

LIDES AND THE ANALYSIS OF BILINGUAL CONVERSATION. A PROPOSAL FOR ANALYZING SPANISH-ENGLISH CONVERSATIONS FROM GIBRALTAR WITHIN THE LANGUAGE INTERACTION DATA-EXCHANGE SYSTEM¹

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A key issue in the analysis of bilingual conversation and spoken discourse is transcription. The first question researchers working with bilingual data must ask is how they are going to represent stretches of talk from different languages, or how they should represent linguistic items which can not be clearly attributed to a single language. These issues and many others pertaining to the representation of conversation phenomena such as back-channels, intonation, pauses, overlaps, as well as other conversation organizing elements require that researchers develop a system for rendering their spoken data into written form. Both theoretical and practical decisions must be made when undertaking the transcription of spoken bilingual discourse and in the majority of cases researchers adopt their own system. Such ad-hoc practices of transcribing and coding has motivated a group of linguists from several European countries to co-ordinate and develop a bilingual data-base and a common set of transcription conventions based on CHILDES (MacWhinney & Snow, 1990; MacWhinney, 1995) which will permit researchers to share data, carry out comparisons, in addition to proposing new research questions that previously could not be addressed by single data sets.

A system for coding and analyzing bilingual conversations within the LIDES framework is proposed here in relation to Spanish-English data from Gibraltar. We first introduce the LIDES enterprise, next, we present the benefits as well as some of the aspects which require further elaboration within the LIDES proposal. This is followed by an example of a conversation from Gibraltar which illustrates a variety of issues researchers working with bilingual data need to face with their own data. The theoretical choices and the manner in which these conversations have been coded is discussed. Lastly, we show how the CLAN

¹ The LIDES project is currently being developed and adapted by Ruthanna Barnett, Eva Codó, Eva Eppler, Montserrat Forcadell, Penelope Gardner-Chloros, Roeland van Hout, Melissa G. Moyer, Mukul Saxena, Mark Sebba, Marianne Starren, Maria Carme Torras, and Maria Teresa Turell.

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automatic analysis programs can contribute to the analysis of bilingual conversations as well as to the improved study of spoken data corpora.

The LIDES project

The LIDES project is the result of a joint effort by a group of researchers from Spain, Britain, Austria and The Netherlands to create a forum for the exchange of bilingual data as well as a standard system for transcribing and coding it which will enable the comparison among different data-sets. The LIDES project provides: (a) a proposal for a common transcription and coding system for bilingual data which is based on CHILDES (MacWhinney & Snow, 1990; MacWhinney, 1995); (b) a set of programs also from CHILDES (MacWhinney & Snow, 1990; MacWhinney, 1995) for automatic analyses; and (c) a database of spoken and written bilingual data sets contributed by users and members of the LIDES group⁴.

The decision to adopt the CHILDES system for the LIDES project was taken after considering other already existing proposals. A system was needed that would permit the transferal of data without loss of information. CHILDES uses ASCII which is a system independent standard character set⁵. Another consideration in favor of CHILDES was that it has successfully been used for over ten years and it has specific guidelines for coding data within a format called CHAT, as well as software programs for analysis called CLAN. More importantly, CHAT and CLAN tools are open for further elaboration and additions in order to fulfill the needs of researchers working with code-switching and bilingual data.

CHILDES has been adopted for the LIDES project with certain reservations. One of our concerns has to do with the complex coding system which can make the transcription visually cumbersome and difficult to read. The development of more user-friendly symbols will contribute to improving the legibility of transcriptions. It is helpful to know, however, that CLAN commands already exist which enable researchers to hide information they do not wish to see. This information can be recuperated by a specific command. Such flexibility is important for data-sharing since researchers have different needs and interests.

Further improvements need to be made on the way to relate the transcription text encoded on *MAIN TIERS* to encoded information on *DEPENDENT TIERS*. This issue is

⁴ The data sets available at present are the following: Spanish-English, Turkish-Dutch, Catalan-Spanish, Greek-English, Alsatian-French and London Jamaican-London English.

⁵ ASCII is comparable to other coding proposals such as the Text Coding Initiative (TEI) which uses Standard Generalized Markup Language (SGML).

important in a word for word gloss of a bilingual utterance where we need to represent an isomorphic relation between items on these two types of lines. Issues of user-friendliness, as well as specific coding options for bilingual data are lines that are currently being developed by the LIDES group.

Considerations for the analysis of bilingual conversations

The analysis of conversations whether monolingual or bilingual necessarily involves the transliteration of discourse from an audio format into written form. As Ochs (1979) points out a researcher's transcription constitutes an implementation of theory. The most obvious example is a researcher's definition of the most basic units of analysis in a conversation, namely, what constitutes an utterance or a turn. These are issues that all researchers face whether they decide to use LIDES or not. A system like LIDES must allow for this theoretical flexibility but at the same time provide a coding system which allows for comparisons of similar phenomena in different data sets.

The practice of bilingual conversation by speakers can be quite varied. An analyst will want to be able to compare different speakers, as well as language choices made by a single speaker. It will also be relevant for the analysis of bilingual data to consider intra-turn as well as inter-turn switches in addition to the type of constituents or structural units switched. Social determinants of language choice such as situation are also important especially for framing the bilingual conversation and accounting for the meaning of language choices within that frame. Furthermore, there is prosodic and paralinguistic information which work as organizing devices to permit interpretation.

A transcription proposal will need to provide a way for coding all these types of information.

Researchers studying conversation in general typically select short extracts in order to show either how talk is organized through sequencing or else how meaning is conveyed at a micro-level through both lexical and paralinguistic devices. One of the problems with these limited extracts is that they often are the basis upon which theoretical generalizations are made about a given social group, a specific interaction type, or it is also the case that claims based on these extracts are given the status of community norms and knowledge. As readers of research on conversation we can only trust that the analyses carried out are serious and representative of a given bilingual community and in more interpretative approaches we take for granted that what has been transcribed matches all the other social and linguistic information which may be a part of the recording but which has not been included in the

transcription. Many of these limitations can be overcome by taking a corpus based approach to bilingual conversation. LIDES offers important insights that can only be accessed by examining and discovering patterns for the entire recording or by comparing patterns of bilingual talk with those of other members of the community. A further limitation is that the research questions are often determined by the size of the extract and what can be represented on a page. What readers see does not always illustrate the full potential of a speaker's linguistic behavior. A corpus approach also permits researchers to examine speakers' styles and patterns of code-switching in different communicative contexts.

The LIDES proposal seeks to bring together both quantitative and qualitative research concerns in the analysis of bilingual conversation by providing a system for quantifying specific patterns, or carrying out comparisons in order to substantiate our predictions and generalizations about speakers and communities but also to gain a better understanding of the conversational resources used in bilingual talk.

Coding a Spanish-English conversation with LIDES: An example

When codifying bilingual conversations, several considerations have to be borne in mind, i.e. the need to code:

- (a) the language of each lexical expression when they are frequent within turn switches.
- (b) the base language and switches in the base language of an entire conversation construction unit or extract.
- (c) the sequencing of languages between speakers' turn construction units.
- (d) paralinguistic and other conversation organizing devices such as intonation, latchings, overlapping, hedges, back-channels, among other phenomena.
- (e) types of constituents switched in intra-turn construction units.

By taking into account the issues above, an analysis of bilingual conversations can begin to study the systematicity of bilingual conversational phenomena by speakers and examine how non-literal meaning creating devices (i.e. contextualization cues) are exploited in different ways. The coding of these issues related to bilingual data is illustrated in the following example of a bilingual Spanish-English conversation.

As refers to form, all transcriptions within LIDES must have a set of headers following the CHILDES requirements. The obligatory headers are: *@Begin*, *@Filename* and *@Participants*. The other headers are optional. A further important distinction LIDES makes

is that between *Main Tiers* and *Dependent Tiers*. Main tiers are where either utterances or turns are placed. We have chosen in our analysis to have main tiers with several lines representing a speaker's turn rather than her utterance, since we want to code and carry out a sequential analysis of language choice between turns. Main tiers are represented by an asterisk followed by a three-letter speaker identification and a colon *TER:. Dependent tiers are used to codify any information researchers wish to include. The example in this section displays only one dependent tier which is an English translation of the main tier. The symbol %eng: is used to represent that what follows is an English translation. In the next section the dependent tier %trn: is used to represent the language of the turn.

@Begin			
@Filename:	EXTRACT3.CHA		
@Participants:	ENR Enrique_Teacher, TER Teresa_Teacher, Agatha_Teacher	H E	
@Languages:	English (1), Spanish (2)	A	
@Situation:	Spontaneous conversation in the teacher's room of a school in Gibraltar		D E
@Transcriber:	Melissa G. Moyer, Montserrat Capdevila	R	
@Coder:	Eva Codó, Melissa G. Moyer	S	

*TER: no@2 tienen@2 educación@2 eh@2 las@2 niñas@2 --> MAIN TIER

%eng: they don't have manners. hmm? The girls...

*AGA: qué@2 no@2 tienen@2?

%eng: they don't have what? -----> DEPENDENT TIER

*TER: ha@2 salido@2 un@2 lote@2 de@2 niñas@2 including@1 fifth@1 ## and@1
sixth@1 years@1 both@1 fifth@1 years@1 have@1 stood@1 I'm@1 holding@1
the@1 door@1 I'm@1 holding@1 the@1 door@1.

%eng: there's a group of girls including fifth years and sixth years. Both fifth years. Have
stood... I'm holding the door. I'm holding the door.

*AGA: for@1 them@1 -` claro@2 -----> SPANISH LANGUAGE TAG

%eng: for them, of course

*TER: for@1 them@2 and@1 then@1 two@1 sixth@1 years@1 and@1 fifth@1
year@1 stood@1 back@1 and@1 said@1 # come@1 in@1 Y@1

was@1 waiting@1 for@1 that@1 -----> ENGLISH LANGUAGE TAG
--

*ENR: pero@2 tú@2 te@2 esperas@2 que@2 en@2 este:@2 # en@2 este:@2 # en@2 este@2 # day@1 and@1 age@1 que@2 se@2 cojan@2 las@2 niñas@2 ## y@2 te@2 dejan@2 a@2 ti@2 de@2 pasar@2, porque@2 te@2 llames@2 Teresa@2 xxx.

%eng: but do you expect that in this in this day and age that the girls are going to stop and let you pass because you...

*AGA: heh, heh.

*ENR: vamos@2 porque@2 sea@2 el@2 head@1 of@1 year@1 de@2 aquí@2.

%eng: come on, because you're head of year here.

*TER: no@2 head@1 of@1 year@1 además@2 # yo@2 no@2 soy@2 head@1 of@1 year@1.

%eng: no. Besides I'm not head of year.

*ENR: sorry@1.

*TER: soy@2 year@1 coordinator@1.

%eng: I'm year coordinator.

*ENR: sorry@1 sorry@1.

*TER: now@1 the@1 now@1 the@1 in@1 word@1 is@1 coordinator@1.

*ENR: pues@2 yo@2 soy@2 periquito@2 de@2 los@2 palotes@2.

%eng: and I'm Harry.

*TER: (es)cucha@2 ya@2 # hasta@2 los@2 toilets@1 ## son@2 coordinated@1.

%eng: listen, now even the toilets are coordinated.

@End

The Spanish-English conversation illustrated above involves frequent intra-turn switching. It is interesting to examine and identify those parts on a turn which are in a given language. In order to do this it is necessary to add a language tag to each lexical item. This may not be necessary if a turn is monolingual. A Spanish language tag, represented by the symbol @2, and an English tag @1 are incorporated after each word on the main tier as can be seen in the example above. Utterance organizing devices such as short and long pauses, declarative, interrogative and additional intonations have also been coded. The symbols adopted are included in the appendix. It is important to bear in mind that no matter how much coding we do on the main tier there are specific commands to hide coded information. The codes can be recovered at a later stage in order to carry out quantitative analyses.

The information coded in this example is the minimal version for encoding conversations within LIDES. Instances of additional coding are shown in the next section.

Programs for the analysis of bilingual conversation

The purpose of this section is to illustrate how some of the most relevant issues involved in the analysis of bilingual interactions can be addressed within the LIDES system. We present here a detailed version of the transcription shown earlier. This version differs from the previous one in that relevant conversational phenomena have been added to it. Moreover, specific information related to language choices has also been encoded.

The transcription of conversational phenomena in detail is essential for the analysis of conversational code-switching, as it sheds light in the ways in which code-switching is used as a conversational strategy, but also in the ways in which it interacts with other strategies in the creation of situated meanings (Gumperz, 1982). The extended version presented below contains information about prosodic features, i.e. intonation, speech rhythm, loudness and pitch, as well as about other conversational phenomena, i.e. latching of a speaker's intervention with the previous turn, truncation and retracing of one's words. At the end of this paper you will find a list of all the symbols used in the transcription and what each of them stands for.

As regards the specification of language choices, we have encoded first of all information concerning the base language of the interaction both at the beginning and at the end of the extract. Secondly, a dependent tier called *%trn* has been created in order to code the language of each turn. Finally, types of switched constituents have also been identified and labelled. Specific coding procedures will be discussed in detail later.

@Begin
 @Filename: EXTRACT3.CHA
 @Participants: ENR Enrique_Teacher, TER Teresa_Teacher, AGA
 Agatha_Teacher
 @Languages: English (1), Spanish (2)
 @Situation: Spontaneous conversation in the teacher's room of a school in
 Gibraltar
 @Transcriber: Montserrat Capdevila, Melissa G. Moyer
 @Coder: Melissa G. Moyer, Eva Codó
 @Comment: Background noise and parallel conversations take place
 throughout the exchange

@Bg: Spanish/English -----> BASE LANGUAGE OF THE INTERACTION
--

*TER: <no@2 /tienen@2 educa/ción@2 -'> [=! 1] eh@2 -' las@2 niñas@2 -'.

%trn: \$\$ -----> LANGUAGE OF THE TURN (Spanish)
--

*AGA: qué@2 no@2 tienen@2?

%trn: \$\$

*TER: +^ <ha@2 sa/lido@2 < <un@2 lote@2 de@2 niñas@2> [=! l] including@1 fifth@1 years@1 ## <and@1 sixth@1 years@1> [=! q,s] > [\$cl] # <both@1 fifth@1 years@1 have@1 stood@1 +/ <I'm@1 holding@1 the@1 door@1> [/] I'm@1 holding@1 the@1 door@1 [=! high pitch indicating indignation] > [\$al] .

%trn: \$\$/E

*AGA: for@1 them@1 -` <claro@2> [\$al] ---> TYPE OF SWITCHED
CONSTITUENT (alternation)

%trn: \$\$/E

*TER: +^ for@1 them@2 -` and@1 then@1 two@1 sixth@1 years@1 and@1 fifth@1 year@1 stood@1 back@1 and@1 said@1 # <come@1 in@1 -`> [=! s] <Y@1 was@1 waiting@1 for@1 that@1> [=! emphatic] .

%trn: \$\$E

*ENR: pero@2 tú@2 te@2 esperas@2 que@2 <en@2 este:@2 # en@2 este:@2 #> [/] en@2 este:@2 # <day@1 and@1 age@1> [\$in] se@2 cojan@2 unas@2 niñas@2 ## y@2 te@2 dejen@2 a@2 ti@2 de@2 pasar@2 porque@2 te@2 llames@2 Teresa@2 xxx ##.

%trn: \$\$/E

*AGA: [=! laughs] .

*ENR: vamos@2 -' porque@2 sea(s)@2 <head@1 of@1 year@1 -`> [\$in] de@2 aquí@2 -'.

%trn: \$\$/E

*TER: +^ no@2 <head@1 of@1 year@1 -`> [\$in además@2 # yo@2 no@2 <soy@2> [=! emphatic] <head@1 of@1 year@1> [\$in] .

%trn: \$\$/E

*ENR: +^ sorry@1.

%trn: \$\$E

*TER: soy@2 <year@1 co:ordinator@1> [=! sl for emphasis] [\$in] .

%trn: \$\$/E

*ENR: +^ sorry@1 sorry@1.

%trn: \$\$E

*TER: #0_5 <now@1 the@1> [/] # now@1 the@1 <in@1 word@1> [!] is@1 coordinator@1.

%trn: \$\$E

*ENR: +^ <pues@2 yo@2 soy@2 periquito@2 de@2 los@2 palotes@2>.

%trn: \$\$

*TER: +^ (es)cucha@2 ya@2 # hasta@2 <los@2 <toilets@1> [!] ## son@2 coordinated@1> [\$cl].

```
%trn: $$/E  
@Eg: Spanish/English  
@End
```

In some bilingual communities situational factors may determine the choice of a given language for the interaction. In those contexts, switches into the other language/s acquire their meaning through their constrasting function. The coding of information about the base language of a given exchange becomes then essential. This information can also be very useful when dealing with large corpora of data. A researcher may at some point be interested in retrieving only certain passages of data which are marked for a specific base language. As we can see in the transcript above, the language of the interaction is defined both at the beginning and at the end of the passage (in this case we consider it to be Spanish/English). The GEM program makes retrieval of these passages automatic.

In those contexts in which language choice is open researchers may find it difficult to decide on a base language. One of the factors that may help them decide is the number of words in each language. The FREQ program enables them to make frequency counts of lexical items. This is possible because of the language tag (@language) each word has attached to it. The program produces a list of lexical items in each language, in this case English (@1), and also determines the frequency of occurrence of each item.

```
freq +s*@1 +f extract3.cha -----> COMMAND TO RUN THE PROGRAM
```

Thu Mar 19 13:53:43 1998

freq (09-SEP-94) is conducting analyses on:

ALL speaker tiers

From file <vigo3.cha> to file <vigo3.fr0>

1 age@1
 5 and@1
 1 back@1
 1 both@1
 1 co:ordinator@1
 1 come@111:44
 1 coordinated@1
 1 day@1
 2 door@1
 3 fifth@1
 3 for@1
 1 have@1
 3 head@1
 2 holding@1
 2 i'm@1
 1 i@1
 2 in@1
 1 including@1
 1 is@1
 2 now@1
 3 of@1
 1 said@1
 2 sixth@1
 1 sorry@1
 2 stood@1
 1 that@1
 4 the@1
 1 them@1
 1 then@1
 1 toilets@1
 1 two@1
 1 waiting@1
 1 was@1
 1 word@1
 5 year@1
 4 years@1

OUTPUT

 36 Total number of different word types used

65 Total number of words (tokens)

0.554 Type/Token ratio

Another issue that needs to be addressed in the analysis of bilingual conversation concerns the way in which languages are managed across turns, as pointed out by Auer (1995). An analysis of the sequential patterns of language use can help us determine not only the situated meaning of some instances of code-switching, but also the process of language negotiation speakers often involve in.

We have encoded information about the language of each turn in a %trn dependent tier (see MacWhinney, 1995). By means of the KWAL program, we are able to retrieve language sequencing patterns across turns. For technical reasons, however, before running the program we need to substitute the % sign which is typical of a dependent tier for the @ sign, so that we are able to retrieve dependent tiers only, in this case the tier %trn.

```
kwal -t* +t@trn vigo3.@trn +f
Wed Mar 18 13:40:58 1998
kwal (09-SEP-94) is conducting analyses on:
ONLY header tiers matching: @TRN;
*****
From file <vigo3.@trn> to file <vigo3.kwa>
-----
*** File vigo3.@trn. Line 15.
@trn: $$
-----
*** File vigo3.@trn. Line 17.
@trn: $$
-----
*** File vigo3.@trn. Line 23.
@trn: $$/E
-----
*** File vigo3.@trn. Line 25.
@trn: $$/E
-----
*** File vigo3.@trn. Line 29.
@trn: $E
-----
*** File vigo3.@trn. Line 34.
@trn: $$/E
-----
*** File vigo3.@trn. Line 38.
@trn: $$/E
-----
*** File vigo3.@trn. Line 41.
```

@trn: \$\$/E

 *** File vigo3.@trn. Line 43.

@trn: \$E

 *** File vigo3.@trn. Line 45.

@trn: \$\$/E

 *** File vigo3.@trn. Line 47.

@trn: \$E

 *** File vigo3.@trn. Line 50.

@trn: \$E

 *** File vigo3.@trn. Line 52.

@trn: \$\$

 *** File vigo3.@trn. Line 55.

@trn: \$\$/E

However, not all speakers from a given community are likely to display the same linguistic behaviour. This may be due to linguistic reasons (e.g. proficiency in the languages involved) or to extra-linguistic ones (e.g. desire to project a given identity, a particular framing of the situation, etc). Thus, researchers may be interested in obtaining information about individual speakers, for instance about how they manage languages across turns, about the length and frequency of their interventions and so on. The COMBO program allows us to retrieve only those turns we are interested in. In this case, we have decided that we want to examine all the contributions by one speaker, namely *TER.

```
combo +t%trn +s$* -t*ENR -t*AGA vigo3.cha +f
```

```
Thu Mar 19 13:45:46 1998
```

```
combo (09-SEP-94) is conducting analyses on:
```

```
ALL speaker main tiers EXCEPT the ones matching: *ENR; *AGA;
```

```
and those speakers' ONLY dependent tiers matching: %TRN;
```

```
*****
```

```
From file <vigo3.cha> to file <vigo3.cm3>
```

```
-----  

  **** line 14; file vigo3.cha ****
```

```
*TER: <no@2 /tienen@2 educa/ción@2 -'> [=! l] eh@2 -' las@2 niñas@2 -' .
```

```
%trn: $$
```

1

**** line 18; file vigo3.cha ****

*TER: +^ <ha@2 sa/lido@2 < <un@2 lote@2 de@2 niñas@2> [=! l] including@1
fifth@1 years@1 ## <and@1 sixth@1 years@1> [=! q,s] > [\$cl]
<both@1 fifth@1 years@1 have@1 stood@1 +/ <I'm@1 holding@1 the@1
door@1> [/] I'm@1 holding@1 the@1 door@1 [=!] high pitch indicating
indignation] > [\$al] .

%trn: \$\$/E

1

**** line 26; file vigo3.cha ****

*TER: +^ for@1 them@2 -` and@1 then@1 two@1 sixth@1 years@1 and@1 fifth@1
year@1 stood@1 back@1 and@1 said@1 # <come@1 in@1> [=! s] <I@1 was@1
waiting@1 for@1 that@1> [=! emphatic] .

%trn: \$E

1

**** line 39; file vigo3.cha ****

*TER: +^ no@2 <head@1 of@1 year@1 -`> [\$in además@2 # yo@2 no@2 <soy@2>
[=! emphatic] <head@1 of@1 year@1> [\$in] .

%trn: \$\$/E

1

**** line 44; file vigo3.cha ****

*TER: soy@2 <year@1 co::ordinator@1> [=! sl for emphasis] [\$in] .

%trn: \$\$/E

1

**** line 48; file vigo3.cha ****

*TER: #0_5 <now@1 the@1> [/ # now@1 the@1 <in@1 word@1> [!] is@1
coordinator@1.

%trn: \$E

1

**** line 53; file vigo3.cha ****

*TER: +^ (es)cucha@2 ya@2 # hasta@2 <los@2 <toilets@1> [!] ## son@2
coordinated@1> [\$cl] .

%trn: \$\$/E

1

Strings matched 7 times

In order to get a full picture of the strategies used by speakers in Gibraltar we still need to examine the kinds of switched constituents within the turn. We have labelled them according to the proposal by Muysken (1995), who distinguishes among insertion, alternation and congruent lexicalization. Certain bilingual communities are said to employ only some of these code-switching strategies, whereas they may be scarce or even totally absent in other communities (van Hout & Muysken 1994). By means of the FREQ program we are able to obtain numerical information about frequency of use of each switching type.

```
freq +s[$* vigo3.cha +f
Wed Mar 18 13:34:04 1998
freq (09-SEP-94) is conducting analyses on:
ALL speaker tiers
*****
From file <vigo3.cha> to file <vigo3.frq>
 6 [$al]
 2 [$cl]
 5 [$in]
-----
 3 Total number of different word types used
13 Total number of words (tokens)
0.231 Type/Token ratio
```

Further insight can be gained by analyzing a specific type of code-switched constituent (i.e. insertions). This may enable researchers to determine, for instance, what type of constituents are most frequently inserted in the production of speakers from a given community. The COMBO program allows researchers to retrieve specific phenomena. The linguistic behaviour of particular speakers, in this case *TER, with respect to a given constituent can be examined for individual variation.

```
combo +s[$in vigo3.cha +f
Wed Mar 18 13:36:51 1998
combo (09-SEP-94) is conducting analyses on:
ALL speaker tiers
*****
From file <vigo3.cha> to file <vigo3.cm0>
-----
**** line 30; file vigo3.cha ****
*ENR: <pero@2 tú@2 te@2 esperas@2 que@2 en@2 este:@2 # en@2 este:@2 # en@
este:@2 # <day@1 and@1 age@1> [$in] se@2 cojan@2 unas@2 niñas@2 ##
```

1

y@2 te@2 dejan@2 a@2 ti@2 de@2 pasar@2 porque@2 te@2 llames@2
Teresa@2 xxx ## > [\$al] .

**** line 36; file vigo3.cha ****

*ENR: vamos@2 -, porque@2 sea(s)@2 <head@1 of@1 year@1 -'> [\$in] de@2
1
aquí@ -' .

*** line 39; file vigo3.cha ****

*TER: +^ no@2 <head@1 of@1 year@1 -`> [\$in] además@2 # yo@2 no@2 <soy@2>
1
[=! emphatic] <head@1 of@1 year@1> [\$in] .
2

**** line 44; file vigo3.cha ****

*TER: soy@2 <year@1 co::ordinator@1> [=! sl for emphasis] [\$in] .
1

Strings matched 5 times

To finish, the aim of this paper has been to present researchers with an illustration of how to address the analysis of bilingual conversations within the LIDES framework. Our proposal is not the only way to codify bilingual phenomena within LIDES but it is the one we have found most useful for our research endeavours.

Appendix: Symbols used in the transcriptions

@	language tag
-`	falling intonation
-'	rising intonation
-'	fall-rise intonation
-^	rise-fall intonation
-,	level intonation
#	pause
##	longer pause
:	lengthened sound or syllable
+^	latching (quick uptake)
+/	truncation
/	stressed syllable
()	omitted material
.	turn terminator (statements)
?	turn terminator (questions)
xxx	unintelligible material
\$	symbol to introduce codes

Scoped symbols

< >	indicates scope of any given phenomenon (if no scope is indicated, it applies to previous word)
[/]	retracing
[!]	stressing
[=! q]	quick rhythm
[=! sl]	slow rhythm
[=! l]	loud voice
[=! s]	soft voice
[\$in]	insertion
[\$al]	alternation
[\$cl]	congruent lexicalization

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