it was just-just this (.) >I thought< (.) that's
1071 what's been happening
1072 Harry THAT ex- oh sorry I'll get back to you later cos it's
1073 not my turn °orhhreer° (.) thank you yea:::HR (.) does
1074 okay (.)
1075 Elizabeth >° had an issue at the weekend°<
1076 Harry and then the second thing was (.) just that I know why
1077 Elizabeth you've done the transparent box (.) but it doesn't stop
1078 outside of the box does it?
1079 Harry OH NO:: (.) no it carries on (.) I just >select °the group°<
1080 and of course it connects in all:: sorts of ways=
1081 [] [] []
1082 Elizabeth there's this stuff sure yeah
1083 Harry =I'm just- (.) sliced it off=
1084 Elizabeth =oh but it's it very strong
1085 []
1086 Harry it should actually
1087 Harry this should not be like that (.) that should be a slice actually
1088 >do you know what I mean< this should be (.) that-that
1089 should cut off sharply (.) but I've tried to get the sense of
1090 icebergs (.) but you're absolutely right (.) that cuts off
1091 sharply cos these are going all over the place
1092 Elizabeth yeah (.) yeah okay
1093 Harry yeah yeah and in three dimensions too
1094 []
1095 Elizabeth I just wanted to check that's what
1096 you were doing
1097 []
1098 Harry yeah oh absolutely yeah
1099 Robert (1.4) there are all kinds of buzzings going on and I was
1100 erm (.) I had a >slight- careful wanted to::< ask questions
1101 rather than make ermm Reflections (.) and made me think
1102 that it might be nice to have a different mode at some
1103 stage (1.0) you know (.) where someone like that presents
1104 in a different modality (.) where we are allowed to::
1105 co=
1106 Nicholas =WELL Harry can offer us a s-seminar on this at any point=
1107 Robert well do-d-you (.) well I'm not allowed to say that=
1108 Harry [I (° °)
1109 Robert =but it might s- hhha haa (.) however it made me::: (.) there are
1110 things which for me are very important (0.4) very
1111 fundamental there (.) and one of them if I might mention
1112 because it relates to my subject so this is a -a Resonance
1113 (.) err the more that I look at lexical studies (.) the more
1114 that I am convinced (.) that what is negotiated in the group (.)
1115 is in fact not writable (.) in other words not transcribable
1116 (.) to the extent that- (.) if you listened to a conversation where
1117 you can't quite hear the words (0.4) you have a jolly good
1118 idea of what is being negotiated or what these trace elements
1119

1120 err might be (.) there's a very great deal (.) because if
 1121 somebody puts in a strident note (.) it sticks out (.)
 1122 like a- irrespective of what the (.) of what the words are
 1123 (0.4) and I'm coming across in lexical studies more and
 1124 more instances of actually the meaning is not in the words
 1125 >you don't know what the word means until it is written
 1126 down< (.) not just because it's out of context (.) but you
 1127 >don't know how it's pronounced< (0.4) and there are(.) lots of
 1128 errm lots and lots of minimal pairs (0.2) when you
 1129 pronounce it like that it means one thing (.) when you
 1130 pronounce it like that it means another (.) with the ()
 1131 intonation pattern (.) the dictionary lists all the meanings
 1132 but it doesn't say there is a special way of saying it (.) that
 1133 carries that meaning (.) and a different way >which carries
 1134 that< (.) in other words (.) you can disambiguate out of
 1135 context (0.4) now if-if THAT is the case (.) I WONder (.)
 1136 and this is the thought that comes to me (.) how far beyond
 1137 the lexical level (0.2) errrm does that extend (0.4) because we
 1138 all know we can interpret the interaction >what's going on<
 1139 (.) and it still amounts to these peaks (.) but err non err
 1140 (.)non verbal (.)it's just a thought that I have that is
 1141 pre-occupying me (.)
 1142 Nicholas mmmm
 1143 Vince (2.0) .hhhhh (2.2) I also had I think lots of lots of
 1144 buzzes lots of (.) trace elements all these things-
 1145 some of these things are buzzing around (0.4) I think
 1146 errm (.) I'm err very interested in this idea of trace
 1147 elements and these aspects of identity (.) which you
 1148 might get at somehow:: lexically (.) by looking at
 1149 phrases and metaphors (.) I mean we've done it again
 1150 today with the way we've constructed this metaphor
 1151 you used of digging (.) digging down (.) and err
 1152 whether this-this surface (.) surface conversations
 1153 that we have washed down to further things
 1154 is it just a case of looking at surfaces (.) but
 1155 (1.0) the way that our identity our interactional
 1156 identity is built up through the adoption of
 1157 certain phrases (.) certain metaphors (0.6) and
 1158 our:: interactional identity in the way that we
 1159 actually take turns and the kinds of discourse
 1160 that we're developing here (1.2) errrm (0.4) and
 1161 this sense of personhood and individualism (0.2)
 1162 this (0.4) this constant flux between us as
 1163 individuals and "man who dropped the water"
 1164 or father or-or (.) people who are annoyed by
 1165 phone ringing (.) there are just a constant flunk-
 1166 flux (.) between=
 1167 Harry mmmm
 1168 Vince =these parts of our (.) group identity and our
 1169 personal identity which may or may (.) not
 1170 interaction at any particular time
 1171 Harry yeah
 1172 Vince and err (.) it's getting at this sense of identity
 1173 and group identity and trying to pin it down
 1174 through all of these indicators which is (.)°which is
 1175 fascinating°
 1176 Harry (2.2) yeah
 1177 Nicholas (3.8) .hh YEA::::H (.) I don't think that I do:: have a

1178 Resonance in the sense that I've come to understand
1179 the word and >that we've used>- >you know< I've
1180 got things I want to say and arguments and references
1181 and (.)
1182 Elizabeth [mmmm
1183 Robert [the same
1184 Nicholas [responses and reactions but not in that sense of
1185 ohhh and this makes me think OF (.) it doesn't it makes
1186 me think of this (.) it doesn't make me think of anything
1187 else (.)
1188 Harry [ha haa
1189 Robert [haaa
1190 Nicholas *it makes me think of this* hha haa mmmm (0.4
1191 Harry (bizarre Resonance and it IS a Resonance) yeah
1192 Nicholas it makes me think ABOUT this
1193 Harry mm
1194 Robert .hhhhh
1195 Harry (1.4) well yeah (1.6) and that's in a sense what Robert
1196 and Vince (.) have just done
1197 Vince uhh rmmm (.) can I just check then they wouldn't be
1198 Resonances in the way (.) for you the sense of Resonance
1199 is is that it makes you think something other than that
1200 that would take you back into the things that Harry has
1201 talked about
1202 Nicholas .hhhhh (2.2) NO it seemed to me:: (.) sorry can I
1203 just
1204 Vince yeah=
1205 Nicholas =on this yeah on this >it was our attempt< it seemed
1206 to me that classically what Elizabeth did was come up with
1207 a Resonance from family life (.) you know
1208 Vince mmm
1209 Harry [yeah
1210 Nicholas [you know that BING::: (.) that went off over there
1211 Harry and that rang off me
1212 Robert and Robert did the same thing in terms of his work (.)
1213 in terms of lexical studies (.) an exact 'bong::' off to that
1214 Harry yeah I- I
1215 Nicholas yeah?
1216 and you did the same thing (.) in terms of your work
1217 Harry right
1218 Nicholas and I wasn't thinking- I was thinking much more things
1219 like (0.4) well (.) and you've heard me say this in a
1220 different context °I think° (.) this made me think of a
1221 certain reference to some of Lawrence Young's stuff which
1222 I think is connected to this
1223 Vince MMmmm,
1224 Nicholas but it wasn't a Resona::nce for me in that sort of sense (.)
1225 errm (.) I tell you another thing (.) okay I'm committed
1226 now (.) >another thing it made me think is that< (0.8)
1227 okay but now I'm talking about this (.) I'm not
1228 Resonating from my (.)
1229 Elizabeth mmm mmmm
1230 Nicholas I am >going to say something< which is evaluative of
1231 this (.) and about this and
1232 Elizabeth °that's right°
1233 Nicholas which >at the moment< I don't want to so I'm not going
1234 to (.) but that's
1235 Harry (0.6) fine
1236 Nicholas that would a difference between a Resonance and (0.2)=
1237 []

1238 Elizabeth this is a topic based SESSion
1239 = surely we can do that cos this is a topic based session
1240 Nicholas (2.2) .hhhh=
1241 Vince = I-can I just put on record that I'd got no idea
1242 what I was going to say when I made that Resonance
1243 Nicholas *hha haaa haaaa*
1244 Vince [I- I didn't have one (.) so if I'd probably if -
1245 I could have said the same thing (.) at that point (.) I could
1246 have said "well" I don't have any particular Resonance' but
1247 I just like picked up a phrase (.) and just (1.2) and-and I
1248 suppose talked myself into some kind of Resonance
1249 but I didn't have one (.) when I *first started*
1250 Harry *cos you didn't want to sit there*
1251 Vince [no there's a slot (.) there's an expectation
1252 isn't there? (.) that everyone's going to have a
1253 Resonance and I didn't have one today and (.) that's why
1254 I was interested to check with you because (0.4)
1255 Nicholas [mmm] [mmm]
1256 Vince I sometimes do (.) *there's still an expectation that you'll*
1257 *come up with some Resonance* an-and °I stumbled into
1258 one today°
1259 Nicholas err just in terms of what we're about I mean I've seen
1260 this as as err (.) as a GD session for Harry to work on
1261 these ideas not a topic session which
1262 Elizabeth right okay
1263 Nicholas yeah so that I me-
1264 Elizabeth but to me;: (.) because it was uhhmm a whole new topic
1265 (3.2) I'm sti::ll digesting (.) all the information
1266 Vince mmm
1267 Elizabeth (0.6) errm okay I had one query about this (0.8) but then
1268 the Resonance that went BING was a personal one
1269 and I would like to spend more time thinking about it
1270 and asking you about it (.) what are the other small things
1271 small things and >all that kind of thing< to get the bigger
1272 picture because I think it's REALy interesting
1273 Nicholas mmmm
1274 Robert it's not like Sti- Harry telling us that err I actually like
1275 Stilton cheese and I like Horseradish sauce on it and so
1276 forth
1277 Every ((laughter 6.6 seconds))
1278 Robert what he is presenting has a certain grabbing power (.)
1279 right (.) and you can- you can Refl ref- Reflect the
1280 Stilton and the () quite adequately
1281 Harry haaa rePEAT yeah
1282 Robert but it's not easy to Reflect OH (.) *HA ha ha* (.) because
1283 because you're learning and responding (.)
1284 Elizabeth mmm
1285 Nicholas [MMmm
1286 Robert to it
1287 Nicholas MMmm but- and AGain I've taken the mood of
1288 this (.) of this session to be that we do have those
1289 reactions to different things that we present and
1290 areas that lead us into (.) and the asking the questions
1291 and the commenting and the evaluating and the (.)
1292 eh asking for - is what we'll do later (.) some other
1293 time.
1294 Harry ummm
1295 Vince if-if you said you
1296 Elizabeth [could we not do it?
1297 Harry mmm

1298 Elizabeth yeah? sorry
1299 Nicholas mmm
1300 Vince if you'd said I'm reminded of this Lawrence Young thing
1301 Nicholas yeah
1302 Vince would that not be a Resonance for you? (0.4) that's
1303 what I'm interested in (.) you-you've said that
1304 it came from the personal life and outside there's
1305 almost a sense of because it's an outside thing
1306 it's a Resonance but if I'd said I'm reminded of this
1307 Lawrence Young thing then that wouldn't be a
1308 Resonance (.) or you didn't feel at that particular
1309 time that it
1310 Nicholas that's right (.) I don't think I wanna argue a hard
1311 line here (0.6) but I did feel that Elizabeth's was a
1312 Resonance in terms of family life and experiences
1313 Robert's was a Resonance in terms of urrrmm (0.2)
1314 his own work and ideas he's struggling with and
1315 trying to formulate in his own work=>I was being
1316 polite about you: (.) you were clearly making
1317 yours up as you went along<
1318 Robert [arrrrh ha ha
1319 Harry [ha ha ha
1320 Nicholas but its (.) ha ha ha
1321 Harry [absolutely
1322 it's disgusting
1323 Nicholas but that thought about Lawrence Young was
1324 for me much too close to "Oh yes so and so's
1325 written about this' and errr
1326 Vince mmmm.
1327 Nicholas and it wasn't something coming out of me
1328 it made me think of my work (.) there
1329 wasn't even a three way connection (.) if I might
1330 have thought "oh there's that' (0.6) oh Lawrence
1331 wrote that thing abou::t (.) and what does that mean
1332 to me' (.) I could have bounced it maybe (.) but it
1333 didn't bounce either (0.6) so yeah! I didn't feel there
1334 was anything that was Resonating in me (.) there
1335 was lots of intellectual work going on (.) lots
1336 of interest and lots of all that sort of stuff but
1337 (9.0) Harry (.)°back to you°
1338 Harry yeah thank you (.) that's interesting (.) () so I'll respond
1339 (.) as far as I can respond but first of all Elizabeth-Gen-gen-
1340 genuine Resonance first=
1341 Robert =haaaaa ha ha ha
1342 Nicholas [ha ha ha
1343 Vince [ha ha
1344 Robert cos that really bounced off me actually (.) that family
1345 thing and again I hadn't thought of it and not sure how
1346 ()
1347 Elizabeth [()
1348 Harry but I was telling Nicholas about it at the weekend (.) and it's
1349 put it in a whole new perspective (.) I've got to tell the
1350 story again cos it-it does connect with this (.) and it
1351 Actually connects cos my Resonance generally was that
1352 which was interesting was that you know that (.) Robert's
1353 talking about his work and Vince was coming back on
1354 this (.) the idea of surface beneath the surface () thing
1355 it's obviously a BIG metaphor for important things but it
1356 does intellectually it has all sorts of connections >all over the

1357 place< so MAYbe even if I don't bring it to the forefront
 1358 maybe it's worth leaving there in the background cos it
 1359 clearly IS there anyway (.) not just here but in lexical
 1360 studies (.) in text, (.) the analysis of text (.) so there's all
 1361 sorts of things that (.) so that's (.) if I worry away at
 1362 that I'm just worrying away at what other people are
 1363 worrying away at and that can't be bad can it? (.) so
 1364 that's good that Resonance for me was that I feel better
 1365 about that (.) you know that doesn't seem such a big
 1366 thing in some ways (.) .hhhh Elizabeth's Resonance was
 1367 lovely because at the weekend Alicia:: came home and
 1368 err she'd already showed it to me (.) this school trip
 1369 to Holland (.) two hundred and eighty quid and err (.)
 1370 something (.) NOW of course I want her to go to Holland
 1371 you know >I mean< errm (.) she's going on a school
 1372 trip this term (.) and it's not °an issue really° but
 1373 (0.6) but the way in which it was presented was sort of
 1374 oh you know how about this you-you know I'm going
 1375 to Holland >sort of iss-< she didn't actually say that
 1376 and I thought 'well NO bugger it' (.) >you know< I've got a
 1377 right to sit back and maybe not make a decision on the
 1378 spot (.) so I said "well" I don't know about that lets have a look
 1379 before we make a decision' and you know both she and Ethel
 1380 smiled with this sort of 'oh it's just a thing' and when
 1381 I saw this smile I thought 'no hang on a minute' > you
 1382 know< you harden your line and I thought NO NO (.)=
 1383 Robert [AH ha ha ha ha
 1384 Harry = and I went and took her through this text (.) showing
 1385 >you know< oh wait a sec (.) it says things like
 1386 I told this to Nicholas (.) they get the chance to (.) EXpose
 1387 you to a GERman derived language I said "CO::ME
 1388 o:::n" (.) >you know< they're learning German in school
 1389 but they're not learning Dutch
 1390 Robert HA HA ha=
 1391 Harry =exactly
 1392 Robert German derived! ha ha ha
 1393 Harry [and I said "well" you can
 1394 count that one out'
 1395 Nicholas [that would have gone down well in Amsterdam=
 1396 Harry =yeah they'll love that one!=
 1397 Nicholas =yes=
 1398 Harry = ha ha ha (0.8) and then other things like they'll got to
 1399 an art gallery it'll be GOOD fun, it they do art (.) they'll
 1400 go to Anne Frank's house () all of which
 1401 I could pick holes in (.) which I did (.) and err it caused a bit
 1402 of upset with Alicia and-and my point really was
 1403 (.) I'll cut a long story short because I could go on (.) and
 1404 but I took the thing apart and said "no" they're are all sorts
 1405 of things we'd have to ask about this before we say yes'
 1406 >you know< and I sat on it deliberately and err and so
 1407 Monday morning >you know< of course we said yes I said
 1408 yes but not til- and it took a long time to get across to
 1409 Alicia that - who'd argued against it that it fact the
 1410 issue was one of assumptions that she would be going (.)
 1411 which she never normally does (0.6) but her argument
 1412 was I knew you'd want me to go because you always have
 1413 (.) she was working at the deeper level of well I know he
 1414 will because I know him and I was working on the surface
 1415 level of (.) there are certain moves you have to make and

1416 if you don't make them I can just be bloody stubborn
 1417 Robert [nice [that's nice
 1418 Harry and of course that's exactly what you're talking about
 1419 when you're just operating at different levels and refusing
 1420 to go into the other one (.) whereas normally when we
 1421 interact it's the c- its the relationship between the two
 1422 Elizabeth [yeah
 1423 Harry which is what this is about and that's about
 1424 Robert [it's called
 1425 taking me for granted=
 1426 Harry =well that's exactly what it is (.) I wanted her and it
 1427 wasn't until she actually used those words on Monday
 1428 night that it was resolved (0.4) she said- I said 'have
 1429 you got it yet?' and she said 'yes. I shouldn't have made
 1430 assumptions'
 1431 Robert ahhhhhh
 1432 Harry but >you know< (.) but that's an interesting ()
 1433 as soon as you said it I went BOING so there's a ding dong
 1434 ding dong there (.) the other thing was just to finish off
 1435 with your non-Resonance cos I'm gonna get back to that (.)
 1436 now (.) I'm gonna respond to you non-Resonance (.) it was
 1437 very interesting because what worried me about this
 1438 was I thought (.) that is why I spent some time thinking
 1439 about what is my big question? (.) because what I didn't want
 1440 to do (.) because I know this is not about presenting your research
 1441 just talk through my research and this is what I've done cos
 1442 then I'm just talking coherently through
 1443 my research and so what (.) I can tell you about it
 1444 in the corridor (.) I really wanted to:: >you know< to try and bring
 1445 up something in the research that was not a block but was actually
 1446 causing me problems (.) which I have done (.) and as
 1447 a result I think I've got a clearer picture (.) thanks to the
 1448 responses (.) and I don't mean advice but the responses
 1449 I've got a clearer picture of some of the worries and where
 1450 they're coming from and what I can- what I should be
 1451 aware of (0.6) >to some extent< I don't want to be ar-arrogant
 1452 about it and what I can afford to just leave on the
 1453 back burner (.) and that's helped me (.) I think I'm
 1454 more in balance about the way that I'm going to go
 1455 about this now and I was very very conscious though
 1456 through it all that I shouldn't GET just academic because
 1457 ALL I would- anyone would be left with would be
 1458 questions such as yours (.) but inevitably (.) those
 1459 questions because of the nature of way I talked
 1460 ((tape ends))

Transcript 7

After Elizabeth

GDFM17.11.98

Those extracts which are played on the tape recorder are in bold.

001 Nicholas ermm okay (.) so (.) first of all I've cut out Elizabeth's
002 introduction (.) topics plans and purposes (.) what I'd like to
003 do is to play that again then I'd like to make some
004 comments on it myself (.) then I'd like to rewind it and play
005 it again and then I'd like to ask for your comments (.) okay? (.)
006 so this is it (.) so this is how we started
007 ((Extract Elizabeth played on tape-recorder))
008 Elizabeth I only thought about this for ten minutes last night at about
009 (055) midnight (.)so I haven't kind of prepared and my first feeling
010 was when I thought oops it's Tuesday tomorrow was this is
011 the first session that we've actually done which has been
012 base on a specific sort of research topic so I wasn't quite
013 sure how to do it (.) so I thought I would (.) (trying to put
014 down chair) doesn't go down any further does it
015 Robert no
016 Elizabeth I would hhhhaa ha mmmm (.) I'd like to go through very
017 quickly and speed me up if I'm too slow (.) a kind of
018 chronological process of where I started at (.) with the
019 landmarks and turning points along the way (.) just to bring
020 you into the flow of things and the excitement (.) mainly
021 ups but <you know> a few downs of what I've been trying
022 to do (.) ummm and there've been about three turning points in
023 the last six months or so ummm and I'd like to vaguely
024 outline those and then ummm ask you whether you think or
025 just how you feel about what do you think a good way ahead
026 would be (.) I've got three pieces of data to show you (.) not
027 to actually analyse but just to put you into the picture of
028 what I've been doing and one actual piece of data which I've
029 had Tom's feedback on but I'd really like your feedback on
030 as well (.) is that okay ((end of taped extract))
031 Nicholas so that's I- where we started and in terms of the work we're
032 077 trying to do in this group that's where I think I let Elizabeth
033 down (.) by not giving her a chance to talk about it before (.)
034 because what I think you are presenting there is a regular
035 seminar
036 (1.5)
037 ermm (.) and >you know< we couldn't respond to it (.)°in those
038 terms° (.) that's to say (.) that the point that occurred to me as
039 I listened back again (.) ermm (.) >first of all you sounded so
040 nervous< (.) I thought (.) the sound of the voice when I
041 listened (.) but I don't know whether that's true or not (.) I
042 didn't think it at the time (.) ermm in terms of a distinction
043 that (.) Vince's given us (.) what I do want to be as Speaker is
044 not- is prepared not planned (.) and I think that's the most
045 powerful way for the Speaker to be ready to speak (.) ermm (.) I
046 don't think it makes any difference if the topic is a research
047 topic or any other sort of a topic (.) myself (.) I don't think it
048 matters (.) ermm but I think what we did here was a seminar
049 discussion plan (.) ermm where (.) >first of all< (.) we can't speed
050 you up (.) it's out of the rules (.) it's not something we can
051 do for you (.) we can't speed the Speaker up (.) I think it is
052 possible to (.) for me to develop by going back into the
053 history of something and reviewing it (.) I think there are
054 certain techniques I could follow (.) to get development out
055 of that (.) by focusing on a particular decision I made perhaps
056 and then speculating (.) what would it have been like if I'd
057 made a different decision (.) I think if one took that sort of an
058 approach (.)you can take a historical review and work on

059 personal development from it (.)but it is quite difficult for:: (.)
 060 for us to help the Speaker develop I think (.)when what the
 061 Speaker is doing is a background (.) to something (.) not
 062 impossible but difficult (.) ermm
 063 (3.0)
 064 in seminar discussion >yeah< we could give feedback and respond
 065 and make suggestions to what the Speaker had got to say (.)
 066 but it's not what we're trying to do here
 067 (3.0)
 068 ermmm
 069 (4.0)
 070 and I think it seems to me that what I need to do as Speaker
 071 in this kind of situation is to give what background is
 072 necessary but to do that as quickly as possible and to move
 073 as quickly as possible to what I consider to be a difficult
 074 relevant critical point in my thinking now and then be
 075 working on it (.) and be working on it here and now
 076 (4.0)
 077 so those are all the- I think that's the conversation if you
 078 and I had earlier on (.) but I simply wasn't here (.) and came here
 079 from the airport if you remember and that didn't happen (.) shall I
 080 play it again?
 081 Nicholas(104) (5.0)
 082 or is that not necessary?
 083 Vince [I'm not sure it's necessary
 084 Elizabeth [it's not necessary
 085 Nicholas okay any comments on that then? I'd got rather a lot to say
 086 on that bit
 087 Harry [yeah I I d-ermm
 088 106 yeah (.) it's an interesting <thing to talk about cos>
 089 (1.5)
 090 hhh err my response to that (.) I didn't pick it up at the time (.)
 091 but obviously when you highlight something you listen in
 092 a different way I guess (.) that you talked about as
 093 nervousness (.) but I:: was aware there (.) and I'm gonna
 094 speculate here (.) I was aware there that ermm:: (.) there's was a
 095 lot of hedging >for a start< and a lot of setting up of what you
 096 were going to do (.) ermm and comments about the fact that
 097 you hadn't really prepared for it because you hadn't had
 098 time (.) and I remember doing exactly the same thing (.) we
 099 can check back (.) I thought about this on the train (.) I tried
 100 to get somewhere but I couldn't (.) and I wonder (.) and this
 101 is where the speculation comes in (.) and I wonder whether
 102 the Speaker role is more difficult than than it appears at the
 103 start (.) because it's not something that we're used to
 104 yeah
 105 Nicholas [you know >what we're used to doing< is either(.) if we're a
 106 Harry Speaker being prepared in a different way
 107 Nicholas yeah
 108 Harry it goes back to Vince's point really (.) you know (.) but nevertheless
 109 knowing what is expected of you is an important part of
 110 what we do as Speakers and one of the things about this of
 111 course is you know you are expected to provide something (.)
 112 which as you said here (.) which will provide a focus for
 113 moving you forward (.) and sometimes of course (.) you don't
 114 know where's that located (.) you don't know where the
 115 crunch really is=
 116 Nicholas =that's right (.) you can't to some extent=
 117 Harry =exactly

118 Nicholas you certainly can't know where it's going=
119 Harry =no (.) you can't know where it's going (.) but- but you
120 really- I felt quite a pressure on me somewhere to come up
121 with something that might be you know doable with <you
122 know> this would be< something that I could put on the
123 table that we'd also wrestle with> and would help me
124 forward (.) and in a sense even getting to that point is going
125 a bit further than you should go because to get that point
126 you're already starting to work out where it might go from
127 there
128 Nicholas yes
129 Elizabeth [mmm
130 Harry cos you have an idea of how it might be useful (.) so I think
131 part of the problem is that while we've concentrated a lot on
132 the responder because that it is a difficult thing to do in fact
133 the Speaker is under tremendous pressures that don't seem to
134 have been recognised (.)
135 Elizabeth mmm
136 Harry I mean that's my:: (.)
137 Nicholas I think this is quite right (.) yeah (.) that- that the
138 focus is so much on the understanding because of the
139 obvious differences in what we are being asked to do (.) but
140 the pressure is most certainly on the Speaker because the
141 Speaker's the person who is working on their own
142 development
143 Harry yes
144 Nicholas and it's again (.) not been said often enough I guess (.) or
145 worked on
146 Harry [I think not
147 (.) and there is an interesting (.) you know because this is a
148 discussion () there's an interesting line >and I could dig it
149 up if you want to have a look< (.) it's on interview techniques
150 and someone made the point very powerfully that that this
151 idea of an open-ended interview (.) that the worst thing you
152 could possibly do in an interview however open-ended is just
153 to go into someone and say well talk generally about your
154 job (.) because people are not set up to do that sort of
155 thing (.) they need some
156 [
157 Robert °it's an obvious thing this talking°
158 Harry [that's it (.) they need some sort
159 of sense of what the other person wants from them and how
160 they might be able to provide it and I- somewhere- (.) >that can
161 make it difficult for interviewees< (.) and somewhere I think the
162 problem we have as a Speaker is knowing just where to
163 position ourselves (.) and that is >I guess< is something we could
164 work on isn't it?
165 Elizabeth mmm
166 Nicholas 133 [yeah and (.) it is to my thinking not different (.) from:: the work
167 we do with our own participants >all the time< about finding a
168 focus for their action research projects (.) finding a focus for:: (.)
169 getting themselves to a position where they're going to
170 investigate something (.) it's the same issue and we know
171 it's one of the major difficulties of getting going
172 Harry yes (.) it may well be:: (.) and hear I speculate even more (.)
173 errm (.) it may well be that actually finding a focus is
174 important in all sorts of ways that haven't been recognised (.)
175 that- that interactionally (.) in this sort of interaction (.) and in
176 that sort of academic interaction (.) and in ordinary sort of

177 interaction (.) finding a focus that you know °could be quite
178 important° and this brings it out (.) doesn't it? (.) it really
179 highlights it (.)
180 Elizabeth but is the Speaker finding the focus or is the focus kind of
181 cropping up from responders- (.) from listeners erm, attempts to
182 understand? (.)
183 Vince .hh I think in- in- where it works best (.) it would be in chemistry
184 of- of those two things coming together (.) and that's- that's my
185 feeling (.) is that where it becomes the most powerful way of
186 us working together is where it- the things that the
187 responder says (.) makes- makes the person review what they
188 were going to- not review what they were going to say (.)
189 that's completely wrong (.) because the person doesn't
190 necessarily know where its going to go (.)
191 Harry mmm
192 Elizabeth [mmm
193 Vince and I th-I'd just like to pick up on something that Harry said
194 there that that maybe we haven't thought about- enough (.)
195 we haven't talked enough about the ways in which we can
196 use the sessions as Speakers (.) erm because I picked up
197 that- (.) I can only do what Harry does here (.) >and give you an
198 example< (.)°I°used to play space invaders (.) when I was about
199 20 at university (.) used to waste hours and hours and the
200 only reason that I gave up was cos it used to take me half an
201 hour to get to get to the critical point where I was actually
202 pitting my wits against the machine
203 Nicholas mmm
204 Vince and I just couldn't stand the wasting of that half an hour in
205 order to get to=
206 Harry [yeah
207 Vince156 =the point (.) so I think (.) I think there's a balance between
208 sort of>like< reviewing the topic and putting the Understanders in
209 a position to be able to understand what you are saying=
210 Elizabeth .[mmmm
211 Vince =and actually being at the cutting edge of
212 your current level of=
213 Harry [mmm
214 Vince =your current=
215 Nicholas =yes yeah
216 Vince level of understanding on that topic
217 Elizabeth yeah
218 Nicholas and we are so used to:: (.) telling people about what we've
219 done (.) as opposed to sort of being there
220 (1.0)
221 trying to move it along with them and in front of them
222 Vince166 yeah (.) it's certainly not something that when you're with the in-
223 house- the on-campus group (.) I tend to fall back on the
224 routines (.) things that I've said before (.) things that I'm
225 comfortable with (.) I mean that would not be a forum for >kind of<
226 trusting to- (.) trusting to your ability to really explore things
227 in a feeling of trust that the other people are not gonna judge
228 you if you don't come up with anything (.) in the way that
229 an on-campus group for example would say well this guy
230 doesn't seem to particularly prepared (.) planned
231 Harry yes yeah I have a strong memory of that erm °where° t-I mean
232 taking er I- I think you've hit on it there (.) I mean Donald
233 used to do sessions like that (.) I think in retrospect they
234 were very good sessions (.) he wouldn't- he would let the
235 focus come from the group (.) he'd have a topic and in the

236 end (.) I wasn't there at the time (.) but ermm (.) the group sort of
 237 challenged him at the beginning of a lecture and said look
 238 we're sick to death of you:: letting us (.) you give us
 239 something you and I wish I'd been there
 240 cos apparently Donald said "okay if that's what you want' and
 241 delivered a lecture fffooph straight >you know<
 242 Nicholas ha haa haa=
 243 Harry =absolutely thing (.) you know it is was the:: >play Cherokee< (.)
 244 I can do that thing
 245 Nicholas yeah yeah
 246 Harry it was having the courage to do it in situations where it's alien to
 247 people (.) and I wasn't in a dumb group I mean they were:: they
 248 were sharp and I think it's a big leap isn't it (.) it's almost an act of
 249 faith to be >prepared to try something like that< (.) and get lost
 250 Nicholas can I try and find something else taken out of sequence
 251 errmm=
 252 Elizabeth =can i- can I just say=
 253 Nicholas [yeah
 254 Elizabeth =one reflection on Harry and on ummm
 255 (2.0)
 256 err:::
 257 (5.0)
 258 I:- (.)when I was kind of thinking about it in the ten minutes
 259 that I said *I'd spent thinking about it* I'd very much had the
 260 feeling that Nicholas would say about being Columbus and
 261 letting it freewheel (.)
 262 Vince mmm
 263 Elizabeth right (.) so I mean I hadn't- in the planning time (.) where I
 264 kind of wrote some stuff (.) I was thinking all the time (.) I
 265 187 don't want to go into the academic side of this (.) I'm not
 266 into trying to put across definitions of whatever (.) I'm just
 267 trying to get a taste of what's happened (.) so we can get to the
 268 cutting edge quickly (.) but I took far too long getting to it (.)
 269 AND I realise now (.) I reverted into seminar mode by saying I
 270 want to find out you know what you feel about this (.) that
 271 was more of a kind of seminar mode thing (.) hhh errmm
 272 (2.0)
 273 but Vince's just said there's a difficult to get the balance
 274 between clarifying sort of background (.) giving enough
 275 background so that erm people will then know what are you
 276 taking about haa right=
 277 Nicholas =yeah which has got to be
 278 Elizabeth [when you've spent two years doing
 279 something
 280 Harry °yeah°
 281 Elizabeth and actually reaching the cutting edge (.) now I had vainly
 282 hoped that that would only take me about ten minutes to
 283 do (.) but in fact it took me forty minutes to do (.) right?
 284 Vince mmm
 285 Harry mmmm
 286 (2.0)
 287 Harry yes it is difficult isn't it cos °that analogy's a really good one°
 288 Elizabeth and I think you're quite right saying you know (.) I wasn't
 289 wasn't nervous I was erm:: (.) how shall say it? (.) I was (.) worried
 290 about, (.) errrrmm (.) I was worried about slipping back into
 291 academic mode (.) I wasn't nervous about the role of Speaker
 292 because I knew I had masses to talk about (.) it was just
 293 keeping it short enough to reach what I think was where I
 294 wanted to get to

295 Nicholas mmm what I'm-

296 Elizabeth (1.5)

297 so up- so I felt that I had like an agenda for the first five, ten

298 199 minutes (.) for the reaching of the- then after that it was (.) I

299 had this freewheeling feel about it (.) I mean I don't know

300 where it's going to go after that (.)

301 Nicholas right

302 Elizabeth and that's what=

303 Nicholas =right=

304 Elizabeth that's what stopped me being nervous (.) cos I mean

305 waaa I don't know whether I would have been nervous or

306 not (.) but I mean I was all the time thinking I'm not sure about

307 these two modes

308 Robert .hh ermmm (.) hhhhh there's something that's dawning in my

309 mind (.) and that is:: that the topics that we take are somehow

310 fundamentally different and lead into that kind of thing (.)

311 errmm Harry's topic as I remember it and I think Emma's

312 topic, possibly Nicholas's was one that you could state in

313 very few words (.) and then you unfolded it from the centre

314 out (.) there's another kind of topic that I think Elizabeth was

315 tackling which was a long series and

316 Elizabeth [yeah [ah need it have been though?

317 Robert ah that's another point (.) I find this extremely valuable (.) I think

318 it's altogether valuable (.) if one's going to discover this (.) yeah? (.)

319 and you were simply following a line of thought and then and then

320 and then (.) as opposed to starting out the problem (.) adding

321 it (.) we're talking about Russian dolls (.) at one stage (.) now

322 that is an entirely different development (.) you don't have to

323 listen to the whole lot to know what it's about=

324 Vince =I think what you said there about [then and then and then]

325 Elizabeth [that's different [between research and]

326 personal topic isn't it

327 Harry yeah

328 Vince thinking about what you said then (.) I have a real memory

329 that that it was chronological (.) that it wasn't it wasn't primarily

330 conceptual (.) it was primarily chronological with the

331 staging of the concepts into [the chronological]

332 Robert [it wasn't a seed]

333 growing as it were

334 Vince yeah I'm not

335 Robert [it was layered

336 Vince (1.0)

337 so can you go over that- that (.) could you give us that

338 comparison again (.) cos I understand what you were saying

339 about Elizabeth's=.

340 Robert =if-if Emma says that she's concerned about

341 the clash between work and family or something like that (.)

342 266 which was very similar to:: (.) to Harry then we know what he's

343 talking about right? (.) and then he would explore and simply

344 made that one thing more visible (.) he'd put more colour on

345 the same object (.) put the object on the table and started

346 painting it (.) yeah and we were saying 'you sure you mean

347 that colour' (.) or 'what=

348 Harry [yeah the object changed

349 Robert =['colour more here'

350 Vince s- so the aim in that one is I got a simple problem or >not so

351 simple problem< but it's simply stated (.) and the purpose of

352 this is to explore solutions to that problem (.)

353 I've got a complex canvas here (.) I'll try to make you see

354 it (.) right (.) but that's quite a different thing from something
 355 that is ordered and sequential
 356 Nicholas and those are two different ways of
 357 approaching an issue (.) I don't see the difference as being
 358 232 one between (.) a family topic and an academic research topic (.) in
 359 as much >it seems to me< that Emma could have said 'well (.)
 360 when Carlos and I first got married (.) and we used to' and she
 361 could have built up to having a child and how things d- and she
 362 decided not to
 363 Elizabeth [no but
 364 Robert yeah
 365 Nicholas in the same way Elizabeth could have potentially said (.) I've
 366 this issue around four item chunks and how can I make them
 367 sexy like idioms=
 368 Robert =hhaaaaa
 369 Nicholas errmmm,
 370 (1.5)
 371 and there's some of that *we'd have understood and some not*
 372 Robert that's right
 373 Nicholas in the same way (.) that there's some of what Emma was
 374 saying about private life and work life that we understand (.)
 375 but we don't understand what Emma's saying about it (.)we
 376 just understand what we think about it (.) >I mean< we've got to
 377 listen just as carefully to what she's saying about her family
 378 that's how we discovered that as far as she was concerned that
 379 having her mother look after her child is (.) is what was the
 380 expression? she used a particular expression which you would
 381 categorise as meaning something else (.) I thought there
 382 was a real FLASH of something that happened in that session
 383 Harry [yeah I remember that
 384 Nicholas that we discovered what the technical term meant
 385 Robert well we actually discussed that (.) my perspective as a
 386 Grandfather=
 387 Vince yeah that was very powerful=
 388 Nicholas =so there was a technical term issue that could have just as
 389 much been a research issue it seems to me that I don't see
 390 that distinction as- at the moment
 391 Robert whar-
 392 Elizabeth [I see it the distinction quite clearly still (.) but I also see
 393 possibilities for starting (.) slap in the middle and then perhaps
 394 unfolding outwards petal by petal
 395 Robert °yes°
 396 Elizabeth rather than (.) going through chronologically
 397 Harry mmm
 398 Elizabeth I see that as a possibility=
 399 Nicholas =and tell you what I'm feeling really excited about at the
 400 moment (.) errmm and ever so comfortable and that might be
 401 because of what I'm doing at the moment and not working
 402 here full time like you are (.) errm
 403 (1.0)
 404 here =
 405 Rob+Vin+Har =hha haaaaa
 406 Harry too LATE (.) too late
 407 Vince time to listen to the radio in the morning
 408 Harry hhaa haaa haa
 409 Nicholas264 is that (.) it seems really good to me that we're turning our focus to
 410 the Speaker (.) I don't feel that we haven't talked about this
 411 enough (.) I actually feel >and I feel it on the tapes< that we
 412 have talked about this before but we never felt it til

413 now::: (.) so now the perceptions are genuine and among us (.)
414 damn! there's a problem with this as well (.) I think it's been a
415 topic before (.) but now I think we're digging deep enough to
416 actually experience that (.) and have to- yeah (.) resolve it for
417 ourselves and (.) although my normal personality failing is
418 to think "oh" my god we haven't done that yet' I actually feel
419 that the timing is good (.) and we're facing that
420 Robert it's discovery
421 Nicholas280 yeah
422 (4.0)
423 can I jump right- >in fact now< I've missed- missed you
424 know (.) but there were different moments but there was a moment
425 a while back when Elizabeth asked about (.) does the Speaker have
426 to bring the focus or does the focus arise (.) and °Vince said he
427 thought° that at its BEST its when it turns up in the work together
428 and (.) I think they're both aspects of what we're doing (.) I
429 think >as I say< (.) perhaps the quicker the Speaker can get us to
430 what they perceive as a focused moment (.) a focus area to work
431 on (.) the better (.) but then what focuses will come from
432 that (.) are necessarily unpredictable (.) and I don't know if
433 this is the right number on the tape (.) >if it's exactly right I
434 don't know< (.) but this is the one moment (.) I did want to play
435 °to you° (.) before we finish (.) lets try and get it in now
436 ((attempt to play extract from tape rewinds to find extract
437 below in bold))
438 Nicholas this one coming up now is the last one (.) where:
439 (3.0)
440 without wanting to make too big a thing out of it (.) and it's
441 up to Elizabeth to say what she felt mostly (.) and clearly
442 this was not a focus or a topic that the Speaker brought but
443 it seems to me that we do have °on tape° one example of the
444 entire process that we've been talking about all this time (.)
445 when Vince intervenes (.) to pull back something the Speaker's
446 said before and offer it as a potential focus and this is what
447 happened
448 ((extract begins))
449 Extract:075 "I was just interested ... SEE VOL1 793-822 for full
450 extract
451((Nicholas begins the say the following while pressing the pause button)
452 Nicholas I think at that point you can hear the Speaker trying out (.)
453 <all I know is that > you get the metacomment 's all the
454 mental activities going on (.) I think (.) it-it's- you're one
455 alley tried out and then the Speaker comes back from that
456 ((Nicholas presses play button))
457 Extract SEE VOL1 793-822 for full
458 "...done (.) yes I hadn't thought of that"
459 ((extract ends))
460 Nicholas330 I don't know how significant it is (.)but it does seem to me
461 that we saw a microcosm of the whole process=
462 Elizabeth =mmm
463 Nicholas 'and I think could be done' (.) 'we've got the lists', (.) 'we have
464 the data' (.) 'if someone took the lists' (.) 'checked the data' (.)
465 'saw the intonation patterns' (.) in fact there's a whole research
466 project there which wasn't there before
467 Elizabeth mmmm
468 Robert there seems to me to be a distinction coming to my mind
469 between understanding a person on the one hand and
470 understanding a topic (.) on the other and what we're engaged
471 in- what it seems to me we're engaged in the understanding
472 of people (.) and if the focus shifts to the topic (.) one has

473 moved into a different ball game (.) with a different way of
474 doing it (.) and that question seemed to me to be eh
475 somewhere between the two but moving towards the topic
476 (2.0)
477 as if it- if we're all trying to help each other understand
478 topic (.) it's not at all the same thing
479 Nicholas errm hh each Speaker's had a topic (.) I still don't see the distinction
480 to be honest
481 Robert well the di-
482 Nicholas [and- and we are certainly trying to understand people
483 Robert >yeah yeah< well I mean that is what I take as absolute (.) that
484 we're trying to understand people (.) but it seems to me that
485 at certain stages in our discussions the focus shifts towards
486 understanding the topic and not towards my understanding of
487 the topic
488 Harry .hhhhffff
489 Robert347 now I don't know whether that's err valid or not (.)
490 Harry I think there's something (.) .hh now I'm just you know trying
491 to a handle on this (.) I think that obviously there's two
492 positions there (.) that are different (.) and I just wonder
493 whether it's again something that-that that needs looking at
494 because (.) maybe err I don't know Robert just check that I've
495 got this right (.) maybe when you say people responding to
496 people (.) you- are you talking about things like responding
497 to feelings, (.) emotions: (.) er that sort of thing (.) whereas this
498 is not responding to anything like that but responding to::
499 ermm
500 (1.5)
501 a gap in the representation of something (.) which opens
502 up the possibility of concentrating on the something °and not on
503 the person°
504 Robert a gap in the representation
505 Harry [and I don't see those two as contradictory
506 but you could immed- you could easily come away with a
507 picture of the two different things are going on
508 Nicholas I think there are- there are various categorisations that one
509 could do here (.) but I'm not convinced by any of them and I
510 think they could get in our way
511 Harry yeah that's why I say I'm standing in the middle of that=
512 Elizabeth =yeah=
513 Harry =cos obviously (.) whether they're getting in our way or not
514 we do have two different positions and that means they've
515 got in the way (.)>in a sense< (.) do you see what I mean? (.) I- I-
516 the very fact that that's there means that maybe it's something we
517 should think about (.) I have no steps forward (.) I'm just (.) you
518 know (.) sitting in the middle °and trying°
519 Nicholas I'm trying to und- this instance I'm trying to:: (.) 'understand'
520 Elizabeth's thinking on this topic and that's- makes the dual
521 demand on me to understand the topic as Elizabeth sees it (.)
522 or Elizabeth expressing the topic (.) but I'm doing that in the
523 same way as I was trying to do with Emma (.) or Harry (.) or
524 maybe when they were the Speakers
525 Robert but if there's too many angles on the topic in order to
526 constitute a topic (.) one has to visit many many areas of the topic
527 371 rather than the understanding of the topic (.) or does that not
528 make sense?
529 Nicholas well to me the topic is defined by the Speaker that's where I
530 was starting=
531 Robert [sure

532 Nicholas =off understanding the person=
 533 Robert [yeah
 534 Nicholas =and therefore what is visited (.) has its coherence through
 535 the person
 536 Robert °yes°
 537 Nicholas and that's what I'm trying to link into
 538 Robert but if there are too many aspects of the thing which you call
 539 the topic
 540 Nicholas mmm
 541 Robert ermmm its more difficult to see any picture
 542 Nicholas yes (.) and again in the same way (.) that (.) as we say to people in
 543 their assignments you know it stayed too superficial because
 544 you tried to cover too many things and the Speaker can do
 545 that (.) it's not (.) you don't feel you've made any particular
 546 progress in a particular direction (.) you might think 'on the
 547 other hand I opened one or two things that I can go away and
 548 think about' but you won't see any particular push through
 549 because too many points have been visited
 550 Robert this-this
 551 Nicholas yeah
 552 Robert this is what I- this sums up my feeling quite well yes (.) I
 553 mean that's not a good or a bad thing=
 554 Nicholas =no=
 555 Robert it's got nothing to do with that
 556 Nicholas386 [no no no those are facilities (.) yes
 557 Robert [for me a clarifying thing
 558 Nicholas yes yes
 559 Vince hhhh
 560 (1.0)
 561 it's interesting to hear that again (.) at the time I felt quite
 562 negative about that understanding move (.) I felt that it was
 563 right on the edge of what was acceptable
 564 Harry hmmm
 565 Vince because I was saying >'you've talked about these two things
 566 pretty clearly but you've mentioned this other thing that you
 567 don't seem to have said anything about<' and I was conscious-
 568 you can hear the rephrasing it (.) there's a negative polarity in
 569 that (.) which I'm trying to just stay on board and not fall over
 570 the edge so I- I hedge it and bring it back (.) but actually (.) when
 571 you hear Elizabeth's response (.) then it -it just about gets
 572 away with it
 573 Nicholas yeah I think you're dead right=
 574 Vince =whereas I think=
 575 Elizabeth [yeah yeah
 576 Vince =I've done things before (.) and there's a classic example on
 577 Robert's tape (.) where I Reflect back ABSolutely perfectly but
 578 it's absolutely useless in terms of it's use for Robert cos
 579 Robert says yes well done you've y- you understand exactly
 580 what I'm saying (.) so it serves no purpose (.) it doesn't take
 581 the Speaker any further forward (.) now what I think is
 582 interesting about this is that maybe sometimes you have to
 583 get to the critical edge of what's an acceptable move in order
 584 to bring in things to say 'you've got this this and this how
 585 do you feel about that when I put them together ha haa'=
 586 Nicholas =I don't think you can dismiss Reflection the way you just did
 587 because it doesn't ()
 588 Vince NO (.) I'm not dismissing it = sometimes when you make a
 589 classic Reflective move it does no good=
 590 Harry [ah no (.) but you don't know=
 591 Vince =sometimes it doesn't

592 Nicholas [that's dismissing it (.) that's the thing you
593 can't do
594 Vince [[no it's not it's stating a fact
595 Harry [[can I just put
596 a word in there
597 Vince [I'm saying that sometimes
598 Harry [can I put a word in there (.) it does no immediate
599 good=
600 Elizabeth (° of the topic°)
601 Harry =it does no immediate good (.) not does no good because it's
602 helped you to understand (.) it's clarified that you've
603 408 understood and if you havn't understood (.) and if you havn't
604 understood you can't get to the edge (.) so it has done a lot of
605 good (.) but it's done no immediate good
606 Vince [well it's exaggerated
607 Harry =yes=
608 Vince =but it does'n- it doesn't take the Speaker any further
609 Harry no but it takes the Understander further
610 Elizabeth and it might take the Speaker further in terms of erm feeling
611 confident that they can move on=
612 Robert =yes I think that at=
613 Nicholas =it makes the Speaker feel good about the fact "damn he
614 414 was listening' erm you know
615 Robert [this is my feeling at the time
616 Nicholas [that is interesting and can be very
617 genuine in the building of empathy among the group (.) but=
618 Vince [yes
619 Elizabeth =there were some early Reflections from you and Emma on
620 my talk that I thought "gosh" I wish I could remember the
621 way they said that (.) they put it really nicely and differently=
622 Robert [that's right
623 Elizabeth = from the way I put it' but 'good I shall look forward to
624 hearing that on the tape again because that was a nice way of
625 putting it' (.) maybe more succinct or something
626 Robert yeah at least two people last when I spoke said things that I
627 wish I could (.) record
628 Elizabeth I didn't feel it wasn't worth it at all (.) I can understand what
629 you're saying about it not pushing it further ahead
630 Nicholas [yes so there's that aspect=
631 Elizabeth [but there are two
632 different f-functions
633 Nicholas [=that the two will also work (.) they're be no argument
634 about that
635 Vince NO and a good Reflective move always has those things of
636 being- making making someone feel that they're being
637 listened to (.) and some Reflective moves do even more than
638 that in that they: (.) somebody hears it Reflected back and the
639 way (.) as Elizabeth said (.) the way that they put it seems
640 particularly powerful and takes them forward
641 Nicholas I think the counterbalance to what you just said about what
642 you just said about "being on the edge of what we do here"
643 mmm is to remind ourselves also that the Speaker always
644 has the right to say 'yeah I don't really want to get into that'
645 Vince mmmmm
646 Nicholas when Elizabeth- Elizabeth's I havn't done any research in
647 that could have gone the other way
648 Elizabeth mmmmm
649 Nicholas she could have said (.) 'I havn't done any research in that so
650 can we get back to,' (.) and that's always okay (.) all the
651 Understander can do is to say there is this as well did you

652 want to say any more about that
653 Vince mmmm
654 Nicholas or not (.) and this instance it seems to me that we really did
655 get a little view of that whole process taking place
656 Elizabeth [mmm
657 Nicholas (8.0)
658 erm
659 Elizabeth (2.0)
660 but when Vince talked about it being on the brink (.) do you
661 mean? on the brink of academic discourse
662 Vince [no (.) [I meant
663 Elizabeth question or on the brink of a co-operative development
664 discourse question?
665 Vince I meant it being on the brink of a co-operative development
666 move (.) as one of the moves in the- in Nicholas's book that
667 I was trying to think (.) well what it is? maybe it's a thematising
668 thing? (.) you've got that that and that (.) and can we bring
669 them together somehow (.)°I don't know which move it
670 would be°
671 Nicholas I'd put it (.) I'd put it (.) for me it was you offering a:: a focus
672 but-but working with the Speaker's ideas (.) you didn't come
673 in and say "well" (.) you know my interest in this is so and
674 449 so would you like to say something about that? (.) you did
675 actually pick up something the Speaker had already
676 introduced and brought it back
677 (3.0)
678 erm
679 (3.0)
680 are we good? (.) we alright?
681 Elizabeth mmm
682 ? mmmm
683 Elizabeth [that was really useful for me
684 Robert yeaheheh very
685 Nicholas [cos eh (.) we-I'm having this strong feeling now (.) we all
686 know this is difficult but it is worth it
687 Robert oh yeah this is
688 Nicholas [and (.) and
689 Robert [another step forward=
690 Nicholas yeah
691 Robert [oh yeah absolutely
692 Nicholas there's
693 (3.0) if we shoot back then to early (.) what I put down as
694 457 number two are (.) maybe a couple of the Reflects that
695 Elizabeth's just referring to (.) that did come up at the
696 beginning (.) e:rm where ((rewinds tape))
697 (19.0)
698 ((repeated sound of stop button on tape player))
699 ((plays the following extract))
700 **Extract Vol 2 page 30 line 30 'ummm but idioms is a good word**
701 **...absolutely**
702 **((end of extract))**
703 Nicholas048 I did hear that as a potential focus (.) you might want to
704 make a point of wanting to Reflect that bit because of what
705 you were saying there
706 **((click of stop button as Nicholas locates the next extract**
707 **and plays)) Extract:page 30 line 167**
708 **there's also from a research point of view ...**
709 **can I come onto that**
710 **((sound of stop button - end of extract))**
711 Elizabeth it's interesting because I stopped there (.) because that
712 seemed to be more taking it onto: (.) academic (.) onto an

713 academic plane (.) onto a seminar type of plane
714 Nicholas (1.0)
715 that's what it felt like to me (.) does it sound like that to
716 you
717 (1.0)
718 Robert?
719 Robert It didn't no (.) but I can imagine that it might (.) on the other
720 end (.)°yes°
721 Elizabeth but then I came onto it anyway so *ha ha ha*
722 Nicholas but I thought that was one that did cross the line (.) into (.)
723 you were there (.) you were threatening there to take control
724 of what the next thing was that Elizabeth was going to
725 say (.) and that was different than the previous two
726 interventions
727 Elizabeth hhhhh=
728 Nicholas =which have been checking and setting up on potential
729 focuses
730 Harry perhaps the contrast is more stark because they were so
731 clearly (.) strongly
732 Nicholas yeah
733 Harry Reflects
734 Elizabeth [yeah yes
735 Harry but in a different context the degree to which that stuck out
736 as it were would not been so obvious (.) it was obvious there
737 because of the context in which it occurred
738 Elizabeth now interestingly I hadn't understood the potential of a
739 Reflect for a focus (.) in terms of this type of discourse (.) so
740 when people were Reflecting (.) it was helpful (.) I was pleased
741 but I didn't see:::e (.) I didn't see- I wasn't interpreting those
742 as invitations to focus
743 Nicholas yeah (.) >nor does it need to be< I know I just said that=
744 Harry [but
745 Nicholas =nor does it need to be
746 Elizabeth [now [no:: w [now I can see that I could (.) after a Reflect
747 think (.) is it=
748 Nicholas =how important is that=
749 Elizabeth 071 =how important is that (.) do I want to stop there and go off
750 on that (.) as a potential or do (.) as a potential point (.)
751 whether I accepted and I thought yeah it was really nicely
752 put errm and then we went on because I didn't see them as
753 possible focus points
754 Harry yeah that's interesting that because you've got a huge
755 difference between the Speaker and the hearer (.) a real
756 fundamental difference
757 Elizabeth [because [from what I've read about it a
758 Reflect is a Reflect it's not an invitation to focus (.) is it?=
759 Harry [yeah
760 =yeah but that's the point (.) you've- that's the fundamental
761 difference because (.) from the Speakers point of view (.) you can
762 take them any way you like and if you take them as an
763 invitation to focus that makes them particularly powerful (.)
764 from the (.) correct me if I'm wrong here (.) but from the
765 hearer's point of view (.) if the motivation for the Reflect is
766 to produce a focus then that motivation is not the sort of
767 motivation that ought to be there=
768 Nicholas =that's right
769 Harry the motivation ought to be to make sure I've
770 understood what has so far happened (.) sometimes it would
771 seem that if that-that can serve WONderfully to provide a

772 focus for the Speaker (.) but whereas Robert's that may
773 genuinely have come from a desire to understand (.) if you see
774 what I mean the form of it may have been inappropriate or
775 may not have been (.) >it doesn't matter< (.) the desire might
776 have been there (.) erm ultimately what makes the
777 difference (.) we can get it wrong in how we express it (.) but
778 ultimately if the what the (.) >again correct me if I'm wrong< (.)
779 if the desire is to move things on (.) whether you frame it as
780 a pure Reflect or whether you frame it as a question (.) the
781 motivation is wrong and sooner or later the whole thing will
782 go skewwhiff (.) the urge has got to be simply to
783 understand (.) from the Understander's perspective (.) from the
784 Speaker's perspective you can take anything anyway you
785 like (.) is that not? (.) you have a fundamental division there=
786 Elizabeth [so if
787 =if- if the person focusing hadn't Reflect- (.) sorry if the person
788 Reflecting hadn't Reflected what the person had been intending
789 to mean (.) then there's an invitation to refocus isn't there?
790 there's an invitation to:: (.) you know if it hadn't been what I'd
791 wanted to say=
792 Nicholas =yes
793 Harry [yes
794 Elizabeth if the interpretation had been squiffy (.) I would have taken it
795 as an invitation to say (.) 'oh no' what I meant was,
796 Harry yeah
797 Nicholas I'll correct that yes (.) or it might be that (.) that in the Reflection (.)
798 093 you realise that (.) yeah that was what I said (.) but erm
799 Elizabeth I didn't mean it
800 Nicholas but yeah
801 Elizabeth or it's less important than I thought
802 Nicholas yeah that's right
803 Harry [yeah
804 Nicholas or in fact I can do better than that (.) you might take it that
805 way (.) erm and I think there's- what you were just saying Harry is
806 a very clear statement of what I understand to be a Rogerian
807 position and that in the way that I've used some of these
808 ideas (.) I do in fact let the Understander get a bit more pushy than
809 that (.) in the sense of what Vince was doing when he bought
810 back the intonation issue and said there was this as well do
811 you want to talk about it (.) there is this idea of offering
812 focuses=
813 Harry =it's just that
814 Nicholas [the demand that remains though out of the position that
815 you've just described is that the Understander doesn't do that
816 in order to try to:: manipulate the direction of the Speaker in
817 some ways which fit the Understander's desires (.) that I want
818 want you to talk about this or that I think this is what you
819 really ought to be giving some thought to (.) it is always
820 trying to work with the Speaker's ideas with that honesty of
821 saying that- this is one of the points you bought up (.) did you want
822 to say any more about that
823 Robert I thought Harry's formulation a few minutes ago was very
824 close to mine
825 Nicholas yes yes
826 Robert °I found that a very good perspective° but you may remember that
827 during Elizabeth's session I did manifest a certain amount of
828 anguish at one or two stages=
829 Harry =haahaaaaahaaaa
830 Robert erm by referring to notion of err capelmeister or callmeister=

831 Nicholas =yes that's right which I wasn't doing=
832 Robert which you weren't doing and I felt at sea to a certain extent
833 because I wasn't sure whether we were >in fact< going into seminar
834 mode topic mode or what
835 Nicholas yeah I think we started off wrong (.) and then some of the
836 things we did got us back on track and some went off
837 Robert I was certainly- I was certainly confused (.) I take your point just
838 made absolutely but it wasn't exactly malicious it was=
839 Nicholas =NO you were all ()
840 Robert [°trying to grope my way along°
841 Nicholas that was the point of my apology in the first place (.) I was
842 not sufficiently present in my presence ermm (.) and now
843 what I'm trying to do with these extracts (.) is:: (.) to treat the
844 session as though it were the kind of session that we would
845 want to have and then pick out the bits of data out of it that
846 I think are on borderlines and are interesting for us to work
847 on the discourse (.)
848 Robert yes yes
849 Nicholas you see the next point (.) you feature strongly in the next
850 extract
851 Robert I can imagine I do yes
852 Nicholas20 because this to me is an interesting issue in terms of
853 specialist topic (.) where (.) clearly if
854 (2.0)
855 Vince and I (.) if Vince's the Speaker and Vince's speaking about
856 a particular area or even a paper that I'm familiar with (.) and
857 other people aren't then (.) with the best will in the world for
858 me to check my understanding of Vince I may move more ..
859 into that terminology than is generally available (.) to the
860 rest of the group (.) but it remains honestly specialist
861 checking (.) and the borderline then >we have to watch out for< (.)
862 is when does specialist checking
863 Elizabeth mmm
864 Nicholas slip over into=
865 Elizabeth =this is when I started to get really
866 Nicholas [other you know back into the debate the dis- the
867 discussion (.) the well have you thought of
868 Robert yeah yeah yeah=
869 Nicholas and and you tell me because I can't tell here (.) when you bring
870 up ermm canonical and non-canonical
871 Robert yeah yeah yeah
872 ((Nicholas bends to put off the tape))

Transcript 8

Example interview (INT1-EL)

Interview 1 with Elizabeth

001 (Noise of tape being switched on)
002 Interviewer with a something of a blank book (.) >you know<
003 a blank book
004 Elizabeth [hh khha *ha I havn't even* got a book
005 haha ha ha (.) me without a pen and a paper=
006 []
007 Interviewer hhh ha
008 Elizabeth =that's pretty good
009 (0.8)
010 Interviewer thanks for coming
011 Elizabeth s:: alright=
012 Interviewer =been enjoyable (.) er::m, (0.6) th- the purpose
013 of the interview is- is largely exploratory
014 in that I havn't got (.) a real agenda or- or:: a
015 definite set of questions=
016 Elizabeth =yeah=
017 Interviewer =that will pop up (.) so: (.) I'm really just interested
018 in what's prominent for you in the experience and how
019 it's been for you. (.) and erm (.) I'll act largely as a
020 kind of Reflector-Understander in a kind of CD Mode
021 []
022 Elizabeth okay try me
023 Elizabeth yeah
024 Interviewer er::m but not exclusively and erm there may be- there
025 may be a couple of times where I'll think "oh" that's a
026 good opportunity to get into that area cos there are some
027 sort of broa::d areas (.) for example like the future
028 >you know< how do you see this thing going?=
029 Elizabeth =mmm=
030 Interviewer =and the future is something that I want to try and get
031 everybody's' ideas on (.) but out of the sort of- I'll build
032 a framework from these interviews and from the data
033 and if- if it works out (.) I'd like to have a second
034 interview sometime in the future where some of the
035 010 things that you say in this interview and maybe some
036 of the contributions that you've made in meetings
037 to try and do a kind of critical in- incident analysis
038 Elizabeth uh hmm
039 Interviewer [and actually give you- it's be much more data led
040 (.) discussion (.) but this one's a bit freer really and a bit
041 more exploratory.
042 (0.4)
043 Interviewer erm (.) okay (.) so how's it been for you?=
044 Elizabeth =*ha haa* .hhhhh
045 Interviewer [>I mean< what- what- what- what strikes
046 you about the whole experience looking back?
047 (0.4)
048 Elizabeth erm I want to start off with something really present
049 because one thing that really excites me i::s (.) one
050 very small aspect (.) is the aspect of metaphor
051 Interviewer yeah
052 Elizabeth as metaphors keep cropping up
053 Interviewer yeah
054 Elizabeth and when I listened to the- I didn't attend
055 the Elizabeth Sunderland one because I was away
056 but when I listened to the GD tape (.) the metaphor
057 of the carousel (.) was really strong and that really sparked
058 off a huge lot of thought in me (.) [Interviewer: yeah]
059 about how if I'd been there I could have said
060 this (.) I could have [Interviewer: yeah] (.) there were things

061 that I wanted to:: (.) hhh explo:re within that metaphor
062 cos I think it- (.) as people were trying >to sort< of
063 hang onto the carousel (.) and place things on the carousel
064 and with [Interviewer: mmm]the text in the middle (.) .hhhh and
065 hhhh looking back on the other times whe::n people
066 have used particular metaphors (.) of vases with light
067 shining on them (.) and [Interviewer: yeah yeah] these kind
068 of different things (.) errrm sometimes they've worked
069 better than others (.) but I've found that really [Interviewer:
071 mmm] (.) that's something that has really ermm
072 been interesting
073 (0.4)
074 Interviewer so it's interesting and there's also a sense that
075 it's something that makes you want to say more
076 than you might normally want to say =
077 Elizabeth =yeah (.)it structures a different way of looking at things
078 [Interviewer: mmm] and so it opens up facets of (0.4) of (.)
079 hmm facets? >maybe not-< (.) >yeah maybe< it opens up
080 angles on the discourse [Interviewer: mmm] that (.) by looking
081 at the way the carousel works or the way the vase
082 reflects the light (.) you're then searching (.) it's a kind
083 of errm (.) [Interviewer: yeah] mental preoccupation with
084 trying to flesh that metaphor out and get as much
085 out of it as possible [Interviewer: yeah] and I think that actually
086 helps with the development of the ideas [Interviewer: yeah]
087 and the whole discourse [Interviewer: yeah] you know the content
088 of the discourse (.)
089 Interviewer yeah there've been quite a lot of=
090 Elizabeth =yeah=
091 Interviewer = examples that I think where a metaphor's really sort
092 of taken a hold [Elizabeth: yeah] and everyone's tried to
093 work with it (.)
094 Elizabeth yeah and sometimes at the end you might
095 actually think that doesn't actually work (.) but
096 it was a good exploration even if it didn't work
097 Interviewer yeah
098 Elizabeth or maybe we havn't got that far (.) I mean it would be
099 an interesting study to actually tape all the metaphors
100 and explore whether they do work (.) with hindsight
101 or come back and have a session on the metaphors
102 and see whether we can get at them
103 so I'm going into the future first right [Interviewer: yeah]
104 but that was just something I wanted to say
105 Interviewer [something recent
106 cos you've listened to the tape
107 Elizabeth [yeah that's right it really
108 sparked me off (.) yes that was my yesterday's >sort of<
109 you know I was listening to the tape as I was driving
110 and [Interviewer: yeah] it was really interesting [Interviewer: yeah]
111 Interviewer are there any other things that you found interesting it (.)
112 about the process
113 Elizabeth er::m (1.2) yeah so I think my reaction to::: a couple of early
114 sessions was frustration (.) because there were things
115 that I wanted to say (.) I mean this came out in earlier
116 meetings (.) so you probably know about this
117 Interviewer mmm
118 Elizabeth er:::m (0.8) but that we're not onto the problem solving
119 lark because you know (.) that's >you know< that's
120 (0.6) that's [Interviewer: mmm] a different kind of discourse
121 ermm

122 (1.2)
123 Interviewer so (.)what was the frustration out of
124 []
125 Elizabeth so w-
126 Interviewer can you remember it?
127 Elizabeth er::m (0.6) just occasionally knowing
128 that I'd Understood and not wanting to be
129 bothered to Reflect that Understanding [Interviewer: mmm]
130 because I had this very strong (.) empathy with whatever
131 was being discussed (.) and just wanting to pitch in and
132 say why don't you
133 Interviewer yeah yeah (.) yeah
134 Elizabeth which is my normal tutorial mode [Interviewer: yeah]
135 so getting out of tutorial mode (.)[Interviewer: uhuh]
136 and getting into GD mode ([Interviewer: mmm] on the
137 to:pics where I've had very similar experiences or where
138 I've really felt "gosh" well when that happened to me (.)
139 [Interviewer: mmm] I remember so strongly coming round
140 to thinking this and that could help (.) but then
141 thinking "well" no I can say that afterwards in the corridor
142 or somewhere else (.) so having to kind of suppress that=
143 Interviewer =so that's-
144 Elizabeth [so it's really learning the rules (.) I think Robert's-
145 I mean I've felt- that Robert probably was having the sa::me
146 (.) the same tussle with himself (.) not- not pulling
147 >you know< I- >sort of< m- my experience might help
148 you [Interviewer: yeah] type of reaction out (.) but thinking
149 "right" let's explore that experience more deeply
150 [Interviewer: yeah] and maybe you'll get past the feeling
151 of wanting to supply solutions °all the time°
152 [Interviewer: yeah] so that was one thing that I found
153 quite difficult in one or two topic areas where
154 I felt (.) I can remember it with- with Emma
155 you know (.) the pull of the family
156 and you- I mean (.) well you've been through
157 it (.) I've been through it (.) and it made it
158 really really (.) >you know< I really felt for her
159 Interviewer yeah (.) so the main frustration is one of=
160 Elizabeth [so-
161 Interviewer = just not being able to sha::re=
162 Elizabeth = i- it's sticking to the rules of- yes [Interviewer: yeah]
163 not being able to immediately share what I thought might
164 help [Interviewer: yeah] (.) errm
165 (0.8)
166 Elizabeth and whe:::the::r it
167 (0.6)
168 Interviewer and is there-
169 Elizabeth [but then it's self control isn't it? Because that could
170 always come up in the Speaker session afterwards
171 >you know< and where we shar- share the turn speaking
172 afterwards [Interviewer: yeah] if that's something you really
173 desperately want to say so it is going along with- no
174 (.) going along with the rules of discourse=at first I
175 found them constraining but then=
176 Interviewer =yeah
177 (5.2)
178 Elizabeth but then when the exciting things come up you realise
179 their value
180 Interviewer yeah
181 Elizabeth so you need >I think< you need to go through both

182 these feelings really to get the () to

183 Interviewer mmm

184 Elizabeth understand the potential

185 (0.4)

186 Interviewer so definitely- definitely a feeling of- of frustration

187 and one of maybe constraint as well (.) although

188 that later on- or maybe just after that you felt that

189 (.) there were benefits there (.) in=

190 Elizabeth =yeah=

191 Interviewer establishing those rules and that self-control

192 but- (.) but that it still felt like a frustration

193 it felt like a constraint

194 Elizabeth [mmm (.) mmm=

195 Interviewer =mmm

196 Elizabeth but only on a couple of the topics (.) only on

197 one or two topics

198 Interviewer yeah (.) yeah

199 (4.2)

200 Elizabeth another thing I've felt was [Interviewer: yeah]

201 real erm (1.2) real privilege at being exposed

202 to what people did feel (.) like I remember

203 listening to Harry's session early on

204 where he was talking (.) exploring the

205 relationship with the CELU and LES and how

206 he was (.) wondering how to cope with the °sort of°

207 power relations (.) I can't remember [Interviewer: mmm]

208 exactly the content now [Interviewer: mmm]

209 but feeling "gosh" this is really

210 good because this- (.) this helps

211 me understand the situation which we're all working

212 [Interviewer: mmm] and the pressures on Harry and

213 knowing what each member of the team actually does

214 is really important (.)

215 Interviewer mmm

216 Elizabeth and I think (.) we don't have enough time for that

217 kind of exploratory talk (.) exploratory thought

218 [Interviewer: mmm] very often

219 Interviewer so there's a sense that that space does create

220 an opportunity that wasn't there before- or wasn't there

221 enough (.) for seeing the way other people view (.) a

222 particular topic

223 Elizabeth mmm

224 Interviewer and that (.) sometimes at least (.) that's (.) [Elizabeth: mmm]

225 there's a real sense of being (.) being privileged or being

226 urmm (0.6) that- that opportunity isn't normally available

227 to see in that=

228 []

229 Elizabeth >that's right<

230 Interviewer =detail and in that complexity

231 []

232 Elizabeth because it can never be an item=

233 (.) thinking about your three kinds of meetings [Interviewer: yeah]

234 right (.) [Interviewer: yeah yeah] it can never be an item on

235 a staff (.) meeting agenda (.) neither is it something

236 that's urgent (.) so it wouldn't get talked about

237 mmmm (.) because we- we're here so rarely all

238 together (.) that it's very difficult to actually (.) you

239 very rarely talk about something that's not absolutely on

240 the board at the moment (.)

241 Interviewer yeah (.) yeah

242 (0.4)

243 Elizabeth so I think (.) the topic:s mmm (0.4) and well that
244 particular topic that Harry chose (.) I thought he was
245 really generous to share it but also it made
246 me understand how the department worked better
247 (.) which was- so it had a professional spin off as
248 well as a personal spin off (.) maybe a [Interviewer: yeah yeah]
249 really (.) I don't like the word team-building [Interviewer: yeah]
250 but I think that kind of thing can be (.) because
251 then you realise (.) and I've always known that
252 Harry goes to lots of meetings (.) and sort of
253 we talk about the actual meetings (.) but actually
254 looking at the relationships and exploring them and
255 how he felt about them

256 Interviewer so=
257 Elizabeth =that to me was quite an eye-opener=
258 Interviewer =so there's team-building in two senses maybe
259 that- one that- that (.) because there's space
260 you see things (.) for one of the team a little bit
261 a bit more closely in detail than you might normally
262 do (.) but that sometimes also the topics
263 and the Understanding of that viewpoint
264 gives you a better sense of the things that are going on
265 anyway (.)°so there's almost a double whammy°

266 Elizabeth [yeah and also-
267 and also (.) just occasionally he's said something
268 that I've often felt about the rest of the department
269 but it hasn't been urgent enough to say (.) or
270 I've felt that I shouldn't say that if its highly
271 unprofessional (.) or::: I shouldn't really think like
272 that really (.) but here he was sort of putting all the
273 things out into the open (.)[Interviewer: yeah yeah]
274 and I felt (.) i- it relieved me as well (.) because
275 "oh gosh" someone else has been thinking that
276 but its not (.) there isn't any other occasion within
277 the unit that we would actually say that (.) unless
278 we went off to the pub every other night (.) and
279 drank (.) you know that's the kind of thing
280 that comes out in social (.) social chit chat
281 [Interviewer: yeah yeah] and since we don't seem to
282 have lunch hours *ha ha any mo::re ha ha* (.) and people
283 go off home afterwards (.) okay there is some
284 socialising but very little socialising

285 Interviewer yeah (0.4) yeah
286 (0.8)

287 Elizabeth so I think it's valuable to slightly formalise it
288 an- and play it open to everybody (.) that's
289 good

290 Interviewer yeah (.) good (0.4) and there's this sense
291 that (.) that in the other kind of meeting (.) that
292 we only have time for urgent things=
293 [] []
294 Elizabeth mmm mmm

295 Interviewer = and those things are (.) action points
296 and things that need to be done=
297 []

298 Elizabeth yeah that's right yeah

299 Interviewer =and they're not necessarily things that are
300 perceptions

301 Elizabeth yeah (.) yeah

302 Interviewer mmm

303 (4.2)
304 Elizabeth hhhh another thing tha::t (.) errrrr (2.2)
305 yeah okay two things (.)°which one shall I
306 say first?° [Interviewer: mmm] (.) errm (6.6) I regret
307 that right at the beginning of the- this is like
308 going back into the past chronologically
309 [Interviewer: mmm] (.) right at the very beginning
310 of the group development sessions (.) I can't remember
311 whether I was away (.) I think it was a term when I
312 was away a lot [Interviewer: mmm] and I wasn't here for the
313 first two or three [Interviewer: yeah] (.) and for the next one
314 or two:: (.) because I'd been away I was so hassled (.)
315 that I didn't come (.) I'd totally forgotten about them
316 and:: (.) because I hadn't been part of it when they'd
317 started off (.) cos I'd been away (.) I can't remember
318 what it was now (.) but I was unable to come
319 for the first two or three (.) and then I forgot a couple
320 or I was too hassled (.) I had stuff I just had to get done
321 (.)[Interviewer: yeah] it was a particularly bad term for me
322 that when GD started off (.)[Interviewer: yeah] it was one of
323 the terms when I r- nearly gave up ((sniffs)) errmm
324 Interviewer what gave up the GD?
325 Elizabeth *no gave up the job ha ha ha he haaaa he he*
326 []
327 Interviewer *gave up the job*
328 just sort of
329 Elizabeth [in fact I thought right that's it we're going
330 onto half time at the end (.) I'm not going to have
331 another term like this (.)
332 Interviewer yeah yeah
333 Elizabeth errm (.) and so I regret not being in at the start
334 because one thing- (.) my very initial th- going back
335 even further about oh gosh when Nicholas first started
336 writing about co-operative development (.) he and I
337 co-incident on a British Council run course in Poland
338 before Norton.
339 Elizabeth oh WAY before Norton (.) oh I dunno (.) it must have
340 bee:::n (.) I think it was before his book actually came
341 out (.) I can't remember (.) but he did some sessions to
342 the whole group (.) on co-operative development
343 and we practiced the first three stages I think in y- we
344 practiced Understanding, we practiced Reflecting and we
345 practiced- what's the next one? that he has
346 Interviewer Focusing? (.) Thematising?
347 Elizabeth can't remember the order they came in (.) hhh and then
348 he took- and then his rest of the workshop was with
349 half the group who went on and finished (.) finished them
350 all and practiced (.) and then mine was something else
351 so I'd started off with the whole group and with
352 Nicholas (.) hhh and::: my experiences on that
353 workshop were::: (.) very ambivalent because
354 errmm for some of the Polish teachers (.) that I
355 was paired with (.) that I happened to be partnered
356 to (.)[Interviewer: mmm] during the Understanding and
357 Reflecting (.) we found it incredibly embarrassing
358 (.) incredibly difficult (.) and they didn't- >I mean< and I-
359 because I like Nicholas (.) and because I really wanted it to
360 work I tried really really hard (.) to understand what he
361 was getting at [Interviewer: yeah yeah] an- and and
362 Interviewer what Nicholas was getting at or your pair?

363 Elizabeth no (.) what Nicholas was trying to help us to do (.) right
 364 Interviewer yeah yeah
 365 Elizabeth and frustrated because I wasn't sure how the pair felt about
 366 it (.) and in some cases we ended up in giggles (.) I mean
 367 a lot of people ended up just in giggles (.) and some
 368 of the things we had to think about weren't things (.)
 369 we didn't know what to talk about (.)
 370 Interviewer yeah
 371 Elizabeth there was this problem of what to talk about [Interviewer: yeah]
 372 and it [Interviewer: yeah] was really really difficult and he said
 373 "well" if you don't know what to talk about look at this
 374 shape and say what you think (.) you know (.) [Interviewer: yeah]
 375 an- and we didn't want to look at this shape
 376 Interviewer that was the Medulla?
 377 Elizabeth that was the Medulla yeah (.) that's right
 378 but (.) I was really keen on it and I wanted it to work
 379 (.) [Interviewer: yeah] and so I thought "oh okay" well I'll
 380 practice Reflecting in my conversations with teachers around
 381 the course (.) [Interviewer: yeah] and it had disastrous effects (.)
 382 because:: it gave the wrong message to people (.)
 383 Interviewer yeah (.) what sort of message do you think it gave?
 384 [[]
 385 Elizabeth and so
 386 [this ex tract from 386 has been removed because Elizabeth
 387 Interviewer was not happy about its inclusion. It contained potentially
 388 Elizabeth embarrassing comments about a third person...
 389
 390
 391 A155
 392
 393
 394 Interviewer
 395 Elizabeth
 396 Interviewer
 397
 398
 399 Elizabeth
 400
 401
 402 Interviewer
 403 Elizabeth
 404
 405 Interviewer
 406 Elizabeth
 407
 408
 409
 410
 411 Interviewer okay
 412 Elizabeth you don't carry it over into your normal lives
 413 Interviewer yeah (.) yeah as a technique
 414 Elizabeth it- it's a technique (.) and I talked to Nicholas about it
 415 afterwards (.) not on the course
 416 because er- w::- there were too many things
 417 happening (.) but I did talk about it to Nicholas
 418 afterwards (.) when I joined Norton
 419 and .hhhh (0.4) you know it needs to be:::
 420 when you're teaching it you should definitely
 421 put a health warning on it (.)
 422 Interviewer yeah (.) yeah=
 423 Elizabeth =right (.) that it is exciting but there are times and
 424 places for it (.)

425 Interviewer yeah (.) yeah (0.4) okay (.) so .hh you came
426 to the meetings with some ambivalence based on that
427 [] []
428 Elizabeth so then (.) so I came to the meetings=
429 =with a degree of excitement and a degree of wanting
430 it to work errm and I'd also talked for c- (.) that's right
431 and then my other pre- (.) this is what I brought to
432 the meeting if you like (.) the other thing I brought
433 to the meetings was (.) I developed a kind of (0.6) you
434 know how when you go to conferences you see the
435 same people every year (.) and you've never seen
436 them in-between (.) well there's one guy from Spain
437 that used to come to IATEFL (.) and he was a social-
438 he was trained in social sciences and social work (.)
439 so he knew the counseling moves (.) he knew
440 the Understanding Reflecting and so on (.)
441 and he'd actually been privy to some kind of
442 errr (.) no that's right (.) I think he'd read Nicholas's
443 book (.)
444 Interviewer mmm
445 Elizabeth and he asked me about it and how it was going
446 and he was desperately worried (.) because social
447 workers are trained for years to deal with what
448 comes out of those (.) with what comes out of
449 that situation (.)
450 Interviewer mmm (.) mmmm
451 Elizabeth right? (.) the way to react and the way to handle
452 it (.) it's not just giving back (.) it's not er-
453 if you're going to go through the whole (.)
454 if you're going to understand all the moves (.)
455 then you need to be trained to
456 well he reckoned (.) very strongly (.) that you need
457 to be trained to deal with what comes up (.)
458 and in a couple of cases when I've watched
459 teachers using it (.) or teachers have used it
460 (.) >teachers have written assignments on it
461 they've used it< (.) they sometimes have been faced
462 with situations (.) they couldn't cope with as
463 a result of using it (.) so he felt (.) he felt
464 the lack of:: (0.4) that psyc- >you know< psych
465 (0.4) psychiatric (.) no no its not psychiatric
466 Interviewer psychotherapeutic
467 Elizabeth psychotherapeutic (.) the lack of (0.4) that actually
468 doing it on a learn it in one hour basis (.) and
469 try it out (.) could actually be quite dangerous
470 Interviewer yeah
471 Elizabeth so I came with (.) that warning bell as well
472 so I wasn't totally sceptical (.) because I did
473 know it could help (.) and I really wanted it
474 to work (.) but I came with those two rather::
475 negative feels I think
476 Interviewer yeah (.) yeah
477 Elizabeth I mean I was positive for Nicholas (.) I was
478 positive for the:: [Interviewer: yeah] (.) I could see how
479 it could work (.) and I had seen it working well
480 A195 in some cases (.) but it was a question of how
481 it was going to work for us (.) and whether
482 we'd be able to cope with what came out of it
483 and so I had that little niggle
484 Interviewer .hhh do you think that- that looking back over the sessions

485 that- th- that there's any moments for you where (0.6) in
486 any of the sessions (0.6) where you would say that that
487 sort of errmm sort of pre- that worry about the danger
488 and the fact that we're not trained to do it (.)
489 all the way through (.) do you feel that that's an issue
490 looking back on it=
491 Elizabeth =no
492 Interviewer is it- so is it the difference between a group and a 1 to 1?
493 [] [] [] []
494 Elizabeth .hhh but I think it's partly- I think it's partly because we:::
495 (0.4) know each other well in a group (.) and we would
496 recognise if any of us was getting in really deep water
497 [Interviewer: yeah] and I think we know each other well enough
498 to be able to rescue each other if that happened but
499 I don't think it has ever cropped up here maybe because
500 of this kind of things that we've talked about (.)
501 °I don't know°
502 Interviewer but there's a sense that that maybe >you know<
503 that maybe if there were things that were on the
504 psychotherapeutic dangerous element that they would
505 be say maybe very personal things or:: (0.4) is that
506 the sort of thing y- you mean when you talk about
507 having to pull someone out?
508 (0.4)
509 Elizabeth .hhh yeah that you c-=
510 Interviewer [like in a state?
511 Elizabeth = >well wha- what this< guy said was when
512 you're helping people explore (.) sometimes you
513 they- they open up and it- basically things come out
514 A215 that (.) the audience or that they can't cope with
515 and the audience isn't trained to cope with [Interviewer: mmm]
516 the kind of soul baring side (.)
517 Interviewer yeah
518 Elizabeth but we're not into the soul bearing here (.) we're into
519 exploring (.) we're into exploring a- an issue of some
520 kind
521 Interviewer yeah (.) well I mean
522 Elizabeth [I mean it hasn't actually (.) I don't think
523 it's come up really (.)
524 Interviewer well it's an interesting issue (.) I'm going to step out
525 of Reflecting mode for second
526 Elizabeth mmm
527 Interviewer in that- in that it's something that Nicholas
528 makes a big thing about saying this is not
529 psychotherapy (.) it's not counseling
530 Elizabeth mmm
531 Interviewer and yet people do see it as counseling because
532 they're very similar moves
533 Elizabeth mmm mmm
534 Interviewer and while I don't think that we've ever got
535 into any dangerous situations=
536 Elizabeth [no I don't think we have
537 Interviewer [=but there
538 have been sessions where- where people have
539 revealed very personal=
540 Elizabeth =yeah=
541 Interviewer =sides of themselves (.) errm (1.8) but I'm not sure
542 personally whether whether if we had a sort of group
543 development meeting and we had a very different
544 format (.) and we (.) brought the honest and empathy

545 that we bring together as colleagues (.) then some
546 of those things might have come up if we'd given
547 people the space to say talk about their family or their
548 career or whatever

549 Elizabeth yeah
550 Interviewer but I'd agree with you that I don't think it's been
551 a problem (.) but it's a very interesting area
552 this thing (.) because obviously people do perceive
553 it like that=
554 Elizabeth [mmm
555 Interviewer =and they do perceive it as a danger (.) so you have to-
556 you have to deal with it[Elizabeth: mmm] in some way
557 erm
558 Elizabeth .hhh (.) well I was thinking more for (.) errm if you're
559 going out to somewhere else and people says what about
560 group development (.) >you know< how can you do it? and
561 Interviewer yeah (.) yeah
562 Elizabeth then it's something that you::: (.) well you'd need to be
563 aware of how Nicholas puts it across (.) that it's not
564 psychotherapy [Interviewer: yeah] it's a way of [Interviewer: yeah]
565 of exploring an issue [Interviewer: yeah] initially and so on
566 Interviewer so do you think that those things have been answered
567 I mean >in the sense< that your experience has- has come
568 on from there (.) I mean really >you know<
569 one thing that I didn't say is that this interview sort
570 of like confidential in the sense that I won't include
571 any of this without checking it with you (.) so I don't if
572 you fee::l that there are things about it that you've not
573 enjoyed (.) it sounds like it's been maybe
574 as positive as you though it might be (.) but I'm y=-
575 Elizabeth once- once I got past that ermm (.) that dreadful
576 once I got over the:: real hassley term (.) I can't
577 remember (.) it was all fine [Interviewer: yeah]
578 and then listening to the tapes when I couldn't make it
579 when I was away (.) and I've enjoyed listening to the
580 tapes (.) errm and I've always ended up wishing I'd been
581 there you know (.) ha ha ha [Interviewer: yeah] so that must be
582 a positive sign mustn't it?
583 Interviewer yeah (.) yeah
584 Elizabeth ermm (.) and excitement from the issues raised (.) and just
585 a worry that (.) I can't remember all the gems (.) and
586 I know I can remember saying to Nicholas [Interviewer: yeah]
587 look (.) rather than just (.) rather than just go through
588 the discourse [Interviewer: mmm] (.) things [Interviewer: yeah]
589 I'd really like to recap on the gems (.) and if you're writing
590 your book again (.) you should have picture frames
591 every three or four pages (.) with exciting ideas that
592 have been- that have arisen as a result of a professional
593 group development session (.) because >there are gems<
594 there are certainly gems (.) [Interviewer: yeah]
595 ermm (.) they are not only metaphoric- the metaphors
596 have nearly always been what I would call a gem
597 even if they havn't worked right through (.)
598 ermm (.) but there have been other things as well
599 either ideas that we've explored like early on (.)
600 there was the difference between planning and
601 preparation came up wasn't there (.)
602 Interviewer yeah (.) yeah
603 Elizabeth you see that was useful (.) that stayed with me (.)
604 [Interviewer: yeah] I remember that (.) it stayed with me

605 but there were quite a lot of (.) to actually have a
606 page in his book (.) or for us to actually:::
607 where it's said (.) we started off talking about this
608 and from this discussion (.) came out the
609 distinction between this and this and this has been
610 useful to the team every since (.) [Interviewer: yeah]
611 and I would like to have captured more of those
612 moments (.) because I've now forgotten a lot of
613 them (.) [Interviewer: yeah] so this is a little niggly
614 frustration >'s only cos my memories so awful<
615 [Interviewer: yeah] and because you know you come out
616 and y- and so we don't a summary of each s- we
617 don't have a summary of the gems from each session
618 (.) [Interviewer: yeah] when we go over it (.) we only
619 go over it from point of view of (.) discours- discoursy
620 things
621 Interviewer yeah (.) yeah yeah that's interesting so-
622 Elizabeth [so that's something
623 I feel has been missing
624 Interviewer yeah (.) some kind of capturing or recording
625 of some of the concrete outcomes that have developed from=
626 []
627 Elizabeth some of the really good moments
628 Interviewer =the discourse
629 Elizabeth [yeah some of the rea:ily (.) AHHA>you know<
630 Robert would call it an Aha moment (.) where we all thought
631 ah yeah (.) that's a really strong concept (.)
632 Interviewer yeah yeah
633 (2.2)
634 Interviewer yeah
635 (1.4)
636 Elizabeth and see how m- often they are to do with a metaphor
637 (.) I don't know (.) I can remember quite a few that are
638 to do with metaphors (.) maybe the metaphors just
639 help you remember them (.) although the planning
640 and preparation one wasn't a metaphor one was it?
641 Interviewer no (.) I mean it seems like (.) there are:: you mentioned
642 some there (.) there's- there's those sort of more general
643 representations of an experience or an aspect of our lives
644 like Harry's (.) then there's the- the metaphors (.)
645 I mean I remember that one about Harry's hot pipe
646 (.) do you remember that one where he talked about
647 holding onto a hot pipe in -in Disneyland (.) it was
648 about how- how the discourse sometimes allows you
649 because you give more space (.) this kind of co-operative
650 development (.) that you've got this idea and this idea
651 and you've got this idea and this idea (.) and your
652 initial reaction (.) like there's these pipes in Disneyland
653 where (0.8) when you put your hand on them (.) you
654 think they're burning you (.) because one's slightly warm
655 and one's slightly cold (.) and if you touch them individually
656 they don't feel anything at all but it's just some trick of
657 human senses that when you hold (.) a slightly warm and
658 slightly cold bar simultaneously (.) the body's confused and
659 thinks it is being burned (.) so your natural reaction is
660 arrahhhh (.) and he was s- he was just explaining that
661 sometimes >you know that< , someone will represent an
662 idea (.) and another idea and you're first reaction would be
663 urgh they don't go together at all (.) but when you give the
664 extra space that we give=

665 Elizabeth [yes yeah yeah
666 Interviewer =to actually say Reflect >well< you say that idea and that
667 idea [Elizabeth: mmm] can you (.) can you tell us again why
668 you think there's a connection there (.) and when you
669 give the space for the Speaker to come back (.) you can
670 can sometimes (.) that extra of holding on to=
671 Elizabeth =yes okay=
672 Interviewer =to the pipes (.) and that was a metaphor for me
673 which you know [Elizabeth: yeah] stuck with me (.) so I think
674 there are those general representations that you've brought
675 out (.) there's the metaphors (.) and there's also (.) I don't
676 know how you'd describe those sort of (.) either (1.4)
677 they're classifications I suppose aren't they erm
678 the one for me was active proactive and reactive (.) there
679 sort of ways of (.) diving things up (.) which
680 Elizabeth [yes [yes [yes yes yes
681 (0.4)
682 Interviewer and maybe you could call those classifications >or
683 something like that< y- th- you have those >sort of<
684 outcomes=
685 Elizabeth =what you mean the insight for you was active pro-active?=
686 Interviewer =yeah that's just- that's
687 Elizabeth [from that session (.) that was a gem for you
688 Interviewer that was a gem yeah
689 Elizabeth [okay yeah
690 Interviewer [in your terms=
691 Elizabeth [okay yes
692 Interviewer =I'm just trying to sort of (.) again
693 sort of classify them in different ways (.) from
694 what things that you've said and that-
695 Elizabeth [well for me
696 gems are ideas that have become (.) err verbalised
697 and (.) articulated (.) that have then taken off
698 because then you can take them further
699 Interviewer yeah
700 Elizabeth not just exploratory (.) you've actually got something
701 as a result of it
702 Interviewer [yeah (.) yeah (.)
703 Elizabeth I mean exploring's fine=
704 Interviewer [some outcomes
705 Elizabeth =but there is an outcome
706 Interviewer yeah
707 Elizabeth and an outcome that you can ac-
708 that actually helps you [Interviewer: mmm]work on
709 whatever it is you're think [Interviewer: mmm] >you know<
710 an outcome that comes to mind and is helpful afterwards
711 Interviewer yeah
712 (0.6)
713 Elizabeth so those are what I mean by the gems (.) they keep
714 twinkling (.) everytime you kind of come back to
715 A315 something (.) they (.) you remember (.)
716 Interviewer yeah yeah
717 (1.6)
718 Interviewer can I just take you back erm (.) t- to make
719 it- (1.0) you said at one point that (.) that
720 it's good that we've got this space to do it
721 and- and that (.) that we don't socialise very
722 much and if we did (.) if we were in the pub
723 is it your perception that we could do the same
724 sort of thing? if we went to the pub and had
725 a few drinks (.) that really (0.6) I suppose what
726 I'm getting at is that- that would say that really

727 not so much the special nature of the discourse
728 it's the fact that you just get together (4.2)
729 and talk
730 Elizabeth no (.) it's different (.) but there are things (.)
731 erm for example (.) Harry talking about (.)
732 the relationship between CELU and LES (.)
733 mmm (.) that's the kind of (.) he might have
734 said 'oh' come and have a drink I've got something
735 to think about I've something to (.) you know
736 I've just got to work something out (.) and
737 occasionally when- when (.) I don't know
738 a couple of years ago when Emma was having
739 a tough time (.) we'd go and have lunch because
740 she needed to talk (.) and it was a Emma's agenda
741 lunch
742 Interviewer yeah yeah
743 Elizabeth right? (.) and she'd basically explore and I'd-
744 but then that was (.) I suppose then in those
745 situations (.) you're not just helping explore
746 you're also kind of two penn- you know=
747 Interviewer =yeah=
748 Elizabeth =your twopenny worth
749 Interviewer so it'd be like=
750 Elizabeth [so it's different
751 Interviewer =a mixture?
752 Elizabeth but we don't have- but we don't have time to::: (.)
753 but I think there's room for both (.)
754 Interviewer yeah
755 Elizabeth but we have too little of the socialising (.) and that's
756 why the group development is really (.) is really useful
757 Interviewer it's filled a gap
758 Elizabeth yeah (.) cos the other things have been fairly priority
759 anyway (.) you know [Interviewer: yeah] Harry was obviously
760 starting his term (.) his new term (.) it was when he was
761 finishing off his Ph.D. wasn't it (.) and he was starting off
762 so that for him was priority (.) then you talk about things
763 which were priority (.) that've been bugging you or
764 worrying you (.) or whatever
765 Interviewer do you think (.) and this is extending that point slightly
766 (.) in that we don't have many opportunities for social
767 talk as a group (.) I mean (.) there are sometimes occasions
768 when people get together outside (.) do you have a sense
769 that there have been any benefits in this group development
770 into staff meetings or Away Days or anything like that? or:::
771 Elizabeth well I think so
772 Interviewer yeah? (.) hard to probably (.) hard to pick out particular
773 instances (.) I think it's a hunch thing
774 (3.4)
775 Elizabeth I think we're sometimes better at listening to each other
776 Interviewer mmm
777 (6.0)
778 Elizabeth erm
779 (4.2)
780 Elizabeth and just the fact that we've all said these things (.) you
781 know we've all talked about these issues (.) [Interviewer: yeah]
782 gives us a much better background (.) so it's a stronger
783 background to build on for Away Days (.) but I'm not sure
784 I could actually put my finger on it and say (.) that or that or
785 that
786 Interviewer no (.) but there is maybe a feeling that maybe it's::: it's helped

787 a bit or there's a more

788 Elizabeth I tell you where it's helped a lot for me is in err supervisions

789 in tutorials (.) in helping people to come to terms with

790 what they want to do themselves (.) rather than me

791 saying well you could do this or this or this (.) [Interviewer: mm]

792 so helping people explore (.) it's certainly errm and I

793 used 'so what you're saying is' (.) as a phrase 'tell me if I'm wrong'

794 A360 I'm just- what I'm doing- and- I'm >I- I sometimes say

795 well look- I'm just trying to Reflect what you've said

796 to me to see if I've understood (.) [Interviewer: yeah] so I do

797 that a lot with students (.)

798 Interviewer yeah yeah (.) so there's a sense that (.) two things

799 there (.) that one that you're more likely to use that

800 kind of reflective behaviour=

801 Elizabeth =to help them explore

802 Interviewer pedagogic

803 Elizabeth whatever they want to do for their=

804 Interviewer =yeah and that you're also aware that when you do that

805 you tend to mark it with (.) with a fairly explicit

806 chunk=

807 Elizabeth =I mark it (.) I mark it very explicitly (.)

808 Interviewer yeah (.) and do you think that's a- a sort of sense

809 that >you know< linking back to what you said=

810 Elizabeth [yes [yes

811 Interviewer =before that if you're going to use it

812 you've got to be very- (.) very clear about it=

813 []

814 Elizabeth >you've got to mark it yeah<

815 Interviewer =or it might be misunderstood

816 Elizabeth [yes yes

817 Interviewer yeah

818 (0.6)

819 Elizabeth I don't think it would be misunderstood in a supervision (.) I

820 just think it's just good supervision to help someone

821 rather than give someone answers (.) is to help someone

822 explore [Interviewer: yeah] (.) and then at the end of that session

823 (.) you could say (.) well okay what you've talked about

824 then (.) and what we've come up with are these possibilities

825 and you'd like to consider there's a couple more that struck

826 me as you were talking (.)

827 Interviewer mmm mmm mmm

828 Elizabeth and quite often they've come up with things that I was

829 going to say to them anyway (.) so it's much better

830 if it's there ideas (.) if they've actually expressed them

831 [Interviewer: yeah] because it comes from them (.) if you wait

832 long enough it comes from them very often (.) [Interviewer: yeah]

833 so I though "ah" good that was a good tactic to take then

834 Interviewer yeah yeah

835 Elizabeth so it's definitely improved the way I handle (0.6) well

836 especially your dozy students who don't really know what

837 they want (.) to do (.) they've got to come to some sort

838 of decision [Interviewer: yeah] that's got to be there decision

839 I mean not only dozy (.) but eve- no it's helped right

840 across the range I think (.) no I used that with Pauline

841 the other day (.) [Interviewer: mmm] who's changed her mind

842 about six times (.) about what to do for dissertation (.)

843 Interviewer [really

844 Elizabeth helping her explore why an- and thinking what she could

845 do an-

846 Interviewer yeah yeah (.) I think Pauline would probably be someone

847 that would react particularly well to that (.)
848 Elizabeth mmm
849 Interviewer yeah
850 (4.0)
851 Interviewer ermm
852 (3.2)
853 Elizabeth one other thing I- I can remember feeling- when you
854 suggested your three types of meeting (.) and I thought
855 oh good topic meetings (.) because one reason which
856 stopped me from being Speaker earlier (.) was because
857 I thought "Christ" what the hell can I talk about (.)
858 and occasionally things came up (.) that would have bee::n
859 like- just very occasionally (.) something like that came
860 up and I thought I could do that at a GD meeting but there
861 wasn't a chance and by the time that three weeks was up it
862 was gone (.) [Interviewer: yeah] you know I didn't need- it wasn't
863 something that I needed to explore anymore (.) errm so
864 occasional things came to mind that I could talk about
865 but then (.) I was thinking (.) I was pleased when you
866 suggested the topic ones (.) and what I'm not sure about
867 and what I wasn't sure about cos I couldn't get hold of
868 Nicholas before I did mine (.) [Interviewer: yeah] and watc-
869 listening to Elizabeth Sunderland yesterday was interesting
870 (.) [Interviewer: mm] the group development was was (.) how the topic
871 ones can be:: (.) run in an exploratory way:: (.) rather
872 than doing a little presentation first (.) cos I went
873 way off [Interviewer: mmm] (.) I spent far
874 too long [Interviewer: mmm] sort of presenting stuff
875 [Interviewer: mmm] cos I wanted people to understand
876 the background and the excitement I got from it (.)
877 before going into the exploratory part right (.) and
878 Elizabeth Bolton actually spent quite a long time
879 structuring hers (.) Robert spent- although we'd talked
880 about not doing it (.) not presenting (.) there seems to
881 be this (.) you've got to have a certain amount of
882 A411 common ground before the group can be helpful to you
883 because Elizabeth did quite a long presentation of her column
884 (.) I didn't have the handout so I *don't know what some of*
885 *it was about* but the columns [Interviewer: yeah] and the things
886 like that [Interviewer: yeah] (.) but then the subsequent Reflecting
887 and Understanding and Focusing was very strong (.)
888 mmm (.) so °it's difficult° to with a topic one (.) I mean I think
889 they're really valuable [Interviewer: mmm] (.) difficult with
890 an outsider (.) who's work you don't know at all
891 [Interviewer: yeah] (0.4) and who hadn't talked about it in
892 the morning on purpose (.)
893 Interviewer yeah yeah
894 Elizabeth she'd avoided it (.) so then she had to sort of
895 (0.4) home you in to what- what it was she wanted
896 to talk about it (.) and that is a presentation basically
897 Interviewer yeah yeah
898 (2.0)
899 Elizabeth cos Robert had quite a clear structure in his head when
900 he was doing his hierarchy thing (.) he had this
901 hierarchy of (.) can't remember what it was now (.) but
902 you had to finish the hierarchy before you could start
903 (.) before he could then start exploring the angles because
904 you had to understand that it worked like this [Interviewer: mmm]
905 t- .hhhh so I I'm- I'm m:::- not confused but I'm:::
906 .hhhfff (.) we talked about in one session didn't we?

907 Interviewer ff- well I mean (.) the issue of- of the nature of whether
908 one sort of=
909 Elizabeth with a special subject::
910 Interviewer [topic (.) drives it into different areas
911 it has come up yeah
912 Elizabeth yeah
913 Interviewer yeah (.) and there is the possibility of calling thin-
914 it- it hasn't happened (.) errm but then maybe
915 Elizabeth >possibility of< whatting things?
916 Interviewer of calling it a different name (.) that if you feel
917 that it's more- that it's more likely to be:: to have
918 to have a lengthier lead in to get people into
919 Elizabeth mmm
920 Interviewer into the topic
921 (1.4)
922 Elizabeth .hhhh Elizabeth's- it was quite interesting Elizabeth's
923 Interviewer [become more important
924 Elizabeth throwaway line "well" this is what I'd do as
925 a workshop really
926 Interviewer yeah yeah
927 Elizabeth right (.) was indicative of- that little you're
928 not quite sure where to go from here
929 Interviewer yeah
930 Elizabeth it's not a workshop but I want you to help me
931 Interviewer yeah yeah
932 (0.8)
933 Elizabeth I want you to help me explore
934 Interviewer yeah
935 (2.0)
936 Elizabeth and I think it would be different for everyone that comes
937 I think (.)
938 Interviewer yeah
939 Elizabeth cos Lawrence's was (.) did Lawrence's grow out of his
940 morning session? (.) Yes it did (.) much more
941 than Elizabeth's
942 Interviewer well it was an extension of it wasn't it
943 Elizabeth [it was an extension
944 of the morning session (.) so there wasn't quite
945 so much (.) a far as I remember (.) I don't know
946 I may be wrong (.) there wasn't quite kind of so much
947 presenty (.) there was (.) he did have to present
948 a little bit (.) he had to say how his books were
949 changing (.) and that seemed to get exploratory
950 quicker (.) I dunno [Interviewer: mmm] can't remember
951 now (.)
952 Interviewer but there's definitely an issue for you in this area of
953 (.) .hhh some sessions are different from others and
954 some of them are more topic focused (.) and that
955 Elizabeth yeah totally different things came out of them (.) which
956 was interesting
957 Interviewer yeah yeah (.) and is there a sense that we
958 havn't- we havn't understood that enough
959 or previously (.) that we hadn't understood that
960 and that we know that more now (.) that- that
961 the thing's gone in different directions from where
962 we thought it might- that-
963 (0.8)
964 Elizabeth well I'm not sure if I've ever know where the
965 topic (.) where the topi- I was really relieved
966 to have a topic (.) to have a topic (.) the idea
967 of a topic based session right? because

968 Interviewer for you?=
 969 Elizabeth =for me because it solves the problem of
 970 oh I can't think of anything to talk about
 971 I mean okay this isn't (.) you know the things
 972 I thought were pfff became so peripheral that
 973 it wasn't worth spending a lot of time (.)
 974 wasting everyone's *time talking about them*
 975 *to be quite honest* (.)
 976 Interviewer yeah
 977 Elizabeth .hhhh mmmm=
 978 Interviewer =so d-
 979 Elizabeth [so the idea of a topic was I thought really strong
 980 and it certainly (.) it seems I mean I've really enjoyed
 981 listening and I enjoyed listening to Elizabeth yesterday
 982 but I was frustrated because I didn't have the handout
 983 fff ermm (.)
 984 (3.4)
 985 Elizabeth and thinking back to the teachers like working
 986 with co-operative development in Turkey (.)
 987 I don't know whether you'd met any of them
 988 when you went out [Interviewer: mmm] but that was for
 989 A488 them an issue of you've got to have something (.) to
 990 co-operative development- to co-operatively develop with (.)
 991 or about
 992 Interviewer yeah (.) I mean this is bringing us back to
 993 the- the Poland experience isn't it (.)
 994 Elizabeth yes (.) what do you talk about
 995 okay
 996 Interviewer if you haven't got something to talk about
 997 (.) it seems rather artificial
 998 Elizabeth yes, it was like role-play (.) yes
 999 Interviewer the ingredients are that you know somebody
 1000 well the ideal ingredients are that you know
 1001 somebody and there's some trust and empathy
 1002 anyway=
 1003 Elizabeth [mmm mmm
 1004 Interviewer [= and that- that there's erm t- people
 1005 actually want to say something about something
 1006 they have a real need=
 1007 Elizabeth =yes I see what you mean
 1008 Interviewer [to explore a topic
 1009 Elizabeth [yes yes yes
 1010 Interviewer and then maybe there's a third th- thing
 1011 of understanding the discourse [Elizabeth: yes]
 1012 rules [Elizabeth: yes] (.) and that you can maybe
 1013 do without one of those things (.) t- to get
 1014 people into it but to do without two (.) to deal
 1015 without a knowledge of the discourse rules (.)
 1016 or to deal without all three=
 1017 Elizabeth = yes- no what are the three then?=
 1018 Interviewer [it's unnecessary
 1019 Elizabeth discourse rules, topic and::
 1020 Interviewer [well I'm just exploring this (.) yeah
 1021 I mean fr- from what you said really
 1022 that you've got the discourse rules (.) the
 1023 sort of (.) the techniques (.) how do you do
 1024 it (.) you've got the need of the Speaker to
 1025 say something (.) then- then having wanting to
 1026 say something
 1027 Elizabeth right
 1028 Interviewer and you've got the shared group empathy an-=

1029 Elizabeth =right okay=
1030 Interviewer =and the sort of relationship
1031 Elizabeth [yes (.) yes (.) yes (.) yes
1032 Interviewer that- for it to work at its best
1033 Elizabeth mmm
1034 Interviewer and maybe in some of our sessions it has worked
1035 like that (.) we have all those three ingredients
1036 but when you introduce it to people=
1037 Elizabeth =that's interesting (.) yeah
1038 Interviewer [you don't necessarily have any of those things
1039 Elizabeth [you might not have any
1040 of them to start with
1041 Interviewer so (.) >I mean< one of the big things for me is
1042 how do you- how do you introduce this to people
1043 (.) erm how do you either recreate those
1044 three conditions in some way::: or how do
1045 you compensate for them (.) or::: (.) do you
1046 get them to do it at all at first? (.) is there
1047 another alternative? For example li::ke just
1048 letting them enter (0.4) our world
1049 er- or- or- some- (.) people who've been doing
1050 it for a while (.) that it's like with
1051 anything that (.) with Tai Chi or anything like that
1052 to start off with complete beginners and not show
1053 them a few moves be::ing (.)
1054 Elizabeth that's right (.) yes yes
1055 Interviewer [you know practiced by a competent
1056 professional
1057 Elizabeth [yes
1058 Interviewer it's getting that balance between
1059 Elizabeth [yeah they don't know what
1060 their aiming at (.) they don't know what they're
1061 doing (.)
1062 Interviewer no
1063 Elizabeth they've got no idea why:: or how:: (.) or anything
1064 (.) they don't know what the finished product-
1065 A525 [Interviewer: no] what a possible finished product
1066 could look like or fee::l like or::=
1067 Interviewer so you have to take it too much on trust
1068 [Elizabeth: yeah] that it can do something
1069 for you
1070 Elizabeth yeah
1071 Interviewer I mean I >you know< coincidentally (.) maybe
1072 it was the same tour:: (.) had some friends
1073 in Eastern Europe (.) in Hungary that went
1074 to a session and they didn't respond to it very well
1075 at all
1076 Elizabeth no
1077 Interviewer ermm (.) maybe it's not the sort of thing that
1078 translates in an out-of-the-blue workshop type
1079 environment (.) where you sort of say here's
1080 something you can use (.) maybe (.) you know
1081 because of the things that we've been talking about
1082 it just doesn't translate very well= [Elizabeth: mmm]
1083 to that (.) that workshoppy environment (.) ermm
1084 (0.4)
1085 Elizabeth and maybe it was something that (.) cos I know
1086 a lot of students in Turkey who trie- (.) they were
1087 really kee::n (.) and I was keen [Interviewer: mmm] and I was sort
1088 of [Interviewer: mmm] (0.8) erm (2.4) but there was three
1089 or four projects in Turkey over two years I think

1090 (.) where the leader (.) who was the person writing
 1091 the dissertation (.) had to go through with it
 1092 because they were writing a dissertation on it
 1093 errm (.) an- in two >I can't remember< in two or three cases
 1094 they felt that there needed to have been something
 1095 they were trying to achieve through it
 1096 Interviewer yes (.) yes
 1097 Elizabeth not just applying the discourse
 1098 Interviewer no (.) no that's interesting isn't it?
 1099 Elizabeth and so::: (.) one of the most successsful projects
 1100 which was really badly written up
 1101 Elizabeth was from one of the Turks from that era
 1102 actually (.) the dissertation came through
 1103 this year (.) where she's introduced
 1104 A556 task based learning (.) and she had training
 1105 sessions and she had group development
 1106 sessions and she made them different (.)
 1107 Interviewer mmm mmm
 1108 Elizabeth so she had (.) introducing task based learning
 1109 through group development (.) [Interviewer: mmm]
 1110 so they were basically told how to do the
 1111 task based learning in a training session
 1112 (.) and then they'd have group development
 1113 sessions on various things about
 1114 how they felt- their feelings towards it
 1115 Interviewer yeah (.) yeah
 1116 Elizabeth and that seemed to have worked really well
 1117 so it was- it was a sort of- >you know<
 1118 there were two things (.) [Interviewer yeah] there
 1119 as the theme [Interviewer: yeah] that they were developing
 1120 that they were trying to develop in their
 1121 teaching practice (.) [Interviewer: yeah] and trying
 1122 to develop better conditions for learning (.)
 1123 by doing this: (.) and then they were exploring
 1124 their feelings towards it all (.) in the
 1125 group development (.) [Interviewer: yeah] and
 1126 although it was extremely badly written up=
 1127 Interviewer =but- but the actual=
 1128 Elizabeth the actua:::l=
 1129 Interviewer [feeling that- that s-
 1130 Elizabeth =[impetus (.) and it was
 1131 a really successful project=
 1132 Interviewer =mmm=
 1133 Elizabeth =who said "gosh" it was really good (.) so
 1134 I mean it's not just- .hhh (.) yes so you like
 1135 you met people from a Hungarian workshop
 1136 A575 who sort of felt
 1137 ((tape ends at this point))
 1138 B000 ((start of side B))
 1139 Interviewer sorry you saying the idea of::=
 1140 Elizabeth =the three strands
 1141 Interviewer yeah (.) yeah
 1142 Elizabeth and the empathy being the third one
 1143 sort of what to develop for:: (.) what to
 1144 develop through doing (.) [Interviewer: mmm] so
 1145 if it's a teacher project in the College >or
 1146 something like that< (.) there needs to
 1147 be something that they come together to do
 1148 .hhhh (.)
 1149 Interviewer mmm mmm
 1150 Elizabeth so I don't know hhh (.) that might have bee::n

1151 (.) cos one of the topics that I've thought
 1152 I might talk about (.) was errm (0.4) how
 1153 I felt about: writing (.) and all the >you know<
 1154 sort of pr- going through all the procrastinations
 1155 you do and then [Interviewer: yeah] when you
 1156 really get [Interviewer: yeah] down to it you do it
 1157 Interviewer yeah well that'll probably be one of the ones
 1158 where someone like me (.) would think "well"
 1159 that's interesting (.)
 1160 Elizabeth yeah:: (.) so I mean that- that was one of the things
 1161 and then once I'd got to the point when I could have
 1162 done it (.) I just thought I don't want to talk about
 1163 that anymore (.) [Interviewer: no] I've finished that particular bit
 1164 now (.) so it's- it's done
 1165 Interviewer yeah- I'll come back to that because you said at one
 1166 point that (.) and maybe we can link this into the
 1167 >sort of< what do we do with this in the future
 1168 conversation (.) there seemed to be a sense
 1169 that you were saying that (.) that we need to be
 1170 a little bit more flexible (.) or- or to create
 1171 some (0.4) some wa::y in which (.) when-
 1172 when something- someone's buzzing with something
 1173 (.) that it's an issue for them then at that particular
 1174 time (.) that they need to talk about it at that particular
 1175 time (.) that it's no good >sort of< timetabling it
 1176 for two months later (.) [Elizabeth: mmm] because then
 1177 that need (.) which is one of those three things
 1178 we just [Elizabeth: mmm] outlined (.) isn't there anymore (.)
 1179 [Elizabeth: mmm] so it won't be [Elizabeth: mmm] so it won't
 1180 be necessarily such a strong session.
 1181 Elizabeth mmm
 1182 (0.8)
 1183 Interviewer do you think there's actually anything we can do
 1184 with that? (.) and I want to put that together with another
 1185 point that I sense (.) or that I've picked up from (.) from
 1186 at least one (.) possibly two other people (.)
 1187 that (.) that it really places quite a demand on us anyway
 1188 to have a weekly (.) session (.)
 1189 Elizabeth that was something that we have talked about with
 1190 Emma::: (.) that- (.) I wonder whether a weekly session
 1191 (.) during- is it just during term times? (.) it is isn't it (.)
 1192 [] []
 1193 Interviewer .hhh well it's
 1194 kind of during term times but not necessarily every week
 1195 Elizabeth I have sometimes felt (.) 'gosh' it's come round again
 1196 and I'm not ready for it (.) but then I always enjoy the
 1197 sessions (.) but then I stay until 8 o'clock at night
 1198 catching up you know [Interviewer: yeah] errm *ha and miss*
 1199 *supper and go to my Ti Chi class ha .hhh*
 1200 Interviewer yeah
 1201 Elizabeth so I mean there is- there is- there are times
 1202 when I rea::lly (.) unless I was really really
 1203 keen I wouldn't come (.) or I've just felt I just
 1204 can't do it today (.) and I mean Emma's definitely felt that
 1205 way as well (.) but she didn't want to say
 1206 because she was going off *on maternity leave*
 1207 *anyway ha ha and she felt*
 1208 Interviewer [yes that's something that Emma shared
 1209 with yesterday (.) I mean it's not surprising in
 1210 a sense (.) that- >I mean< (.) it's interesting that on
 1211 the one hand you would feel=

1212 Elizabeth [hhhhh
1213 Interviewer =that maybe that- >you know< you havn't got
1214 time to do this today (.) but then when you get into the=
1215 []
1216 Elizabeth >when you do it it's always good<
1217 Interviewer = you actually en- enjoy it
1218 []
1219 Elizabeth it's always good yeah
1220 Interviewer it's just (.) you have to stay la- later (.) errm
1221 and I suppose this is the big question we have now
1222 people going part-time (.) and people coming in
1223 on part-time basis (.) you know what can (.) what
1224 can we do with it (.) will it work?
1225 [] []
1226 Elizabeth .hhh yeah (.) you see
1227 I think it's really valuable (.) and I'd really like
1228 everyone part-time to come (.) because I think
1229 that's one of the ways that part-timers can
1230 keep in with what's happening (.) and I think
1231 Mark would have actually got a hell of a lot
1232 although he might not admit it himself
1233 Interviewer probably the most out of it (.) I mean it could have=
1234 Elizabeth [yeah cos I mean
1235 Interviewer =changed his life (.) I mean th- the last bit
1236 of this work here=
1237 Elizabeth =yes yes=
1238 Interviewer =I think so=
1239 Elizabeth =I'm sure it would have been really good
1240 Interviewer [I think if he could
1241 (.) for someone like Mark (.) it would actually
1242 give a framework in which his- side (.) his good
1243 side is- which is there
1244 Elizabeth [yeah I've really regretted that Mark hasn't wanted
1245 to come and the same with=
1246 Interviewer [yeah so do I
1247 Elizabeth =Donald as well (.) because they're both really
1248 rich in:: [Interviewer: yeah] >I mean< in kind
1249 of insightful thinking and I think- I mean
1250 Mark would have given a lot I think
1251 .hhh so I regretted
1252 Interviewer [yeah it would have been really good to have
1253 got Mark (.) maybe we could get him in as an Outside
1254 Speaker
1255 (0.8)
1256 Elizabeth yeah that's a good idea (.) no the other thing for the future
1257 I- I just remembered I wanted to say was (.) I don't know
1258 whether this happened at the beginning because I missed
1259 the first few sessions (.) .hhh but was there ever
1260 a time when Nicholas (.) too::k everyone through
1261 all the moves?
1262 (1.0)
1263 are we actually- we're Understanding (.) we're Reflecting
1264 we're helping Focus and I can't remember the other four
1265 off the top of my head
1266 [] []
1267 Interviewer .hhh well it may be
1268 because they don't make sense?
1269 []
1270 Elizabeth I mean are we?
1271 Interviewer I mean it
1272 Elizabeth [but are we- but
1273 (0.8)

1274 Elizabeth I wouldn't mind going back to:: [Interviewer: mmm]
1275 or >I mean< I'd quite like a session where
1276 Nicholas actually took up all- you know the other
1277 moves as well
1278 Interviewer mmm
1279 (1.8)
1280 Elizabeth A to help us use them
1281 []
1282 Interviewer You mean that- that the slightly more advanced ones?
1283 or::
1284 Elizabeth yes (.) or I don't know what they were (.) I can't remember
1285 what they were [Interviewer: yeah] I've got his book
1286 but I havn't looked at it for ages (.)
1287 Interviewer so which ones make sense to you at the moment=
1288 Elizabeth [I have the feeling that
1289 Elizabeth =well just the ones that we've been using
1290 because I've been practicing those and (.) and
1291 like the::: Understanding Reflecting Focusing
1292 B044 [Interviewer: yeah] you see I can't remember what the
1293 others are called even (.) so we may have been doing
1294 them without even realising+
1295 Interviewer = well that's what I'm wondering (.) I wonder
1296 whethe:r (.) whether
1297 Elizabeth [so I'd like Nicholas to come back
1298 and put his framework over what I've been doing
1299 Interviewer yeah (.) yeah
1300 Elizabeth to sa:y (.) in the original- in the original
1301 errm framework for err co-operative development
1302 we had seven moves (.) and err I mean- I fee:::l
1303 >because this may have been something that
1304 happened at the beginning< (.) that I wasn't
1305 privy to (.) that you went through all of them
1306 and you decided right you were just going to stick
1307 with [Interviewer: mmm] Speaking (.) Understanding
1308 Reflecting (.) Thematising
1309 Interviewer [yeah I don't think
1310 we ever got as far as the more complicated ones
1311 Elizabeth well is ther- okay let's explore whether there's
1312 a value in those (.) I would like to do that
1313 Interviewer as sort of pedagogic training concepts for newcomers
1314 Elizabeth [just to take the
1315 discourse further (.) would it- would it enable our
1316 discourse to develop more deeply or more in an exploratory
1317 fashion? If we had the other moves as well (.) and are
1318 they moves that you do- like you always start Reflecting
1319 and then you might thematise and- [Interviewer: mmm] (.) or::
1320 do you jump in and do this and then this and then this (.)
1321 or could you jump in and do this this and this as appropriate
1322 Interviewer yeah (.) yeah
1323 Elizabeth so I'd like to explore the potential of knowing more
1324 about the other moves in the discourse (.) so if they're
1325 in Nicholas's book (.) he must have at one time thought
1326 they were important (.) and you see I'd like to know
1327 if he's still writing about them (.) so I'd like Nicholas
1328 to come and do an up-date on how he now feels
1329 about having those moves (.) and help- and how far
1330 they help discourse (.) and whether he's found them
1331 in our discourses (.) whether we're aware of them or not
1332 Interviewer yeah (.) no it might be a very interesting thing for me
1333 to look at as well (.) to try and get into (.) revalue that
1334 Elizabeth yeah

1335 Interviewer those categories
1336 Elizabeth yes (.) yes because I think the one's we're using are
1337 valuable (.) so why not be more explicit about
1338 the others
1339 Interviewer mmm mmm
1340 Elizabeth do you see what I mean?
1341 Interviewer I do; see what you mean (.) erm (0.8) and when
1342 you started making that point (.) I have a sense that
1343 you were talking about introducing new people
1344 to the- >you know< to part-timers (.) but in fact
1345 by the end it was just as much about- exten::ding
1346 []
1347 Elizabeth no no that was a separate
1348 >it was a separate thing<
1349 [] []
1350 Interviewer was it yeah
1351 Elizabeth there were two sepera- quite separate points
1352 the first was that it would be really
1353 good for part-timers to be in on it
1354 (0.6)
1355 Interviewer but in the sense of
1356 []
1357 Elizabeth because of the shared experience
1358 and team building (.) and understanding
1359 []
1360 Interviewer working with that framework
1361 Elizabeth and then erm no totally separate
1362 ermm I was just aware I've got to
1363 go in a minute so (.) erm (.) I wanted
1364 *to say it before I've forgotten* (.) about
1365 exploring the rest of the discourse moves
1366 (.) [Interviewer: yeah] (.) exploring their potential
1367 have we been using them without knowing
1368 it [Interviewer: mmm] (0.4) erm (.) or would- as
1369 we:: (.) came to an undertanding of the
1370 constraints (.) and (.) rules and (.) potential
1371 of using the other moves .hhh (.) then could
1372 we do the same for the others? [Interviewer: mmm]
1373 would Nicholas think there was °a:: broadening
1374 out possibility°
1375 Interviewer good (.) okay (.) so finish off by just a
1376 summary of the future (.) you would like to
1377 carry on:: (.) from what you said you obviously
1378 feel that- (.) that there have been worthwhile things
1379 out of it (.) but you're here for the six months
1380 but you might (.) you might like- well there
1381 are two possibilities (.) one is that as a group
1382 we decided to cut down the number (.) of- of
1383 sessions or made them optional (.) which-
1384 do you have a sense of which one of those
1385 two (.) would be your preferred (.) outcome
1386 (3.2)
1387 Interviewer well there is a third one of course (.) and that's
1388 to leave it (.) more or less
1389 Elizabeth [no I would certainly come
1390 for the six months I was actually here
1391 since I'm not going to be living in Newchester
1392 there's no way I'm going to come down from
1393 Layton on a Tuesday afternoon (.)
1394 Interviewer [no for the six months of
1395 the year

1397 Elizabeth [so six months I'm not here (.) I would expect
1398 Nora to come (.) but I would like to be privvy to
1399 what has happened (.) or in the sense of gems
1400 and insights that people have gained
1400 Interviewer mmm
1401 Elizabeth explorations (.) explorations (.) like a little
1402 diary of explorations attempted and insights
1403 gained (.)
1404 Interviewer yeah
1405 (0.4)
1406 Elizabeth and then I wouldn't feel comin- >I mean< this is
1407 a personal selfish thing >I mean< I wouldn't then
1408 feel that if I'd been out of it- >you know< if I'd been
1409 out of it for six months (.) that'd I'd missed out
1410 all that much (.) certainly >I mean< I could quite
1411 easily listen to the tapes (.) and would like to listen
1412 to the tapes (.) errm (.) and they are getting much
1413 more listen t- >I m-< the first ones were much more
1414 difficult to hear (.) because Harry boomed so much- (
1415) but I think we've got that sorted out now
1417 better (.) havn't we? I mean the actually recording
1418 is better
1419 Interviewer I think so yeah
1420 Elizabeth cos the first ones were jus- almost impossible
1421 you had to take your ear plug- [Interviewer: yeah]
1422 ear phones out for Harry and put them back
1423 in for everyone else
1424 Interviewer [yeah these are good ((looking at the
1425 Coomber tape recorder))
1426 Elizabeth yeah
1427 Interviewer okay=
1428 Elizabeth =so no (.) I think- I mean if we (.) maybe
1429 the thing to do would be to do it during
1430 term (.) but not do it when there was an
1431 Away Day building up or something (.)
1432 Interviewer mmm
1433 Elizabeth and then if we are really pressured and if we
1434 don't come (.) we don't come (.) we usually
1435 B098 get two topics every month only (.) cos it's
1436 ten weeks (.) we get five topics (.) [Interviewer: mmm]
1437 so if there were eight ten of us doing it
1438 I mean I know there never are (.) we'd speak
1439 once a term (.) [Interviewer: yeah]
1440 it's not very much really
1441 Interviewer no
1442 (4.2)
1443 Interviewer no (.) and there's the other choice of course
1444 is the balance between analysis and (.) Speaking
1445 and a couple of people have said that it's time
1446 we did more Speaking
1447 Elizabeth mmm
1448 Interviewer and less analysis
1449 Elizabeth yeah (.) I think
1450 Interviewer that maybe
1451 Elizabeth unless- yeah unless we go on and broaden
1452 out the discourse (.) unless we go
1453 on to focus more on the discourse yeah
1454 []
1455 Interviewer in the way you just described
1456 Elizabeth yes=
1457 Interviewer =yeah

1458 (0.8)
 1459 Interviewer yeah well maybe there's a sense that we've kind of-
 1460 apart from running out of- (.) categories (.) that
 1461 we've got a shared understanding of what its doing
 1462 []
 1463 Elizabeth yes
 1464 Interviewer and how to do it [Elizabeth: yes] that- (.) the thing
 1465 now is to do more of it (.) mmm
 1466 Elizabeth yes (.) yea::h
 1467 Interviewer OKAY (.) anything else to
 1468 Elizabeth maybe have a recap session
 1469 ((Interviewer gestures to a student waiting outside the room))
 1470 Elizabeth oh yes (.) I knew she would be (.) errrm maybe have
 1471 a recap session (0.8) like could you have two recap
 1472 sessions in one?
 1473 (0.4)
 1474 Elizabeth so that you ha::ve (.) three Speakers- two
 1475 Speakers and then a recap session (.)
 1476 Interviewer yeah yeah (.) well maybe
 1477 if we have this idea of erm outcomes
 1478 []
 1479 Elizabeth collecting the gems
 1480 Elizabeth yea::h:::
 1481 Interviewer we just need to have some sort of system
 1482 for- (.) you know sharing that rou::nd (.) either
 1483 that the individual Speaker would (.) sort of
 1484 have some sort of outcomes for them
 1485 ((sound of door opening as Interviewer stands to open))
 1486 Elizabeth jolly good
 1487 Interviewer thanks very much Elizabeth
 1488 Elizabeth right
 1489 ((sound of door closing as Elizabeth exits))

Transcript 9

Example of notes derived from a first interview and used as the basis of the second interview.

Notes for Robert

Robert 1st interview notes used as the basis for the 2nd interview

Thursday 24th June 1999

Robert's Questions

Introduction

When you are the Speaker what do you think is the balance between:

- articulation (creating awareness in real time)
- the reporting of awarenesses (ideas) that you have been thinking about for some time previously.

Do you think you are malleable person?

Extract 1

342 A034 it is that I am malleable material (.) >some
343 people are more malleable than others< (.)
344 and when I get into a group I am malleated

In what ways do you feel you've been recalibrated?

Extract 2

426 Robert in fact it has just occurred to me that one could
427 A087 (.) look at our sessions and () calibration
428 Interviewer yeah (.) mmm
429 Robert I reckon I have been (.) or one of 'me's (.) one the
430 many Bakhtinian me's has been recalibrated
431 Interviewer yes
432 Robert err (.) and this I found (.) find very positive

You have been aware of this recalibration – did it sustain itself? Is it indeed the recalibration of one particular Bakhtinian self or the creation of a new one? Did it manifest itself outside the GD session?

Extract 3

448 Robert okay that was my calibration (.) then I found we were
449 playing these games (.) certain things were in (.) certain
450 things were out (.) and you had to concentrate on that
451 (.) and I had certain difficulty (.) in adjusting and learning
452 (.) I could conceive it notionally (.) but not match my
453 language to the conception (1.2) after a while I learned
454 better and better (.) became more and more sensitive
455 and I saw how what I would have accepted as good
456 sound principle (.) but could not convert it into speech
457 because my speech hadn't- (.) because of the way
458 I was calibrated (.) right? (.) so I recalibrated
459 (.) how far that calibration extends we've also
460 touched on (.) in that it extends to my students

Ideas and terms

I'd like to consider the following statement in connection with articulating your way (as a Speaker) into a better understanding of 'terms':

Extract 4

678 Robert =in all meaningful discourse and debates (.) before
679 you get beyond the trivial (.) you have to negotiate
680 A246 terms (.) that is what we've been doing
681 Interviewer mmm
682 Robert right? (.) to a large extent (.) the sooner we
683 get beyond the daily routine

Sometimes in GD terms are used as placeholders (they do not mean until they come to mean through articulation and clarification)

When we talked last time, you expressed doubts about my use of the term 'idea'.

In connection with this and with something that Elizabeth expresses I would like to use the second interview to talk over your reference to the Wittgenstein's disservice in the formation of the concept of 'idea' and Elizabeth's prominence for 'gems':

Extract 5

584 Elizabeth erm (.) and excitement from the issues raised (.) and just
585 a worry that (.) I can't remember all the gems (.) and
586 I know I can remember saying to Nicholas [Interviewer: yeah]
587 look (.) rather than just (.) rather than just go through
588 the discourse [Interviewer: mmm] (.) things [Interviewer: yeah]
589 I'd really like to recap on the gems (.) and if you're writing
590 your book again (.) you should have picture frames
591 every three or four pages (.) with exciting ideas that
592 have been- that have arisen as a result of a professional
593 group development session (.) because >there are gems<
594 there are certainly gems (.) [Interviewer: yeah]

How does this relate to this statement:

Extract 6

698 Robert yeah (0.4) that I think is is- is the crucial- crucial
699 our scientific method means cut it out (.) put it onto
700 A258 your laboratory desk (.) yeah?
701 Interviewer yeah
702 Robert and it is no longer (.) it was the Bahktian notion of language
703 (.) being like the volcano (.) this hot and red fire yeah? (.)
704 Interviewer mmm
705 Robert a::nd (.) we can't *ca- capture it yeah* (.) all we can do is
706 get a bit that's cooled and carve it up at the back of the
707 laboratory
708 Interviewer mmm

Social Engineering and artificiality

You use the term social engineering – obviously there are number of times when You feel some sort of artificiality and the constraint of rules and games and what we are allowed to do.

There are expressions of doubt about the need for the 'rules':

Extract 7

724 Robert are they:: discourse rules or are they social rules? (0.4)
725 are they realised in text or realised on some different plane?
726 A340 (.) how are they perceived? (0.4) that's one aspect
727 err (.) another aspect is you could put in your title
728 social engineering (1.0) cos that's what it is

At another point you talk about the changes in discourse rules as 'playing a game':

Extract 8

448 Robert okay that was my calibration (.) then I found we were
449 playing these games (.) certain things were in (.) certain
450 things were out (.) and you had to concentrate on that

There is an ambivalence perhaps in 'for me the discourse failed to be central theme at an earlyish stage' but on the other hand 'you need a key to unlock the door'

744 (.) it is an artificial (.) constraint (.) the rules of
745 Reflection (0.6) but that is not to say there's a
746 better way of doing it (.)

Metaphor

Your language is hugely metaphorical. Are you aware of this concentration – is that a result of a basic distrust of lexical items - words as 'slippery etc'?

Introducing this to new groups

And how do we introduce this to new people or new groups? How do we get the balance between practicing the moves (labels and facilitating understanding) or as Robert says 'give the experience' and then import the labels.

Extract 9

766 Interviewer there's also the pedagogic description (.)
767 the training description (.) to what extent
768 can you add labels which facilitate the
769 understanding and give people a conceptual
770 framework for feeling their way into it
771 Robert yeah you can't give old wine in new skins
772 (.) you can't give new frames through lexis
773 which is attached to other experiences (.) you
774 can only I think give the experience and then
import labels

Self as contextually constituted

We then talked about selves. Robert draws a parallel between a word which is contextually constituted and the self which is dependent on context too:

Extract 10

305 Robert the self that we are (.) migrates and transforms
306 A019 naturally in a flow throughout our working
307 day and throughout our working lives (.) >right?<
308 I will leave here- (.) right here right now I am
309 a certain- a certain self (.) um- maybe the self (.)
310 on the Tuesday afternoon is not
311 very different (.) because it's formed from that
312 right? (.) maybe the self last Tuesday was a little
313 bit different but I will go into other modes
314 and become a different self because I am part
315 of a different community (.) and just like a word
316 the meaning of a word is derived to a very large
317 extent from it's context (.) not the word itself (.) the
318 whole supposition about what's going on (0.8)
319 I then become- (0.4) I was in Dublin for a few days
320 recently
321 Interviewer yeah
322 Robert my Irish accent from 50 years ago (.) dun- appears
323 from nowhere (.) even the words of Irish
324 Interviewer yeah yeah
325 Robert because of the people I'm wi::th (.) right? (.) we
326 are chameleons! Like words are chameleons (.) we
327 are chameleons (0.4) and we do become- (.) it's
328 not schizophrenia (.) it's not schizophrenia
329 at all (.) we can be the same ingredients
330 but when we go into a different social
331 context (.) right? (.) we become part of
332 that context ...

Robert then goes onto make clear that he feels we are multi-valent. This is a question of how you relate to the group. Using an example of a card game played in Germany Robert makes the point that familiar address forms are acceptable with people you wouldn't even address on the street. "The chemistry is determined by the context."

Extract 11

342 Robert it is that I am malleable material (.) >some
343 people are more malleable than others< (.)
344 and when I get into a group I am malleated
345 A034 (.) hammered in other words (.) become
346 part of that group (.) and that is the only
347 part of me that exists (.) right

This idea of how the individual self has a reflexive relation with the group is explored:

Extract 12

353 Robert I become part of that group (.) and that
354 is the only part of me that exists (.)
355 A44 right?
356 Interviewer yes
357 Robert so th- th- thing- (.) it's a continuum
358 a continuum with vortices (.) central
359 focal points which are socially (.)
360 socially determined

Robert feels that part of describing the complexity of this relationship between individual, group and context is the inability of "western science" to

Extract 13

367 Robert we don't have a language for describing
368 these things because it's a non-linear
369 thing (.) and were only good at linear
370 descriptions

Robert feels that the difficulty in accounting for this complexity is that the search instruments are calibrated in such a way as to make the task impossible:

Extract 14

381 Robert our search instruments are calibrated in such a
382 A062 such a way that they will only perceive things
383 which are calibrated on those scales (.) and we
384 cannot see; the other things because our vision
385 doesn't- doesn't- (.) like colour colours beyond
386 the spectrum (.) the colours are there (.) but we
387 can't see them (.) but if you put on these ultra-violet
388 glasses (.) or heat glasses >or something like that< (.)
389 you suddenly see:: (0.6) but it's no use trying to
390 explain these things to a linear binary philosophic
391 mode person (.) Euclidean (.) playing geometry (.)
392 one needs to move into the realm of Romanian
393 geometry (.) multiple-dimensions (.) "oh" that's just
394 nonsense >you know< ()

The difficulty is further explored:

Extract 15

397 Robert It's like the man who sets out to find God (.) or in the
398 Chinese- the- the- truth err (.) or Sidharta (.) or
399 A070 something like that (.) you are only going to find
400 that which your calibration will perceive
401 Interviewer mmm
402 Robert therefore you are creating whatever truth or God it is
403 in your own image and likeness (.)
404 Interviewer yeah
405 Robert and big deal huh (.) that is why (.) it's not just a case
406 of trying harder (.) trying harder is not going to get it
407 you've got to try different

Perhaps this is evidence of a real time awareness:

Extract 16

426 Robert in fact it has just occurred to me that one could
427 A087 (.) look at our sessions in terms of recalibration
428 Interviewer yeah (.) mmm
429 Robert I reckon I have been (.) or one of 'me's (.) one the
430 many Bakhtinian me's has been recalibrated
431 Interviewer yes
432 Robert err (.) and this I found (.) find very positive

Robert expresses examples of ways in which this recalibration has happened, This has been an enriching experience firstly because of the experience of the calibration and also the perception of the calibration. These two aspects have both been enriching. Interviewer asked for a clarification on these two aspects:

Extract 17

445 Robert I was a year ago (.) pre-calibrated to respond in the way that
446 I talking about at the beginning of the interview (.)

447 Interviewer yeah yeah
 448 Robert okay that was my calibration (.) then I found we were
 449 playing these games (.) certain things were in (.) certain
 450 A090 things were out (.) and you had to concentrate on that
 451 (.) and I had certain difficulty (.) in adjusting and learning
 452 (.) I could conceive it notionally (.) but not match my
 453 language to the conception (1.2) after a while I learned
 454 better and better (.) became more and more sensitive
 455 and I saw how what I would have accepted as good
 456 sound principle (.) but could not convert it into speech
 457 because my speech hadn't- (.) because of the way
 458 I was calibrated (.) right? (.) so I recalibrated
 459 (.) how far that calibration extends we've also
 460 touched on (.) in that it extends to my students

Robert extends the point about calibration to the effect GD has had on the way he then perceives the actual calibration itself:

Extract 18

470 Robert when you moved into metacomment (.) I was
 471 saying to myself (.) what's going on here? (.)
 472 what is the significance of this? (.) it's obviously
 473 not at me level (.) it's at us level
 473 Interviewer mmm
 474 Robert now that is a meta-statement (.) and that is a realisation
 475 of the impact and the implications of the recalibration
 476 (.) what is being recalibrated is not just me it's the group

The recalibration brings problems for others to get in:

Extract 19

477 Robert now this brings in the question (.) how does
 478 somebody else get in? (.) who hasn't been
 479 recalibrated? (.)

Robert thinks the feelings that lie behind the moves are the key elements (the personal and not the technical?)

Extract 20

483 Robert and those are the principles that you stated
 484 earlier (.) about trust, (.) mutual respect and t-
 485 (.) you can say those things in a few words
 486 kkyyyy huh "oh yes I love the whole world
 487 yeah" (.) urgha *haha*

The full section where we talk about ideas

Interviewer asks Robert to comment on how ideas seem to be created through the GD sessions but Robert is not sure whether 'ideas' is a useful term. This exchange can best be understood by looking at a section later. Here Robert's low tolerance of ambiguity in the way words are used as placeholders

Extract 21

Robert, could you look over the following transcript and see if anything strikes

you as significant or noteworthy.

Thanks.

490 Robert it depends on what kind of ideas
491 (0.6)
492 Interviewer yeah well ideas is the sixty million
493 A138 dollar word (.) cos for me (.) can I just
494 throw a distinction to you (.) there is
495 the group feeling (.) the camaraderie
496 the group collegiality (.) the co-operation
497 the feeling of goodwill (.) and the there's the
498 process (.) but there's also the idea of outcomes
499 of product (.) and I don't- I'm not belittling or
500 minimising (.) the idea of collegiality and the good
501 feeling that we build up in those sessions (.) which
502 maybe spins off to make other professional talk
503 more rewarding and more chance of having outcomes
504 but I have this sense also of product (.) of ideas
505 being generated that weren't there before (.) maybe
506 concepts or slants on things (.) and I'm interested
507 in that and err (.) just wanted to s- share your view
508 (0.4)
509 Robert well I don't think I can give you the answer you want
510 but I can- *ha ha*
511 Interviewer [*hahah*
512 Robert when you say ideas (.) that implies for me not the idea (.)
513 but the formulation in language of the idea (.)
514 Interviewer yeah
515 Robert right? (.) .hhhh on the one hand there's an abstract reality
516 which is a thing that we're eng- that we're pleased about
517 (.) the devil is in the detail (.) the devil is in actual putting
518 that into words (.) because as soon as it is put into words
519 it is no longer the idea (.)
520 Interviewer no
521 Robert it is a means for one of two things (.) one is reminding
522 me (.) and us of an experience that we have shared (.) which
523 A157 we label in that way (.) the other is telling somebody else
524 that this is an experience which you hadn't had (.) get out
525 of the words what it is you can
526 Interviewer mmm
527 Robert now no words that you can formulate what we're talking
528 about (.) is going to do that (.) which is back to how
529 you () somebody interpersonally
530 Interviewer mmm
531 Robert and my intuitive feeling was don't tell 'em too much about
532 it
533 Interviewer right
534 Robert demonstrate it (.) so it depends on what you mean by ideas
535 right
536 Interviewer well (.) let me bring something that you said there back into
537 it (.) that if ideas (.) have a reciprocal relationships with the
538 words we choose to: (.) to describe them (.) to articulate
539 them (.) and that in the describing of them (.) in the drive
540 to articulation of those ideas (.) then the nature of the idea
541 will change (.) what I'm interested in (.) is do you have a
542 sense that in the group development meetings (.) that we
543 have created a space where that reciprocal relationship
544 has more chance of getting somewhere? (.) have you had
545 feelings that "mmm that's- that's happened for me today"
546 Robert you mean between language (.) and experience?
547 Interviewer I think there's a- there's an intermediate holding room

548 of- of something which is (.) in the mind as a conceptual=
549 Robert =as a focus?
550 (0.4)
551 Interviewer file=
552 Robert =an awareness
553 Interviewer an awareness (.) maybe it's slightly more than=
554 Robert [yes]
555 Interviewer =the sens- sensory engram that spins around one word (.) it's
556 somehow an amalgamat- amalgam of those things (.) which
557 because of the space and the camaraderie (.) I think (.) we
558 may have more space for the perception of that amalgam
559 Robert we're talking about awarenesses right?
560 (0.8)
561 Robert and as so long as you don't start naming and labeling these
562 awarenesses (.) because I would quarrel with you on the
563 labeling (.)
564 Interviewer yes
565 Robert whereas I might agree on the awareness (.) now
566 we have already (.) in order to have this discussion (.)
567 we had to share awarenesses (.) otherwise we're talking
568 at cross purposes
569 Interviewer mmm
570 Robert so those things clearly exist and this is what we've
571 been talking about all along (0.6) we haven't been
572 talking about words (.) we have been talking a little
573 bit about procedures (.) but we've been talking about
574 far more than that (.) is abstract awarenesses (.) of
575 A185 those experiences we've been having (.) the different
576 aspects (.) of those (.) you know there was sensitivity
577 (.) the ouch feeling (.) the togetherness (.) the magic
578 thing that happens in the Tuesday meetings (.) err-
579 I mean those are things that are there (.) yeah? (.)
580 if we came to label them (.) we might disagree
581 but we kno::w (.) we have an awareness of
582 those things (.) and those things (.) in that sense
583 exist (.)
584 Interviewer mmm
585 Robert they exist historically and they exist by projection
586 Interviewer can I ask you then to think a little bit about
587 about (.) about your concept of awarenesses (.) and
588 is there any way of breaking down those down into
589 different sorts of awarenesses (.) and maybe one thing
590 is c- can we explore (.) for you (.) your perception of
591 idea (.) in terms of awareness (.)
592 Robert I get the feeling that (.) you are using what I've been
593 calling scientific method (.) in order to pin things down
594 in a way that I don't think can be pinned down (.) they can't
595 be localised in other words (.) because they are dependent
596 on so many little different ingredients (.) and they are very
597 fluid (.) as soon as you label them down as this idea as
598 opposed to that idea as opposed to that idea (.) you betray
599 what these ideas are (.) because they all run into err
600 one another (.) and I certainly don't think one can do
601 "well today's session is about sensitivity" (.) and tomorrows
602 session is going to be about some other label (.) now in
603 order to marry these learning experiences to these ideas (.)
604 you have in some sense to organise them (.) but also to
605 label them (.)
606 Interviewer so then we're talking about- ideas in those terms would
607 be things like sensitivity, empathy,
608 Robert group responsibility::,
609 Interviewer yeah (.)
610 Robert mutual respe::ct, co-productivity::=

611 Interviewer =okay(.) okay then I see a distinction then between
 612 the exploration of those ideas (1.0) which you may
 613 set out as having (.) let's explore this global idea
 614 and what I'm talking about maybe (.) which
 615 is slightly different and happens in real-time
 616 where- where the ideas are not prescribed
 617 (.) but they happen in the space
 618 Robert that's right
 619 Interviewer now what I'd like to s- t- to know is (.)
 620 although I take the point about method (.)
 621 is that for you:: (.) I'm looking for your
 622 sensory engram of- of idea (.) the generation
 623 of ideas (.) not the exploration of ideas in that
 624 a priori sense (.) but the creation of space
 625 for these awarenesses, ideas, (.) the emerging
 626 of concepts (.) recalibrations
 627 Robert ah
 628 Interviewer that's the kind of area that I'm interested in
 629 your
 630 Robert yeah (.) I mean
 631 Interviewer [yeah real time=
 632 Robert Wittgenstein in the Tractatus had a long time
 633 on the word idea (.) "idea" (.) right? (.) and I
 634 think he in certain senses has done us a great
 635 deal of disservice about trying to isolate this
 636 from- it's like taking an utterance and trying to
 637 isolate from context
 638 Interviewer yes
 639 Robert I'm much more interested in the context
 640 in which it is used (.) if you look at the living
 641 thing (.) and you point out features of the living
 642 thing (.) which cannot exist independent of the global
 643 thing (.) the event
 644 Interviewer no
 645 Robert it's a social event (.)
 646 Interviewer and jumping the gun (.) I'm going to be looking
 647 at the way those ideas emerge from the context
 648 and the way that they are generated through turns
 649 and collaboratively managed (.) I think this is my
 650 focus- working focus at the moment (.) my sense
 651 of idea is a long way from the idea and you know
 652 the talk we're having here is a classic example of
 653 how you can make distinctions in real time (.) if
 654 you're prepared to work with the other person
 655 to find out what the other person sees (.) when they
 656 use a word

Transcript 10

UM19.01.98

Example of a CELU Unit Meeting

001 Harry I'm off (.) errm I've got to put this down
002 actually (.) Nicholas went to Spain didn't he?
003 instead of errm (.) Emma
004 Rachel °uh hu°
005 Nicholas I'm sorry I've not the report on that
006 Harry no
007 Nicholas I'll just put something round (.) just to
008 mark it
009 Harry okay
010 ((Nancy and Rachel are talking in the background
011 in lines 007-008))
012 Nancy Emma's got Portugal=
013 Rachel =that's what we meant to ask you
014 Harry [now the one I wanted to-
015 the one I wanted to get was the >19th to the 22nd of February
016 Portugal< Coimbra errm and we've actually got it down
017 as a visit that's going to be ma::de (0.4) Annie has offered
018 to do that (.) errm (.) if necessary (0.4) errm (.) I'm not
019 sure of the best way of playing this (.) so I thought
020 I'd just mention it and see (.) Emma's also down for UK
021 which she can do (.) the next one is November which
022 shouldn't be an issue (0.6) so I guess its just Portugal
023 really (.) errm (.) what are the feelings on that? (.) >I mean<
024 errm (.)
025 (0.4)
026 Harry there are two things we could do (.) anyone who doesn't
027 mind Portugal cou- (.) there may be a conference (.) could
028 offer to swap with Emma (.) errm=
029 Elizabeth =sorry (.) when is- when is Portugal
030 Harry it's the 19th to 22nd of er- February (.) anyone who fancies it
031 could offer to swap with Emma for a trip later in the year (.)
032 and I would ask her to do that (.) or- and or (.) I'll phone
033 Emma and just confirm that she doesn't want it cos she might

The following section (034- 058) has been removed as one of the participants preferred the section to be removed.

059 Elizabeth [I'm in- I'm actually in Turkey
060 that weekend
061 Harry so you're out (.) we've got R- Robert in France (.) in October
062 and that's all we've got actually (.) Robert you don't want to
063 swap France for Portugal?
064 Robert not enthusiastically (.) no
065 Harry well in that case (.) if it's okay with everyone (.) I just
066 wanted to check (.) could we note it down and I'll
067 approach Annie (.) and ask her if she's prepared to do
068 that trip (.) yeah (.) April the se- I'm hoping that she'll
069 do that=
070 Nicholas =yeah
071 Harry I would be disappointed if she didn't do it (.) there's a
072 weekend UK weekend Emma and Robert in the UK
073 and I will talk with Emma about that as soon as she
074 024 comes back (.) and unless there are really serious reasons
075 I shall indicate that we really hope that she will be there
076 >you know< I wouldn't like to ask anyone else to do it
077 to be honest (.) I think she won't be too far on in her
078 pregnancy to define a foreign thing

079 Elizabeth and it's not involving air travel
080 Several no no
081 Harry I might- you know suggest that she sets that up (.)
082 °that's not too much really to ask.°
083 (0.4)
084 RIGHT (.) jolly good (.) so I'll get in touch with
085 Emma (.) can you remind me to get in touch with Emma::
086 ((spoken looking at Rachel)) (0.4) .hhh it's a month's
087 time so I think really I ought to do it now (.) I ought to
088 get in touch with Annie (.)and then I'll get in touch
089 and ask Annie to get in touch with Emma (.) or I'll get
090 in touch (.) I'll get in touch with her and see how Annie
091 and she how she'd like to play it (.) whether she'd like
092 ME to get in touch (.) whether she'd like to- or whatever
093 errm and what she thinks about- (.) one way or another
094 >can you remind me< to do it this week (.) jolly goo::d
095 DONE it (.) err duty days (.)
096 Elizabeth can I just say that I'm supposed to be going Spain and
097 Portugal in October (.) is that down in your list?
098 Harry no (.) have you got a list?
099 Elizabeth well I've got this written in my diary (.)
100 Harry Elizabeth c- 15th to 18th of October I have
101 Elizabeth yeah (.) you have okay (.) oh that's alright (.) sorry
102 Harry do you want to run through just to check we've got-
103 ju- (.) the next one is you: err Elizabeth to Turkey (.) on 17th
104 February (.) then there's Portugal (.) then in March (.) I'm going to
105 March on the 5th of March to Japan (.) I'm going to Greece
106 on the 18th March and so is Donald (.) or thereabouts (.)
107 Rachel conference visits coming back aren't they?
108 Harry oh right (.) yes sorry (.) you've got it
109 these are visits (.) these are weekend visits (.) errm
110 and then I'll give you conference visits (.) errr
111 Emma and Robert in UK 17th of April (.) Vince France
112 on the 22nd April (.) then you're into Octobe- well a
113 couple of conferences there (.) I'm also doing a conference
114 in Greece and Elizabeth is doing one in Spain on the 14th April
115 and France on the 23rd of April (.) they're conference
116 they're not weekends (.)
117 Elizabeth and then- also you havn't got Robert and me down
118 for a 19th to 27th March trip to Mexico (.)
119 Harry I certainly havn't (.) although that's not (.) that's
120 a different trip- but I'll put it in (.) >see what I mean<
121 it's a- it's a- it's not a weekend=
122 Robert [() students
123 Harry =when is it? Mar- March::?=
124 Elizabeth =March the nineteeth until the 27th (.) inclusive
125 Harry okay nineteeth to the 27th
126 Elizabeth Mexico
127 Rachel we havn't been able to get any faxes through (.) anywhere
128 in Mexico
129 Nancy °no°
130 Harry even with the new numbers
131 Rachel no (.) and even to the University of Crizana (.) I posted it
132 last week but I've still (.) we can't get faxes through
133 anywhere
134 Harry ((talking with mouth full)) ohggh
135 Rachel we've tried five numbers for various things (.) havn't had
136 any of them get through (.) and they're all
137 collect numbers
138 Harry nothing else we can do::

139 (0.8)
140 Harry can you let me know tomorrow if we still havn't seen
141 any mail from them
142 Elizabeth have yo- maybe we should try ringing?
143 (0.8(
144 to see if they've changed their fax system or something=
145 Harry =no (.) cos I got the e-mail today (.) I checked my e-mail
146 what are numbers (.) got three numbers (.) to try that are
147 working (.)
148 Elizabeth so what- have they had those dates by e-mail?
149 (0.4)
150 Rachel no (.) no they all went in the post last week
151 Harry give them some time then (.) keep faxing them
152 until it gets through (.) okay so th
153 Elizabeth [is IATEFL conference
154 down as well (.) or is that just overseas you've got there
155 Harry no you can have a conference (.) when's your IATEFL
156 Elizabeth IATEFL is 28th March to 31st of March
157 (2.2)
158 Harry yeah
159 Nicholas I think both Elizabeth and I are doing the International House
160 (.) teacher education conference (.) February 5th to the 7th (.)
161 in London
162 Elizabeth oh yeah I'd forgotten (.) well no I hadn't forgotten it's in
163 diary=
164 Rachel =hh *ha ha*
165 Elizabeth [just having one my panics
166 Nicholas [I'm doing the=
167 Nicholas =I'm doing the TESOL conference
168 the 9th to the 13th of March in New York
169 (2.4)
170 Rachel Nicholas if you want anyone to carry your bags
171 Nancy we'll take them (.) and we can go shopping
172 Harry all that'll need to be extended then won't it
173 (1.2)
174 Robert Elizabeth's also down for a visit to Germany July 19th
175 Harry oh really?
176 Elizabeth [oh yes go- I'd completely forgotten about that (.) yes
177 Robert and (.) ther=
178 Elizabeth =19th 20th Potsdam
179 Robert there's an urgent request (.) for Elizabeth's services on the day
180 before the we-=
181 Elizabeth =on the 18th?
182 Robert the weekend before
183 Elizabeth oh no::
184 Robert not from Potsdam but as visit to the German group
185 Elizabeth I've got friends over from France that weekend
186 (1.6)
187 Harry actually (.) no (.) is that okay?
188 (1.0)
189 Harry cos we agreed the other was NEGermany to be arranged
190 Robert no no (.) Nicholas is going on the 13th of October I hope
191 you know that is
192 Harry [is that ()?
193 Nicholas no (0.8) it is to be arranged and they've indicated a preference
194 for that weekend
195 Harry right
196 Elizabeth okay (.) let me get back to my French friends and
197 see if they can come
198 Robert if you could (.) it's just too good an opportunity

199 Elizabeth it's daft isn't really
200 Robert it will be (.) the we- they were keen you know
201 I said I couldn't confirm anybody's visits °without checking
202 with them°
203 Elizabeth the trouble is you see (.) there's no flights out on the Saturday
204 night (.) I'd have to go on the Friday (.) and that's a whole
205 weekend gone (.) like if I wanted to do a Sunday I couldn't
206 do it by going on a Sunday (.) I'd have to go on the Friday
207 so that's like
208 Robert urm urm there's quite a lot of business that you could do
209 over the weekend (.) arising out the wider issue
210 Elizabeth () Robert
211 Rachel *hah hahaa*
212 Elizabeth *although Nicholas's* just do that for me in Spain
213 (1.4)
214 Harry what's this () °this a complete
215 nonsense for me° (.)
216 Rachel this is what's come through from the Exeter bookshop
217 Harry tell them that they've got it completely wrong
218 jus- you know this is absolute codswallop (.) absolute
219 codswallop (.) how the hell they got that on there I don't
220 understand (.) really (.) I mean tell them not to send
221 that out (.)
222 Vince that's coming out on the agenda isn't it?
223 Harry yeah
224 Vince the old- ()
225 Harry () nothing to do with ()
226 okay DUty days (.) the only duty days (.) >thanks for
227 doing those< (.) duty days (.) we've just to review
228 where we are (.) an- and- if we're asked about this
229 I mean (.) and Emma isn't here (.) but we've just
230 to leave Emma to slot in when she comes back
231 I'm sure she won't mind if people take the days they
232 want and she slots in (.) given that people have been
233 covering her (.) so I'd like to just revise duty days
234 not change them necessarily but check which duty days
235 people want (.) erm and it's obviously Monday, Tuesday
236 Wednesday, Thursday, Friday (.) Tuesday all of us
237 are here (.) and I think what we could do:: is (.) at the moment
238 while Emma is not here (.) obviously if each person
239 could take separate day (.) BUT if each person could take
240 a separate day (.) but if any one of you has a preference
241 for another day (.) you know to double up with someone
242 we could do that and leave a slot for Emma to fill
243 do you see what I mean

The following section (244- 256) has been removed as one of the participants preferred the section to be removed.

257 ((a few asides between various including joke))
258 Harry who's got Monday? Robert (.) right okay
259 099 Wednesday?
260 Nancy Elizabeth
261 Elizabeth me
262 Harry Thursday?
263 Nicholas I've been doing Thursday (.) errm (.) I sent
264 an e-mail a while back saying I'd prefer to
265 shift to Friday to cover Vince's Friday
266 when he goes off (.) on sabbatical

267 Harry yes
 268 Nicholas if that's okay?
 269 Harry that's absolutely fine
 270 Nicholas so if I stay with Thursday for as long as
 271 Vince's here (.) when Vince goes on sabbatical
 272 I shift to the Friday (.) is that okay?
 273 Harry yeah that's absolutely fine (.) so >the thing< that's why
 274 that's what I was trying to say and making a complete
 275 mess of it
 276 Nicholas no (.) not at all
 277 Nancy +1 hah hha
 278 Harry you should be able to shift
 279 Nicholas erm

The following section (280- 314) has been removed as one of the participants preferred the section to be removed.

315 Harry GOOD (.) Summer Schoo:!
 316 just to let you know what last week
 317 if I hadn't mentioned it (.) that last week
 318 at the school board (.) sorry if I'm repeating
 319 myself (.) the school board agreed that we
 320 could have three weeks summer school
 321 but the really good thing was that in the discussion
 322 and it was a long discussion (.) on this (.) Quality
 323 and Standards (.) as I said to you Quality and Standards
 324 reviewed our Master's courses in '97 (.) I had to
 325 write a report responding to that (.) which I did
 326 in '98 (.) all the points have been covered
 327 but one thing (.) the only point that wasn't covered
 328 was the- the work pressure (.) and I pointed out
 329 that's got larger (.) it's got heavier (.) I explained why
 330 I gave examples (.) as a result Quality and Standards
 331 are worried about the workload that we have
 332 erm (.) so
 333 Nicholas it doesn't keep them awake at night or *anything like that*
 334 Rachel [*hahhhahah*
 335 [*hahahhah*
 336 Harry it's nice to have it on record (.) so:: when the discussion
 337 came up about the three weeks (.) this was mentioned (.)
 338 and I put it in the context that we've put it in explained
 339 that the reason that colleagues had accepted it (.)
 340 enthusiastically (.) was that we intended to change of our style
 341 of working (.) that up to now we have worked 12 months
 342 effectively without a break (.) and we feel that that wasn't
 343 good for u::s it wasn't good for participants (.) and what we
 344 intended to use this three week summer school for (.) if we
 345 hold it (.) not saying that we will (.) will be to mark
 346 the end of our academic year (.) and then take
 347 two months afterwards (.) with duty cover spread out
 348 that to take two months (.) and erm that two months to be
 349 research and development and to take our holidays (.) and
 350 that was the condition of the three weeks being passed
 351 was that we take those two months
 352 Robert a condition that they stipulated?
 353 Harry that we stipulated

354 Robert *ha ha ha ha::*
355 Harry ()
356 Robert *oh I*
357 Harry so we've got a situation where those two months
358 are not things we are taking (.) we are obliged to have
359 (.) we will cover
360 Elizabeth so student's wanting to do dissertations and wanting to
361 get feedback won't get any
362 Harry no (.) but they know that and they've just got to be ready in
363 July (.) I mean we'll be really BUZZING in July
364 July's going to be our buzzing month for you know
365 dealing with them and setting them up for the summer
366 and all the wonderful things that we'll do: (.) and then August
367 and September we will effectively
368 Robert [yeah but with
369 the modular of course that pressures not going
370 to happen
371 Nancy that's the old course yeah
372 Harry safe in the knowledge (.) if a real emergency crops up
373 there's always someone here to answer a question (.) and
374 we'll just decide who's gonna take August or July
375 Elizabeth [and they should direct
376 it to the office rather than to each person
377 Harry exactly (.) who will make sure
378 Elizabeth [rather than to that person's
379 e-mail cos that won't be read until they get back
380 so it needs to be filtered through obviously
381 Harry that's it (.) we will make that very clear (.) do
382 not write to individuals (.) write to (.) a name
383 and address (.) and
384 Nicholas ca- I'm sorry (.) this is me just not being up to speed
385 it's one of those questions (.) erm what is this three
386 week summer school? that we ta- >where did it come from?<
387 Elizabeth [yes that's right are we [is it
388 Nicholas and what is it?
389 Elizabeth is it a Ph.D. summer school?
390 Harry no
391 Elizabeth or an MSc summer school
392 Harry no it was the Taiwan thing (.) remember I talked about
393 this group in Taiwan who wanted to come for three weeks
394 Nicholas only sor::t of:: (.) yeah but
395 Elizabeth [() summer school
396 Harry what it was- was that they wanted what they couldn't
397 have (.) which was ten weeks (.) and I went through
398 all the grizzly details of sorting it out (.) but
399 153 erm (.) the upshot was that I saw no harm in since
400 they wanted it and since it might be a powerful
401 recruiting option (.) getting permission if wanted to
402 to have a 2-3 week summer school (.) it's the thing that we talked
403 about it the past (.) that >you know<the idea of- of offering
404 something in July when they can come across and
405 accommodation is available (.) and the idea is not that
406 we would necessarily do it (.) but that now if we want
407 to do it (.) we now have clearance for doing it (.) that's
408 what we now need to discuss not today because we've
409 got so much on the agenda (.) is to sit down (.) between
410 now and Easter and talk about 'a' whether we want it
411 I'm still negotiating with these Taiwanese individuals
412 and I'm not going to get back to them before we've

413 decided that (.) they're interested (.) they reckon they
414 can get a group of ten teachers who can come across
415 Robert but this will overlap with potential Master's research
416 and a doctoral summer school for a fortnight
417 Nicholas yeah but only-
418 Elizabeth [I remember everybody HATING that Turkish summer
419 school when it came (.) not just because the first year
420 it was disastrous because they weren't prepared and it
421 all went wrong initially but (.) because of (.) I mean
422 it took ages setting up (.) absolutely ages making sure
423 everyone was here and doing it (.)
424 Robert Elizabeth I think one of the reasons why we all hated it I think
425 because it was eight weeks long
426 Rose yeah it's a long time
427 Elizabeth ah but then it went down to four weeks
428 Robert it went down to four weeks
429 Elizabeth it went down to six
430 Harry [but
431 Elizabeth went down to four
432 Harry the idea of this would be that we would not give them
433 accommodation (.) they would simply have to arrange
434 that themselves (.) >for the accommodation< we would
435 simply (.) be available for three weeks (.) there would
436 be sessions
437 Elizabeth but they'll have to be a timetable won't there and all that
438 Nicholas there's all the stuff that we were just saying (.) about
439 people needing their:: dissertations being set up and
440 all the extra questions they'd have because we'd be
441 closing down for two weeks (.) that's all true (.) July
442 will be very busy (.) for those reasons (.) and
443 strategically the last idea I remember before I went
444 away was that we weren't going to offer to be taking
445 up any extra teaching until our numbers were falling
446 to the extent that it became necessary for us to do
447 something for us to be able to keep our numbers up
448 Harry well that's now on the cards=
449 Nicholas [that's not our situation
450 Harry = but we've got this research Masters
451 and that's going to involve us in- that's
452 going to have a residential thing (.) that's
453 got an element in it (.) which we said would
454 I mean Robert's draft originally included that in
455 it didn't it? (.)
456 Robert it's always in it
457 Vince .hhh I think as far as today's meeting's concerned
458 we (.) we (.) it's- Harry's reporting that we have
459 this option (.) we're not making any decision=
460 Harry [that's it
461 Vince =about that and I think the discussion of whether
462 we actually do that needs to wait for a later meeting
463 but at this point we're all clear that we havn't agreed
464 to doing this three week summer school on any basis
465 yet
466 Harry no (.) I mean we can put it on the agenda
467 for next week
468 Vince but I think the agendas far too long for us to discuss
469 the full implications
470 Nicholas [yeah yeah
471 Harry [yeah I agree (.) I agree

472 if we put it on next weeks and have a real thrash out
473 Elizabeth [because if we
474 get individuals on it (.) arriving at different times wanting
475 different things (.) its not going to be like a set of Turkish
476 students who all want the same thing=
477 Harry [not it isn't [oh [are we
478 Elizabeth () degree certificates we get ()
479 Harry no I don't think so necessarily (.) I think- I mean-
480 I really don't think so (.) I think I had a different idea
481 than that (.) I had an idea of something that was over and
482 people drift in and drift out (.) but we can talk about that
483 next week and how it would look (.) what we would do
484 and whether we want to do it (.) so if you put that
485 191 first one next week (.) I just wanted you know that we
486 can do it and that two months is tied in with it (.) we can
487 have the two months anyway (.) but the idea of it is
488 Elizabeth and how long is it going to be for:::?
489 Harry two or three weeks (.)depends I m- >sort of thing<
490 ((Harry's lines have a mumbled quality – closing down))
491 Harry okay (.) new date for marketing meeting (.) we need a
492 new date for the marketing meeting as well because
493 we havn't done that yet (.) I guess err (.) looking ahead
494 Vince .hhhh (.) is it true (.) is it the case that the brochure hasn't-
495 isn't
496 Harry hasn't been updated
497 Vince [hasn't been updated
498 Elizabeth and the leaflets still-
499 Vince cos I was surprised to find that
500 out because I though the brochure
501 I knew that we waiting for the supplier
502 Harry Martha sent it down (.) Martha sent it down
503 we'll have a reprint if happens
504 Rachel didn't you say it'd have to have
505 the new regulations?
506 Harry we've got the new regulations coming
507 through which I havn't gone through on the
508 modularthing and how that works (.) do you
509 know the idea that we're going to a different
510 credit system (.)
511 Vince oh right
512 Harry and we need to get that in (.) but it's still
513 got to go through >you know< quality and
514 standards=
515 Elizabeth =but we havn't even seen the text of the whole
516 200 thing put together yet
517 Harry no we havn't
518 Elizabeth with perhaps little holes for the numbers for
519 the credits
520 Harry yeah
521 Elizabeth I mean I think wha-
522 Harry [okay we'll ask- can you ask Rose
523 if we can get the text that we've got (.) did we
524 save the text
525 Elizabeth [that we'll okay the whole thing and the little
526 leaflet (.) that we've all sent feedback on
527 Harry yeah (.) yeah
528 Elizabeth cos that is really (.) cos I'd like that for Turkey
529 Harry yeah (.) can Martha produce what she's got
530 on the basis of what we've already given her (.) then
531 when we get that we use that we use that as

532 as trigger for all the other things we need to look
 533 at such as the agent's pack and >the whatnot< shall
 534 we pick a date then that we know we've got to hit for
 535 that? And then if you could send us ()
 536 by e-mail Rachel err okay (.) what've we got?
 537 erm (.)
 538 Elizabeth next week's the 26th and the week after that's the 2nd
 539 Harry °well I think we'll need at least a couple of weeks°
 540 (.) shall we make it the 2nd of February (.) that's not
 541 too late is it?
 542 Elizabeth well would it be possible from the 2nd of February to
 543 get a quick printout (.) even if it's just ETPed of a small
 544 leaflet that I can take with me to Turkey
 545 Harry should be shouldn't it? (.) and then you've got
 546 Elizabeth if I leave on the 17th
 547 Rachel should be able to get it for the 2nd
 548 Harry 2nd then (.) okay (.) okay second of February
 549 Elizabeth if we could have (.) if we could have a text of the
 550 brochures before hand so we don't have to sit in
 551 the meeting and read them
 552 Harry yes (.) we need a text for the brochure
 553 Elizabeth [we need a full text
 554 Harry the agent thing perhaps I can resend again
 555 the thing we agreed on the Away Day
 556 Elizabeth [can we set a date to get the full text
 557 sent to us?
 558 Harry right okay (.) Martha (.) can you chase that up
 559 [i.e. not the Monday
 560 because we might not be in the Monday
 561 Harry [no
 562 Harry well no (.) I think we need a bit more time
 563 Elizabeth [sometime the week before
 564 Harry yeah if she can get it to us (.) if we said the
 565 28th (.) Thursday the 28th (.) Thursday the 28th
 566 that gives
 567 Robert [°January°
 568 Harry yeah January (.) that gives her lots of time doesn't it? (.)
 569 Elizabeth so that's brochure plus leaflet then
 570 Harry yeah and can you remind me to send round the agenda
 571 and can we check through the minutes of the away
 572 day for any changes (.)° I'm not sure on that°
 573 ((to Rachel)) ° the papers ° cos >we discussed it<
 574 Rachel that's right yeah
 575 Harry oh right Nancy the away day
 576 Nancy oh yeah the last bits (.) you did them all
 577 Rachel [I've done some more
 578 on Robert's stuff (.) the summer school stuff
 579 Harry did we not do the away day?
 580 (0.6)
 581 Harry can't remember (.) agent's pack (.) it was in the afternoon
 582 we'll have a look
 583 Nancy I've got my notes anyway
 584 Harry actually if you can (.) >I'd like to have a ganders
 585 and see what's what<
 586 Elizabeth could you pass the water again
 587 Harry cos I'm not sure whether I (.) I probably put
 588 my stuff with your stuff
 589 Rachel °kkkhhh he'll blame me now°
 590 Nancy hhhrrhh ha ha
 591 Harry that's a good idea (.) right okay
 592 Robert could I just make a note (.) in connection with the brochure

593 errm (.) when I was performing on Saturday (.) and
594 talking to the err- the Head of the Foreign Relations and
595 so forth (.) I noticed that in the leaflet it said that Germany
596 had a centre in Frankfurt and no mention of Potsdam at all
597 the only active centre is Potsdam (.) and we just have to
598 consider the political
599 Harry well that's because of it being dated (.) but that's exactly the
600 kind of thing we need to change ° and get updated ° yeah
601 Rachel it's all the stickers that are going in now (.) covering
602 last year's fees (.) so 2nd of February is a good time
603 cos it will be on time for Elizabeth (.) and we can push it
604 through (.) okay did the books get to centres? "EBC versus
605 Southwold"
606 (0.4)
607 Vince oh yeah (.) this is just this thing (.) linked to earlier
608 point about the Exeter Book Centre (.) they're not
609 doing the things that we've asked them to do (.)
610 and I phoned them up a week ago to talk to Frank
611 and said that we're not particularly happy
612 at the moment about their response rate=
613 Rachel [mmm
614 =to some of the things that we've asked them to do
615 particularly to rewrite the Foundation Module
616 order form AND come up with all the module order
617 forms
618 Rachel that's what that one is
619 Vince so I havn't seen this today (.) but the question- two
620 questions one is are they doing a good enough job? and
621 the second related questions is- is it worth looking at
622 Southwold?
623 Harry I think it's well worth looking at Southwold
624 Nicholas [me too
625 Vince see if we can get the same deal with them
626 Robert I think it's worth doing
627 Harry yeah (.) investigating interaction in context I have
628 conversational analysis (.) which ° should be conversation
629 anyway° second language vocabulary acquisition >which
630 certainly not on my list< (.) vocabulary semantics and
631 language education
632 Elizabeth [isn't that on Lexical Studies?
633 Harry yeah (.) and corpus concordance and collocation
634 and there is nothing for Lexical Studies
635 Rose ughh
636 Robert ah but those
637 Elizabeth he's just left out Lexical Studies
638 Robert [those are Lexical Studies
639 Elizabeth he's left out the heading Lexical Studies
640 Harry fine but then I've only got conversation analysis
641 Robert so it's a mistake anyway (.) he's just missed out
642 a chunk of the list
643 Harry yeah (.) >I mean< well that doesn't- (.) what we
644 need to do is to investigate alternatives
645 Elizabeth well the books did get to Turkey (.) once the- you know
646 the whole set of books arrived in Turkey a fortnight after
647 we:: a fortnight after the first reminder (.) you know where
648 they didn't go
649 Nancy [yeah yeah
650 Elizabeth what we didn't do (.) he didn't tell us that he hadn't
651 been able to send the complete order
652 Rachel no (.) he hasn't to any of them

653 Nancy yeah
654 Harry that's what we need to know!
655 Elizabeth well he didn't te- well I didn't kno::w
656 that a couple of the books were reprinting
657 and hadn't been sent out (.) and whether
658 they have been sent subsequently is another
659 matter (.) >we don't know<
660 Rachel °I don't think they've all gone yet°=
661 Elizabeth =did he tell you they were reprinting?
662 did he tell anyone here?
663 Rachel [no no but Mary phoned up
664 didn't she?
665 Nancy °yeah°
666 Rachel cos she checked the invoice
667 Elizabeth you see that's the sort of thing that
668 we need to KNOW because we expect
669 people to read these things and then they
670 can't get them or don't get them
671 Harry yeah
672 Vince but they're not sent documentation about
673 what's been sent out to who (.) they just
674 worked with our original lists and hadn't
675 communicated back=
676 Nancy =yeah that's it
677 Rachel but we're having trouble with () as well
678 at the moment=
679 Harry =well shall we look at Southwold?
680 Elizabeth >but they must have sent an invoice< to say
681 what's been sent out to whom
682 Rachel they have sent an invoice (.)
683 Robert that that's the feedback=
684 Elizabeth =that that's the feedback don't they?
685 Nancy mmm
686 Rachel well that's what Mary checked them against
687 wasn't it?
688 Nicholas yeah that's sensible
689 Vince that's sensible
690 Elizabeth yeah if they sent us an invoice=
691 Nicholas =we don't expect a longhand letter
692 do we
693 ((several people now talk at the same time))
694 Rachel no (.) no (.) but there's still quite a few missing
695 off that list
696 Harry but what we need from them is not just a list
697 of what they have sent but also a list of
698 what they havn't sent
699 Nicholas what's the status
700 Harry cos when
701 ((Rachel, Harry and Elizabeth start to say something))
702 Harry we don't have to go through [the individual lists]
703 Elizabeth [we want a list]
704 of- we want a list of when they are going to send
705 the books that are reprinting
706 Harry .hhh so what's the feeling then (.) do we stick with
707 them a bit longer and see if they're coming good
708 or do we explore options °Southwold and see if they
709 give a better deal°
710 Elizabeth [well I think we need to do (.) I think we
711 need to look at it from their point of view
712 as well (.) but I mean they havn't been that

713 good have they?
 714 Harry no
 715 Nicholas °have we:: got? °
 716 Elizabeth [how much of its their fault I don't know
 717 Nicholas [anywhere a- a clear
 718 statement of our relationship with them (.) what
 719 we're expecting from them (.) it's been piecemeal
 720 adding up hasn't it?
 721 Harry I think it has
 722 Nicholas if could articulate a clear statement of what we
 723 expect them to be doing:: (.) that would >at one and
 724 the same time< be a way of checking our relationship
 725 with them and also s- a document we can take to someone
 726 else and say "hey" can you do this
 727 Elizabeth [cos the same thing might happen with
 728 them
 729 Nicholas what can you give us how much would it be worth
 730 Harry okay
 731 Nicholas but we don't have:
 732 Harry I'll ask around (.) yea-
 733 Elizabeth = >I think that's better<cos you know when we want
 734 all the books to be sent (.) you know all the books all
 735 the- sorry all the foundation books (.) that was a quick
 736 285 decision (.) and we made it quickly (.) so they were just
 737 told please send all Foundation books to all centres (.) ..hh
 738 so if they didn't have any:: (.) warning
 739 Nicholas mmm
 740 Nancy yeah (.) that's true
 741 Rachel °yeah that's true°
 742 Elizabeth and we didn't say and if there are any books you can't send
 743 please let us know and please give us a date when you can
 744 send them (.)
 745 Nicholas that's why I was wondering if we had a list
 746 of:: trying to articulate all this stuff
 747 Rachel [but they still havn't come back and said
 748 Elizabeth [they should have come back
 749 and said these aren't available we'll be sending them so and so=
 750 Harry =right what we need to do::
 751 Rachel [()weeks off
 752 Harry could you- sorry could you come up with a ()
 753 []
 754 Elizabeth it's basically just the pair of them
 755 Rachel but it's always put in writing for them though
 756 with the original lists
 757 Harry [have you got the-
 758 Rachel [I've got the letter=
 759 Harry =could you bring the letter to me and then
 760 I'll and then we'll go round and check with
 761 everyone that we understand what we're asking
 762 them to do (.) I'll draft the letter and we'll send
 763 it to him and erm we'll say >you know< can you guarantee that
 764 you will do these things and if you can (.) then
 765 Nicholas that's we formalise this whole thing as much as we can
 766 Harry yeah (.) cos we clearly want to
 767 Rachel well I think it is formalised apart from these=
 768 Nicholas [right okay
 769 Rachel that aren't available
 770 Harry >that's it<
 771 Rachel mmm

772 Nicholas okay and we know what happens if our participants
 773 write to them
 774 Rachel but I mean we havn't had any feedback saying yes we
 775 definitely had these books or no we h- we know that- well
 776 we take it on trust that's he sent what we've asked him to do=
 777 Elizabeth [well each tutor (.) each tutor
 778 Rachel =apart from those that weren't available
 779 Elizabeth [presumably each tutor's
 780 checked up on their centre to see that the books are there
 781 Vince yeah or- Japan is
 782 Nicholas [a large box of books has arrived in Paris
 783 I don't know yet exactly which (.) but I assume they'll
 784 match up to the invoice (.)^obut that's where are at the
 785 moment^o=
 786 Elizabeth =yeah
 787 Rachel yeah
 788 Harry okay we'll sit down >and look at a couple of things<
 789 but you can you get in touch with them straight away
 790 and say can they check their list because there are titles
 791 that are missing.
 792 Rachel yeah
 793 Harry so clearly somethings wrong there,
 794 okay thank you for that and we will get together
 795 and we will draft something and we'll put it round
 796 before a staff meeting just to confirm that that's the case=
 797 Elizabeth [have we
 798 Harry = even if we got it and the systems sorted (.) I think we
 799 should have a statement on paper which they accept
 800 or reject (.) you know even if we've got a system
 801 we confirm the system (.) we add anythings to it
 802 that we want
 803 Nicholas and if we ask them to estimate what they think
 804 their turnaround times ARE
 805 Nancy yeah
 806 Elizabeth [yeah
 807 Nicholas if one of our participants writes to them for a book
 808 (.) how long does it take to be posted?
 809 Rachel course it
 810 Vince [the- the turnaround time=
 811 Nicholas [then
 812 Vince =the turnaround time as far as individuals are concerned
 813 that the feedback is quite good
 814 Nicholas good
 815 Elizabeth thi-
 816 Nicholas [if they hadn't got it does the participant get a little
 817 note saying sorry that's reprinting
 818 Elizabeth yeah ermm::
 819 Rachel but this happens with Dobson's like that book that you got
 820 befo::re
 821 Harry [right >that's a pain in the arse<
 822 Elizabeth I've only had one complaint=
 823 Nicholas [yeah
 824 Elizabeth =and that was when the guy didn't send the money=
 825 Rachel [they just [havn't come toback to you at all- the bookshop
 826 the one that came back to you (.) you've got to keep ringing=
 827 Elizabeth =you just need to check back (.) and when you pay they come=
 828 Rachel =them on a daily basis
 829 ((at this point Rachel and Elizabeth had been talking to the
 830 group but Rachel is now directing her comment to Harry
 831 and Elizabeth to Nicholas))

832 Elizabeth =through to you okay
833 Nicholas yeah
834 Elizabeth and he didn't get them and I said ()
835 Rachel [it's only a bookshop
836 Elizabeth and he rang up (.) and I explained
837 Harry [yeah [hhh I've had
838 () if it carries on like that
839 Vince the only other thing to throw in is that Southwold have=
840 Rachel can we not ° () °
841 Vince a searchable web site now (.) for books and- and Exeter
842 don't
843 Robert well that was precisely the thought that was in my mind
844 (.) when is someone going to come along and switch it
845 all on
846 Vince well they have (.) they've just come up with it
847 Harry well that is-
848 Vince [Southwold have been working on it with Rochester
849 with Jeff Henderson
850 Harry ri:::ght
851 Vince so that's- that's a big (.)
852 Harry plus
853 Vince plus (.) I mean I'm sure Exeter will have to follow with that (.)
854 but at the moment th- that- that's nice if you're sitting in
855 Japan and you want to order some books and you can work
856 through their 7000 book catalogue and do searches and stuff
857 Elizabeth and then at- the TBL conference (.) errm Dawn Trotter was
858 saying they use Amazon bookshop on the internet for
859 330 anything that is published in Britain that they can't get
860 in the States and it's very good as long as you don't order
861 (.) their express service which is very expensive
862 Harry yeah
863 Elizabeth if you order their ordinary service you get quite a lot off
864 Vince yeah
865 Elizabeth you end up paying y- it works out the same as going
866 to a shop li-
867 Vince [well (.) we've already- we've already told the students
868 about Amazon and we've already told them about Southwold
869 (.) so they know those resources are there on the web=
870 Harry so we stick with Exeter yeah
871 Vince [the question is- is whether we have this relationship
872 with one bookshop only and whether (.) they're doing=
873 Nicholas [mmm
874 Vince = enough good (.)
875 Harry I think what we do
876 Vince [good enough job at the moment
877 to justify that special relationship
878 Harry yeah I think what we do is we simply say that
879 err we- we have no preference (.) we give them the
880 alternatives Southwold and Amazon (.) but for their
881 convenience we have also arranged with a bookshop
882 that they can if they wish us this service
883 Rachel [as an option
884 Harry they choose what they want
885 Vince mmm
886 Harry do you see what I mean (.) then we don't ally ourselves
887 to the bookshop
888 Nicholas and to Nigel Dobson we have to say "look" we're also
889 looking at these alternatives I mean i- in how good shape
890 can you get
891 Harry [yes yes

892 Elizabeth maybe they're better to tell you what we- ought to be saying
893 that we're having our annual review of the group of students
894 Harry yes oh yea::h (.)°that's what we plan to do°
895 Elizabeth and we'd like to clarify these points
896 Harry yeah
897 Elizabeth you know whether we continue with the system or not
898 maybe he ought to realise that it is
899 Harry what can you offer us (.) this is the system that we
900 Elizabeth [that it is doubtful that we are
901 Nicholas mmm (.) are thes-
902 Rachel [there's a bloke in Switzerland we've had
903 we've had a package back empty (.) so the books
904 have obviously gone mad
905 Nancy [so the books have gone missing
906 Vince that's not- that can happen but you can't put that down=
907 Rachel [but we don't know which books
908 Vince =at their fault can you
909 Rachel [which ones (.) cos we havn't sent them (.) we
910 don't know which ones
911 Nancy no we did send these recently
912 Rachel [oh we did send those didn't we?
913 Harry we've got to catch that
914 Nancy yes
915 Rachel yeah
916 Nancy °()°
917 Harry okay we'll do that then <I'll draft a letter I'll pass it round
918 I will tell them this is an alternative> if they do say they
919 >they can come up trumps we'll carry on with them<
920 if not we'll pull out
921 Vince right
922 Harry is that okay
923 Nicholas yeah
924 Vince those booklists need to be checked don't they
925 Harry [they certainly
926 do
927 Vince against the original lists
928 Harry so go through (.) get in touch cos they've obviously
929 made a mistake and ask them to retranscribe the things=
930 Elizabeth =but- did you give it to them on disk?
931 Rachel no
932 Nancy no
933 Rachel we gave it to them on hard copy
934 Harry so can you check that against and see where the mistakes are
935 Elizabeth my- well we could send it on disk as well and then they
936 could transfer it straight on
937 Rachel I havn't got it on disk I don't know who's got it
938 Harry okay now
939 Elizabeth [but have you not got it on e-mail (.) it went round on
940 e-mail
941 Harry [I've had it on disk anyway we'll check it later.
942 Nancy [° there's only one ()°
943 Harry pastoral update (.) Vince
944 Vince just to say that erm this system is- has kicked in now
945 so I want t- to::
946 Harry right
947 Vince hand these out there's Karen and Ildiana they're both
948 Hungary aren't they?
949 Elizabeth mmm
950 Vince so:: (.) Donald's not here so I can't
951 give him that one (.) erm I'll see erm- there

952 are give students at the moment on the pastoral list
953 and they should have this red file in the front of their
954 folder (.) and there should be an initial statement of- of
955 what the problem is (.)
956 ((Vince looks for the right document among a number in
957 front of him))
958 (2.2) got one here somewhere
959 Elizabeth do you mean we write an initial statement
960 of what the problem is
961 Vince yeah so I'll see Elizabeth and Donald about that- that
962 just so that if we have any- any more students
963 going on that list – that- every piece of
964 correspondence once they're on the- on the
965 list (.) goes in this red folder – it's documented
966 on the front so that- so that everything's there
967 and can be picked out so that particularly if I'm
968 going on sabbatical and- and someone's taking up
969 a couple of my students they know where that is
970 Harry yeah
971 Vince so that's system is there at the moment and if you
972 have any ideas of- if there are any other students
973 that need to be added to that list then (.) please see me
974 Nicholas the list of which students do have red files?
975 Elizabeth what about Kona?
976 Vince well that- I mean if you're interested in that list
977 it's Kona, erm =
978 Nicholas = no all I was thinking was if some communication
979 comes to me from some student I might not know
980 they are a red pile person (.) but
981 Vince no (.) well that list has gone round before
982 Nicholas right okay
983 Vince I can recirculate that list of the five students who are
984 on the pastoral:: (.) presumably when we have
985 quarterly meeting we'll review that
986 Nicholas yeah
987 Vince I mean do- how often is it worth me::
988 Nicholas I'm sorry I f- if you've sent that to me
989 Vince sending round the message
990 Nicholas [I must have thrown it away
991 Harry erm (.) that's a point really (.) the best thing to do
992 perhaps is without a title (.) you know on the notice
993 board
994 Nancy mmm
995 Harry the best thing to do is- if you can just produce one
996 that ° ()° and err- we will have it untitled
997 errrm (.) w- erm (.) I think perhaps we'll call it
998 we'll just call it projects (.) projects is the title
999 cos that could mean anything and then h-
1000 Elizabeth [put Vince's put Vince's
1001 Harry yeah but then- that bec- >I mean< projects is the sort of
1002 thing that you might::
1003 Robert anybody can use that
1004 Harry yeah we just put the names of the projects
1005 and then they are special cases and then
1006 we can just pop in there and check
1007 that's the easiest thing isn't it
1008 Nancy yeah
1009 Vince okay
1010 Harry is that okay Vince
1011 Vince yeah that's fine

1012 Harry [then there's always physical evidence on it
1013 Vince I'd like some feedback on how it seems to fill
1014 in the initial statement (.) I'll give you that form
1015 Elizabeth °okay° hhh
1016 Vince later and I'll talk to Donald when I see him
1017 Harry yeah:: (.) who's Donald's which one
1018 Nancy Tati
1019 Vince Antionette Tati
1020 Nancy Tati
1021 Harry don't know that name (.) cos technically that's
1022 Emma's now isn't it?
1023 Nancy no it's erm (.) oh yeah she's gone over to
1024 modular (.) the old group
1025 Harry ohh:
1026 Nancy the old group Elizabeth has (.) the new modular
1027 Emma has
1028 Vince I think Donald might be the right person to write
1029 the initial statement
1030 Harry [oh yeah
1031 Nancy [yeah he's had a lot to do with her
1032 Elizabeth I think I've got her now (.) cos I replied a couple
1033 of things to her (.) not recently
1034 Nancy we had all the file out if you remember she had the-
1035 we couldn't find the Doctor's note >you remember
1036 she couldn't do the exam<
1037 Elizabeth [>and then we did find it<
1038 Nancy and then found it in::
1039 Vince okay
1040 Nancy yeah
1041 Elizabeth turned up somewhere
1042 Harry right grades and transfers to modular system
1043 Vince this is it
1044 Harry this is a biggy
1045 Vince a potentially biggy one (.) it's just that if we- at what point
1046 do we decide whether someone is graded on all their pieces
1047 of work on the old system or do- when they transfer
1048 do the two modules that they did on the old system
1049 do they get regraded (.) to the new system (.) so I'm
1050 thinking of down the line (.) what happens with their
1051 end up transcripts and we havn't really
1052 discussed that issue yet erm
1053 Nicholas I thought we had
1054 Harry I couldn't recall it
1055 Vince [well we couldn't recall it
1056 Harry I couldn't recall it
1057 Nicholas well what about (.) we::: (.) the default position
1058 421 is we transfer::: (.) old grades to new grades
1059 when they transfer to the new system and if
1060 any participant out there especially wants to have
1061 you know an E+ on their transcript
1062 Rachel .hh hhhh haaaa
1063 Nancy hhhh haaaaaaa
1064 Nicholas they can do that (.) the default position we tell them
1065 Harry [that's the
1066 difficulty (.) we talked about this earlier with Vince
1067 Elizabeth [I mean everyone
1068 will want to go modular
1069 Harry [that's:: can I ()
1070 Nancy [yeah:::::
1071 Harry al- also the problem with that if you talk with Emma which

1072 you can't (.) she would say you can't do that they don't
1073 transfer across as easily as that (.) cos I had a response similar
1074 to that from Emma on exams on that issue
1075 Robert .hhh but .hhh w- hhh
1076 Harry yeah
1077 Robert w- *ha* (.) well I thought this=
1078 Harry [if we decide
1079 Robert =was the only possible way forward that you can
1080 go is what Nicholas has just said
1081 Harry well there's two things you can do:: (.) erm actually
1082 n- (.) there are alternatives (.) there are two alternatives
1083 (.) you can do that (.) you can have two sets of grades
1084 °the old and the new° an- I think the disadvantage of that
1085 is that >I've just put this in special features< the
1086 disadvantage of that is that erm that of course it looks
1087 very odd to have a transcript of grades
1088 and two different explanations
1089 Robert [yeah absolutely (.) complete poppycock
1090 Harry as- said the options (.) I mean I'm not coming down
1091 on (.) the third option is to decide that for anyone who's
1092 transferring with just say:: >and there are many of them<
1093 with just say one assignment
1094 Nancy mmm
1095 Harry that assignment could be regraded onto the new system
1096 cos it's relatively little effort (.) we can always say
1097 we've looked at it again even if we havn't >you know
1098 >slight fibs< err:: but anyone beyond that will just stay
1099 on the old system and we just mark it on the old system
1100 put old grades (.) the disadvantage of THAT is that if we're
1101 not careful (.) w- we'll forget that someone has been marked
1102 on the old system and we'll mark them on the new system
1103 if you see what I mean
1104 Robert oh that's right=
1105 Harry =so there are potential problems with all areas
1106 Robert I- could we
1107 Harry [there you have it
1108 Robert the potential problem with first one?
1109 Harry the potential problem I think is the position that Emma
1110 presented which was that >you know< w- we- that- that-
1111 that we're having a new set of criteria:: (.) we're marking
1112 on a whole new system (.) we know the criteria for
1113 453 the new system and the old system doesn't map onto that
1114 (.) what we could do of course (.) erm opening ourselves
1115 up to possible objections:: (.) from E:: if not Emma then
1116 someone in Emma's position is to say we will simply declare
1117 what they're worth (.) which we did roughly anyway
1118 and work to that and transfer everything
1119 ((tape ends on Side A)
1120 B063
1121 Harry mine was a little fib (.) you're talking about some
1122 whoppers now
1123 Nicholas [*ha ha ha*
1124 Harry *you've progressed to whoppers* (.) so yeah::
1125 Nancy .hhh *ha ha*
1126 Nicholas if they go onto- they go onto either scheme
1127 they go onto the new grade (.) system (.) we transfer
1128 the marks into the new grade system (.) if challenged
1129 I will testify that I myself re-read those assignments
1130 and regraded them

1131 Nancy oh ooohh
1132 Harry and I would say: add at this point (.) you can pay me
1133 for the tape now or we'll do this
1134 ((general laughter – all))
1135 Robert *ha ha ha haa:::*
1136 Nicholas I don'- I rea::ily don't
1137 Harry no (.) oh we do have an equivalence don't we?
1138 we do somewhere have an equivalence in the grades
1139 [we do]
1140 Robert [of course] there's a problem with this but it isn't
1141 anything compared to the problem with the other
1142 ones
1143 Harry right okay (.) no I'm open to it I just want to reach a
1144 decision what we're going to do (.) I'm not (.) w-
1145 Vince the problem th- the one th- the problem there are
1146 problems with both of them (.) but we have situations
1147 with six (.) completed six mo- six modules on the old
1148 system they're transferring to modular (.) their friend
1149 has done six on the old system (.) they may finish at
1150 the same time (.) they're gonna get completely different
1151 transcripts (.)
1152 Nicholas there will be these small anomalies yeah
1153 Vince yeah (.) well I don't think it's a small anomon-
1154 anomaly to those people that are going to be=
1155 Robert [but they will
1156 have different legend
1157 Vince [=left with their 'E's and those who are going to=
1158 Robert [they'll have a different
1159 legend on the transcript
1160 Vince [=to be upgraded to C's
1161 Nicholas I mean that is the historical situation (.) you can't
1162 tell people that they're a victim of history (.)
1163 but that is the historical situation they find themselves
1164 in (.) that (.) yeah we will have different explanations
1165 of what these grades mean (.) and depending on how
1166 long they've taken and how long they've gone about it
1167 there will be some overlap of intake
1168 Robert [we're not going
1169 to be able to avoid that problem because in the future
1170 because in the future (.) in a couple of years time (.)
1171 two people are going to apply for a job (.) they're
1172 going to present their transcripts from Aston
1173 >and one's gonna have one lot and one going to have
1174 the other lot anyway<
1175 Elizabeth one's going to say modular even if=
1176 Harry [I:: thi:::nk,
1177 Elizabeth =they've only done two modular units
1178 Harry [the best thing to do::: ,
1179 Nicholas yes=
1180 Harry =yes >the best thing to do::, <is that anyone who's done
1181 that (.) anyone who's transferred (.) Nancy we need to
1182 identify every single person who's transferred
1183 we need to go back (.) we need to do it as quickly
1184 as we can cos- before any more come in
1185 so we'll have to sit down
1186 Nancy [okay
1187 Elizabeth [we need (.) they need to call them transfer
1188 students or something like that
1189 Harry [and I'm going to (.) yeah what I'm going
1190 to suggest is that where they are identified they are

1191 really flagged up strongly on the thing and when we
 1192 produce their transcripts of grades (.) there will be
 1193 a statement on the transcript to that effect that
 1194 a new modular course was introduced
 1195 Nicholas yeah
 1196 Harry and this student elected to transfer to the modular
 1197 and therefore all their grades (.) their previous
 1198 grades were transferred to the new modular grading
 1199 system (.) which is described below
 1200 Nicholas yes
 1201 Harry and therefore (.) on the statements they will see
 1202 err (.) you know (.) and I could even state (.) you know
 1203 the old system was A - F (.) the new system is >you know<
 1204 whatever. (.)
 1205 Nancy [yeah
 1206 Harry do you see what I mean Vince? so that
 1207 Elizabeth the new system is A to F too but with out the E
 1208 Harry yeah you're right it's A B (.)
 1209 Elizabeth you have to say it very carefully
 1210 Harry [I have thought of this yeah
 1211 Robert D E and F
 1212 Harry [the new systems A B C F
 1213 err and I'll actually STATE that
 1214 so they can see
 1215 Nancy mmm
 1216 Harry do you see what I mean
 1217 Nicholas >that's just what we do for them isn't it?<
 1218 Vince yeah (.) it's just erm I thought
 1219 Harry [nothing's perfect (.) you're right
 1220 Vince nothing's perfect and it's a bit of a shame for those
 1221 poor sods that have soldiered on- on the old system=
 1222 Elizabeth [yes
 1223 Vince =and the ones that have >you know< not made the grade
 1224 and have taken a bit longer and- an- maybe been a bit
 1225 flabby on hitting deadlines are the ones that get
 1226 rewarded with the better transcripts
 1227 Elizabeth [if everyone does assignments rather than exams
 1228 Vince >you know< if that's a sad but-
 1229 Robert that is arguing for the more we do the transfer for the better
 1230 Vince yeah well maybe that's (.) as tutor then- then if that
 1231 becomes the position then I'll feel more likely to say
 1232 Harry [I:::
 1233 Vince 'well if I was you I'd switch to modular'
 1234 Harry there is an alternative which is to leave it as it is and
 1235 we actually record the transfer on the i- i- it creates
 1236 slight problems but a minimum- a number
 1237 a small number of them sorry (.) if when we produce
 1238 the transcript we actually produce you know the list
 1239 Nancy mmm
 1240 Harry but for the ones where they've done both two lists
 1241 old and new
 1242 Robert you know if I were an employer faced with a certificate
 1243 like that I'd say to the guy what's all this? (.)°you know. °
 1244 Harry yeah there is that
 1245 Vince if we- if we make the cut off point the end of February
 1246 then every student that isn't finished by the end of February
 1247 we'll put them all on modular
 1248 Robert yes
 1249 Vince that would make sense because then at least there won't be

1250 anomalies of people getting certificates at the same time
 1251 with different grades on
 1252 Harry that's true
 1253 Robert that I think best yeah
 1254 Vince so if we advise everybody who's not going to finish by the
 1255 end of February to go to modular
 1256 Harry can we do it at the exam boards? Can we say-
 1257 can we wait until the exam board
 1258 Elizabeth they can still do the exam if they want
 1259 Harry can we discuss with the external examiner
 1260 explain the situation (.) explain the conclusion that
 1261 we've reached that we want from a particular
 1262 date (.) all transcripts to be on the new
 1263 system (.) we can them transfer across=
 1264 Robert [but this system
 1265 Robert =this simply means that up for- preparing
 1266 for the external examiner (.) when Nancy
 1267 prepares these mark sheets they are all
 1268 new system
 1269 Harry yeah
 1270 Nancy oh yeah
 1271 Robert irrespective
 1272 Harry from- from- from th- not- not- from this ex-
 1273 this board will be the last board on the old
 1274 system and at this board with the agreement
 1275 of the external examiner (.) we're going to do
 1276 it formally then (.)
 1277 Robert that's
 1278 Harry [we will agree:: (.) a transfer equivalence
 1279 excepting that it's not perfect (.) n- these things
 1280 aren't >but that's it's acceptable< (.) and that from
 1281 all exam boards henceforth will be on the new
 1282 system so that we know
 1283 Robert [that makes sense anyway
 1284 Harry and all marks will be transferred across
 1285 Nicholas yes excellent
 1286 Harry we've got a response (.) that I like
 1287 Nancy [*ha ha ha*
 1288 Robert [*ha ha*
 1289 Harry cos that's okay cos if there's anyone in your
 1290 Japan situation will automatically be put
 1291 on the new system=
 1292 Nancy [the scales () yeah
 1293 Harry =unless they elect to stay on the old
 1294 Elizabeth and February is the end of the two year
 1295 () isn't it
 1296 Harry [and no one will be- and if someone says
 1297 hang on these are better=
 1298 Nancy [end of February
 1299 Harry = so >if someone< says well I graduated a year
 1300 earlier when you had the old system which you
 1301 can check
 1302 Vince [yeah
 1303 Nancy [yeah
 1304 Harry nice one (.) that's good
 1305 Robert [when does that go in
 1306 the newsletter?
 1307 Harry err::m
 1308 Robert in mine? Or do we wait?
 1309 Elizabeth we wait

1310 Vince we wait until we get rid of the ones=
 1311 Nancy [yeah
 1312 Vince = that go in February
 1313 Robert [ha ha ha
 1314 Elizabeth we wait we wait
 1315 Vince it only goes to those students
 1316 who- who are transferred (.) there's no
 1317 point in rubbing their noses in it
 1318 Harry no no we wait until these ones that
 1319 are off
 1320 Nancy are off
 1321 Harry I think in fact (.) what we will do
 1322 (.) yes (.) we will do individual letters
 1323 after this board (.) to those concerned
 1324 and then >leave it at that< (.) I think we'll
 1325 do it on an individual basis rather than
 1326 in a newsletter (.)
 1327 Robert yes this is good because we've got
 1328 quite a few dissertations going through
 1329 the system right now (.) and we want=
 1330 Elizabeth [Nicholas have you put an inch in
 1331 the () something in
 1332 Robert [them to wind up
 1333 Harry yes
 1334 Vince there's one other quickie (.) when somebody
 1335 in the old system did DME it was a full
 1336 module wasn't it?
 1337 Harry [yes
 1338 Vince and presumably that will stay as a full module=
 1339 Harry =if they've done it if they've done it
 1340 Vince yes so if they ha-
 1341 Harry [if they havn't done it (.) it's a half module
 1342 Nancy that's true
 1343 Nicholas [the new one is? yeah
 1344 Harry yeah
 1345 Vince yeah that those people that who did DME and who
 1346 have transferred to modular would be credited as
 1347 having 10 credits but will we put it on as DME
 1348 or will we put it on as GE?
 1349 Harry I think we'll put it on as DME because of the transfer
 1350 Elizabeth [it has to be
 1351 Elizabeth () it has to be put in as a transfer
 1352 Vince [so those will need to be put be special
 1353 Harry [what it will then appear
 1354 to be is as if there was a course which was
 1355 running then and is not running now
 1356 Elizabeth yes that's right (.) yes yes
 1357 Nicholas [that all those who move
 1358 across will also be the case
 1359 Harry yeah yeah
 1360 Robert that's right
 1361 Elizabeth so ()
 1362 Vince yeah that's me done
 1363 Harry yeah nice point though Vince (.) we've got some things (.)
 1364 so JUST when we though we were () in the woods
 1365 B127 Nancy (.) we're back in with avengance
 1366 Nicholas I'm sorry- no that where I c- it's just really germane to
 1367 this
 1368 Harry no it's important
 1369 Nicholas so if there's someone out there at the moment

1370 elected to stay on the old scheme (.) and planning
 1371 to do DME (.) will there be a DME?
 1372 Harry yeah there have to- yeah th- they
 1373 Nancy last year isn't it
 1374 Harry they have to do the old course (.) and then finish it
 1375 Nicholas [right [right
 1376 got it
 1377 Harry we've offered them that (.) they must do that
 1378 we have an obligation to
 1379 Nicholas [that's what I thought
 1380 Elizabeth [()
 1381 ()
 1382 Nancy G:::::
 1383 Rachel [G:::::
 1384 Robert ah yeah well that's () DMEG
 1385 Nicholas no (.) one's a full module and one's a half
 1386 module they're completely different courses
 1387 Elizabeth [yeah but DM-
 1388 Robert [oh yeah completely (.) they've
 1389 got different names and diff=
 1390 Nicholas = sure
 1391 ((the next six seconds are impossible to
 1392 transcribe there are several people talking
 1393 at the same time Nicholas, Elizabeth, Robert, Harry
 1394
 1395
 1396 Harry anyone who registers t-
 1397 Nancy [well exactly
 1398 Harry on- on- the original course
 1399 Elizabeth [yeah DE is () isn't ()
 1400 Harry [we offered them DME (.) they
 1401 Harry must be able to do it (.) and they have
 1402 Nicholas [yes
 1403 Harry we'll give them the old fi::le
 1404 Martin will mark the exam (.)
 1405 Nicholas yeah
 1406 Harry oh no (.) we honour our commitments
 1407 to everyone>who registered< on the old system (.) that we
 1408 must do (.) we're just talking about a few
 1409 dozen cases here
 1410 Vince [yeah
 1411 Nancy mmm (.) it's not like
 1412 Nicholas [yeah
 1413 Elizabeth [can I also put in a plea
 1414 for very special care to be taken over the transfer
 1415 (.) that it ought to be checked and double checked
 1416 and treble checked
 1417 Harry [oh go::d yeah
 1418 Elizabeth because that kind of- (.) it's brainless stuff
 1419 and it's so easy to make mistakes
 1420 Harry well the first thing we've got to do::
 1421 I think Nancy: (.) I think all transfers have to go
 1422 Nancy [go through
 1423 Harry through everything (.) everyone is a transfer
 1424 we-
 1425 Nancy [well it should be on the data-base (.) it's
 1426 a little box that says trans=
 1427 Harry = transfer and a tick (.) can you put into the data-base
 1428 print out all transfers (.) can you print them all out
 1429 then can you send them to course tutors

1430 who can just check against their centres
 1431 (.) you know that this is their understanding
 1432 if it's confirmed back to you: back to me
 1433 across to Rachel (.)
 1434 Nicholas this is where Doreen raises her head
 1435 Nancy ha::
 1436 Harry do what?
 1437 Nicholas >sorry< we were talk- the one- we had one
 1438 this morning (.) yes it's not altogether clear
 1439 to me what she's doing
 1440 Harry there's always a (.) but we'll get- (.) as we can
 1441 Nancy we'll get there

The following section (1442- 1518) has been removed as one of the participants preferred the section to be removed.

1519 Elizabeth can we h-
 1520 Nicholas [he's got an A for it hasn't he
 1521 Elizabeth well this is the other problem
 1522 is that I don't write (.) I don't type the
 1523 grade on it (.) on computer until it's agreed
 1524 so I don't
 1525 Harry [but it was an A wasn't it
 1526 Elizabeth well I c- I couldn't remember if it was
 1527 a B+ or an A question mark
 1528 Harry ah::
 1529 Elizabeth I was probably (.) I sent it to Emma
 1530 B+/A question mark (.) because a lot of it
 1531 was on materials and when I re-read this 'really
 1532 sanely' this morning (.) I reckon I was being really
 1533 clever and disguising the gaps (.) and saying
 1534 no you could have done a bit of that (.) it wasn't
 1535 negative at all (.) but that looks to me more
 1536 like a B+ Feedback sheet (.)
 1537 Harry right
 1538 Elizabeth so I mean I can't remember (.) I don't know
 1539 whether Emma would have given in an A =
 1540 Harry [what I
 1541 Elizabeth =having re-read that now
 1542 Harry [well the third option
 1543 is to put a grade on it and say look this has
 1544 only been first marked cos we have lost it
 1545 and if you feel you would like it to be first=
 1546 Elizabeth [this is a provisional
 1547 Harry marked with the possibility that it would be
 1548 changed
 1549 Elizabeth [yeah this is a provisional
 1550 Nicholas [send us ()
 1551 Harry yeah send us another copy and we'll do it
 1552 you see that's the third that sits between
 1553 the two
 1554 Robert coming up clean I think is
 1555 Harry [I think we tell 'em
 1556 Elizabeth I think it probably is better
 1557 (1.4)
 1558 Harry >rather than ask them to send it back
 1559 say you know< look this- this grade
 1560 err: (.) my own instinct actually is
 1561 that if it's borderline we go up

1562 rather than down (.) not just because
 1563 we've lost it (.) I mean that would be
 1564 my instinct anyway (.) in fairness
 1565 in- in terms of natural justice (.)
 1566 erm to give him a grade (.) and say
 1567 look if you're not happy with this grade
 1568 we are happy to sec- have it second marked
 1569 and confirmed ()
 1570 Robert we do have a technical weakness and that
 1571 is if the external wants to call for it
 1572 Harry yes well that's the other thing (.) we can-
 1573 I think we should be open (.) with the
 1574 external
 1575 Elizabeth I mean if we're going to ask him
 1576 to send it anyway why don't
 1577 we just ask him to send it and we'll
 1578 cover costs of postage and packing
 1579 Robert yes surely but its just a matter of
 1580 time he wants his feedback (.) and I
 1581 think he should get it
 1582 Harry yeah (.) I've got no strong feelings
 1583 I'm just trying to put the options
 1584 Vince [-hhh [hhh
 1585 Vince it reads like B±
 1586 Elizabeth mmm it does (.) I mean when I read
 1587 it this morning (.) I thought no
 1588 that's not an 'A' because there's
 1589 >this and this and this<
 1590 Harry [ah:: right okay
 1591 well in that case
 1592 Robert well all marks are provisional
 1593 why don't we give him a provisional
 1594 B+ (.) and if the external examiner
 1595 wants to up it to an A that's okay
 1596 too
 1597 Vince yeah
 1598 Elizabeth () if you desperately want it
 1599 second marked
 1600 Nicholas .hhh I don't know about leaving
 1601 that up (.) I don't think it's his decision
 1602 about whether this work's going to be
 1603 second marked
 1604 Harry °okay°
 1605 Nicholas is it?
 1606 Harry well- we normally offer it to them as an example
 1607 of fair marking (.) that we second mark
 1608 Nicholas yeah that's what w do
 1609 Robert [[ah but I'm pretty sure we wouldn't
 1610 want to lower it aren't we?
 1611 Harry yeah
 1612 Elizabeth I mean it was definitely good enough for a
 1613 B+
 1614 Robert and he would never object to it going up
 1615 (.) now why don't we just send him that
 1616 and say I'm sorry the external examiner
 1617 may need a copy and (.) we err we've made a
 1618 mistake about () can you send
 1619 another copy in case the external examiner
 1620 wants it (.) and THEN we can have somebody
 1621 do it (.)
 1622 Elizabeth and then you could second mark it and if

1623 someone else thinks it is an A
 1624 Harry [yes
 1625 Elizabeth I mean Annie could have a look at
 1626 it as part of doing Emma's job (.) if she
 1627 thinks it's an A
 1628 Robert he's not going to object
 1629 Elizabeth we can give it to the external examiner
 1630 Nicholas it comes back to me (.) it's my patch yeah
 1631 Elizabeth alright yeah (.)
 1632 Nicholas yeah
 1633 Elizabeth so you could (.) oh yeah s- sorry
 1634 I thought
 1635 Nicholas it was only Emma because Emma was covering
 1636 for me on sabbatical
 1637 Nancy yeah that's right
 1638 Harry [Emma was doing France
 1639 Elizabeth oh France (.) sorry Nicholas
 1640 Nicholas [no no
 1641 Elizabeth I was thinking he was Spain
 1642 Robert well I mean it it's
 1643 Nicholas why that's why we're pursuing it
 1644 quite so *ha ha haa:::: yea::s*
 1645 Nancy *ha ha ha*
 1646 Robert it's quite understandable in the changeover
 1647 B203 this kind of thing does happen
 1648 Elizabeth ((yawns)) so your decision Nicholas
 1649 Nicholas so::: I'll get in touch with guy send him
 1650 the first marker (.) say that hhhh I'll give
 1651 a version of the situation without
 1652 Elizabeth [I think that sounds like a good idea

The following section (1653- 1684) has been removed as one of the participants preferred the section to be removed.

1685 Robert I think that's
 1686 Nicholas [for a
 1687 Robert good compromise (.) yes
 1688 Nicholas for the paper again so it will properly complete
 1689 the feedback but this is the way it looks at
 1690 the moment
 1691 Harry yes
 1692 Nicholas yeah?
 1693 Harry that's probably the best way
 1694 Nicholas errmm
 1695 (0.8)
 1696 Nicholas okay (.) I know time's passing (.) I think
 1697 other (.) other issues actually arise from
 1698 this single example (.) in the fact that we
 1699 don't have to ()
 1700 Harry [issues of how we- issues of
 1701 we've been- it's all worked to pass
 1702 things on (.) it's all very well (.) but
 1703 now we've lost one we might need
 1704 to think about signing
 1705 Vince oh go::d no
 1706 Harry >isn't it awful yes< (.) I know
 1707 Elizabeth no I was thinking about Nicholas's=
 1708 Vince [no that doesn't- I can't
 1709 see how that

1710 Elizabeth =how many have we lost in the past?
 1711 Harry one
 1712 Vince >it's just one of those things<
 1713 Harry just the one
 1714 Elizabeth I mean
 1715 Nancy just the one
 1716 Elizabeth it- it seems an awful lot of=
 1717 Harry =fine
 1718 Elizabeth to insist on
 1719 Robert [*it's nearly happened fifty or so times*]
 1720 hah ha

The following section (1721- 1782) has been removed as one of the participants preferred the section to be removed.

1783 (1.0)
 1784 Nicholas on a very basic (.) count em all in count 'em all
 1785 out (.) system (.) so it's MET at the end of the
 1786 marking period (.) you got the ones that list which
 1787 ones came in (.) feedback should have gone out in
 1788 three weeks (.) if it hasn't we've already not
 1789 kept to the contract
 1790 (0.6)
 1791 Harry yeah (.) wh- I mean- IIC I tend () occasionally
 1792 I intend to follow it through anyway (.) I wouldn't
 1793 mind I'd certainly be happy to do that
 1794 Elizabeth so we all keep=
 1795 Harry [cos we-
 1796 Elizabeth =a list on lined paper (.) we write the name
 1797 Nancy [you know the list
 1798 Elizabeth we write the date
 1799 Harry well what I do actually (.) I don't even bother
 1800 with that (.) cos what I do (.) is I do- I do a::: (.) I
 1801 do it on the computer (.) and I always keep them in a file
 1802 errm and each (.) and what I've done is to develop a separate
 1803 file for each intake (.) and so each- each >you know< quarter
 1804 (.) and at the end I open it up=
 1805 Nancy [read this
 1806 Harry = and look at the names and then you know I've
 1807 Elizabeth [yeah but
 1808 I've got files as well which is how I found this (.) but
 1809 I havn't got when we've agree- I havn't- I don't open
 1810 up that file again when we agree a grade
 1811 Harry but I- that's what I do (.) I open it up and
 1812 you know that- the ones that °havn't got it°
 1813 Elizabeth [it seems to me that the contract
 1814 involves we make sure feedback is dispatched within
 1815 that three week marking period (.) and each module
 1816 tutor needs to go to Nancy and say have these ones
 1817 gone off
 1818 Harry =yes
 1819 Robert I have a horrible feeling
 1820 Elizabeth [but that's the tutor
 1821 isn't it? (.) the country tutor=
 1822 Harry =no
 1823 Elizabeth the modules
 1824 Harry it's the module
 1825 Nancy module yeah
 1826 Elizabeth right okay fine (.)

1827 Harry cos what- cos what=
 1828 Elizabeth [we need to know whose it is
 1829 Harry =I tend to do
 1830 is I actually get the envelope ready (.) I either
 1831 do it myself (.) I either send it off myself
 1832 and give Nancy the thing (.) or I get the
 1833 () I gave you the
 1834 envelope and tape and everything
 1835 Elizabeth so we have different systems and Nancy has to cope
 1836 Harry [yeah I- I do it myself (.)
 1837 I actually follow it through (.) cos
 1838 for that reason
 1839 Elizabeth well that's not going to be a good idea
 1840 Harry yeah (.) but I don't think we should
 1841 Nancy >I cope at the moment<
 1842 Harry [but it's the same principle
 1843 I've always followed it through like that
 1844 Nancy they're very small numbers aren't they?
 1845 really (.) I mean they all come in
 1846 Elizabeth well Nancy's handling three or four
 1847 different systems then
 1848 Nancy mm
 1849 Harry yeah (.) so we'll all have the same system
 1850 cos mine is different from you::rs is different
 1851 from yours is different from (.) so lets
 1852 all have the same? (.) well we put a thing
 1853 on standing orders (.) and if we're not doing
 1854 it then we need to re-agree standing orders
 1855 Robert well yeah
 1856 Nancy yeah
 1857 Harry yeah
 1858 Nancy cos it was Nicholas's way that was agreed on
 1859 wasn't it (.) the way that you were doing
 1860 Nicholas that's the one I put around
 1861 the school and I thought we'd agreed it=
 1862 Harry =I- I just took it a stage further and
 1863 actually sort them out but I mean
 1864 if that's- if that's going to cause problems
 1865 then I'll
 1866 Nancy [well that's up-
 1866 Nicholas [I don't know if it does or not
 1868 Harry well it's just a version of what you do
 1869 as opposed to actually doing it at
 1870 the end (.) I make- I see the envelope (.) I put
 1871 the envelope in the thing and tick it
 1872 272 off on my .hhh =
 1873 Nancy [yeah
 1874 Harry = which instead of doing it
 1875 at the end of the three week (.) I do
 1876 it at the end of like one week for
 1877 this one and two week for the next
 1878 one (.) do you see what I mean
 1879 Robert this all raises a horrible fear
 1880 that maybe five or six weeks ago
 1881 I read a (.) dissertation (.)
 1882 Nicholas =that's right
 1883 Robert and said Nancy will be getting in touch
 1884 with you (.)
 1885 Harry yeah () I've done- I did
 1886 the same

1887 Robert I mean I just don't know
1888 Elizabeth [I can't remember ()]
1889 Robert [it's just
1890 raised the thought in my mind
1891 Vince well Annie's got seven or eight=
1892 Elizabeth [Annie's got some
1893 Vince =dissertations and she's- she's
1894 marked three of them (.) and they're
1895 in your pigeon holes (.) now (.) the ones
1896 that have been done (.) there are about four
1897 more to do (.) which will probably take
1898 another week
1899 Harry mm
1900 Vince but one of yours is there
1901 Robert right
1902 Harry okay .hhh
1903 Robert that's okay then
1904 Harry on this system then shall we just
1905 put on sta- to check reiterate this
1906 on standing orders (.) that it is
1907 the responsibility of the-
1908 just to say it is the responsibility of
1909 Elizabeth the subject tutor to-
1910 Harry [the subject tutor to ensure
1911 at the end of the three week period
1912 that all pieces of work first marked by
1913 him or her:: have been sent out (.) no
1914 more specific than that
1915 Robert [subject tutors stroke supervisor
1916 Harry stroke supervisor yeah (.) >stroke supervisor<
1917 no more specific than that
1918 (0.8)
1919 Robert °err guilty°
1920 Rachel *ha ha ha*
1921 Harry yeah well it's easy ° ()°
1922 Nicholas yeah:: I havn't done it
1923 Harry oh I havn't done it as supervisor
1924 I do pass on- tend to leave it for
1925 course centre tutor
1926 Nancy mmm
1927 Harry anyway (.) okay we got that one
1928 sorted (.) and the system is now a simple
1929 statement (.) that we all know (.) okay
1930 Nicholas's () inquiry
1931 Nicholas did everyone else get this e-mail from Judith
1932 about errm workloads and (.) oh God don't tell
1933 me she was sending to me
1934 Robert it's not from Judith
1935 Vince was it outside the university
1936 Elizabeth [oh I don't know I havn't seen my e-mails yet
1937 Harry [OHH I've done that (.) no
1938 it was passed on (.) it was passed on by the
1939 person who was filling in for Judith who's gone
1940 from Bognor University
1941 Vince from Bognor yeah
1942 Harry straight in the trash
1943 Robert trash
1944 Vince it didn't apply to us because it was on about terms
1945 and lecturing
1946 Harry >straight in the trash mate<

1947 Robert trash it
 1948 Nicholas go::od that was easy
 1949 Harry these two'll only take a second
 1950 office and machines (.) just to remind you
 1951 that if you are staying late (.) can you check
 1952 can we check that we know who's staying
 1953 late because sometimes the office lights and
 1954 machines are left on (.) an:: so if you are
 1955 going can you check that there's no one=
 1956 Elizabeth [mmm
 1957 Harry =else in and that you switch >everything off
 1958 again< just a reminder and a
 1959 Elizabeth [now the big printer doesn't
 1960 turn off does it?
 1961 Robert it- at weekends it does
 1962 Nancy at weekends
 1963 Harry we're not supposed to turn it off?
 1964 Elizabeth [no during the week
 1965 Harry I've been turning it off
 1966 Nancy not til Friday
 1967 Elizabeth during the week- during the week the big printer doesn't
 1968 turn off=
 1969 Harry =oh doesn't it?
 1970 Elizabeth so when I've come in
 1971 Nancy [not til Friday
 1972 Vince oh right (.) I've been turning it off
 1973 Harry I've been turning it off
 1974 Elizabeth Tuesday Wednesday Thursday when I'm
 1975 last I don't turn it off
 1976 Rachel that's why it keeps breaking
 1977 Nancy right
 1978 Harry sorry I won't turn it off a::gain
 1979 Nicholas and he's been coming in again following mornings
 1980 and saying ' look at that Elizabeth Willis=
 1981 Elizabeth [it's broken
 1982 Nicholas she hasn't turned it off again and he's turned it off
 1983 just for spite (.)
 1984 Robert HA HA HA haa::::
 1985 Nancy [hha haaa haaaa
 1986 Elizabeth [or he's been coming in and saying why isn't this
 1987 printer printing
 1988 Nicholas [no he's coming in he's got all lights on the printer's on
 1989 all the machines on you know the works- ahhh
 1990 Elizabeth and a little body on the floor asleep
 1991 Harry that it (.) or in the corridor this ()
 1992 exhausted
 1993 Nancy [ha ha
 1994 Elizabeth [ha ha ha aha ha:::: ha ha ha
 1995 Harry a trail of ink down the page (.) that's what I like to see
 ((end of tape))