

APPENDIX A

Letter for debriefing subjects and consent form

Appendix A-1 Afrikaans version



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|--|---|
| Centre for Augmentative and Alternative Communication | Sentrum vir Aanvullende en Alternatiewe Kommunikasie |
| & INTERFACE | |

Fax/Faks: (012) 420 – 4389
Tel: (012) 420 – 2001

1995: Education Africa Presidential Award for Special Needs
1998: Rolex Award for Enterprise: Associate Laureate

Centre for Augmentative and Alternative Communication
Sentrum vir Aanvullende en Alternatiewe Kommunikasie
University of Pretoria
PRETORIA, 0002
SOUTH AFRICA

Heil die leser

Ek, Kerstin Tönising, is tans besig met 'n Magister navorsingsprojek in Aanvullende en Alternatiewe Kommunikasie (AAK). 'n Deel van my studie behels die analise van die gespreksinhoud en woordeskatgebruik van volwassenes in verskeie werksomstandighede.

Ek sou baie bly wees as u u toestemming sou gee om deel te wees van hierdie studie. Dit sal die opneem van gesprekke tydens u middagete/teepouse beteken. 'n Mikrofoon en bandopnemer sal in die tafel/lokaal (moontlik buite visie) gesit word. Aan die begin van u middagete/teepouse sal die bandopnemer aangeskakel word om u gesprekke op te neem. Na die middagete/teepouse sal dit weer afgesit word. Die navorser sal nie teenwoordig wees tydens die opnames nie. Die opnames sal geanaliseer word in terme van die gespreksinhoud (m.a.w. oor watter temas gesels word). Die opnames sal vir oor drie opeenvolgende maande gedoen word.

Die doel van die datainsameling is om 'n realistiese en verteenwoordigende beeld van gesprekke van werknemers tydens middagetes te verkry. U word dus versoek om die bandopnemer te ignoreer en te gesels asof dit nie daar is nie.

Die inligting wat verkry word sal absoluut vertroulik hanteer word. U anonimiteit is gewaarborg.

As u u toestemming gee om deel te wees van die studie, sal u gevra word om die aangehegte vraelys in te vul.

Ek hoop u sal goedgunstelik oorweeging aan my versoek gee.

Die uwe

Kerstin Tönising

Toestemmingsvorm

Hiermee gee ek, _____, my
toestemming om as proefpersoon op te tree in bg. studie.

Handtekening

Datum

Appendix A-2 English version

| | |
|--|---|
| Centre for Augmentative and Alternative Communication | Sentrum vir Aanvullende en Alternatiewe Kommunikasie & INTERFACE |
|--|---|



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To whom it may concern

I, Kerstin Tönsing, am currently doing my Master's degree in Alternative and Augmentative Communication (AAC). As a part of my study I aim to analyse the conversational topics and vocabulary use patterns of adults in various employment contexts.

I would be much obliged if you should consent to form part of this study. This would entail the recording of conversations during your lunch time/tea time. A microphone and tape recorder will be placed in the room. At the beginning of your lunch time/tea time the recorder will be switched on to record your conversations. After the lunch time/tea time the recorder will be switched off. The researcher will not be present during the recordings. The recordings will be analysed according to the conversational content (i.e. the themes of the conversation). The recordings will be done over three consecutive months.

The goal of the research is to obtain a realistic and representative sample of the conversations which employees are engaged in during lunch. You are thus requested to ignore the tape recorder and to converse as if it is not there.

The information obtained will be kept strictly confidential. Your anonymity is guaranteed.

Should you consent to take part in the study, you will be requested to fill in the attached questionnaire.

I hope that you will consider my request favourably.

Kind regards

Kerstin Tönsing

Consent form

I, _____, hereby consent to form part of the aforementioned study.

Signature

Date

APPENDIX B

Personal information questionnaire

Appendix B-1 Afrikaans version

Vraelys: Persoonlike inligting

Vul asb. hierdie vraelys in. Die inligting is streng vertroulik.

1) Geslag:

| | |
|---|---|
| M | V |
|---|---|

2) Geboortedatum: dd/mm/jj:

| | | |
|--|--|--|
| | | |
|--|--|--|

3) Huweliksstatus:

| | |
|------------------|--|
| Ledig | |
| Getroud | |
| Geskei | |
| Weduwee/wewenaar | |

4) Hoogste kwalifikasie behaal:

5

5) Posisie wat u in die werk beklee:

6) Moedertaal:

7) Dui asb. aan of u Engels en/of Afrikaans magtig is..

| | Ja | Nee |
|-----------|----|-----|
| Engels | | |
| Afrikaans | | |

8) Indien u 'ja' geantwoord het vir een van die bg. twee tale, dui asb. aan hoe lank u die taal al praat.

| | Minder as 1 jaar | 1-2 jaar | 2-5 jaar | 5-10 jaar | meer as 10 jaar |
|-----------|------------------|----------|----------|-----------|-----------------|
| Engels | | | | | |
| Afrikaans | | | | | |

Appendix B-2 English version

Questionnaire: Personal Information

Please complete this questionnaire. The information will remain strictly confidential.

1) Gender:

| | |
|---|---|
| M | F |
|---|---|

2) Date of birth:

dd/mm/yy:

| | | |
|--|--|--|
| | | |
|--|--|--|

3) Marital status:

| | |
|----------|--|
| Single | |
| Married | |
| Divorced | |
| Widowed | |

4) Highest qualification obtained:

5) Position held at work:

6) Home language:

7) Please indicate whether you can speak English and/or Afrikaans.

| | | |
|-----------|-----|----|
| | Yes | No |
| English | | |
| Afrikaans | | |

8) If you answered yes for any of the above two languages, please indicate how long you have been speaking this language.

| | | | | | |
|-----------|------------------|-------------|-------------|------------|--------------------|
| | less than 1 year | 1 - 2 years | 3 - 5 years | 6-10 years | more than 10 years |
| English | | | | | |
| Afrikaans | | | | | |

APPENDIX C

Transcription rules

1. Repetitions of words will be included.
2. Fillers and vocalisations will be typed in a consistent form (*mm*, *æm*, *hm*, *ææ*). Prolongations of these are indicated by additional letters.
3. Numbers will be typed as words (*agt*, *vier*, *eenhondert*)
4. Contractions will be typed as such, e.g. (*van'ie* in stead of *van die*; *het'ie* in stead of *het nie*). The proper form will only be spelled out if it is spoken as such.
5. Words and utterances in a language other than Afrikaans will be typed in the orthography of that language, e.g. "*Moenie worry nie.*" "*No ways*".
6. Swear words will be fully transcribed.
7. Unintelligible words are transcribed by (xxx). If the meaning of the utterance is clear in spite of some unintelligible words, the utterance is included in the analysis, e.g. (translated) "*But I have an automatic one (washing machine), with the tap at the bottom of (xxx).*" If the meaning of the utterance is unclear, the whole utterance is classified as unintelligible.
8. Transcription reliability will be checked on a randomly chosen 10% of the recorded samples.

APPENDIX D

General coding rules

1. If a communication segment could be scored as more than one topic category, the predominant topic was chosen. The topic prevailing in the adjacent communication segments was most often considered the predominant topic.

2. Reported speech: The time frame is scored as past (i.e. the time at which the person spoke in the past), while the content of the original utterance was considered when scoring the person/object/animal frame and the content frame, for example:

“Toe sê ek vir hom (pa) die ander dag hy moet haar(ma) nie forseer om te eet nie.”/“Then I told him (father) the other day he mustn’t force her (mother) to eat.”

Coding: *Time:* Intermediate past

Person: Family

Content: Food consumption

3. References to ‘we/us’ were not coded as ‘self’, but rather as the larger group that was referred to, e.g. ‘family’ or ‘colleagues’.

4. Evaluative statements (e.g. *“Dis gevaarlik.”/“That’s dangerous.”*) were coded as follows:

Time: Present

Person: None

Content: Coded as the topic about which the evaluation was made, as was apparent from the context/preceding utterance.

5. Communication segments were not coded under the three referential frames, but given a single separate coding under the following conditions:

| Topic category | Definition | Example |
|---------------------------|---|---|
| Unintelligible | The utterance contained unintelligible words that made it not codeable. | <i>“Ja, (naam), ons mag nie nog xxxx nie.”/Yes, (name), we may not xxxxx.”</i> |
| Lack of context | The utterance was not understandable to the researcher due to lack of context. The researcher’s lack of visual information (e.g. pointing to objects/people in the environment), and lack of background knowledge shared by the subjects, as well as unintelligible preceding utterances made some utterances not codeable. | <i>“Dis in die kussing.”/“It’s in the cushion.”</i> (‘It’ was not specified.) |
| Etiquette | The utterance was related to etiquette occurring outside the body of a topic, such as people greeting on entering/leaving the room. | <i>“Môre, hoe gaan dit?”/“Morning, how are you?”</i> <i>“Dankie, ek sal dit waardeer.”/“Thanks, I will appreciate it.”</i> |
| Request for clarification | The utterance was a request for clarification due to the preceding utterance not being heard or understood correctly | <i>“Wat sê jy?”/“What did you say?”</i> |
| Calling | The utterance served to gain attention or call another person | <i>“(name)! (name)!”</i> |

APPENDIX E

Definitions of topic categories

The topic categories and definitions are based on those outlined in Stuart et al. (1993) and Balandin and Iacono (1998). (Only the ten most frequently referenced topics from Balandin and Iacono were available to the researcher at the time). The numbers indicate the code used in the topic coding process. The examples are taken from the transcripts.

Appendix E-1: Time frame

| Topic category | Definition | Example |
|----------------------|--|--|
| 1. Distant past | References to occurrences more than 10 years ago. In this study references to the distant past were always references to the speaker's childhood. | "Nee sowaar, ek het hog sulke naartjies gesien laas toe was ek op skool./ "No, really, I saw such naartjies last when I was at school." |
| 2. Intermediate past | References to past occurrences that took place more than one week but less than 10 years ago. This category thus unifies the two categories 'year past' and 'decade past' identified by Stuart et al. (1993) and, in so doing, becomes very broad. However, there was often no indication as to whether events referenced took place within the last year or longer ago, making such specific classification impossible. | "Ek weet nie wanneer dit gewees was nie; seker so vier jaar terug wanneer ek haar laas gesien het."/ "I don't know when it was; probably about four years ago when I last saw her." |
| 3. Recent past | References to occurrences that took place within the previous minutes to previous week. | "Hy vra gisteraand nou hoeveel van dié naartjies wil jy nou hê werk toe van die huis af..."/ "He asked yesterday evening now how many of these naartjies do you want (to take) to work from home..." |
| 4. Present | References to current events or states, as well as generalisations. | "Maar mens moet eintlik honde - ææmmm - jy kry hierdie hondeskole dat jy hulle kan leer."/ "But one should actually (dogs) - ææmmm - you get these dog schools so that you can train them." |
| | Anything that commenced in the past but is continuing at present is also classified as 'present'. | "Van daai dag af eet hy nie viennas nie."/ "Since that day he doesn't eat viennas." |
| 5. Future | References to anything that will or might happen in the future. | "Sy sal 'n nuwe glas moet kry."/ "She will have to get a new glass." |

Appendix E-2: Person frame

| Topic category | Definition | Example |
|----------------------|--|---|
| 1. None | References to inanimate objects, events and conditions. If ownership of objects and things was referenced, the owner was coded for the person frame. | "Daai naartjies is stroopsoet." / "These naartjies are as sweet as sugar." |
| 2. Non-specific | References to the general public/the non-specific pronoun 'one' or 'you'. | "Maar mens moet eintlik honde - ææmm - jy kry hierdie hondeskole dat jy hulle kan leer." / "But one should actually (dogs) - ææmm - you get these dog schools so that you can train them." |
| | References to general groups of people. | "Vandag se kinders" / "Today's children" - denoting ALL children in general. |
| | References to any group of people that was not clearly delineated as a specific group connected with a specific place, action or event were coded as non-specific. | "Hulle gaan jou dadelik amper tweehonderd Rand vra." / "They will immediately ask you almost two hundred Rand (where "they" were not further specified as being linked to a specific shop). |
| 3. Self | References to the speaker. | "Toe ek die boksie sien toe vat ek dit nou maar." / "When I saw the box I took it." |
| 4. Family | References to the people living in the household. Grown children and grandchildren living elsewhere were classified as 'relatives'. | "My meisiekind het hom (die stoof) te warm laat word." / "My daughter let it (the stove) get too hot." |
| | References to 'us' or 'myself and family member(s)' were also classified as 'family'. | "Ons het gister die fliëk gekyk" / "We watched the movie yesterday." |
| 5. Relatives | References to individuals with whom the speaker is related, but who are not living in the same household. | "Toe bly my ma in 'n huis." / "Then my mom stayed in a house." |
| 6. Colleagues | References to fellow employees as well as people working in other departments. Direct references to the listener were also classified as 'colleagues'. | "Gebruik jy van daai wit garing?" / "Do you use that white yarn?" |
| 7. Acquaintances | References to people with whom the speaker is familiar through personal contact but no close relationship or kinship is made explicit. | "Die hoof het hulle (skool se rugbyspan) afgegee." / "The headmaster gave them (school rugby team) time off." |
| | References to household members of colleagues were also classified as acquaintances, as the conversations indicated that subjects were quite familiar with each other's household members (parents and children). References to friends/fellow students of the speaker's children were also classified as 'acquaintances'. | "Toe (dogter se naam) se vriendin was - ææ - ek dink die naweek - nee, die vorige naweek was sy daar." / "When (daughter's name)'s friend was - ææ - I think the weekend - no, the previous weekend she was there". |
| 8. Friends | Individuals who are clearly referenced as friends, or with whom the speaker clearly shares a close relationship. | "My - my vriendin wat by ABSA bank werk, nê, (naam), sy kry 'n deposito vir veertien persent." / "My - my friend who works at ABSA bank, hey, (name), she gets a deposit for fourteen percent." |
| 9. Service providers | References to individuals who render a service to the speaker or specific people connected to the speaker, such as vendors, doctors, beauticians and dress makers. | "Daai vrou wat my klere vir my kleiner maak of some insit vir die broeke..." / "That woman who makes my clothes smaller for me or puts in hems for the trousers..." |
| 10. Public figures | Someone well-known to most individuals in the local, regional or national society. | "So Hansie (Cronjé) het voor die hof vandag gepraat?" / "So Hansie (Cronjé) spoke in court today?" |

Appendix E-2: Person frame (cont.)

| Topic category | Definition | Example |
|----------------|--|---|
| 11. Clients | References to individuals or departments for whom tasks are completed. | "(Naam) het my aangestel om hierdie werk te doen."/"(Name) employed me to do this work." |
| 12. Strangers | References to individuals who are not known to the speaker in any way. | "In (kleuterskool naam) het iemand vir die kleintjies sulke vormpies gegee om huis toe te vat."/"In (nursery school name) someone gave the little ones these forms to take home." |
| 13. Pets | References to pets. | "Hy's 'n mooi hond, dis 'n - jy weet, hy's opreg."/"He's a beautiful dog, it's a - you know, he's pure-bred." |

Appendix E-3: Content frame

| Main category | Sub-category | Definition | Example |
|-------------------------------------|-----------------------|--|--|
| 1. Food | 1.1 Food buying | References made to the process of purchasing and /or obtaining food. One communication segment containing both references made to purchase and cost were coded as 'cost'. | "...hierdie tjips wat jy by Kentucky koop."/ "...these chips that you buy at Kentucky's." |
| | 1.2 Food description | References to the type, name or physical characteristics (taste, consistency) of food. | "Ken jy hierdie 'Bokkie' viennas?"/ "Do you know these (brand name) viennas?" |
| | 1.3 Food consumption | References made to the process of eating, or offering food to another person. | "My kinders eet hom saam met eiers en bacon."/ "My children eat it with eggs and bacon." |
| | 1.4 Food preparation | References made to the process of cooking and/or preparing food. | "Dan maak ek nou vir ons worsbroodjies by die huis. Dan sal ek nou uie en tamatie en green pepper goete maak, saam. En nou voordat ek hulle in die broodjie sit dan haal ek die worsie uit die blikkie en dan sit ek hom by daai uie en tamaties."/ "Then I make hot dogs for us at home. Then I will make onions and tomatoes and green pepper stuff, together. And now before I put them into the breadroll, then I take the sausage out of the tin and then I put it with the onions and tomatoes." |
| | 1.5 Food preservation | Any reference made to food going off or to the process of preserving food. | "Hoe kan hy (brood) sleg word as hy agter in die yskas sit?"/ "How can it (bread) go off if it is in the back of the fridge?" |
| | 1.6 Food cost | References to the price of food. | "Ja maar die groot pakkies is maar four ninety nine."/ "Yes but the big packets are just four ninety nine." |
| 2. Emotional response | | References to a person's feelings about a matter. | "Ek was kwaad toe."/ "Then I was angry." |
| 3. Personal identifying information | | Background information about a person, such as place of residence, age, occupation, place where the person works, descriptive information such as looks and habits (not character traits, these were coded as 'character'). References are to more permanent states, not to once-off actions such as moving house. | "Ja, maar hy's nog jonk. (Naam) is nie eers so oud. Hy's jonger as ons."/ "Yes, but he's still young. (Name) is not even that old. He's younger than us." |
| 4. Specific activity | | Any activity engaged in by an individual or a group of people. Communication segments were only coded as 'specific activity' if an activity was referenced that did not fit any other category. | "Sy kom van die skool af, né, nou kom sy huis toe gestap."/ "She comes from school, now she comes walking home." |
| 5. Family activity | | References to activities engaged in by two or more family members as a group. Actions which one family member did to another (e.g. fetching a child from school) were coded as 'specific activity'. | "Toe sê ek kom kom kom kom stap met my om'ie blok."/ "Then I said come come come come walk with me around the block." |

Appendix E-3: Content frame (cont.)

| | <i>Topic category</i> | <i>Definition</i> | <i>Example</i> |
|-----------------------------------|--|---|--|
| 6. <i>Interpersonal relations</i> | 6.1. <i>Social relations</i> | References to relationships with people and actions that are relationship-oriented. Examples of such actions are social visits, helping people out, making social conversation or having a fight. | " <i>Ek sê vir hom, sy't geen reg om so met my te praat nie.</i> " / "I told him, she has no right to speak to me like that." |
| | 6.2 <i>Family relations</i> | References to relationships with members of the household, including conversation that is purely social (to put the person at ease or cheer them up), spouse relationships, parent-child relationships and fights. | " <i>Oukei (naam) en (naam) het nou nie die beste huwelik gehad wat dit kan gee nie...</i> " / "OK, (name) and (name) did not have the best marriage which one can have..." |
| 7. <i>Person character</i> | | References to the character of a person. | " <i>Sy was vol grappe.</i> " / "She was full of jokes." |
| 8. <i>Bad behaviour</i> | 8.1. <i>Smoking</i> | References to smoking, and the habit of smoking. | " <i>Hy rook nie met die doel om te rook nie.</i> " / "He doesn't smoke with the aim of smoking." |
| | 8.2 <i>General</i> | Any actions by a person that are related in a judgemental manner, with the exception of smoking, which was coded separately under 'smoking'. This category included alcohol consumption, wasting material, stealing food and improper flirting. Swearing at a person and fights were coded as 'social relations'. | " <i>Hulle moenie kan steel en weghol nie.</i> " / "They must not be able to steal and run away." |
| 9. <i>Health</i> | 9.1 <i>Health equipment</i> | References to equipment that is used to promote health. Sports and fitness equipment was not included in this category. | " <i>Maar dan wil ek vir my een van hierdie inhalasiemasjiene kry.</i> " / "But then I want to get myself one of these inhalation machines." |
| | 9.2 <i>Health treatment</i> | References to treatment of health problems, including surgery and use of medication. | " <i>Want kyk, as (naam) suurstof kan kry dan moet julle vir haar suurstof kry.</i> " / "Because see, if (name) can get oxygen, then you must get oxygen for her." |
| | 9.3 <i>Health condition</i> | References to a person's state of health and references to illnesses. | " <i>Maar kanker is maar altyd terminaal.</i> " / "But cancer is always terminal." |
| 10. <i>Household equipment</i> | 10.1 <i>Household equipment breakages</i> | References to the breakage of household equipment such as washing machines, taps and stoves. | " <i>En (naam) sê vir my, Ma, ek dink die wasmasjien se motor het gaan staan.</i> " / "And (name) says to me, Mom, I think the motor of the washing machine has stopped." |
| | 10.2 <i>Household equipment description</i> | References to characteristics and types of household equipment. | " <i>Daai stoof van my, nê, hy bevat geen fuses nie.</i> " / "That stove of mine, hey, it has no fuses." |
| | 10.3 <i>Household equipment buying</i> | References to the purchase of household equipment and parts of household equipment. | " <i>Ek kan regtig nie nou nog staan en 'n wasmasjien koop nie.</i> " / "I really can't go and buy a washing machine now." |
| | 10.4 <i>Household equipment cost</i> | References to the price of household equipment or spare parts of household equipment. | " <i>...want weet, daai knoppetjies is honderd-en-sestig Rand.</i> " / "cause you know, those buttons are one hundred and sixty Rand." |
| | 10.5 <i>House and household equipment repair and improvement</i> | References to the repair of household equipment and the improvements in and around the house. | " <i>Want die tumble dryer....Die ou is besig om te kyk of hy vir ons sommer 'n motor kan modify om daar in te gaan.</i> " / "Because the tumble dryer...The guy is busy looking if he can just modify a motor for us to go in there." |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|--------------------------|---------------------------------|---|---|
| 11. Housing and property | 11.1 Property description | Descriptions of someone's house, apartment, farm or yard. | "Daai huis het elf vertrekke gehad maar hy was nog steeds te groot." / "That house had eleven rooms but it was still too big." |
| | 11.2 Property buying | References to the purchase of a house, apartment or piece of land. | "Hulle het blykbaar alreeds vier aankoop - offers gekry vir die huis." / "They have apparently already had four offers for the house." |
| | 11.3 Property cost | References to the price of a house, apartment or piece of land. | "Dinges se huis... Hy's in 'ie mark vir negehonderd-en-twintigduisend." / "Thingy's house... It's in the market for nine hundred and twenty thousand." |
| | 11.4 Moving | References to changing dwelling place, e.g. moving to another town, or moving in with relatives. | "Sy't van Durban af Kaap toe getrek." / "She moved from Durban to the Cape." |
| 12. Household | 12.1 Household activities | References to domestic activities, with the exception of preparing food, which was coded as 'food preparation'. | "Dit gaan vir my beter help want dan laai ek in 'ie aand my wasmasjien vol en môre oggend kan ek net die goed uithaal en ophang." / "That will help me better because then I just load my washing machine in the evening and tomorrow morning I can just take the stuff out and hang it up." |
| | 12.2 Household management | References to the organisation of the household and coping with household duties. | "Hulle sê 'n vrou moet ook maar haar storie ken as sy die huishouding op sy hande wil opvat." / "They say a woman will have to know her story if she wants to take over the household from his hands." |
| 13. Transport | 13.1 Accidents | References to accidents on the road and road safety. | "Jis jy weet, as jy 'n draai vang met daai kar se band, oo, hy rol!" / "Gee you know, if you catch a turn with that car's tyre, oh, it rolls!" |
| | 13.2 Car breakages | References to car breakdown and breakages of car parts. | "Toe voel ek man my tipes is besig om so te maak, maar ek het gedink dis die pad. Ek het nie gedink dis die wiele." / "Then I felt my tyres are busy going like this, but I thought it's the road. I didn't think it's the wheels." |
| | 13.3 Car repair and maintenance | References to repairing a car or washing a car. | "Vat haar (xxx) toe om haar tipes oor te doen." / "Take her to (xxx) to redo her tyres." |
| | 13.4 Speeding | References to speeding, speed traps, getting caught by speed traps and payment of speed fines. | "Hulle scheme mos nou - mense wat nie hulle boete wil betaal nie, het hulle nou op kameras - bietjie ander kameras hier ontvang. Daar's geen gepleit of betaal of wat ok al nie; vat jou, sit jou in 'ie tronk." / "They are scheming now - people who don't want to pay their fines, they have on cameras - they receive on slightly different cameras. There's no begging or paying or whatever, take you,, put you in jail." |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|---------------|-----------------------------|---|--|
| | 13.5 Public transport costs | References to the costs of public transport. | "Busgeld enkel en dis taxigeld kom by. Want dit is jou transport."/"Bus money single and it's taxi money is added. Because that's your transport." |
| | 13.6 General | References to transport not fitting any other transport category. | "Dan het hulle jou nie gevra hoe kom jy hierdie werk toe nie."/"Then they didn't ask you how do you come to this work." |
| | 13.7 Car buying | References to buying a car. | "Ja, (naam) van oorkant die straat het nou vir hom 'n Golf gekry."/"Yes, (name) from across the street got himself a Golf." |
| | 13.8 Car description | Statements about the type or make of a vehicle as well as descriptions of a vehicle or aspects of a vehicle. | "Haar Landrover staan toe daar buite."/"Her Landrover then stood there outside." |
| | 13.9 Transport: Driving | References to the activity of driving a vehicle. | "..selfs as jy met 'n kar net ry."/"...even you just drive with a car." |
| 14. Beauty | 14.1 Beauty treatment | References to the treatments at the beautician and to surgical procedures for reducing fat. | "Sy sê dit vat vyftien tot dertig minute vir jou oë." "She says it takes fifteen to thirty minutes for your eyes." |
| | 14.2 Beauty: Make-up | References to make-up. | "Maar omdat sy nie so baie lipstiffies het nie."/"But because she doesn't have that many lip sticks." |
| | 14.3 Beauty treatment cost | References to the costs of procedures described under 'beauty: treatment'. | "Nou hoeveel gaan (naam) nou betaal vir haar oë?"/"Now how much will (name) pay for her eyes?" |
| 15. Business | 15.1 Business: Buying | References to purchasing goods for or from private small scale business activities. | "Jy bemark - jy kan deur middel van my koop."/"You can buy through me." |
| | 15.2 Business goods | References to specific goods sold by small or home businesses. | "Hulle wys ook vir jou die album van die skooljare."/"They also show you the album of the school years." |
| | 15.3 Business: Market | References to the market or the pool of clients of various businesses. | "Al die besigheids klim ok nou af."/"All the businesses scale down now too." |
| | 15.4 Business: Costs | References to the costs of business goods. | "Ek het ok by - Saterdag by - ææ - Game gaan kyk hoeveel kos die (xxx). Twintig Rand vir vyftien, man. Duur!"/"I also went to look on Saturday at Game how much the (xxx) cost. Twenty Rand for fifteen, man. Expensive!" |
| | 15.5 Business description | References to the type of business. If the type of goods manufactured/sold by the business were mentioned as an initial description of the business, this reference was also coded as 'Business description'. | "Ek en (naam) was nou al klaar met my ææ - bietjie daar by hulle in Primrose gaan kyk wat hulle die trein se sitplekke maak."/"Me and (name) were already there with my ææ - there in Primrose where they make the train seats." |
| | 15.6 Business: Profit | References to profits made within a business endeavour. | "Dan kan ek kommissie maak."/"Then I can make commission." |
| | 15.7 Business activities | References to various activities performed for business purposes. This did not include any work-related activities. | "Sy maak die hele hele skool se sweetpasse, dan maak sy die rompe vir die somer wat hulle dra." "She makes the whole whole school's sweat suits, then she makes the skirts for the summer, which they wear." |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|---------------|---|--|--|
| 16. Clothes | 16.1 Clothes description | References to characteristics of clothes: Size, type, quality etc. | "Maar toe's die broek 'n' large'." / "But then the pants were a 'large'." |
| | 16.2 Clothes: Cost | References to the price of clothes. | "Maar is goedkoop, die sweetpakke." / "But are cheap, these sweat suits." |
| | 16.3 Clothes: Wearing | References to wearing clothes. | "Dan loop sy nou net met haar spensertjie." / "Then she walks only with her vest." |
| | 16.4 Clothes: Buying | References to purchasing clothes. | "Ek koop vir (naam) by die skool hulle sporthemde." / "I buy the sport shirt for (name) at school." |
| 17. Work | 17.1 Work process and jobs | References to work activities and specific jobs to be completed for clients. | "Maar kyk, (naam), as ek en jy hie'so sit en pons, dis nie ons wat agter raak nie." / "But see, (name), if me and you sit here and punch, it isn't us that get behind." |
| | 17.2 Work equipment/ material description | References to the characteristics/types of equipment and material used for completing work activities. | "Hierdie is eintlik 'n sterker garing as daai een." / "This is actually a stronger yarn than that one." |
| | 17.3 Work equipment: Cost | References to the cost of work equipment. | "Daai tolletjies garing....wat hulle vir 'n derde van die prys verkoop." / "These reels of yarn...which they sell for a third of the price." |
| | 17.4 General | Utterances that are work-related but do not fit into any of the other categories. | "(Naam) het die lunch laat begin." / "(Name) started the lunch (break) late." |
| | 17.5 Work place renovations | References to building alterations and renovations at the work place. | "Nee, hier het veranderinge en verbeterings plaasgevind." / "No, changes and improvements have taken place here." |
| | 17.6 Work: Leave | References to leave from work. | "Ja, maar weet jy wat, mense sê, ek het nog in my siklus soveel dae siekverlof, ek moet dit nog opgebruik, want my siklus verval oor twee maande." / "Yes, but you know what, people say, I still have so many days of sick leave in my cycle, I must still use it up because my cycle expires in two months' time." |
| | 17.7 Work equipment: Buying | References to the purchase of equipment/material used at work. | "Ek het vir my 'n tolletjie van daai garing gekoop." / "I bought myself a reel of that yarn." |
| 18. Computers | 18.1 Internet site | References to sites on the internet. | "Toe gaan ek uit toe gaan ek op 'Sarie'." / "Then I went out then I went to 'Sarie'." (Women's magazine) |
| | 18.2 Internet access | References to passwords and the equipment set-ups for accessing the internet. | "Maar nog steeds, jy moet met jou password inkom." / "But still, you must get in with your password." |
| | 18.3 Computer games | References to computer games. | "Dan speel hy ok op 'ie rekenaar." / "Then he also plays on the computer." |
| | 18.4 Computer equipment | References to computer equipment and accessories. | "So jou rekenaar is gekoppel aan jou telefoon, binne in jou huis." / "So your computer is connected to your telephone, inside your house." |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|---------------|------------------------------|---|---|
| 19.Pets | 19.1 Pet activities | References to activities engaged in by pets, excluding bad behaviour and attacks by pets. | "Ag hy (hond) dra dan selfs sulke braaivleisstompe hout binne in sy kassie." / "Oh, he (dog) even carries such barbeque logs of wood inside his box." |
| | 19.2 Pet description | References to characteristics or breed of pets, e.g. build, looks, colour, character traits. | "Maar dis 'n mooi hond; dit is - jy weet hy's opreg." / "But it's a beautiful dog it's - you know, he's pure bred." |
| | 19.3 Pet relations | References to relationships between different pets and between pets and people. | "My pa dink nog ja nee hy en die hond sal oor die weg kom." / "My dad still thought he and the dog would get along." |
| | 19.4 Pet attacks | References to pets attacking each other or people. | "Daai hond gryp hom aan deur die venster." / "That dog attacked him through the window." |
| | 19.5 Pet owning | References to ownership of pets. | "Nou ææ (naam) is die eerste Malteser wat my pa gehad het." / "Now (name) the first Maltese which my Dad had." |
| | 19.6 Pet: Bad behaviour | Any actions of pets that are referenced in a judgemental manner or that clearly caused damage or irritation of the owners, e.g. ruining plants. Attacks by pets were coded under 'Pet attacks'. | "Hy't daai broodboom afgevrete, en o die oggend, dit lyk of daar 'n orkaan woed; dis net takke waar daai hond lê." / "He chewed down that cycad, and ææ that morning, it looked like a hurricane rages there; it's just branches where that dog's lying." |
| 20. Money | 20.1 Finances | References to personal financial matters, such as financial status as well as financial strategies such as investments and loans. | "Ek is regtig op 'ie broodlyn hierdie maand." / "I'm really on the bread line this month." "My pa het 'n belegging." / "My dad had an investment." |
| | 20.2 General | References to general money matters, such as the general interest rates, procedures for investments, hire purchase etc. | "Wat is die normale rentekoers vir huurkoop van 'n kar?" / "What is the normal interest rate for hire purchase a car?" |
| | 20.3 Money: transactions | References to payments made for services or to obtaining change. | "(Naam), jy't ook nie 'n vyftig Rand nie." / "(Name), you also don't have a fifty Rand." |
| | 20.4 Money borrowing/lending | References to borrowing money from/lending money to people. | "Nee, ek het vir (naam) gesê, (naam), bring vir my die geld terug, toe sê sy nee, toe sê ek ma' jy leen dit dan by my." / "No, I told (name), (name), you bring that money back to me, then she said, no, then I said but you are borrowing it from me." |
| | 20.5 Money safety | References to safety matters concerning money. | "Jy kannie - jy kannie waag om geld te haal voor haar nie." / "You can't - you can't dare to take out money in front of her." |
| | 20.6 Money: Tax | References to tax matters. | "Nou moet hy ses jaar se belasting - moet hy nou gaan opspoor." / "Now he must track down six years' taxes." |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|--------------------------|--------------------------------------|---|--|
| 21. Travel | 21.1 Travel general | References to issues around travelling (with the exception of travel costs), such as travel agents and bookings. | "Kan ek weer gaan uitvind by die travel agent, hier op kampus." / "Can I find out again at the travel agent, here on campus." |
| | 21.2 Travel costs | References to the cost of travelling. | "Hoeveel kos die plane Kaap toe?" / "How much does the plane to the Cape cost?" |
| 22. Media | 22.1 Media event | Reference to a public event which was explicitly or by implication read about/heard/seen in the media. | "Want ek hoor vanoggend op 'ie nuus die airport gaan 'n nuwe naam kry." / "Because I heard this morning on the news the airport will get a new name." |
| | 22.2 Media: Television, radio, paper | References to the process of reading/listening to/ watching any of these media. This category was only scored if references did not include information about a specific media event. | "Jy't die koerant gelees." / "You read the papers." |
| | 22.3 Media buying | References to buying the papers. | "Ek koop 'ie nou meer gereeld die koerant nie." / "I don't buy the papers regularly now anymore." |
| 23. Movies | | References to movies and the activity of going to the movies. | "'Centre Stage', my moeder, dis skitterend." / "'Centre Stage', oh my, it's brilliant." |
| 24. Week-end activities | | References to activities engaged in over the weekend, unless these activities were coded as more specific activities (movies, hunting, gambling). | "Maar ek en (naam) was Sun City toe vir die naweek." / "But me and (name) went to Sun City for the weekend." |
| 25. Passage of time | | References to the way time passes and the 'daily drag.' | "Die Maandag is nou weer om." / "The Monday is now past once again." |
| 26. Weather | | References to the weather. | "Dis nou - dié tyd is die weer ideaal." / "It's now - this time the weather is ideal." |
| 27. Location description | | Descriptions of the location of places (e.g. 'next to..., near...') or road descriptions. | "Nee, in Messina, dan gaan jy op die Tjipeze pad." / "No, in Messina, then you go on the Tjipeze road." |
| 28. Hand craft | | References to hand craft activities such as crocheting or wood carving. | "Sy was nog besig om vir haar man 'n kombors te hekel, jong, maar sy't behoorlik daai dag gespook om dit klaar te kry." / "She was still busy crocheting a blanket for her hussband, but dear me, she really gave everything that day to finish that thing." |
| 29. Joke/tease | | Relating a joke or utterances that are not meant seriously, but as a joke. Teasing a colleague was also scored as 'joke' as were utterances made while playfully scuffling. | "Wat soek jy by die werk." / "What are you doing at work?" "Jy's verskriklik." / "You are terrible." "Wat vat jy aan my! Gaan staan daar man!" / "What are you touching me! Go and stand there, man!" |

Appendix E-3 Content frame (cont.)

| Main category | Sub-category | Definition | Example |
|---------------------|--------------|--|--|
| 30. School/training | | Any reference to educational careers, training courses or 'informal' learning of skills, References to school activities such as school tours/sport events were also coded under this category | "Maar ek het dit geleer toe ek in 'ie print ingekom het."/"But I learnt that when I came into the print." "Of sy gaan Universiteit toe."/"Or she's going to University." |
| 31. Sport | | Any references to sport activities, except for school sport events. | "So ek glo nie krieket sal regtig weer dieselfde waarde hê as wat hy voorheen gehad het vir die Suid-Afrikanders nie."/"So I don't think cricket will have the same value as before for the South Africans." |
| 32. Death | | Any reference to death or dying | "Maar ses is op slag dood."/"But six died on the spot." |
| 33. Weight | | References to an individual's weight or build | "So (naam) sal nooit regtig oorgewig wees nie."/"So (name) won't really ever be overweight." |
| 34. Suicide | | References to suicide, including the methods and actions | "Ek weet nie - dis so seer om jouself te skiet! Hoe kry hulle dit reg?"/"I don't know - it's so sore to shoot yourself! How do they get it right?" |
| 35. Life | | Comments about life in general, a person's view on his/her own life or a person's plan for his/her life | "Ek meen, jou lewe is tog nie elke dag maanskyn en rose nie."/"I mean, your life isn't moonshine and roses every day." |
| 36. Garden | | References to gardening and plants growing in the garden. | "Hulle't so 'n boom in 'ie yard."/"They have a tree like that in the yard." |
| 37. Hunting | | References to the activity of hunting | "En hulle sê as jy jou eerste bok skiet dan's dit gratis."/"And they say if you shoot your first buck then it's for free." |
| 38. Tourism | | References to the tourism business as well as the presence of tourists at holiday places. | "Maar ek sal jou sê, daar's soveel toeriste, busse en busse en busse."/"But let me tell you, there are so many tourists, buses and buses and buses." |
| 39. Gambeling | | References to any form of gambling, e.g. the lottery or at casino's | "Ek speel tweehonderd Rand op daai vyftig sent masjiene sonder om iets te kry."/"I play two hundred Rand on those fifty cent machines without getting anything." |
| 40. Homicide | | References to killing | "En dan skiet hy nou sy hele gesin dood."/"And then he shoots his whole family." |
| 41. Toys | | Descriptions of toys | "Die kaskar is gemaak van die helfte van 'n krat, man."/"The go-cart is made from the one half of a crate, man." |
| 42. Miscellaneous | | Items that could not be reliably categorised, even though sufficient contextual information was available to understand the utterances. | "Ek weet wat is Najamaabs."/"I know what 'Nahjmaabs' means." "Dis vir haar gemakliker so; dis haar omgewing, dis haar kamer, dis haar maatjies wat sy ken."/"It's more comfortable for her like that; it's her environment, it's her room, those are her friends whom she knows." |
| 43. Specific event | | References to happenings where the persons referenced are not the agents, i.e. they do not perform the activity | "Oo, skoonma wat gister verjaar het."/"Oh, mother-in-law who had her birthday yesterday." |

APPENDIX F

Communication segments

1. A change in one of the three referential frames indicated a new communication segment.
2. A change in speaker without a change in one of the three referential frames denoted a new communication segment provided that this speaker added new information to the prevailing topic.
3. The answers 'yes/no/I don't know' as well as statements of agreement/disagreement did not constitute separate communication segments but were grouped together with the preceding utterance(s).
4. Elliptical answers/comments other than 'yes/no/I don't know' constituted a communication segment and were coded as if they were complete sentences, as long as referential frames were clear from the context. For example:

Speaker 1: "Dis hoekom ek sal nooit my kind my stoof laat gebruik nie."

(translated) "That's why I will never let my child use my stove."

Coding: **Time:** Present
 Person: Self
 Content: Family relations

Speaker 2: "Nee, jy kannie."

(translated) "No, you can't"

Coding: **Time:** Present
 Person: Non-specific
 Content: Family relations

5. An interruption by a speaker with a vocalisation (e.g. *mm*, *umm.*, *ææ*), a repetition of the previous speaker's words or an incomplete statement was ignored in the coding procedure, i.e. this did not in itself signify a new communication segment.
6. 'Generic' utterances preceding or following another utterance were not coded as separate communication segments. Examples of such 'generic' utterances are "*Kan jy glo dat...*" / "Can you believe that...", "*Ek is nie seker of...*" / "I'm not sure whether...", "*Weet jy dat...*" / "Do you know that..."

APPENDIX G

Differences in the sampling procedures between the study by Balandin & Iacono (1998a) and the present study

| <i>Feature</i> | <i>Study by Balandin & Iacono (1998a)</i> | <i>Present study</i> |
|--|---|--|
| Participants | 34 participants from 4 work contexts | 11 participants from 2 work contexts |
| Recording | 4 participants from each context were recorded with lavalier microphones for each day of the week for 3 consecutive weeks. These four participants did not necessarily converse with each other, but might have been engaged in conversation with different groups. More than one group of conversational partners could potentially be 'tapped' within the particular work context on a given day. | One recording with an omnidirectional microphone was made per day. Recordings were done on 9 days for Context A and on 2 days in Context B. Only one group of conversational partners was recorded at a particular time. |
| Recording time | 5 weekday samples were established, each of which consisted of 4 participants times 4 work contexts each of whom recorded 15 minutes of conversation for that particular weekday for three consecutive weeks, resulting in a composite weekday sample of 720 minutes. | Recordings were made on 9 consecutive days in context A, resulting in a total recording time of 153 minutes, 45 sec. Recordings were made on two days in Context B, resulting in 75min, 13 sec of recording time. |
| Unit of analysis for establishing top ten content frame references | 5 composite weekday samples | 2 recordings: Context A combined and Context B combined |