

## Notation devices for your transcript

Poland's (1995) Version.

Using brackets around notations helps separate it from the text. In the examples below anything surrounded by brackets is a notation device.

- *Pauses*: these are marked out by the number of dots (...), three dots representing around a second. Longer pauses of around 2 to 3 seconds will be marked by (pause), with four second + breaks being marked with (long pause).
- *Overlapping speech*: use a hyphen to mark where the speech is interrupted. Using the word (overlapping) for the other speaker helps the reader to follow the conversation.

<b>Interviewer:</b>	I was going to ask a question which is diff-
<b>Respondent one:</b>	(overlapping) you bet ask away
<b>Interviewer:</b>	-cult, I hope you don't mind

- *Interrupted speech*: follows a similar pattern to overlapped speech. Add a hyphen to the end of the sentence.

<b>Interviewer:</b>	Would you consider that-
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- *Coughing, laughter etc*: put action in brackets, (laughs), (coughs), (sneezes), (cries). Use plural for multiple people (coughing) or (crying) etc.
- *Emphasis*: capital letters help show emphasis

<b>Respondent:</b>	There was NO chance he was getting ANYTHING!
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- *Held phrases or sounds*: sometimes words are held or elongated for particular emphasis, use a hyphen between syllables. You may wish to use capitals if the emphasis is particularly strong. (in the following example there is a slight pause between no and way)

<b>Interviewer:</b>	Have you ever taken part in what you are describing?
<b>Respondent:</b>	Abso-lutely N-O-O-O-O... w-a-a-a-y

- *Paraphrasing others*: sometimes in speech we will parody or mimic others. Use single quotation marks along with (mimics xxx) where xxx is the name of person.
- *Garbled speech*: use square brackets to mark text which is unclear but guessable. If words are guessed mark them with a ?? (I recommend two ?? as this can be searched later, when you are checking through a transcript. I also recommend adding the time on the tape with a # before it, don't worry there are technology tools that can help you with this, see page xx). If the words cannot be guessed at mark them with xxx.

**Interviewer:** What is your preference?

**Respondent:** I have to say I prefer [??dvd's #3:21] rather than ??xxx or ??xxx #3:22

There are a couple of other notation devices that you may wish to consider.

- *gestures, pointing to, or writing on a board or sheet of paper etc:* With a little common sense you can come up with phrases to use in brackets such as (gestures at the ceiling), (points at the picture of houses), (rubs out chalk marks corresponding to name on board). Where somebody writes something down, you may wish to incorporate that into the transcript (for example as an image or hyperlink to a separate document see page **Error! Bookmark not defined.**).
- *Colloquial language (or abbreviations):* you may wish to keep the language in the vernacular. Develop a uniform way of transcribing phrases, i.e. use the same abbreviations throughout as a way to search.

See fit ye made me do (see what you made me do)

Im no gonna dae it weel noo am a (I am not going to do this well now am I).

**Interviewer:** Have you had any experience of working with general practitioners with special interests?

**Respondent:** you mean gypsies [GPWSI's]

Jeffersonian notation.

↑	Upward arrows represent marked rise in pitch.
↓	Downward arrows represent a downward shift in pitch.
> <	Text encased in 'greater than' and 'less than' symbols is hearable as faster than the surrounding speech.
=	Equal signs at the end of a speaker's utterance and at the start of the next utterance represent the absence of a discernible gap.
e	Underlining represents a sound or word(s) uttered with added emphasis.
[ ]	Extended square brackets mark overlap between utterances.
(7)	Numbers in parentheses indicate pauses timed to the nearest second. A period with no number following (.) indicates a pause which is hearable, yet too short to measure.

You may find Jefferson's website useful. It contains many of her papers.

<http://www.liso.ucsb.edu/Jefferson/>

I would also recommend reading through the following website which provides useful advice on conversational analysis and the notation system.

<http://homepages.lboro.ac.uk/~ssca1/notation.htm>

Here is a link to how Transana interprets the notation system

<http://www.transana.org/support/onlinehelp/team1/transcriptnotation1.html>

Poland, B. D. (1995). Transcription Quality as an Aspect of Rigor in Qualitative Research. *Qualitative Inquiry*, 1(3), 290-310. doi: 10.1177/107780049500100302