### Transcription Notation System for Orthographic Transcription (revised from Braun and Clarke, 2013)

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| **Feature** | **Notation** |
| The identity of the speaker | Use the speaker’s name followed by a colon (for example, Anna:[colon] ) to signal the identity of a speaker or Moderator:[colon]/Mod[colon]: or Interviewer:[colon]/Int:[colon] for when the moderator/interviewer is speaking; it may also be appropriate to use the moderator/interviewer’s first name. |
| Turn-taking | Start a new line every time a new speaker enters the conversation. |
| Laughing, coughing etcetera | ((laughs)) and ((coughs)) signals a speaker laughing or coughing during a turn of talk; ((General laughter)) signals multiple speakers laughing at once and should be appear on a separate line (to signal that no one speaker ‘owns’ the laughter). |
| Pausing | ((pause)) signals a significant pause (in other words, a few seconds or more; precise timings of pauses are not necessary); can also use (.) to signal a short pause (a second or less) or ((long pause)) to signal a much longer pause. |
| Spoken abbreviations (for example, TV for television; WHO for World Health Organisation) | If someone speaks an abbreviation then use that abbreviation (for example, TV), but do not abbreviate unless a speaker does so. |
| Overlapping speech | Type ((in overlap)) before the start of the overlapping speech. |
| Inaudible speech | ((inaudible)) for speech and sounds that are completely inaudible; when you can hear something but you’re not sure if it’s correct use brackets around the text (ways of life) to signal transcriber doubt or (ways of life/married wife) to signal multiple potential hearings. |
| Uncertainty about who is speaking | ?[question mark] to signal uncertainty about the speaker, or name followed by a question mark (for example, Judy?[question mark]) to signal this is your best guess. Or, if you can only identify the sex/gender of the speaker, F?[question mark] or M?[question mark] to signal that the speaker is a woman or a man, but be mindful that gender isn’t always easily readable from a person’s voice. |
| Non-verbal utterances | Render phonetically and consistently. For example, common non-verbal sounds uttered by English as a first language speakers include ‘erm’, ‘er’, ‘mm’, ‘mmhm’. |
| Spoken numbers | Spell out all numbers and be mindful of the difference between ‘a hundred’ and ‘one hundred’. |
| Do I use punctuation? | It is common to use punctuation to signal some features of spoken language, such as using a question mark to signal the rising intonation of a question and a comma to signal the slight pause/emphasis of continuing intonation in speech. However, adding punctuation to a transcript is not straightforward and it is important to be mindful of the ways in which adding punctuation can change the meaning of an extract of data. Equally, punctuation enhances the readability of spoken data, especially extracts quoted in written reports. |
| Cut off speech and sounds | This level of detail is not necessary for most experiential forms of analysis, although it can be useful to signal moments when participants are struggling to articulate their thoughts, feelings etcetera and cut off speech can be a part of this. To signal cut off speech, type out the sounds you can hear then add a dash (for example, wor-[dash]). |
| Emphasis on particular words | Again, this level of detail is not necessary for most experiential forms of analysis, although it can be useful to signal words or sounds that are particularly emphasised by underlining (for example, word[underlined]). |
| Reported speech | When a speaker reports the speech (or thoughts) of another person (or reports their own speech in the past) signal this with the use of inverted commas around the reported speech. For example, “and she said [inverted comma open] ‘I think your bum does look big in that dress’ [close inverted comma] and I said [inverted comma open] ‘thanks a bunch’ [close inverted comma] …”. |
| Accents and abbreviations/vernacular usage | It’s important not to transform participants’ speech into ‘standard’ English; however, fully representing a strong regional accent can be a complex and time consuming process! A good compromise is to signal only the very obvious or common (and easy to translate into written text) abbreviations and vernacular usage such as ‘cos’ instead of ‘because’ or a Welsh speaker saying ‘me Mam’ (instead of the English ‘my Mum’), unless it is absolutely critical for your analysis to fully represent exactly how a speaker pronounces words and sounds. |
| Names of media (for example, television programmes, books, magazines etcetera) | These should be presented in italics (for example, *The Walking Dead, Men’s Health* [italicised]). |
| Identifying information | You can either change identifying information such as people’s names and occupations, places, events etcetera (for example, ‘Bristol’ to ‘Manchester’) or insert generic descriptions of the information in square brackets (for example, [square bracket open] [brother’s name] [square backet close]). |