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The language of power: discourse analysis on speech acts, turn-taking and linguistic features of eight different female politicians native in English

Tesis para optar al grado de Licenciado en Lingüística y Literatura Inglesas
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Abstract

The study of discourse analysis in political landscapes has been an interesting and extensively studied research topic; however, in the context of illocutionary acts and linguistics features we have found a still-developing field. The present thesis is a discourse analysis study that researches and compares interviews and debates from eight different native English speaking female politicians. The purpose of this study was mainly to characterise the language used by this specific group, as well as determine the most common speech acts and turn-taking strategies among them in the context of a public political setting. To do this, the linguistic elements of each subject were studied and categorised into different charts that organised the results assigning different linguistic features with different speech acts, then these charts were compared to determine tendencies shared between the subjects. The result of the study shows that certain speech acts and turn-taking strategies were more used than others; to *emphasise* and to *maintain turn* were the most used amongst all the subjects. Plus, certain linguistic and extralinguistic elements were also frequently *Falling intonations, hand gestures* and *repetition of syntactic structures*, to name a few. The discussion of the result states that these tendencies exist because of the context involving the studied interviews and debates, falling intonations are more appropriate in political context, *emphasise* is extremely important when explaining political perspectives and the subjects had to maintain their turn because they were prone to being interrupted for being women.

Keywords: Discourse analysis, Turn-taking, Politics, Feminism, Speech acts.

1. Introduction

For the past two years, in the context of a worldwide pandemic and lockdown, there have been some significant changes that have affected not only our personal lives and routines, but have also brought a change into our cultural and political context. During this time, we have discovered that our priorities as individuals and as a society have drastically changed. For example, when it comes to politics, there have been many instances throughout history where presidential candidates were at an impasse on their views on certain topics, but since the pandemic, we have noticed the need to unify our ideals to take care of the threat of COVID-19. Some examples of this are the 2020 US elections, where candidates Donald Trump and Joe Biden had to act and make concrete plans on how they were going to deal with the pandemic during their mandate —as well as the case of the 2020 New Zealand elections with Judith Collins and Jacinda Ardern.

The political landscape is one that is ever-shifting and transforming; nowadays candidates must make statements when it concerns topics other than the economy or foreign relations. People now expect candidates who touch on subjects such as gender equality, feminism, and the role of women in positions of power. As the political discussion shifts towards gender equality, as a society, we are now concerned about women's representation in high power positions —we want to see them leading negotiations, planning, delivering information and actively participating in the political landscape.

Because of this, it was important that the main topic of our study was one that was not only interesting, but relevant to today's political climate, inclusive and that had a feminist perspective. This is how the topic of politics and, more specifically, women in politics came to be. As we have established before, since the pandemic started, we have noticed how women in higher power positions have made themselves noticed and heard. Therefore, we wanted to carry out an analysis that incorporated a wide scope of research and the subjects we decided on were female politicians who were native English speakers. Moreover, we also wanted to make sure to not only analyse female politicians who are currently in-office, but to also take into consideration other influential female politicians who have served their terms and have paved the way within the political landscape. Thus, we researched women from Australia, Canada, Jamaica, New Zealand, Scotland, the United Kingdom, and the United States, who have held high power positions for at least one period since the 1990's; therefore, we chose as subjects eight female politicians with whom we could analyse discourse in a political setting. We

wanted to analyse the way they expressed themselves and which speech acts and linguistic features appeared in their discussions, in order to compare them and find any similarities that may represent an essential characteristic for this group, i.e., English-speaking female politicians.

In order to carry out this research in a comprehensive manner, we extracted information from different linguistic theories, but our focus was always on discourse analysis. An author that was particularly helpful on this topic was Paltridge (2012) who pointed out that discourse analysis is related to how people manage interactions with one another, how they do things beyond language, and the ideas and beliefs that they communicate when using language, which is precisely in tune with the most relevant topics in our research. Moreover, the proposals about turn-taking by Sacks, Schegloff, and Jefferson (1974) caught our interest as well, motivating us into continuing their tradition; some relevant ideas to our research are their discussions surrounding interruptions, and the use of interruption markers, i.e. "Excuse me", as repair devices that direct issues in the organisation and distribution of turns to talk despite the fact they try to cope with turn-taking problems. Another relevant study regarding turn-taking practices is by Schegloff (2000) focuses on how the organisation of turn-taking practices is greatly concerned with common-sense practices, by this he explains that constitutive features of commonplace of talk-interaction are fundamental for viable social organisation, and this control of the organisation of turns are related to politeness and etiquette. Finally, Zimmerman and West (1975) were also an important part of this study in the subject of silences and pauses. In their paper, they present that usually these linguistic features are incorporated into discourse with different purposes and at different times, depending on the efficiency of the interlocutor. After reviewing these and other different sources such as articles, previous dissertations, amongst others, we have gained an overall understanding of the topics that we are trying to study: discourse analysis, speech acts and turn-taking.

We have also found some problems, specifically gaps in the literature research: first, there is a lack of female representation in the discourse analysis regarding political figures as most of the articles regarding political discourse are centred on male figures. This could be explained by the difference between female and male politicians in terms of their representation in global politics. Usually, men are the most prevalent in international politics and we do not need to look further to notice this. Chile, for example, is a country that has had only one female president in its 200 hundred years of existence. Neighbouring countries have also shown this tendency; Argentina, for instance, has had two female presidents, only one of them elected

through popular vote. Nevertheless, things are not so different in the English-speaking world. Canada had only one female prime minister, Kim Campbell, who stepped up as Prime Minister after her predecessor retired from politics. England also has had a lack of female representation in politics (at least if we do not consider the monarchy as a group relevant in England politics). However, the best example of unequal political representation is the US, which has not had any female presidents throughout its history —of course, there are women who have held great positions of power, but their presence and relevance have often been overshadowed by men.

Another problem that we have found is related to the approach these studies have taken on discourse analysis, and how they have carried out their research on only a few subjects at a time. Whilst it is common to perform a study in which the researcher works with a smaller sample, there is a clear disadvantage in this approach, as it is difficult to obtain a comprehensive comparative analysis of what the author is trying to prove. We cannot provide complete results on a subject such as discourse analysis if we have only one representative to gather data from; we need a wider scope of research so as to draw more precise conclusions and have a more accurate perspective. Contrarily, some of the articles we have used as resources do not have a comparative component, and in order to see if the same patterns repeat on different subjects, we would have to compare them with different studies with a similar approach and criteria.

Thus, our investigation is set out to fill the gaps we have found in previous studies by employing a wider scope of research that allows us to provide a thorough comparative analysis and diversify our sample to include women in politics, which have often been underrepresented. The eight subjects of the study are all native English-speaking women who hold or have held high positions of power —presidents, prime ministers, vice-presidents, etc. The discussions that take place in our samples will be analysed in terms of speech acts and linguistic features by using different comparative charts that will contrast the different elements the subjects employ throughout.

As we have stated before, the purpose of our investigation was to describe the discourse of eight female politicians. An important part of the process to achieve this was to choose an instrument that would allow us to dissect certain parts of their discourse so that we could perform an individual analysis, as well as a collective one. To do this, we designed an analytical chart that grouped 26 speech acts and 4 different instances of turn-taking, which could be used alongside 37 linguistic features. This chart was used to analyse each of the samples individually, and after we went through all eight politicians, we designed smaller, more

compact charts to easily compare the similarities and differences we encountered. Some of the main findings whilst performing this research indicated how similar the participants' type of discourse is, as it is clear they came from the political landscape and employ certain tactics that are inherent to it. For instance, the most used speech acts in our subjects were *to emphasise, to clarify/explain,* and *to accuse,* and the most used turn-taking strategy was *to maintain turn*.

The following thesis was divided into four sections: the first section was the literature review where we will revise texts that, throughout our academic career, have been helpful to understand certain terms in the areas of grammar, phonetics, and phonology. Within the literature review, we have also added a subsection for the theoretical framework, which consists of sources that have aided our study in a way that is more directly related to our research topic, and that addresses matters such as speech acts, different linguistic features, politics, and turn-taking. The second section is the methodology one, in which we establish the corpus of our study, and decide the way in which we will analyse it. In order to do so, we delve into the process of creating our analysis charts, which have been constructed in a way that can provide a unified and complete analysis of our sample. The third section consists of the results, which we have divided into eight different subsections —one for every subject of our sample— so that we can thoroughly display the data we gathered from our analysis charts. Finally, the last section was the discussion of results, in which we analyse the results from a broader perspective, taking into consideration all eight female politicians and the differences in their discourse.

2. Literature review

All along our university years, we revised several theoretical sources where current studies in literature and linguistics support their research. Since our investigation is a discourse analysis on speech acts and their phonological features, authors such as Austin (1962), Searle (1970), Cruttenden (1962), Roach (1991) and Van Dijk (2015) are utterly fundamental for the development of it.

To start with the base of the methodology, the 'Speech Acts' theory was developed initially by John Austin (1962) in the book *How to Do Things with Words*, knowledge delivered by Austin in 1955 in the 'William James Lectures' at Harvard University, reason why the text is divided into twelve chapters, or lectures. The author starts by explaining the state of the art in those early years, where the purpose of a statement was merely describing and or saying something that might or might not be true (1). This was later debunked by grammarians and philosophers, where categories such as questions, exclamations, commands, wishes and concessions became important to consider, which have complex limits and definitions each. Consequently, Austin initiates his theory by explaining the 'preliminary isolation of the performative': "The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the utterance is the performing of an action" (6). This is the first time we face the perception of words, sentences, or statements as a performance with a purpose, with an action.

Later on, the author explains how stating something and doing something are not completely interconnected, as one may make, for example, a promise, and fail to fulfil it. He refers to these situations as 'unhappy' performative utterances and gives six rules for them to be successful. For this, he creates cases and labels them as infelicities, with two main branches: misfires, which are divided into 'misinvocation', 'misapplication', and 'misexecution' (17), and abuses. This is important to notice, since "Language in such circumstances is in special ways —intelligibly— used not seriously, but in ways parasitic upon its normal use —ways which fall under the doctrine of the *etiolations* of language" (22). These procedures are discussed in terms of their acceptability and how they can be understood or not. This way, the *explicit* and *implicit* performatives continue the discussion according to the speaker's intentions, where Austin makes a distinction between *entail*, *imply,* and *presuppose* (49) having a sense of the 'true and false' connections among them.

Jumping ahead from this philosophical discussion of elements, Austin (1962) summarises the explored concepts into three types of acts: the locutionary, the illocutionary and the perlocutionary. These are characterised as the following:

> We first distinguished a group of things we do in saying something, which together we summed up by saying we perform a *locutionary act*, which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. Second, we said that we also perform *illocutionary acts* such as informing, ordering, warning, undertaking, &c., i.e., utterances which have a certain (conventional) force. Thirdly, we may also perform *perlocutionary acts*: what we bring about or achieve *by* saying something, such as convincing, persuading, deterring and even, say, surprising or misleading. (108)

In other words, the locutionary can be interpreted as the literal meaning of an utterance, the illocutionary is described as the intentional meaning, and the perlocutionary as the effect it has on the interlocutor. For example, if someone were to ask you: "Could you lend me your eraser?", the locutionary act would refer to the core meaning that sentence carries: can you or can you not? Are you able to lend it, or are you, for some reason, unable to pick it and pass it? Therefore, this expression is indeed dealt with by the illocutionary act, since its intention is asking for the eraser, as a favour or request, perhaps. Now, if the person does in fact lend the eraser, the utterance can be perceived in the realm of a perlocutionary act, as it produced an effect on the receiver of the message, resulting in a perlocution, or action.

Another important author in the speech act theories is John Searle, with *Speech Acts: An Essay in The Philosophy of Language*. The book is divided into two sections: one concerning the theory itself, and the other regarding its application. The text is presented moreover as an investigation, rather than a discussion per se, referring to all the criteria the author had into consideration. The overall hypothesis Searle (1970) exposes is that: "these acts are in general made possible by and are performed in accordance with certain rules for the use of linguistic elements" (16). The 'principle of expressibility' is then explained, which stands for "whatever can be meant can be said" (19). Its consequences and ramifications are considered and related to the extent it enables the possibility of the creation of rules for performing speech acts. With this base, different kinds of speech acts are able to be distinguished, as well as the notions of propositions, rules, meaning, and facts. Searle (1970),

however, states that he does not completely agree with Austin's distinction between locutionary and illocutionary acts (23) and chooses to give them another perspective.

In a later publication, *Mind, Language and Society: Philosophy in The Real World*, Searle (1998) takes these illocutionary acts and deepens their restrictions by creating five new categories in which meanings and actions can be organised into. The first one is the *assertive* illocutionary point, where the aim is to "commit the hearer to the truth of the proposition" (148). It refers to informing, stating the affairs of the world, describing, classifying, or explaining. The second one is called *directive*, and it refers to the pieces of language that get the hearer to behave in a certain way, by ordering, commanding, or requesting something from them. The third, *commissive*, represents the commitment that the speaker promises to undertake, a vow, pledge, contract, guarantee, and even, a threat. The fourth point is the *expressive*, which as its name suggests, expresses "the sincerity condition of the speech act" (149) seen in apologies, congratulations, or thanks, where the truth of the proposition is taken for granted and the focus is put on the expressiveness. The fifth and last one is *declarative*, where the purpose is set on "bring about a change in the world by representing it as having been changed" (150), which translates into examples such as a war declaration, a wedding ceremony, or a dismissal meeting, as it is seen that the state of affairs is clearly different after the utterances are spoken.

Regarding the phonological aspects of language, *Gimson's Pronunciation of English* by Alan Cruttenden (2014) served as our guide and foundation for the applied terminology. The book comes as a thorough and extensive depiction of the elements that phonetics and phonology deal with within the field. After an introduction where topics such as language change and variation are commented on, the text focuses on the explanation of physiological aspects of the production of speech, the mechanism, sources of energy, the larynx and vocal cords and the cavities. Then, the acoustic and auditory aspects are described, through concepts such as sound quality, pitch, loudness, length, and stress. Subsequently, the author offers a classification of speech sounds, the distinction between vowels and consonants and each of their characteristics, to later move onto sounds in language: the phonemes. In this section, aspects such as the prosodic features, as well as the paralinguistic and extralinguistic features, are referred to.

The second part of the book is devoted specifically to the sounds of English, where Cruttenden provides a review of the historical background of the English language and the

sound systems that characterised each period. Then, the standard and regional accents are described, putting an emphasis on the ways in which the BBC, RP and GB have an effect on the language. And, as it must be expected, this section includes a deep and thorough account of the English vowels and consonants. The third division focuses on words and connected speech, reviewing concepts such as accent, prominence, patterns, variability, harmony, rhythm, prominence, weak forms, and intonation. The latter is subdivided into its forms, functions, regional variation, or punctuation. The last part of the text is concerned with language teaching and learning, where Cruttenden carries the perspective onto non-native English speakers and how pronunciation can be improved along with their processes. Priorities and tolerances are observed over GB and regional GBs, amalgam English and international English. And, to finalise, teaching methods are revised and recommended.

Another useful title used for this investigation is Geoffrey Leech's *English Grammar for Today* (2006) more specifically Chapter 9 entitled "Working with Discourse: Speech and Writing". In this chapter, Leech approaches the differences between spoken and written discourse by highlighting the different categories that affect language variation amongst speakers. He introduces these categories as TENOR, MODE and DOMAIN, but he focuses primarily on MODE as it constitutes the main distinction between written and spoken discourse. He does this in order to compare the two and emphasise that grammar is relevant in both of these areas, but in different manners.

In the chapter, Leech delves into the perceptions people have had towards written and spoken language, and how even if a spoken language has existed long before its written counterpart, there is a prestige that comes with written forms that make them appear more appropriate. He states: "Written language is often viewed as more 'correct' than spoken language and as more worthy of study (...) However, from a linguistic point of view, we can only say that speech and writing are different, we cannot say that one is superior to the other" (p. 142).

He continues to discuss this idea and suggests there are functions of written and spoken discourse that might explain why this occurs. Regarding written language, he explains that the main advantages of this form are its permanence and the freedom it allows with creativity and information. In other words, written language allows people to keep visible and tangible records of important events that would be far too challenging for a person to remember from memory alone, as well as allowing for the creation of literary works that would be comparable

to other types of art such as paintings and sculptures. While regarding the spoken language he also points out the functions that make it unique and distinctive. He states that some of the advantages of spoken forms of communication are the ability to receive instant feedback and reactions from the person one is addressing and form connections with others.

In relation to the form of speech and writing, Leech highlights that both are different because of the mediums used to communicate thoughts and ideas, as some characteristic non-linguistic features are completely absent when it comes to writing. These differences mainly consist of non-verbal communication and cues, and rhythm particular to in-person conversations, which cannot be properly expressed through writing. The most common examples mentioned in the text are instances of laughter and sighs, as Leech explains that intonation can sometimes be communicated through punctuation (p. 143). This concept is essential to why we have chosen a spoken medium to carry out our analysis, as non-linguistic features are a fundamental element that is present in all eight of our samples.

The next text reviewed is John C. Wells' *English Intonation: an introduction* (2006), which we consider relevant as suprasegmental phonetic elements are studied in this research. The purpose of this book is to show how intonation works, and what the tones are and their intending meaning in speech. In this sense, the author states that: *"*Tones is another prosodic characteristic, being realised mainly by differences in the pitch of the voice (e.g., high level, mid-level, low level, rising or falling)*"* (p. 3). On this matter, pitch corresponds to the rate of vibration of the vocal folds, in which a higher pitch is the result of rapid vibration and low pitch of a low vibration.

According to the author, intonation has a discourse or cohesive function. In this sense, intonation organises linguistic behaviour by indicating relationships between speakers by motioning turn-taking. Having said this, Wells claims: *"*It enables us to signal whether or not we have come to the end of the point we are making; whether we want to keep talking or are ready to give another speaker a turn" (pp. 11-12). For instance, a rising tone indicates non-finality, unlike falling tones that indicate the speech delivered is complete.

Another relevant intonation function that calls our attention is the focusing function, also called accentual, or informational, as it enables the speaker to direct the listener's attention. In relation to this, intonation can also help to tell the new information (p. 11). In terms of our research, it is relevant as "emphasise" is one of our speech acts to be studied in the subject's speech.

The grammatical function of intonation is also important for our analysis. Since it permits us to distinguish between questions and statements (p. 11), and "ask" is one of the speech acts we study in our subjects, and intonation is fundamental in order to distinguish it.

An additional source that was studied during this programme is *Critical Discourse Analysis* by Van Dijk (2005). According to the author, critical discourse analysis is defined as: "a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context" (p. 354). Having said this, the purpose of this type of research is to understand social inequality in order to resist it.

To point out the importance of critical discourse analysis is that unlike its previous type of research this cannot be "value-free". Since it addresses social problems and political issues, it does ideological work as it states that power relationships are discursive (Wodak, 1997 cited in Van Dijk, 2005). Having said this, our research on female politicians attempts to find out what are the linguistic mechanisms used by these women to face their counterpart's power and dominance over them, and in some manner, we looked further at the mere linguistic aspects of these political debates and interviews.

In "Discurso y Sexo. Comunicación, seducción y persuasión en el discurso de las mujeres", Milagros Fernández Pérez (2007) points out the characteristics of style that are associated with female discourse. She focuses on three indicators that are used in female discourse to communicate, attract interest, and how they *persuade* in their discourse. First, she states that the female discourse is given through a thorough observation, which moves the focus to the listeners, allowing them to share their opinions and reflections. Second, she focuses on how women attract attention with their discourse, and she points out how they employ techniques of seduction by making the listener involved in the conversation, which is possible because of the first point. Finally, Fernandez focuses on the device of persuasion which aims to achieve a higher level of degree of complicity between interlocutors.

A source that is not completely related to the topic of Discourse Analysis or politics, but is useful for the further analysis of both other sources and our results is *Reading as a Woman: Chinua Achebe's Things Fall Apart and Feminist Criticism,* where Linda Strong-Leek (2001) points out an important term during her literature review of Achebe's novel, that is "Reading as a Woman" to identify from a feminist perspective when a writing is guided by

patriarchal lessons that are internalised on our daily life. This is important because since we are leading research to study the behaviour of eight female politicians, we should not mislead our conclusions or the sources by letting aside the point of view of women.

2.1.   Theoretical Framework

John M. Wiemann and Mark L. Knapp (1975) describe the phenomenon of turn-taking in the paper *Turn-taking in Conversations*. According to the authors, this is the process through which people can maintain a synchronised conversation avoiding misunderstanding and overlaps. He suggests that underlying every conversation are rules of turn-taking that determine when one of the individuals involved in a conversation is allowed to speak and when not. These rules are complex, and they can vary between different cultures; every society has its own manner to determine who will speak and when. The article is relevant because the authors mention three concepts involved in the turn-taking phenomena that are relevant for the investigation; these elements can be used as synonyms for the elements studied here. Turn-yielding cues could be understood as elements used to "Give turn". Suppression of speaking turn are elements used to basically "maintain turn". Finally, turn request is a synonym for "Steal turn". Furthermore, the author states that several categories, both verbal and non-verbal, can be used for the processes of turn-taking. Just like the present dissertation, The authors consider that specific types of intonations, specific phrases and body gestures can be used to indicate that the speaker is trying to give the turn, maintain it or steal it.

Following the topic of turn-taking, we have the work of Don H. Zimmerman and Candace West, *Sex Roles, Interruptions and Silences in Conversation* (1975) where they presented the differences in content and meaning of interruptions, overlap and silences during turn-taking situations with same-sex participants and then contrasted by doing so with people of opposite sexes. They make the distinction in order to showcase the frequency with which female speakers tend to be ignored or interrupted by male counterparts— an important topic to consider if we are studying the linguistic features that women use in order to make their presence visible in politics. The study mentions that women tend to leave longer pauses in between their sentences in gender-mixed conversations, and the reason for this phenomenon was that men tend to fail to give the minimal responses needed to maintain a normal timing of the conversation. The delay in these responses is attributed to their lack of interest in the conversation, because of this, men are often unsure or uninterested so as to participate in this way. Regarding silences, the authors point out that silences are also frequent in opposite sex

conversations, where women make use of them the most and follow three main patterns where we can find again a delay in the minimal response by the male, but also, we have an overlap and an interruption by the male counterpart.

A further, valuable source is the book *The Microanalysis of Political Communication* (2003) written by Peter Bull, which deals with how politicians react when facing questions and interruptions, focusing on televised interviews. According to Bull, the fact that these interviews are recorded allows the researcher to perform a microanalysis on the videotape, not only over the linguistic features, but also over the extralinguistic ones. As the data used in this research was collected from YouTube videos of televised interviews, this point is especially important as it explains the detailed analysis that was carried out upon the subjects.

This book was divided into two parts, which were divided into subgroups at the time. In the first part, "Political speeches" which contains 4 sections, the subgroup that was more useful for the purposes of this research was the use of *hand gestures*, for it explains one of the extralinguistic features that were analysed on the charts. In the second part, "Televised political interviews", which contains 5 sections, the subgroups where the attention of this research focused were interruptions, equivocation, and face management, as they also deal with linguistic features that were included on the charts, establishing a base for the analyses.

In the same line, focusing now on the topic of interruptions, the article written by Hazim Hakkush and Abed Shahooth (2015) presents an analysis of impolite interruptions. These researchers used as data different debates from the TV program "Opposite direction", part of the channel Al-Jazeera. These authors concluded that these impolite interruptions are more frequent as the disagreement between the actors of the debate increases. The most relevant information for this thesis is the cooperative principle (CP) mentioned by these authors which states that contributions in conversations must complete an accepted purpose or direction, once the contribution is completed the speaker must exchange turns. This principle explains that interruptions during conversations could be defined as a transgression to the CP; a participant in the conversation is trying to speak when the turn has not been exchanged or when the other participant has not completed his/her contribution. Another aspect relevant for this research is the distinction between different types of interruptions, one of which is called *turn-competitive interruption* and it is defined as follows*: "*A turn competitive interruption refers to one of the interlocutors who insists on taking the floor without allowing the other speaker to finish his/her turn" (p. 1574). One of the categories studied in this thesis is to interpolate, which would be

the opposite of turn-competitive interruption. In the methodology, we defined interpolation as an interruption made without the purpose of stealing the turn to the other speaker. In that sense, we could understand interpolation as a *non-turn competitive interruption*.

In her paper called *When Is a Question an Accusation?* Karen E. Rosenblum (1987) tries to determine whether different types of questions can be understood as accusatory statements. This author suggests the idea that, based on the theory of adjacency pairs, questions may be recognised as the first part in the sequence of Accusation/excuse (The answer to the question would be the second part of this adjacency pair). To analyse these ideas, Rosenblum studies the questions made by reporters to President Richard Nixon during several press conferences. Although she proves that questions can pose as an accusation, Rosenblum concludes that it is incorrect to link accusations with specific structures: "Accusations cannot be reduced to any simple present/not present dichotomy — even hurling an explicit charge of serious norm violation does not inevitably stand as an accusation*"* (p. 153). This is relevant for our thesis because, as showcased in the tables, accusations could take different forms and the speakers may use several different linguistic processes and features to accuse; It is not limited to only one.

According to Gillian Brown and George Yule (1983) in *Discourse Analysis*, it is important to consider in investigations such as ours, that the results might differ when different analysers take part in the research. The authors explain what is called the 'reciprocity of perspective', adding that "It must be further emphasised that, however objective the notion of 'text' may appear as we have defined it ('the verbal record of a communicative act'), the perception and interpretation of each text is essentially subjective" (p. 11). We based our examinations of each politician's discourse on an objective middle-ground, which is the table and its parameters; however, a level of subjectivity and variation is expected and must be expected inside the results, since on the one side, we are different individuals that focus on aspects that other individuals might leave aside or not deepen as much; and, on the other, the participants come from different backgrounds and a percentage of variety is anticipated, and even hoped for. As Brown and Yule state, "the analyst seeks to describe regularities in the linguistic realisations used by people to communicate those meanings and intentions" (p. 26), which is indeed one of the objectives of our investigation.

Furthermore, the text also dives into the different aspects one must consider when performing an investigation on discourse analysis, which was relevant for our research as the

basis of our analysis is the concept of 'unit'. The following quote succinctly explains what we took as a guide in the process of analysis:

> This clause content is organised by the speaker into a syntactic clausal structure, in which the speaker chooses among the thematic options available to him and, in spoken language, *the clause content is organised into one or more information units* which are realised phonologically by intonation. According to Halliday, the speaker is obliged to chunk his speech into information units. He has to present his message in a series of packages. He is, however, *free to decide how he wishes to package the information.* He is 'free to decide where each information unit begins and ends, and how it is organised internally' (1967: 200). (Brown, Yule, 1983, p. 155) (our emphasis)

The units in which every instance of analysis is counted depends entirely on the proposition and the speaker's intention, rather than on a linguistic unit per se, such as a 'clause' or 'sentence'. This decision was made due to the arbitrariness of the linguistic units taken aside from the speaker's intention, who as the text suggests, is the one in charge to decide the style of delivery of information, and therefore, its purposes and speech acts.

In his paper, *Accounts of Conduct in Interaction: Interruption, Overlap, and Turn-Taking* (2001)[1], Emanuel A. Schegloff addresses certain instances that occur when speakers interact with one another. He focuses specifically on interruptions, overlaps and turn-taking, by defining them and explaining their implications in social discourse. Schegloff starts his paper by addressing interruptions, and how investigators have been taking them as an indicator and instrument of hierarchy and dominance relationships (p. 289) and came to have a more serious connotation than mere violation of what we used to call "etiquette". Thus, the author claims that sometimes the interruption can be "successful" when the prior speaker lets the other finish, and according to Smith-Lovin and Body (1989, in Schegloff, 2001), interruptions are more prone to be successful when men interrupt women, especially when interruptions are disruptive and negative in character. Then, Schegloff continues to describe these instances, and define the phenomenon of *overlap* as more than one party talking at a time (p. 291). In relation to this, the author said that in overlaps the talk immediately becomes louder in volume, higher in pitch, or faster or slower in pace. Additionally, when the talk is in progress may be a cut-off (like a glottal stop), or a sound can be prolonged or stretched out, or the prior element said can

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[1] This text corresponds to Chapter 15 from the book *"Handbook of Sociological Theory"* (2001) by Emanuel A. Schegloff.

be repeated (p. 292). In this sense, the mentioned mechanism to face overlaps will be seen in our analysis, as the politicians use them to maintain their turns. Finally, concerning turn-taking, Schegloff defines it as an orientation of the conversation with the purpose of having one speaker participating at a time. In this sense, he states that 'turn' is a *"basic unit of talking (in interaction)"* (p. 290), and its counterpart is an interruption.

On a final note, we have *A Turn-Taking System for British News Interviews* (1988) written by David Greatbatch, a paper that is very useful considering that not every sample analysed in the study is part of a political debate, and there are samples that were extracted from television interviews. This work helped us to understand the dynamics of turn-taking and how during interviews the overlaps and interruptions tend to mean something different depending who they come from —the interviewer or the interviewee—, especially when it is a two-party interview, leading to the need of the interviewer to keep the agenda planned by the production of the television programme or the need of the interviewee to change the agenda to some topic that is less controversial to its side, these are a few of the examples that are presented on the paper.

3. Methodology

3.1.   Objectives

When deciding the topic of our presentation, we were aware that research on political discourse is an area that has been extensively studied. However, we wanted to make an innovative investigation that would focus on a portion of this field that has been less studied: women in politics. Thus, the main hypothesis of our research is that there are patterns and variations of political discourse that appear constantly in the discussions of female leaders from English-speaking countries but have not been studied with a wider scope of research and by means of a comparative analysis. In this work we expect to identify the linguistic features and speech patterns in spoken political-related situations, which often take place in public and formal settings —as demonstrated by our samples of debates and interviews— that are present in the speech of female politicians from English speaking countries or nations. We will accomplish this, in order to describe the differences and similarities of the linguistic features that are present in the discourse of the subjects.

We also wanted to propose objects that are more specific to the subjects we chose for this dissertation, which are the eight female politicians. First, we will set out to determine the speech acts that the speakers use in political contexts. Second, we want to determine the way in which the speakers use strategies of turn-taking in a political context and political discourse. Finally, we want to describe the mechanisms and procedures that are used by the speakers in their speech to perform different speech acts and to manage turn-taking strategies.

In this thesis, we aim to answer the following research questions, which are essential to our analysis of discourse patterns of all eight subjects. First, which are the speech acts used by the speakers? The following question is which are the types of turn-taking employed by the speakers?, that is, which are the turn-taking strategies used by the speakers whether they steal, maintain, give, or take turns and what is the use of them. Last, we attempt to respond to the question of which are the linguistic items and devices used by the speakers?, in order to perform their speech acts and turn-taking. These questions will be answered looking at the table's quantitative results that will give us an idea of the most used tendencies in our participants. Also, we will try to find out why these tendencies were largely used in an analytical manner.

3.2. Corpus

The corpus of this study consists of eight political interviews, debates, and speeches taken from public sources such as YouTube and official government websites. In this case, our sample is made up of eight formal recordings in which our subjects interact with one person or more. Each one of the samples was edited and narrowed for the study.

For this thesis, we chose mixed approach research. This type of research, as suggested by Dornyei (2007), combines the methods used in qualitative and quantitative studies. Our thesis answers to a mixed approach because the data used is mainly qualitative at the beginning (Video recordings), but then it is translated into quantitative data using different computer software for phonetic analysis which next are arranged in a series of charts. Finally, the results of the chart are analysed in a qualitative manner.

3.3. Subjects

In order to determine the different linguistic features and speech patterns women leaders use during political-related situations —such as interviews, debates, and speeches— we have decided to work with a sample of eight different female politicians from English speaking countries, from ages 41 to 75 years old, who come from a similar class background, are college educated and have held an important position within their country's political landscape.

3.3.1. Jacinda Ardern

The first politician who we have chosen to analyse was current New Zealand's Prime Minister Jacinda Arden, her sample was taken from the 2020 Newshub Leaders Debate (available on Youtube) prior to the country's election. The transcription of the debate is available in Appendix 1. Ardern was 40 years old when the sample was taken. The debate was hosted by Patrick Gower on September 30th that same year, and her opponent was the leader of the opposition, Judith Collins. In October, Ardern won the general election, starting her second term as Prime Minister of New Zealand. Various topics were discussed in the debate, being some of the more remarkable: housing, the cannabis referendum, and climate change.

3.3.2.   Kim Campbell

The second politician chosen was former Canadian Prime Minister Kim Campbell, whose sample was taken from the 1993 Canadian Federal Election debate (She was 46 years old by the time of the elections). The debate was held on the 4th of October of that same year, and it aired on TV. The transcription of the debate is available in Appendix 2. In the debate, which was moderated by journalist Ann Medina, the five candidates running for Prime Minister explained their ideas and propositions, they also answered the questions given by the moderator and a group of journalists and audience members who had been previously chosen. The participants of the debate were the leaders of their respective political parties, with Kim Campbell being a representative of the Conservative Party. The other candidates were Preston Manning from the Reform Party, Audrey McLaughlin from the New Democratic Party, Jean Chrétien from the Liberal Party, and Lucien Bouchard from the Bloc Québécois Party.

3.3.3.   Hillary Clinton

The third politician from our sample was Hillary Clinton, former American Secretary of State and Presidential candidate. Her sample was retrieved from the 2016 Presidential Debate (she was 68 at the time of the debate) which took place on Monday the 26th of September 2016 at New York's Hofstra University, moderated by NBC journalist Lester Holt, against her Republican counterpart Donald Trump. The topics discussed were the economy and job creation, trade, the federal deficit, race relations, and policing, the war on terror, the foreign policy of the United States, and each candidate's experience in the political and business realm. The full first 2016 presidential debate's video is available on Youtube, and its transcript was taken from the Washington Post's website (see Appendix 3).

3.3.4.   Julia Gillard

The fourth politician from our sample was former Australian Prime Minister Julia Gillard, the sample used in this investigation is an official recording of the House of Representatives Proceedings taken from the Parliament of Australia's website, the transcription of the speech is available in Appendix 4. The debate took place on October 9th, 2012, at 10 AM., where then Prime Minister Julia Gillard (who was 51 years old at the time) and Leader of the Liberal Party Anthony "Tony" Abbott gave speeches that discussed sexism, and the motion of removing the House of Representatives' 27th speaker Peter Slipper, due to sexist comments and text messages. In her acclaimed 'Misogyny Speech', Prime Minister Julia

Gillard discussed the sexist remarks thrown at her in the media accusing her of being a sexist woman, questioning her marital status as well as her choice of not having any children. She directly called out Leader of the Opposition Tony Abbott as being part of the onslaught of sexist comments that, through derogatory terms, portrayed her as unfit for high office.

3.3.5. Kamala Harris

The fifth politician from our sample was current US' Vice President Kamala Harris, who was 55 years old at the time the material was being developed. The sample that was analysed came from a vice-presidential debate which was broadcasted by CNBC and was taken from the CNBC's YouTube channel. The transcription to the sample is available in Appendix 5. It took place on October 7th, 2020, at the University of Utah in Salt Lake City. The debate was moderated by USA TODAY's journalist, Susan Page. In Kingsbury Hall, where they had a small and socially distant audience taking extra precautions while putting together this debate during a pandemic. The topics were mainly focused on political issues surrounding the time, from government policies and actions against COVID-19 and not excluding the candidates' point of view and standing on issues like military, foreign relationships, and legalization of abortion. Everyone in the audience was required to wear a face mask and the candidates were seated 12 feet (30.48cm) apart, separated by a glass, and sat in their respective positions. The audience, even though they were enthusiastic about their candidates, agreed to express their enthusiasm only twice during the debate. At the end of it and at the beginning, when Susan introduced the candidates. The interlocutors were California Senator Kamala Harris and Vice President Mike Pence.

3.3.6. Theresa May

The sixth politician from our sample was former UK Prime Minister Theresa May, the sample used for this analysis was taken from a BBC interview on *Andrew Marr Show*, which occurred on April 30th, 2017, at the BBC Studios in London. The transcription is available in Appendix 6. At the moment of the interview, Theresa May was 60 years old and was making a political campaign for the elections that were going to take place further that year on June 8th. Having that information in mind, the main context of this interview was UK politics and the campaign for Brexit, where May voiced her opinions on leaving the EU, as well as expressing the need for these negotiations to take place with her at the head of them. Due to this, throughout the interview, she tried to demonstrate that her point of view for these topics

was the one that needed to be considered, instead of the proposals that her opponent, Jeremy Corbyn, was trying to promote. Although there were previous records of Corbyn being on the "correct" side of other political discussions, May defended her position and showed that she was making great deals and decisions as Prime Minister, and that her duty was to keep working on those aspects without leaving them for Brexit; they need to coexist in the negotiations.

3.3.7.   Portia Simpson-Miller

The seventh politician from our sample was former Jamaican Prime Minister, Portia Simpson-Miller, who was 65 years old. The sample used for this analysis was taken from a CVM interview that took place in 2011 when Portia Simpson-Miller was Leader of the Opposition after her first period as Prime Minister of Jamaica. Mrs. Miller was invited to CVM at Sunrise, a show hosted by Rohan Daley where she was asked about her political position and the situation inside her party when looking for re-election. The transcription of the interview is available in Appendix 7.

3.3.8.   Nicola Sturgeon

The last politician from our sample was current Scottish Prime Minister, Nicola Sturgeon, who was 47 years old by the time the material was created. The video and audio footage from which the extracts used in this analysis were taken were the ITV General Election debate previous to the election on the 12 of December 2019. The transcription of the debate is available in Appendix 8. The candidates and representatives that participated were seven, from left to right: Richard Burgon, member of the Labour Party; Nicola Sturgeon, leader of the SNP; Rishi Sunak, member of the Conservative Party; Nigel Farage, leader of the Brexit Party; Adam Price, leader of the Plaid Cymru; Siân Berry, co-leader of the Green Party of England and Wales; and, Jo Swinson, at the time leader of the Liberal Democrat Party. The moderator was Julie Etchingham and the debate lasted between one and a half, and two hours. The main topics that were discussed were: Brexit, an independence referendum, terrorism, immigration, alliances with the USA and Trump, taxes, renewable sources, weapons of mass destruction, at the time the current government of Boris Johnson, and the working classes.

3.4. Analytical Instruments

3.4.1. Analysis Chart

In order to analyse the samples —eight videos that were previously edited, one for each participant— a comparative chart was elaborated in Excel as we considered it was the best instrument to analyse and contrast the linguistic characteristics of the speech of the eight chosen speakers. The chart is arranged with all the different linguistic features and processes located in the X-axis and the different speech acts and turn-taking acts in the Y-axis. Every time a certain linguistic feature was used by the speaker with a specific purpose, it was indicated in the rectangle where the linguistic feature displayed in the X-axis and the purpose in the Y-axis crisscrossed (the model of the Analysis Chart with blank spaces is available in Appendix 9). Each participant has their own Excel sheet with the chart, which is exactly the same for everyone. At the beginning of the analysis, the blank spaces were filled with the specific time range (minute: seconds) in which the speaker's linguistic feature takes place. Nevertheless, for the purpose of this research, the chart will be analysed numerically considering the number of repetitions of each element on the chart, to subsequently conduct an analytical discussion of the given results.

3.4.2. Description of items

In this section, it will be displayed the description of the linguistic features and processes located on the X-axis of the chart. This part is divided into several sections which are further divided into more elements, which criteria is explained if needed:

3.4.2.1. Speed

It refers to the number of words per minute that the speaker pronounces in a specific section of the speech. It is divided into two parts— fast (as if the words per minute are higher than the average), and slow (as if the words per minute are lower than the average).

3.4.2.2. Repetition of syntactic structures

The meaning of this item is to indicate if the subject repeated a complete syntactic structure —such as a phrase or a sentence— during the speech to carry out a specific purpose. But especially the repetition into close periods of time, like a minute while referring to the same topic, since that is what gives a purpose to the repetition and means that it is not a coincidence.

3.4.2.3.   Repetition of syntactic items

Its function is to indicate if the subject repeated a syntactical item with a given purpose. The difference between the previous section and this one is that the one above referred to structures, a set of items, here we are looking for just items by themselves. The items considered in the analysis were: adverbs, adjectives, articles, verbs, conjunctions, interjections, prepositions, pronouns, and nouns.

3.4.2.4.   Phonetic elements

This section refers to phonetic components that are considered for the analysis, which are displayed in the chart divided into two subsections: suprasegments and segments.

3.4.2.4.1.   Suprasegmental

Suprasegments consider elements that involve more than one single sound segment. The suprasegmental section is further divided into other two sections. First, there is intonation (or pitch), where the different intonation patterns —*flat/mid-level*, *high rise*, *low rise*, *fall rise*, *rise fall*, *high fall*, and *low fall*— employed by the speakers are displayed. In this item, parenthetical intonation is also included as it is a sequence of tone units, in which raising tones are produced at faster speed and lower in volume. Secondly, we have volume (or intensity), here it is indicated if the subject increased or decreased her volume comparing —at a specific section of the speech— with the whole average.

3.4.2.4.2.   Segments

In this section, there are considered phonetic elements that involve only one single sound segment. It is divided into addition —which is subdivided into *glottal stop*, *intrusive r*, and *repetition of sounds*—, *elision*, *lengthening* of vowels, *metathesis*, and *substitution*.

3.4.2.5.   Extralinguistic elements

It refers to the elements used by the speaker that are not included in natural language but are complementary to it. Mainly referring to paralinguistic communication or movements used with specific purposes, the categories of extralinguistic elements considered are: change of posture, *hand gestures*, *head movements, facial gestures* and *smiles*.

The decision of leaving smiles as an independent category, separated from facial gestures is due to the significance of a smile in certain purposes, which was considered to be

enough to give it its own category and not to mix it with the other facial gestures that include blinks, brow movements, frowns, other movements of the mouth, stares, and winks.

3.4.2.6.   Lengthening

This section intends to identify whether the speaker purposely had increased the duration of a syntactical item and/or a sound in a highlighted word. The items considered are verbs, nouns, adjectives, and adverbs, as well as phonetic sounds.

3.4.2.7.   Silence/pauses

This section evaluates moments of silences and pauses that were present along with the speech of the participants and were used to complement a purpose. To determine that there was a pause we looked for moments of silence longer than the usual average used between words, also when there was a notorious interruption in the speech that was followed by a few moments of silence before continuing with the development of the idea.

3.4.2.8.   Overlap

It is related to the clash of speeches between speakers during the discourse due to different motives that could occur along with a conversation or debate. It is proposed to identify these moments in the samples where the speaker's discourse gets fused and confused with an interlocutor's discourse in order to find the purposes of these acts.

3.4.2.9.   Interpolate

It is to refer to interruptions in the speech that are commonly used to make an intervention without taking the other person's turn of speaking. The subject interrupts another person, however, due to the fact that the intervention was just a rapid comment, mainly with the purpose of adding information or asking, without taking the counterpart's turn.

3.4.2.10.   Proximity

It refers to the physical distance between individuals, where a closer distance is usually bound to comfort or intimacy, while a bigger distance means the opposite. Having this in mind, this section was proposed to evaluate the corporal movement and to find the purpose behind these movements in case that the subjects were using these movements as a paralinguistic language to complement their words.

3.4.2.11. Listing

It refers to the creation of a list during the speech or the enumeration of certain items by the speaker. The elements that are used in this kind of speech act may be compared to categorisation since they are commonly used for examples or a type of organisation in the discourse.

3.4.3. Description of Speech Acts

In this section, we will proceed to develop the description of the linguistic purposes that were used in the Y-axis of the analysis chart. These features can be divided into General Speech acts and Turn-taking aspects which will be detailed in another section.

3.4.3.1. Accuse

This speech act indicates that a speaker claims that a person committed a mistake, pointing him/her out, leaving in evidence the mistake, or bringing back to the memory what happened at some point in the past, and it finds it necessary to be highlighted. With this purpose, the speaker looks to take advantage of the accused one.

3.4.3.2. Add information

As the name of this section indicates, the end of speech act is to complement the discourse with extra information about the topic or statement that is on the table at the moment, whether it was answering a question or giving an explanation to something that the interlocutor presented.

3.4.3.3. Affirm/Assert

The speaker states that what she says is true, generally to reinforce an idea or opinion. In this manner, the speaker is able to clear up doubts that her counterpart, the moderator or the general public may have.

3.4.3.4. Answer

The speaker responds to questions or claims that are present throughout the speakers' speeches. It takes place when the speaker discourse is concerned and is responding to one or multiple questions made by her counterpart and/or the moderator.

3.4.3.5. Apologise

This speech act occurs when the speaker recognises or shows regret, trying to apologise for a previous mistake that was made during the discourse by herself or any of the interlocutors that are taking part in the speech.

3.4.3.6. Ask

The speaker asks a question to the counterpart in order to obtain an answer from them. In this area were only taken into consideration questions that are addressed to an interlocutor, not counting rhetorical questions that are left on the air.

3.4.3.7. Calm

It refers to interactions made by the speaker with the intention of calming her counterpart. Trying to alleviate the political atmosphere to avoid a further discussion or prevent some kind of turn-taking that may occur by discussing some topic during the discourse.

3.4.3.8. Cheat/Deceive

It refers to a speaker's statement that hides a lie with the intention of deceiving her intended audience, either the interlocutor, moderator or public —present in the moment or watching at home. The difference between this section and convincing is that here the speaker is not being completely honest with the information that is delivered.

3.4.3.9. Clarify/Explain

The speaker makes her statement easier to understand by providing more details or facts in order to clarify what she is trying to say and explaining in a better way the points that are trying to present along with the discourse.

3.4.3.10. Concord/Agree

The speakers are aligned and have the same or a very similar opinion on a specific topic and the subject tries to show or share this feeling. This agreement is usually demonstrated by any linguistic or paralinguistic element, the importance is to correctly deliver the purpose.

3.4.3.11. Contradict

The speaker asserts the opposite of what the counterpart is saying, aiming to contradict her interlocutor and proceeding to express a contrasting opinion in response. This reply could also involve paralinguistic elements as all the purposes studied in this chart.

3.4.3.12.   Convince

The speaker tries to give reasons and explanations in order to make that its counterpart, the moderator or the general public —at home or present in the moment— change their minds on a specific topic. It is not necessary that the speaker accomplishes the purpose since the study is just looking for its use, not for its effectiveness.

3.4.3.13.   Defend

The speaker declares to not be involved, not having participated nor being responsible for a past event in which it is accused. The speaker also tries to explain her point of view in the case that is being explained out of context or modified to take advantage of it.

3.4.3.14.   Disagree

The speaker expresses a different opinion from her counterpart(s). This sounds similar to contradict, but the main difference is that in this purpose there is a disagreement between the personal opinion of the speaker and what the counterpart is expressing, one that could be not necessarily or completely contradictory to the original idea, while contradicting is a directly opposite opinion.

3.4.3.15.   Emphasise

The speaker emphasises a piece of speech in order to highlight the importance of a given syntactic and/or lexical item along with the speech. There are different ways to emphasise a particular piece of the speech, the more frequent in the study are paralinguistic movements and changes in intonation and volume. The speaker applies emphasis not only to highlight the importance of the piece of the speech but also to bring the people's attention to the speech.

3.4.3.16.   Evaluate

The speaker has the opportunity to organise or evaluate the speech, either referring to something said before by someone else or something that is being explained by the speaker and then, takes a few moments to evaluate the way to continue the discourse. It can also be

considered as an organisation of the ideas, or even a correction while speaking when a new option is evaluated and auto-corrected by the speaker.

3.4.3.17.   Exemplify

The speaker tries to clarify any point of her speech by examples, in order to complement an idea or explain some specific expression or proposal presented along with the discourse, with the end of illustrating the situation by presenting samples of it.

3.4.3.18.   Greet

Any interaction that has the purpose to greet any interlocutor by different means, such as a word, could be a welcoming, a recognition, a goodbye, or a congratulation expression. It is important to distinguish between a real greeting and an ironic expression since that purpose has its own section that is going to be described below.

3.4.3.19.   Inform

The speaker provides facts to its counterparts, adding new or old information —both if it is needed— about the topic that is being discussed in order to complement the speech and her arguments.

3.4.3.20.   Ironize

Any interaction made by the speaker whose intended meaning is different from the literal significance of the exchange, this variation usually points to the opposite meaning. Commonly, the use of this purpose is to make fun of the counterpart.

3.4.3.21.   Organise

The use of organisational structures that a speaker may give to several events or objects along with the discourse. This also considers the organisation of the same speech allowing to keep a clear discourse to deliver the information effectively.

3.4.3.22.   Persuade

We consider that this is an important characteristic in political discourse. The speaker tries to convince her counterparts, the moderator, or the general public at home. The principal difference between persuading and convincing is that the former is focused on emotion while

the latter goes through logic. An example of persuasion is using sensitive topics to prove the point.

3.4.3.23. Quote

The speaker says something that another important or noted person said previously — it may be something mentioned in a different place or medium—, quoting information that is going to be relevant or complementary to her discourse allowing her to develop an idea having support by other parties or another point of view to contrast her information.

3.4.3.24. Request/Ask for

The speaker communicates something to her counterpart or moderator in order to obtain from them or make them do something. They are different forms in which the speaker can appeal to the interlocutor and different types of petitions that she can make related to the discourse like asking for silence or an answer.

3.4.3.25. Suggest

This speech act refers to identifying the variety of interactions that may occur along the discourse when the speaker proposes an idea or a plan on a specific moment of the speech. The difference between requesting and suggesting is that the former directly interact by asking for something while the latter recommends without petition.

3.4.3.26. Wait for a reaction

The interactions that occur during the discourse after a specific interchange from the speaker, after which is expected some kind of reaction from the part of the interlocutor. The types of reactions that are expected can vary from a verbal answer to a paralinguistic response.

3.4.4. Description of Turn-taking

This section shows the turn-taking purposes that were listed on the Y-axis of the chart.

3.4.4.1. Give turn

The speaker allows one interlocutor —or moderator— to continue talking after being interrupted, deciding to finish her turn to let the interlocutor take the turn of speaking. According to Schegloff (2001), this is a case of "successful" interruption.

3.4.4.2. Maintain turn

The speaker is interrupted by some counterpart, but on the contrary that is what happens in a "Give turn" situation, where the speaker does not allow this interlocutor to finish or continue its idea. The speaker maintains her turn and tries to make herself —and her speaking turn— respect.

3.4.4.3. Steal turn

The speaker interrupts her counterpart when she is currently speaking, continuing talking even when it is not her speaking turn. A turn can be considered "successfully" stolen when the counterpart allows the one who interrupted to finish its idea and gives him/her the speaking turn.

3.4.4.4. Take Turn

The turn is left to anyone who decides to take it and speaks first. Also, it is possible to take the turn when it is directly delivered to the new speaker through some type of interaction as a question that was presented to the studied subject, so the turn is deliberately given to the new speaker.

3.5. Computer software used

3.5.1. PRAAT:

Most of the Phonetic analysis was done using PRAAT. This program allows the users to perform phonological examinations of different audio files. In this program, audio files like .WAV can be processed and displayed in a spectrogram that shows some elements relevant for the present investigation, especially the ones related to pitch and intensity which are hard to study just through listening. To understand this software better, figure 1 shows an example of a spectrogram taken from PRAAT. The audio used in this example is the recording of one of the members of the team saying the sentence "This audio is an example of how to use PRAAT" (The phrase "How to use PRAAT" is highlighted in pink)
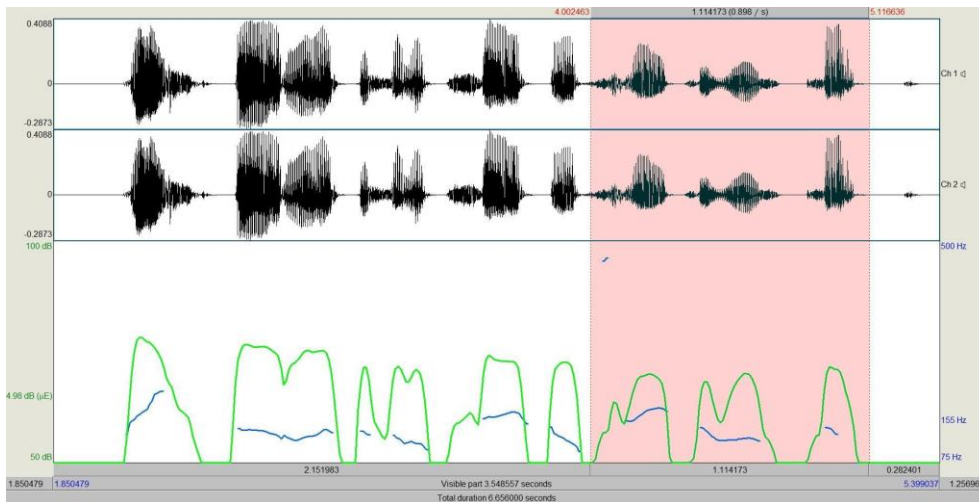
Figure 1. Example of spectrogram taken from PRAAT.

The green line represents the intensity in decibels (dB), it represents if the speaker is talking loudly or quietly. The green numbers on the left represent the range of the intensity (Between 50 and 100 dB), the number in the middle is the average intensity of the highlighted section. The blue line corresponds to the pitch of the speaker in hertz (Hz) and it showcases the different intonation patterns that the subject may use. Just like in the left part, the blue numbers on the right represent the range and the average pitch of the highlighted section. Finally, the numbers on the upper part represent the time in seconds that the section lasts. The numbers indicate when the highlighted section starts and finishes, and how long it lasts. Knowing the exact duration of specific sections in milliseconds is extremely important to determine if the speaker uses elongation of items.

3.5.2. Video Editor

The eight samples were retrieved from video sources, and the use of a video editing software was an essential aspect to proceed with the investigation, as we needed samples that had a duration of approximately five minutes so that our research could be as complete as possible, but not so much so that we left parts of the videos that were not useful for our study. Therefore, we chose Wondershare Filmora to accomplish this task, as we were able to access it for free, it had a user-friendly layout, and some of the members of the group had experience with this specific software from previous work. The software grants the user with multiple editing tools; however, for the purposes of this investigation, we mainly used the cutting feature to create a more manageable sample. As we previously stated, shortening the videos was important because most of the samples were retrieved from videos with a long duration (some of these original sources lasted from one to two hours).

3.5.3.　Video downloader

This section refers to a variety of webpages, not a specific one. These pages are designed to download YouTube videos, the page where all the original sources came from. Due to the nature of these pages, it is not possible to specify a single webpage due to the fact that these pages are being constantly created and removed.

4. Results

The following is the individual depiction of each analysis: the discourses by Jacinda Ardern, Kim Campbell, Hillary Clinton, Julia Gillard, Kamala Harris, Theresa May, Portia Simpson-Miller, and Nicola Sturgeon. Inside these descriptions, the sections are divided between the speech acts performed by the speakers, and the identified turn-taking strategies. Each speech act and each turn-taking strategy unfolds the linguistic features that were used in the performance, giving specific information such as the time stamps and the specific examples that are considered in the analysis.

4.1. Jacinda Ardern

The following analysis corresponds to a sample taken from the Newshub debate prior to the 2020 elections of New Zealand. Hosted by Patrick Gower, the debate had as contenders Jacinda Ardern –the current Prime Minister of New Zealand— and Judith Collins —the leader of the opposition. The sample has a duration of 527 seconds, which is divided into 7 samples that, at the same time, are subdivided into smaller segments to carry out the analysis. The analysis chart is displayed in Appendix 10. From the 26 speech acts proposed to perform the analysis, 10 speech acts were not identified in the analysis of the 7 samples.

4.1.1. Speech Acts

The speaker, throughout the sample, made use of sixteen (16) speech acts and four (4) elements of turn-taking. There were ten (10) speech acts that were not identified in the sample, which are not described in the following analysis. The elements not identified were: *apologise, calm, cheat or deceive, concord or agree, evaluate, greet, quote, request or ask for, and wait for a reaction*. However, the acts that are not mentioned in the analysis are displayed in the analysis chart section.

4.1.1.1. Accuse

It is mainly used to mark the mistakes of the opposition during their time in office, three moments are highlighted with this purpose: first, at the moment of discussion about the wages of New Zealand's teachers (1:04 - 1:17). Secondly, at the *answer* about the eight-billion-dollar hole that the opposition had on the fiscal plan (2:46 - 3:04). Thirdly, at the end of the sample *repetition of syntactic structures and items* are used to highlight the accusation in the discussion of the housing problem that had happened in New Zealand (5:03 - 5:20). Eleven (11) linguistic

features have been identified to the purpose of *accuse* in five fragments of the debate; *low fall, repetition of syntactic structures and syntactical items, as well as lengthening, overlap, and extralinguistic elements* (the most used were hand gesture, head movement, and facial expressions).

4.1.1.2.   Add information

In Ardern's speech, there are various instances in which she considered it necessary to *add information.* In order to support her allegations, Jacinda utilises mostly a lower tone, accompanied by *hand gestures, head movement,* and *repetition of syntactic structures* and *syntactical items.* In samples 2, 3, 4 and 5, it can be found higher use of the speech act by means of 13 of the items.

4.1.1.3.   Affirm/Assert

Affirmations in Jacinda's speech are used to highlight her own belief in her claims throughout her discourse. The speech act is mainly carried out with the usage of a descendent tone (*low fall*), followed by a *repetition of syntactic items* —such as *nouns, pronouns, and verbs*, accompanied by an *extralinguistic element* —mainly *hand gestures* and *head movements.* In samples 1, 3, 4, and 7, there are visible the efforts of the speaker to highlight her support to her claims.

4.1.1.4.   Answer

It is the second speech act most used by Jacinda in her speech. There are instances of reaction and response to questions or claims that are present throughout the sample. It is mainly utilised with a lower tone, and an *extralinguistic element*, mainly *hand gesture* and *head movement*, usually accompanied by a *repetition of syntactic structure* and *syntactic items*— such as *pronouns and verbs.* It is present in six of the seven samples of Ardern's debate.

4.1.1.5.   Ask

Even though it is a political debate, there is one instance in which Ardern introduces a question to her opponent. The speaker *asks* her adversary: "Why did Judith Collins not do it in the nine years that she was in office?" in the context of the debate about housing problems in New Zealand. The speech act is used with two intonation patterns —*low rise* and *low fall*— and *hand gestures to emphasise* the element *asked.*

4.1.1.6. Clarify/Explain

The speech act of *clarifying and explaining* —with 47 uses— corresponds to the third speech act that is most used by New Zealand's Prime Minister. As the nature of the instance is a controlled debate, the speaker is in need to state and support her claims. To make *explanations* and *clarifications* Jacinda Ardern utilises a lower tone, accompanied by two *extralinguistic features* —*hand gesture* and *head movement.* She also uses *overlaps, repetition of syntactic structure*s and *syntactic elements* (mainly *nouns, pronouns, and verbs*). Throughout the corpus analyses, the purpose of *clarifying and explaining* is identifiable in six of the seven samples.

4.1.1.7. Contradict

Commonly utilised in political discourse to share an opposite point of view with a contender. It is used in the segment 0:33 to 0:42, 2:08 to 2:20, 2:21 to 2:36, and 5:03 to 5:20 to dispute Collins' position on Ardern's decisions during her time in office. It is present in four segments with the utilisation of 22 linguistic features; *low fall*, an *extralinguistic element* (mostly *hand gestures*, alongside repetition *of syntactic structures* and *syntactic items*– mainly nouns).

4.1.1.8. Convince

It aims to make someone believe in a statement or truth. Ardern is intending to achieve the audience's votes in the next election. It is applied by Ardern in six segments in an attempt to *convince* the audience that the economy has grown under her leadership (0:05 - 10 and 0:10 - 0:16) and to *convince* the audience that her government is able to stabilise the housing market. To *convince* the audience, Jacinda used a *hand gesture*, and a lower tone (*low fall*). There are occasions when she uses a *low rise* to begin a sentence that aims to *convince*.

4.1.1.9. Defend

As the context of the corpus is a political setting, the defence of one's own ideas is crucial. In the samples 1:30 to 1:36 and 1:37 to 1:41, she justifies the extra measures that her government had to take because of the COVID-19 pandemic. Ardern makes use of the speech act to support herself and her government on the subject of New Zealand's housing crisis. To perform the *defence*, she uses a descendent tone (*low fall*) accompanied by a *hand gesture*. It is important to underline the use of *lengthening* and *overlapping* in two segments and *repeating syntactic structures* and *syntactic items* to highlight her *defence*.

4.1.1.10.   Disagree

In a political debate, it is possible to have a clash of opinions that the counterparts may agree or *disagree* on. With the purpose of *disagreeing*, the speaker aims to share her *disagreement* with the opponent. It is used on two occasions: first, in which Jacinda Ardern *disagrees* with Collins' response about the wages, second, to share that she does not concur with Judith Collins' statement on debt. On both occasions, Ardern applies a descendent tone (*low fall*) and *extralinguistic features* to express her *disagreement*.

4.1.1.11.   Emphasise

It corresponds to the most used speech act in Jacinda Ardern's sample. It is employed to highlight a specific moment of the discourse that is important to the speaker. In the corpus, it is identified in several segments mainly accompanied by a descendent tone (*low fall*) and a *hand gesture*. With this speech act, there are found instances of *lengthening*, *overlapping*, *head movement, repetitions of syntactic structures,* and *syntactic items* —mainly *nouns, pronouns*, and *verbs*. There are two instances in which an intrusion of a rhotic sound is identifiable in Jacinda's discourse to show *emphasis*.

4.1.1.12.   Exemplify

Proposed as a means to detail a series of examples that the speaker uses to support her own claims. In Jacinda Ardern's corpus segments one through three present instances of *exemplification*. First, to justify the growth of the economy in her country. Second, to *emphasise* the need for the government to invest in the people. Third, to complement the previous example with a specific amount of money for the ideal wages. The linguistic features that accompany the e*xemplifications* are a descendent tone (*low fall*), a *hand gesture*, and a r*epetition of syntactic structures* and *syntactic items* – mainly a*djectives, pronouns*, and *verbs*.

4.1.1.13.   Inform

It is commonly used to express an opinion to an opponent or listener. Ardern's speech is identifiable with a descendent tone (*low fall*) and a *hand gesture* in six segments. It is mainly found in sample four (specifically in segments 1:30 - 1:36, 1:37 - 1:41, and 1:42 - 1:53), in which Jacinda *informs* about the status of New Zealand's debt in comparison to other countries' debts. She uses it to highlight the information. It is principally found in the speaker's discourse with a descendent tone (a *low fall*) and a *hand gesture*.

4.1.1.14.   Ironize

The resource of *irony* is used by Jacinda in three segments. First, she used a *low rise*, a *low fall,* and a *hand gesture* to indicate that her government does give decent wages to teachers contrary to what the opposition did in the past. Second, *to ironize* Collins' behaviour on stage as she constantly interrupts her, from which Jacinda asks her to: "model a little good behaviour on the stage" as if Collins was a child in need of education. Third, to respond to the mistakes in the use of measures, where Ardern *ironizes* how Collins finds inconsequential holes in a large amount of money. In the last two examples, it can be seen that Jacinda uses a descendent tone (a *low fall*), and *lengthening*.

4.1.1.15.   Organise

It is used only once in Jacinda's corpus —identified by the use of a *low fall* and a *hand gesture*— to justify the performance of her government during the COVID-19 crisis.

4.1.1.16.   Persuade

Considered an important feature since it is important to make evident the attempts of the politician to convince or *persuade* with its ideas or proposals. In Jacinda Ardern's discourse, it is the fourth most used speech act —with 41 uses in total— within eight segments. The speaker employs a descendent tone (*low fall*), accompanied by *extralinguistic elements* — highlighting *hand gestures* and *head movements*, it is also identifiable with the *repetition of syntactic structures* and *syntactic items*— mostly repeated *adjectives, nouns,* and *verbs*.

4.1.1.17.   Suggest

There is only one instance in which Jacinda Ardern tries to *suggest* an idea. The speech act is carried out with five (5) linguistic features: *low fall, hand gesture, repetition of syntactic structures,* and two *repetitions of syntactic items (adjective and verb).*

4.1.2.   Turn-taking

4.1.2.1.   Give turn

It occurs once in Jacinda's discourse, at the moment she is interrupted by Judith Collins and stops her idea to let Collins express her idea. Ardern delivers her turn to Judith with the phrase: "At the same time" with which she employed a *low fall* and a *hand gesture*.

### 4.1.2.2.	Maintain turn

It corresponds to the most used element in turn-taking and is mainly used by Jacinda Ardern to be able to continue speaking even though her opponent is trying to speak. The linguistic features most used to express the desire of *maintaining the turn* are a descendent tone *(low fall)*, a *hand gesture*, and an *overlap*, which are present in most instances. Moreover, there are instances in which Jacinda makes use of the *repetition of syntactic structure*s and *syntactic items* – especially *prepositions*.

### 4.1.2.3.	Steal turn

Stealing a turn occurs successfully in Jacinda's discourse one time from three attempts. A *low rise* and a *mid-level tone* characterise this type of intervention, *interpolation*, and *overlap* are associated with the speech act and were identified once in Ardern's corpus.

### 4.1.2.4.	Take turn

Jacinda Ardern makes eight attempts to have the opportunity to stand her point of view in the debate. The utterances are characterised by an ascending tonality —specifically a *low rise*— followed by a descendent tone (a *low rise*) as it happens for example in segment 4:27 - 4:34: "I don't want them to grow", where the tone begins to ascend to later descend within her statement once she had *taken the turn*. However, as it happens in segment 2:08 - 2:20, which starts with the phrase: "I will never ever say [...]" there are instances where Jacinda makes use of a descendent tone to *take the turn.*

## 4.2.	Kim Campbell

The following are the speech acts and linguistic features used by the speaker, Kim Campbell, in the studied sample. The analysis chart of this speaker is available in Appendix 11. The sample was taken from the 1993 federal election debate, and it corresponds to an intervention made by the speaker where she points out certain problems with the proposals made by her opponent, Preston Manning. The sample lasts 109 seconds during which the speaker is being constantly interrupted by her opponent, at least until the final section of the sample when Preston Manning defends himself by making an uncomfortable question to Campbell.

### 4.2.1.	Speech Acts

The speaker uses eight different speech acts during the sample. These speech acts are the following: *accuse, add information, answer, calm, clarify/explain, emphasise, ironize, organise,* and *quote*. The rest of the speech acts displayed in the analysis chart were not used by the speaker.

4.2.1.1.   Accuse

Accuse is one of the most relevant speech acts used by Kim Campbell. Considering that the sample itself is a criticism towards some of the ideas proposed by Preston Manning, it is to expect that *accusation* would have an important presence in the analysis. Campbell, during most of the sample, points out that the plan proposed by her opponent does not make sense and it has gaps in the calculation of the numbers; She insists that his numbers don't add up. *Accuse* is the third most used speech act in the sample with 16 different linguistic features used with the purpose of accusing Campbell's opponent. The most prevalent linguistic feature here is the use of *rise fall* to directly accuse Preston Manning, utilised nine different times during the text. It is important to point out that most of these instances of *rise fall* are linked with the constant use of the words "You" and "Your"; Almost all the time that a *rise fall* is employed it occurs with one of these words. A good example of this feature is the sentence "Because you said that you have a plan and your numbers don't add up", which presents three different instances of *rise fall*. The intonation curve of the mentioned sentence showcases some "Hills" which corresponds to these instances of *rise fall* (see figure 2).
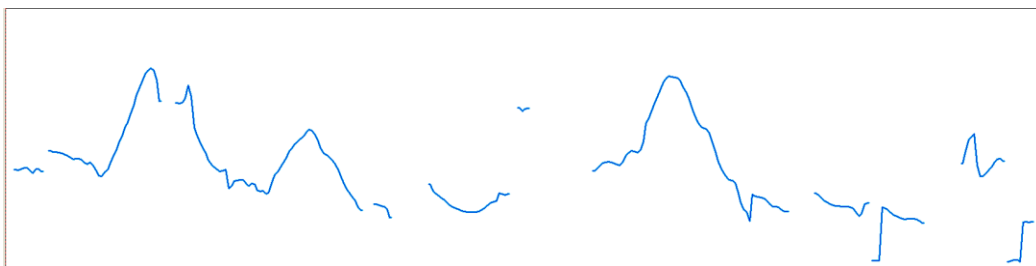
Figure 2. Example of rise fall used to accuse (0:05-0:11)

We suggest that this specific pattern of intonation applied to *accuse* is a feature of Kim Campbell's speech; *rise falls* are commonly used by the speaker to remark her accusations. Another element interesting to point out is the use of *hand gestures* to *accuse*, utilised four times. While *accusing*, Campbell sometimes points with her finger directly at Preston Manning; she uses her hand to increase the strength of her accusation. Other elements used on a smaller scale are a *high rise, repetition of pronouns*, and a *decrease in the talking speed.*

4.2.1.2.   Add information

Although the subject speaks more about information that has already been established by her opponent, there are some instances where Campbell adds new information to the debate. These instances are a clarification about the subject's writing, the introduction of the ideas of Preston Manning's research director, and the answer given at the end. To *add information*, the subject uses primarily *fall rises*, four of them in total. The speaker also decreases her talking speed once while adding information. The instances where Campbell uses this speech act are very few, but we could suggest that, for this speech act, Kim Campbell prefers to use *fall rises*.

4.2.1.3.   Answer

There is one section during the sample where Kim Campbell is driven *to answer* a question. By the end of the sample, Preston Manning basically asks the speaker if she has a better plan than him; He does this as a means to defend himself from Campbell's accusations. In figure 3 there is the intonation curve of Campbell's *answer*:
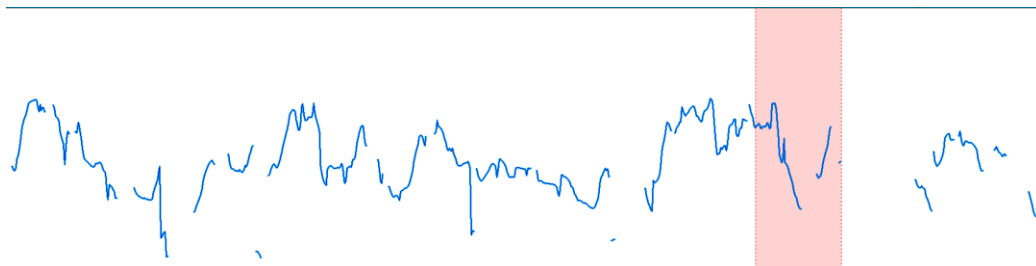
Figure 3. Answer given by Kim Campbell with highlighted fall rise (1:31-1:41)

The image is hard to read, but a close inspection shows the use of a specific intonation pattern. It can be appreciated more clearly in the highlighted section which corresponds to the word "Projections". The answer given by the speaker presents three different instances of *fall rise* in a very short span of time. Apparently, in order to make herself understand better or to give a clear response, Campbell prefers to use this intonation pattern which could be considered as a feature of her speech; The use of *fall rise* with the purpose of answering. This is in direct correlation with the previous speech act; The *fall rises* used by the speaker are utilised both to add new information and to answer questions.

4.2.1.4.   Calm

As established before, the speaker was constantly interrupted during the sample. In response, Campbell tries to ignore Preston Manning's attempt to steal the turn from her instead

of trying to shut him up. However, there are some moments where the speaker tries to calm down her opponent. To do this, Campbell uses primarily intonation patterns: Two *high rises* and three *rise falls*. Some instances of these patterns can be seen clearly in the intonation curve between minute 0:41 and 0:44, where the first spike is a *high rise* and the "Hill" almost in the middle is a *rise fall* (see figure 4).
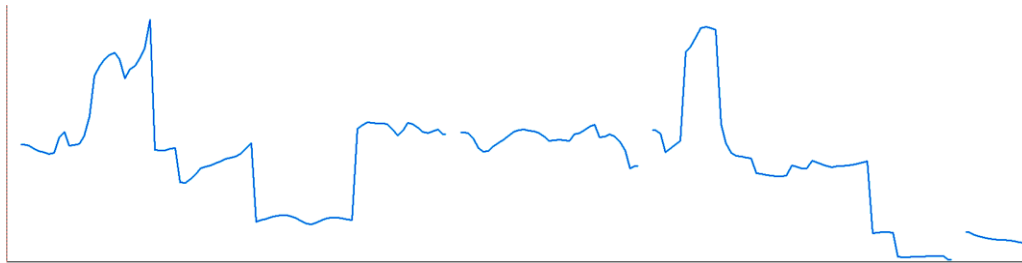
Figure 4. Example of calm (0:41-0:44)

There is also one instance of *repetition of syntactic structure* which corresponds to the moment where the speaker shouts "Let me finish!" three times during the second 0:42 to 0:45. Although the analysis showcases only one instance of repetition, it is worthwhile to mention that the sentence "Let me finish!" is used at least four times during the sample (it even appears in other parts of the debate). We could suggest that a feature of Kim Campbell's speech is the use of this sentence primarily to calm down people who are interrupting her.

4.2.1.5.   Clarify/Explain

Campbell also devotes much time to clarify and explain her perspective; she needed to do this in order to justify her accusations towards Preston Manning's ideas. During almost all the sample, Campbell explains exactly the reasons why she thinks the plan of her opponent is faulty. For this speech act, the speaker used 19 different linguistic features, which makes "*clarify/explain"* the second most used speech act of the sample. Many different linguistic features are used to *clarify or explain* (different talking speed, r*epetition of syntactic structures and items*, and *intonation patterns*) though the most relevant one is the use of *hand gestures* with five different instances. Campbell constantly waves her hands from one side to the other when explaining and although these *hand gestures* do not help the speaker in her explanation, it is still a characteristic worth noticing and a possible feature of her speech. Many other linguistic features are used with this speech act but on a smaller scale. When *clarifying or explaining*, the speaker changed her talking speed three times, *repeated syntactic structures* twice, r*epeated an adverb* once, and used different intonation patterns

4.2.1.6. Emphasise

The most widely utilised speech act was *to* emphasise 39 different linguistic features used for this purpose. Campbell emphasises many different elements throughout the duration of the sample. The speech used by the speaker is strengthened especially by the application of different intonation patterns. From these patterns, the most prevalent is *high rise* with 18 utterances. It is followed directly by the intonation pattern *high rise*, used 8 times during the sample. The text also presents 3 *low rises* and 2 *fall rises* used with the purpose of emphasising the speech. Apparently, one feature of Kim Campbell's speech is that she uses her intonation to make her voice more emphatic, strengthening her dialogue and making it stand out. The use of intonation patterns to emphasise, especially rising intonations, is a characteristic of Campbell's way of talking. She also employs, on a smaller scale, *extralinguistic features* with this speech act. The analysis of the sample showed that the speaker made use of both *hand gestures* and *head movements* to emphasise her speech.

4.2.1.7. Ironize

There is a moment in the sample where Campbell makes an ironic commentary. When Preston Mannings, in an attempt to defend himself from the accusation of the speaker, points out a contradiction between her ideas and her 'writing'. In response, the speaker states the following: "Just because they are in my writing, there's a lot of things in my writing I don't agree with". In this ironic sentence, the speaker repeats a syntactic structure and employs a *rise fall*. The most important aspect, however, is that Campbell forces a smile and she even chuckles during this irony. This feature, because it is so rare and noticeable, could be a feature of the speaker's speech; Kim forces smiles and laughs *to ironize.* However, because there is only one instance of smile in the sample, we cannot confidently confirm this statement; It ends just as a possibility.

4.2.1.8. Organise

Between minute 1:05 to 1:07, Campbell tries *to organise* her ideas by making a list of some of the consequences that her opponent's plan could bring over the Canadian population. *To organise*, the speaker uses single instances of certain linguistic features such as *listing*, *rise fall*, and r*epetition of syntactic structure*. She also used a very quick but noticeable *hand gesture*; she moved one of her hands in a counting motion while listing.

4.2.1.9. Quote

In a specific section, Campbell tries to make an informal quotation. When explaining the flaws of Preston Manning's plan, she mentions the commentaries of the research director of her opponent. The speaker says the following: "Just your own research director has now backpedalled- said no, no, no, it's probably forty-four thousand dollars". In this attempt at a quote, Kim repeats the adverb "No". Aside from this, the quote does not use any other linguistic feature that could be highlighted

4.2.2. Turn-taking

The mechanisms of turn taking used by the speaker were two: *maintain turn* and *steal turn*. During the sample, Kim Campbell does not use neither *"give turn"* nor *"take turn"*

4.2.2.1. Maintain turn

During the sample, the subject is interrupted several times by her opponent. The accusations made by the speaker upsets her opponent who immediately tries to defend himself by clarifying and stating that she is wrong. Preston Manning constantly tries to steal the turn from Kim Campbell and she, *to maintain her turn*, uses multiple linguistic features (25 in total). The most noticeable linguistic characteristic is the presence of *overlap,* being present in 8 different instances. Preston Manning constantly tries to speak over Campbell, but she never gives her turn to him. She, instead, keeps talking causing many instances of *overlap*. Another noticeable feature is the use of different intonation patterns, primarily *rise falls* and *high rises* (5 and 3 instances each). The speaker also increases her talking speed 3 times during the sample. We can say that the speaker tries to use rising intonations while speaking over her opponents in a fast way every time that she tries to maintain her speaking turn.

4.2.2.2. Steal turn

Just at the beginning of the sample, Campbell *steals the turn* from another of the participants of the debate. While Preston Manning was debating with another of the participants of the meeting, Kim interrupts the conversation with the purpose of pointing out the problems of Preston Manning's proposals. To steal the turn, Kim increases her talking speed, uses a *high rise*, and a *hand gesture*. It is interesting to note that the linguistic features used by the speaker to *steal turn* are similar to the ones used to *maintain turn*, *rising intonations*, and fast talking.

These elements could be understood as features of the speaker's turn taking mechanism. Every time that she wishes to have the speaking turn, either stealing it or maintaining it, Campbell increases her talking speed and pronounces rising intonations.

4.3. Hillary Clinton

The flowing result analysis corresponds to Hillary Clinton. The sample was taken from the First Presidential debate in 2016, where Hillary was the Democratic candidate. The sample lasts 4 minutes 15 seconds. Here, we analyse the mechanism she is using to cope and manage her counterpart's (Donald Trump) interruptions and disagreements. To see the full Clinton's analysis chart, see Appendix 12.

4.3.1. Speech Acts

The subject uses 14 different speech acts in the sample. The rest of the speech categories displayed in the chart, such as *to ask, calm, cheat/deceive, concord/agree, exemplify, greet, organise, persuade, quote, request/ask for, suggest,* and *wait for reaction* were not used (see Appendix 9 to find the whole Clinton's analysis chart).

4.3.1.1. Accuse

There is just one instance in which Hillary Clinton accuses her counterpart, Donald Trump. Here, from 3:37 to 3:48 Clinton states that Donald Trump supported the invasion of Iraq and he advocated for the actions that the U.S took in Libya, saying that this fact was completely proven. In this range of time, Clinton keeps a very business-like tone using *low falls* in each sentence also keeping a neutral volume and speed. Despite the fact her counterpart contradicts her at the end of each sentence, there was not any crosstalk while addressing this topic.

4.3.1.2. Add information

There are two instances in which Hillary Clinton adds extra information to what she is saying. The first one, at the very beginning of this sample, from 0:19 to 0:23, takes place when Donald Trump accuses her and her husband, former president Bill Clinton, of failing at addressing the unemployment rates. Here, when our subject responds to the question "Why are you just thinking about these solutions right now?" She starts referring to her own achievements, and then she adds: "I think my husband did a pretty good job in the 1990s. I

think a lot about what worked and how we can make it work again..." increases the speed while she is talking and using parenthetical intonation.

The second moment takes place when she answers the same question, from 0:32 to 0:36. In this case, the information is added at the end of her response saying, "Manufacturing jobs went up also in the 1990s if we're actually going to look at the facts." Here, she uses parenthetical intonation again.

4.3.1.3.   Affirm/Assert

For a couple of seconds, in minute 2:50, Clinton affirms denying her counterpart's accusations. In this segment, Donald Trump accuses our subject, claiming in an indirect way that she has not done anything to get rid of ISIS. Here, Clinton asserts the opposite claim by Trump raising her voice volume.

4.3.1.4.   Answer

There are four moments in which this speech act is used by Clinton. In this sense, the subject studied responded to questions made by his Republican counterpart or the moderator, Lester Holt.

The first time she responds to a question is at 0:05. Here, she responds to the accusation of Donald Trump of not being able to cope with the countries' unemployment. She only says "Well, actually…", using a *low rise* but the idea ended up unfinished as she realised she had interrupted Trump stealing his turn.

The second instance is when Trump and Clinton discuss Clinton's support of the NAFTA trade deal. Here, the Democrat candidate defends herself saying she was not responsible for the bad results of the deal, and then Trump asks her if that was President Obama's fault, she replies in a very calm way using *low fall* tones.

The third moment when she answers a question is when she is asked by the moderator about the issue of sending private emails. The same question was raised by his counterpart before the moderator asked her. She responds in a very calm way using *low falls* from 3:19 to 3:33 in each sentence.

The last moment where she replies, is when the moderator asks her to respond to bitter accusations made by Donald Trump. She uses an *interjection* and laughs to respond from 4:09 to 4:15.

4.3.1.5.   Apologise

The only moment in which Hillary Clinton apologises is already mentioned in the previous section. Thus, from 3:19 to 3:33 when she responds to her issue about her emails, she shows regret using *low falls* in each sentence (see Figure 5).

Figure 5. Falling tones in Clinton's apology (3:30 - 3:30).

4.3.1.6.   Clarify/Explain

This is the second most used speech by her, as she tries to correct Trump about his misconceptions about some events concerning her. The first moment, from 0:12 - 0:57 she *clarifies* that what is stated by Donald Trump is wrong, as he said that Clinton never dealt with the unemployment rates despite her long career. In this sense, Clinton states that she and her husband actually dealt with the problem. During that time lapse, she performed a couple of *extra-linguistic elements* as a *wink, a smile* (0:22) and *hand gestures* while she was interrupted by her counterpart.

Right after the moment mentioned above, the turn is given to Donald. And he states that Clinton had not dealt with the problem for almost 30 years. Hillary Clinton *clarifies and explains* that she has been a senator and has addressed the problem while using *hand gestures* and *high fall tones* (0:57 - 0:59).

Then in our next time lapse from 01:19 - 01:25 when Clinton is accused by Trump over NAFTA again, she *clarifies* that what he is saying is not accurate and she was against it. In this sample, while she is *explaining* she smiles.

From 01:43 to 01:49 Hillary is still trying *to clarify* the issue of her participation in the approval of the NAFTA trade deal. Before her explaining, Donald accuses her of being in

favour of the deal, but she explains the contrary by using *hand gestures* during that time lapse. While explaining, she uses a *rise fall* (01:48) to state that she is not responsible for the results of that deal.

The last moment when Hillary Clinton *explains or clarifies* a situation, is during her apology that is mentioned in the last section. Here, she uses *low falls* from 3:19 to 3:33.

4.3.1.7. Contradict

This is the most used speech act in the sample. Here, Hillary Clinton states something different from Trump's accusations. The first instance in which Clinton *contradicts* her counterpart is when he claims that she had not done anything during all these years. Here is some piece of the dialogue:

> TRUMP: (...) And, Hillary, I'd just ask you this. You've been doing this for 30 years. Why are you just thinking about these solutions right now? For 30 years, you've been doing it, and now you're just starting to think of solutions.
>
> CLINTON: Well, actually, I have thought about this quite a bit.
>
> TRUMP: Yeah, for 30 years.
>
> CLINTON: And I have —well, not quite that long.

In second 0:17, when she said "well, not that quite long" *to contradict* she winks and smiles.

Continuing with the accusation of Donald Trump about Hillary that is already mentioned above. In the second 0:53 she *contradicts* him by saying "Well, I've been a senator, Donald…" using a *rise fall*. Later, addressing the same accusation, she said "Well, that is just not accurate" (01: 15 - 01:18). In this case she raises her brow and makes a *head movement* by shaking her head.

A couple of seconds later, Donald is insisting and has not changed his mind. Due to the insistence, she said "Well, Donald, I know you live in your own reality" (01:35 - 01:38) using *hand gestures* and continued "but that is not the facts." (01:40 - 01:43) using *hand gestures* again.

The next moment when she *contradicts* her counterpart is when she is referring to her government plan. Here Donal Trump claimed: "secretary, you have no plan", and she responded "Oh, I do" as a contradiction, using a *high fall* (2:22).

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The following sample is from the topic of securing America. While they are discussing terrorism, Clinton states "unless I have a plan to fight ISIS" (2:50), speaking with *more volume* and *smiling*, to which Trump responds "No, no, you're telling the enemy everything you want to do", and Clinton *contradicts* using a *rise fall* tone and *repeatitng the syntactic structure* twice "No, we are not" (2:55) and a couple of seconds later she laughs at 2:59 when Trump is repeating the same claims. Finally, the last moment where Clinton *contradicts* is when Trump accuses her, saying: "See, you're telling the enemy everything you want to do. No wonder you've been fighting ISIS your entire adult life.", and she responds: "That's a — that's — go to the — please, fact checkers, get to work." (3:03) making pauses – where the dashes are – *hand gestures* and using a *high fall* tone (Figure 6).

Figure 6. High fall tone in Clinton's contradiction (3:30).

4.3.1.8.   Convince

There are a couple of moments when Hillary Clinton tries *to convince* people at home about her proposals of improving the country. The first moment takes place while they are discussing job creation and two last times while she is trying *to convince* comes from the sample where the Democrat and Republican candidates were discussing in the segment "Achieving prosperity".

The first instance is when she is trying *to convince* citizens that she is capable of dealing with unemployment issues. Thus, from 0:42 to 0:58 she said: "So I know how to really work to get new jobs and to get exports that helped to create more new jobs" using *hand gestures* during the whole-time lapse.

From 02:13 to 02:21, Clinton tries *to persuade* American citizens about her economical proposals, afterwards she *contradicts* Trumps after he claims that she had no plan. She states: "That's why I said new jobs with rising incomes, investments, not in more tax cuts that would add $5 trillion to the debt." using *low fall* tones, and *hand gestures*.

Then, after her discussion with Trump about the same claims that we mentioned above, Hillary resumes the original topic she was talking about. Thus, after she laughed because she was *ironic* to her counterpart, now she with a serious expression said: "But it's because I see this, we need to have strong growth, fair growth, sustained growth." (02:36 - 02:39). Here, there is a *repetition* of the noun "growth" in order *to convince* people at home about her government plan.

4.3.1.9.   Defend

There is a moment in the sample in which Clinton *defends* herself from Trump's accusations concerning her participation at the failed NAFTA deal approval. From 01:47 to 01:51 she said "which I'm not responsible for" in order *to affirm* that she was not involved at the moment the trade deal failed. She is using *low fall* tones and *parenthetical intonation* during this time lapse.

4.3.1.10.   Disagree

There are three instances in which Clinton seems to have a different opinion from Donald Trump's. First, Donald Trump claimed that if Clinton wins the presidential election her economic program will be as bad as NAFTA, the failed deal. Here, from 01:01 to 01:04, she *repeats* the *syntactic structure* "That's your opinion" twice, as she has a different opinion from his. *Low fall* tones are used in this time lapse.

Secondly, continuing with the issue of NAFTA, in 01:15 Clinton shows *disagreement* to Trump about his claims against her about her approval of the trade deal. While she responds saying "Well, that is just not accurate" using a *low rise* tone.

From 4:05 to 4:09, Clinton responds to Trump's bitter accusations. Here, she just laughs to show that what he was saying is not correct.

4.3.1.11.   Emphasise

This is the third most used speech act used by this politician. Here, she tries to highlight a piece of her speech.

The first moment of the sample is from 0:42 to 0:48, while the participants are addressing the topic of job creation. When Clinton said: "So I know — how to really work —

to get new jobs — and to get exports that helped to create more — new jobs." She *emphasises* speaking slowly, using a *rise fall* tone, and making *hand gestures* and *pauses* between words. A couple of seconds later, she reaffirms her answer by saying: "And I have done a lot…" (0:57 - 0:59) and using a *high fall* tone to add emphasis.

Lastly, while discussing the topic of achieving prosperity there are a couple of moments, in which Hillary Clinton uses the resource of *emphasis*. For example, from 02:02 to 02:07, she said: "There are different views about what's good for our country, our economy, and our leadership in the world.", the *repetition* of the *adjective* "our" might be seen as an attempt at being empathic. Few seconds later, from 02:12 to 02:18 while saying: "That's why I said— new jobs with rising incomes— investments —not in more tax cuts that would add \$5 trillion to the debt." She makes *pauses* where the dashes are.

4.3.1.12.   Evaluate

After Hillary Clinton was accused by Donald Trump of not having a plan to fight Isis, Clinton remains confused. She, not knowing exactly what to say, stayed quiet and said "That's a — that's — go to the — please, fact checkers, get to work." (3:03) making *pauses*.

4.3.1.13.   Inform

From 0:57 to 0:59, Hillary Clinton is accused of not being able to cope with the country's unemployment. During this time lapse she provided the fact that she had been a senator and she had done a lot in her career. She is using *hand gestures* and she *raises* her *brows* (0:57).

4.3.1.14.   Ironize

There are two moments in the sample, in which Clinton words' intended meaning are different from the literal meaning.

First, when Trump accuses Clinton to have no plan for her government. In this sense, Clinton said "In fact, I have written a book about it. It's called "Stronger Together." You can pick it up tomorrow at a bookstore...or at an airport near you." Here she *speaks faster* than usual and *smiles* during the whole-time lapse (02:24 - 02:32).

The second instance is when Hillary responds to bitter accusations made by her counterpart. Before she responds to the important issues that Trump mentioned, she uses the *interjection* "Whew, OK", *speaking louder* than usual and *smiling* (4:03).

4.3.2. Turn-taking

Hillary Clinton uses three (3) out of the four (4) turn taking purposes of the chart. The one that will not be analysed is to *take turn*.

4.3.2.1. Give turn

There is only one moment when Hillary Clinton *gives* her *turn*, which had already been stolen by her. Once she notices that her counterpart did not finish his idea, she *gives* her *turn* while *raising* her *brow*.

4.3.2.2. Maintain turn

Throughout the sample, there are some instances in which Donald Trump interrupts Hillary Clinton while she is speaking. In this sense, our subject of study tries to finish her ideas despite being interrupted and talking at the same time with her counterpart.

The first instance is when the candidates are discussing job creation. From 0:24 to 0:31, Hillary is being interrupted by Trump. In order to cope with the situation, she continues her idea in order to finish using *rise fall* tones, *hand gestures*, *lengthening* in some *nouns* and *speaking louder* than she usually does during the whole-time lapse.

The following moment is when Hillary is interrupted by Trump while he is saying that Clinton did not do anything to deal with unemployment. Here, the mechanism used by our subject of study is *hand gestures* when she says, "And I have done a lot." (0:57).

Then, from 01:41 to 01:56 Clinton and Trump's discussion *overlaps*. Within the time lapse, Clinton is also making *pauses* (0:51 - 0:56) to hear his counterpart's claims trying to respond.

Finally, in this instance when the candidates are discussing the topic of securing America, Hillary seems focused on finishing her idea despite Trump's interruptions. Since, from 3:37 to 3:48 Clinton maintains *low fall* neutral tones during the whole time lapse not paying much attention to Trump's contradictions. Thus, here Trump is *repeating* the word

"Wrong" in every sentence that Clinton said accusing him of advocating the invasion of Iraq and attacks on Libya.

4.3.2.3. Steal Turn

There is only one moment when Hillary Clinton steals her counterpart's turn. When the candidates are discussing job creation, Clinton interrupts Trump at 0:05 saying "Well, actually…" using a *low rise* tone. This instance occurred prior to her giving her turn, as we discussed in the section a.

4.4. Julia Gillard

The following analysis corresponds to the sample of former Australia's Prime Minister Julia Gillard. The aforementioned sample has a duration of 309 seconds and will encompass the use of speech acts and linguistic features encountered in her influential speech during a House of Representatives' proceedings, which since has been dubbed 'The Misogyny speech'. The debate and Gillard's speech in particular touched subjects such as misogyny and sexism, as well as comments made by her peers which questioned her position as Prime Minister based on her gender. The nature of these comments greatly influenced the linguistic and phonetic features we encountered during this analysis, in which she uses 18 different speech acts carried out by 22 linguistic features that react to these sexist allegations. To see the complete analysis, see Appendix 13.

4.4.1. Speech Acts

4.4.1.1. Accuse

It was the second most used speech act in Gillard's sample, as we have previously stated, the purpose of her speech was to counteract the sexist allegations that were made by Leader of the Opposition Anthony Abbott, whilst doing so Gillard constantly made use of this act to try to confront her opponent. At the beginning of the speech, from 00:12 to 00:26 seconds she says, 'I will not be lectured about sexism and misogyny by this man', to get her point across she *repeats the syntactic structure* of this statement several times, as well as employing *extralinguistic elements* such as *hand gestures* and *head movements* to get her message across. This happens throughout the sample, where instances of *accusation* are accompanied by

extralinguistic features, *repetition of syntactic structures and items*, as well as *changes in intonation, volume and speed*. Another example occurs from minute 03:47 to 4:03 where she ups the intensity when she says 'I was offended', and also speaks more rapidly *to accuse* and prove to fellow members of Parliament the things said to her by the Opposition.

4.4.1.2. Add information

There are various instances in Gillard's speech, where she deems it necessary to add information. Due to the nature of the debate, she needs to fact check the allegations that were made against her by the Leader of the Opposition outside of Parliament. In these instances, she reveals key information that backs her arguments *accusing* her opponents of spreading misogynistic ideologies and opinions in order to undermine her authority and her capability to fulfil her role as Prime Minister. When this happens, Gillard uses features such as repetition of syntactic structures and items, *extralinguistic elements*, *lengthening*, as well as changes in intonation, volume, and speed. An example of this can be found in second 00:52 Gillard reveals to Parliament some of Abbott's views on misogyny and sexism, she starts the sentence with 'Let's go *through*' in which she *elongates* that last word. Also, from minute 2:39 to 2:59 when she recalls some comments on abortion made by Abbott when he was minister of health: 'You said that in March two thousand and four' in which she employs *low falls* throughout the statement as well as *head movements*.

4.4.1.3. Affirm/Assert

Throughout the sample, there are multiple examples of Gillard's firm belief in the facts she is discussing and portraying to the room. These instances of *affirmance* are usually carried out by *repetition of syntactic structures, items* (such as nouns and verbs) *and sounds*, as well as extralinguistic items, *lengthening* and variations of intonation. At interval 00:41 from 00:52 she expresses her distaste towards some allegations made by Abbott claiming misogynistic ideologies were not appropriate for people who hold high ranks in office, at this moment is when she affirms 'He needs a mirror. That's what he needs'. This example in particular contains an important use of *extralinguistic features*, where she changes her posture whilst simultaneously moving her hands and head and making firm facial expressions. Another linguistic feature that is tied to this speech act are *low falls*, which can be found from minute 1:04 to 1:29 in 'said' and 'government'.

4.4.1.4. Answer

Due to the sample being part of a speech, there are few instances of interaction in which Gillard is able to answer directly to questions or queries presented by other members of Parliament. However, there is an occasion from second 0:41 to 0:52 with the sentence 'Because if he wants to know what misogyny looks like', this speech act is accompanied by *extralinguistic elements* such as *change of posture, facial expressions, hand gestures* and *head movements*.

4.4.1.5. Clarify/Explain

The fact that the speech is an argumentative one, there are multiple instances where Gillard has *to clarify or explain* what she is referring to, and why it is an addition that is relevant to the speech. In interval 1:04 to 1:29 she *clarifies* that sexist allegations made by Abbott were made in fact when he was a minister 'Not when he was a student, not when he was in high school, when he was a minister under the last government. He has said'. Gillard carries out this statement by *repeating syntactic structures* 'not when he was', as well as a *repetition of sounds*, and applying *low falls* in 'he has said'. Another example occurs from minute 4:04 to 4:20 when she *explains* that since Abbott has been Leader of the Opposition, misogynistic remarks have been of common occurrence, she states 'every day in every way' maintaining a *mid-level* intonation throughout.

4.4.1.6. Contradict

Contradiction is a common speech act within political discourse—throughout the sample, Gillard refutes several times previous statements made by the Opposition using compelling arguments and proof of the sexism and misogyny in which they have engaged in through the years. An example of this happens from minute 3:24 to 3:47 when Gillard expresses her distaste towards the sexist comments Abbot said about her 'Something that would never have been said to any man sitting in this chair' accompanied by high falls and *extralinguistic elements* such as *change of posture, hand gestures* and *head movements*. Another instance of *contradiction* occurs towards the end of the sample at interval 4:41 to 5:09 in a similar context 'Well this kind of hypocrisy should not be tolerated' and 'should not be taken seriously' where she uses *low falls* throughout these statements that showcase the seriousness of her tone.

4.4.1.7. Convince

As we have stated previously, this speech is argumentative in nature, due to this fact Gillard is constantly trying to convince Parliament that the Opposition should not be taken

seriously in a case against Slipper's sexist comments, as they have engaged in sexism and misogyny as well. Because of this, trying *to convince* and *persuade* (which we will see later in the analysis) are key factors in delivering a successful speech. Some examples of this can be found in intervals 4:04 to 4:20 in which she tries *to convince* the audience that misogyny and sexism have been an ever-present fixture not only in the Leader of the Opposition's character but also in his actions and comments. Using the same example from the *clarify/explain* section the repetition of the words *every day* in 'Misogyny, sexism, *every day* from this leader of the opposition' and then again in '*every day* in every way' accompanied by *low falls* in the former and *mid-level* intonation in the latter, as well as *extralinguistic items* such as *change of posture, hand gestures* and *hand movements*.

4.4.1.8. Defend

A speech act that is important to the particular case of Gillard is that of defence, as throughout the speech she has *to defend* herself from the sexist comments made by Abbott in the media. An example of this can also be found in intervals 4:04 to 4:20 where Gillard *speaks louder* and with clear *low falls* in 'I was offended by those things. Misogyny, sexism', and *repetition of syntactic structures*, in which she expresses her taking offense at the Opposition's comments multiple times throughout the video

4.4.1.9. Disagree

Overall, the sample taken from Gillard's speech is constantly showcasing her opposite opinion from that of the Leader of the Opposition. Because of this, *disagreements* are elements that appear in the sample in interesting ways, such as the last interval 4:41 to 5:09 when Gillard is telling Parliament that Abbot's motion 'should not be tolerated' and 'should not be taken seriously' with a *fall rise* intonation.

4.4.1.10. Emphasise

The speech act that is most widely used throughout the sample is *to emphasise*, as Gillard is constantly trying to highlight certain aspects of her discourse either to cause a reaction in her audience, or to bring attention to a particular topic. As we have stated before, the speech touches on topics such as sexism and misogyny— due to this, Gillard brings attention to the misogynistic remarks the Leader of the Opposition has made about her and other women in multiple instances. In this particular speech act, there are multiple linguistic features with which Gillard carries out the emphasis she uses, such as *speed*, *repetition of*

syntactic structures, *items,* and *sounds*, as well as variation in *intonation, volume* and *extralinguistic elements*. By far the most common intonation used by Gillard when emphasising were *low falls*— this can be seen during interval 0:41 to 0:51 in 'That's what he needs' or in interval 1:04 to 1:29 in 'under the last government. There are also a significant number of *high falls* that also serve as a way *to emphasise* certain aspects of Gillard's speech in interval 0:12 to 0:26 in 'by this man' or in 3:47 to 4:03 'as a man's bitch'.

4.4.1.11.   Evaluate

There are instances in which speakers make a slight pause or take a moment to evaluate an idea or gather their thoughts. In Gillard's case a moment in which she is making an evaluation is in interval 0:52 to 1:03 at the beginning of this section in 'Let's go through' in which she is using *lengthening* as a way to assess the way she will unveil the Leader of the Opposition's misogynistic allegations and double standards to her audience. In the same section she also accompanies *lengthening* with a *high fall* intonation.

4.4.1.12.   Exemplify

During an argumentative speech, providing examples for certain topics and ideas is essential to convey a more organised speech for the audience. In Gillard's sample, there are multiple instances in which she exemplifies some of her arguments through listing and changes in intonation. An example of this can be found during interval 4:41 to 5:09 in which she makes a list of the actions the Leader of the Opposition has not taken regarding his misogynist and sexist comments: 'doesn't turn a hair' and 'doesn't walk into this Parliament' (saying the latter statement twice) in order to prove to her audience how unapologetic Abbott has been about his sexist conduct. These examples are also carried out by *extralinguistic features* such as *change of posture, hand gestures* and *head movements*.

4.4.1.13.   Inform

Although there are instances in political discourse where *convincing* or *persuading* the audience is more relevant, there are also moments where the speaker wants to provide relevant knowledge or data to the audience without necessarily trying to stir their reaction towards their benefit. An example of this happens during interval 0:26 to 0:35 in which Gillard paraphrases one of the allegations Abbot has made about women in the past employing *hand gestures* and *low fall* intonations throughout the statement.

4.4.1.14.   Ironize

Irony is an important tool that Gillard uses constantly throughout her speech, particularly in the instances where she reveals the sexist allegations the Leader of the Opposition has made about her, and the disbelief she experiences at watching a fellow member of Parliament voice these opinions in a public setting. Mostly, these instances of *irony* are carried out through *rising* and *falling* intonations. In interval 1:04 to 1:29 she starts the section stating 'We are now supposed to take it seriously' with a *fall rise* intonation as well as *extralinguistic features* such as change of posture, *head movements* and *hand gestures*. Another example can be found in interval 2:12 to 2:39 after quoting one of the sexist allegations Abbott has made about the underrepresentation of women in politics 'This is the man from whom we are supposed to take lectures about sexism' in which she also makes *hand gestures* and *change of posture* to further highlight the *irony* of the situation.

4.4.1.15.   Persuade

In a similar manner as the previous speech act (to *convince*) *persuading* is also an important element within political discourse, where politicians try to sway the audience's perceptions through organised arguments and ideas that would result in them agreeing with what the speaker is saying. In Gillard's case she is constantly using this speech act in order to persuade Parliament to agree with her and be just as baffled about the misogynistic remarks the Opposition has made against her and women alike. In interval 0:52 to 1:03 in 'Let's go through' and 'repulsive double standards' there is a *repetition of syntactic structures* which she is doing with the purpose of *persuading* the audience into agreeing with her on the gravity of Abbott sexist statements

4.4.1.16.   Quote

Quoting, as well as *exemplifying* which we discussed above, are important tools that provide evidence to, in this case, a politician's speech. Through the use of quoting Gillard is able to inform Parliament of all the sexist allegations the Leader of the Opposition has made against her, verbatim, leaving no room for misinterpretation which helps her to solidify her argument immensely. In interval 1:39 to 2:11 'but what if men are by physiology or temperament more adapted to exercise authority or issue command' she uses *extralinguistic elements* to deliver the *quote*, such as *change of posture* and *head movements*. Another example is in the interval 3:24 to 3:47 where she *quotes* a statement Abbott had made 'If the Prime

Minister wants to, politically speaking, make an honest woman of herself' accompanied again by the same *extralinguistic elements* mentioned previously plus *hand movements* and a *low fall* in the word herself.

4.4.1.17.   Suggest

There are instances throughout the sample in which Gillard is trying *to suggest* an idea, and this mainly occurs when addressing Abbot sexist allegations, such as interval 2:39 to 2:59 in which she fact checks the Leader of the Opposition on his misogynistic comments by saying 'You said that in March two thousand and four I suggest you check the records' in which she uses a *mid-level* intonation as well as *extralinguistic features* such as *head movements*.

4.4.2.   Turn-taking

4.4.2.1.   Maintain turn

Due to the fact that the sample is part of argumentative speeches made in Parliament, there are not many instances of turn-taking, as there is no direct interaction between two or more speakers. However, this proceeding did take place in Parliament—therefore there are instances when other members voice their opinions loudly causing an *overlap* with what Gillard is trying to convey. It is in these instances where Gillard has to employ different tools that allow her to maintain her turn, so that she can finish what she is trying to express. This occurs during intervals 0:12 to 0:26 in 'I will not' in which she delivers her stand against Abbott comments and other members of Parliament loudly voice their opinion, causing the previously mentioned *overlap*. This results in Gillard *upping the volume* of her voice, as well as implementing *extralinguistic features* such as *hand gestures* and *head movements*.

4.5.   Kamala Harris

The following analysis corresponds to the sample from the former American Senator and current Vice President of the United States of America Kamala Harris. The mentioned sample has a duration of approximately 191 seconds, and within it will be featured the speech acts and linguistic features used by her at the one and only vice-presidential debate held by CNBC, alongside her opponent and —at that time— Vice President, Mike Pence. The debate moderated by Susan Page had touched different themes and current issues of the nation, including the legalization of abortion, military, and foreign relationships. The "handpicked" sections of the debate do not include these themes, instead, they are focused on the pandemic

management of the government, COVID-19's vaccine, Senator Harris' work and nomination and government lack of involvement in scientific research. These interventions among the moderator, Vice President Pence and Senator Harris influenced the phonetics and linguistics features discovered through an extensive analysis (see Appendix 14), resulting in the use of 23 speech acts and 28 linguistics features.

4.5.1.   Speech Acts

4.5.1.1.   Accuse

In the following analysis of the speech act, the use of *accusation* is widely seen in the sample chosen, with Harris confronting Pence's own accusations against Harris herself or against the presidential candidate Biden. At the interval 1:21-1:32 Harris presents her own point of view of "respecting the American people", accusing indirectly that her opponent and his candidate do not fulfil her parameters. In this crucial part of the video, there is both *repetition of syntactic structures* and the use of *listing*, as a way to demonstrate her accusations and the foundation of the speech act used. In the sample chosen, Harris uses *head movements* and *facial expressions* —principally staring at her opponent— in order to make clearer her standing on the situation while directly *accusing* the government at that time, adding to this the use of *low fall* tones in her intonation throughout the sample when resorting to this speech act. There is also the use of *overlap* when accusing her opponent, becoming one of the three speech acts that uses it the most.

4.5.1.2.   Affirm/Assert

The usage of this speech act is mainly focused on the searching to back up her own statements against her opponent, this by using *head movements* —principally nodding—, *facial expressions* —staring— and *hand gestures*. One characteristic example from the sample (0:45-0:47) is when Harris is talking but is interrupted by Pence, and while being interrupted Harris affirms by staring at and using her hand as a signal of "Stop" that she is still speaking, stating that it is her turn. *Low fall* tones are predominant in this speech act too.

4.5.1.3.   Answer

This is not a widely used speech act by Harris, but it is still worth mentioning from the section that is drawn from, which includes a long *answer* that is based on "If's". This part of

the sample (1:58-2:05) includes a serious amount of the linguistic feature of *lengthening*, in the word mentioned before.

4.5.1.4. Ask

In the sample, this speech act is only used on one occasion, and it is just used to *ask* for more time to speak, in other words, to *maintain turn*. Here (0:41-0:51), Harris uses *overlap, hand gestures* and *head movements*, in order to convince the moderator to give her more time to express her idea.

4.5.1.5. Cheat/Deceive

There have been very few instances in which this speech act has been used, the most important when *repeating syntactical items* like *adjectives* and *articles* in minute 1:21-1:27. Many of the *extra-linguistic elements* in which this speech act was used by Harris were *facial expressions*, indicating *stares* and some *smiles* trying to deceive her opponent, and showing a secure and confident posture to the debate's viewers, using *high fall* and *rise falling* tones.

4.5.1.6. Clarify/Explain

As in one of the past speech acts, the first encounter that the subject has with this is through *repetition of syntactic structures*, demonstrating her position and answering to a question with a clear and concise point of view (1:57-2:02). In this speech act there is the one and only *extra-linguistic feature* of *changing of posture* in seconds 0:52-0:57, where she shrinks her body while explaining her point. Many other *extra-linguistic features* are featured, just like *head movements*, *facial expressions*, and *smiles*, but the one that is highlighted is the use of *hand movements* to *clarify* or *explain* an idea when talking. There are also cases of *interpolation* and *listing*, but very few to highlight compared to the most used in this case, which was *overlap*. The dominant intonations in this speech act were *low fall* and *low rise*, followed closely by *high fall, fall rise* and *rise fall*.

4.5.1.7. Concord/Agree

As it is imaginable, this speech act is mainly present through *extra-linguistic features*, especially when it comes to *head-movements* and *smiles*. Harris uses this tool to reassure their interlocutor —mainly the moderator— and create a more relaxed ambiance through agreement.

4.5.1.8. Contradict

Harris uses it to *contradict* her opponent to the Vice-Presidency of the United States, by using *repetition of syntactic structures*, many *extra-linguistic features* like *facial expressions* or *smiles*, but here it is highlighted the fact of the foremost use of *overlap*, when the opponent is trying to defend himself and Harris continues talking (1:40-1:48), in order to finish the idea she is presenting.

4.5.1.9. Convince

With the aim of this speech act established, we can see that it is completely focused on *extra-linguistic features*, where the *facial expression* category has the most occurrences. It is through the use of *staring* at her opponent or directly at the camera directing her words towards her viewers that Harris uses mostly *facial expression*. Also, convincing through a *listing* of bad things done by her opponent's government (1:22-1:32 and 2:20-2:23). Moreover, Harris' most used *intonation* with this speech act was *low fall*, as to finish her sentences reassuring viewers with the ideas she presented in the debate.

4.5.1.10. Defend

While using this speech act Harris aims to *defend* and *clarify* sayings from her opponent towards her and her candidate, Biden. Here, her most used *extra-linguistic feature* is *hand gestures*, highlighting when she was talking and was interrupted by her opponent, and by gesturing with her hand a 'stop' towards him, Harris could continue (0:41-0:47). There is also a part where *interpolation* takes place, while interrupting and defending her candidate in a subtle way in contradiction towards candidate Trump and Pence.

4.5.1.11. Disagree

Harris' use of this speech act is aimed towards *disagreeing* with every statement established by her counterpart. These moments are mainly carried out by *extra-linguistic features*, when Harris is listening to her opponent, and while analysing his discourse, she may resort to *smiles* and *stares*, with a few cases of interruption with the intention to *interpolate* (0:59-1:00), *overlap* and discuss on what she does not agree on (2:11-2:14). It also presents cases of *intonation changes* or patterns, going from *fall rise* to *rise fall*.

4.5.1.12. Emphasise

The most used speech act by Harris. Used mainly to highlight important ideas while speaking. One of the most important uses is when *repeating syntactic structures*, giving more

emphasis on what it is being said by the speaker. Regarding intonation, *low falls* are predominant in Harris speech pattern, this to give a sense of finalisation or 'final word' to every intervention that she has had in the debate. It is also quite common the use more or *more decibels* while performing this speech act. Emphatic *head movements* are the most common *extra-linguistic* pattern for Harris and *emphasising* while *overlapping* surpasses the quantity of emphasis to *interpolate* or *list.*

4.5.1.13.   Evaluate

The use of this speech act is mainly relegated to *extra-linguistic features*, especially focused on *facial expressions*. It deals with Harris' evaluating her opponent's discourse, analysing it while she *stares* at him, mostly in silence.

4.5.1.14.   Exemplify

This speech act's use is being employed mostly with no other linguistic pattern than *listing*. Harris' uses examples while *listing*, in order to add substance to her claims.

4.5.1.15.   Inform

The use of this speech act is very limited, to no more than one instance of *repetition of syntactic structure* and some other *extra-linguistic features* and *overlap*. It is worth mentioning that the *intonation* pattern that is most repeated is *low fall*, that gives a sense of finishing when delivering any relevant information.

4.5.1.16.   Ironize

The worthiest thing to mention about this speech act is the way in which it makes its appearance through mostly a specific *extra-linguistic feature: smiles*. Harris' uses it in order to show disagreement with the statements of her opponent, but not interrupting until it is her turn. It is quite obvious then what was Harris' position regarding the topic, and how she disagreed even when smiling at Pence.

4.5.1.17.   Organise

This speech act's main focus is *listing*, as it is the most repeated while using it (1:22-1:32 and 2:20-2:23), and through *head movements* Harris organises her ideas, sharing them in order and with examples well listed.

4.5.1.18. Persuade

Alongside to *emphasise*, to *persuade* is one of the most used in Harris' speech pattern. This speech act includes the use of *repetition of syntactic structures*, using mostly *low fall* and *rise fall intonations*. Same as *emphasise*, *persuade* also uses *more decibels*, in order to catch her opponent and viewers' attention. *Persuade* makes use of *lengthening* to give *emphasis* to the information and words she wants to highlight in her speech, so the persuasion could be effective. Regarding *extra-linguistic features*, *head movements* are the most used, and there is also use of *smile* in order to make her statements more believable. There are also instances of *overlap* and *listing*, being the first one the most recurring.

4.5.1.19. Request/Ask for

In this speech act there are only two instances to mention, both regarding *extra-linguistic features*: *facial expressions* and *hand gestures*. This is done when Harris is asking the moderator for more time to continue developing her ideas against her opponent.

4.5.1.20. Wait for reaction

It is used mostly to, as its name suggests, *wait for her opponent's reaction* after a statement is being made by her or by himself. There are many instances of *extra-linguistic features*, highlighting *head movements* and another instance of *smile*. When there is an intervention, the intonation is kept at a *mid-level*.

4.5.2. Turn-taking

4.5.2.1. Give turn

This type of turn-taking only occurs when Harris is talking to the moderator, keeping her voice at a *mid-level intonation* tone, and using a *hand gesture* to reassure her counterpart to begin talking.

4.5.2.2. Maintain turn

This is the most used turn-taking instance. Harris' aim is to interrupt who is interrupting her, so she can continue talking and developing her statements and ideas. One remarkable linguistic feature is the *more words per second* one (0:42-0:51) where Harris' talks faster than usual, so she can finish her idea before her turn ends. Also, in order to avoid being interrupted, Harris uses the *repetition of syntactic structures*, repeating ideas and beginning of sentences so

there is no confusion that it is her turn, no one else's. Also, *repeating syntactical items*, such as *verbs*, is another tool employed by Harris. *Rise fall, fall rise* and *low fall* are employed most of the times, with three instances of *lengthening*. Regarding extralinguistic items, *head movements* and *facial expressions* are the most recurring, so it is the use of *overlapping* when trying to recover and *maintain her turn.*

4.5.2.3.   Steal turn

While *stealing* someone's *turn* is not a recurring pattern in Harris' speech pattern, she is not a stranger to it. There were some instances of stealing someone's turn connected to talking faster or *more words per second*, as well as *less decibels* when she is interrupting. There are *facial expressions* and *head movements* when performing this case of turn-taking, and also the use of *overlap* in order to contradict her opponent's statement.

4.5.2.4.   Take turn

This occurs when the moderator gives Harris' more time in order to develop the current idea she was talking about (0:48-0:51). The intonation patterns in this segment are *fall rise* and *high fall*, with a single use of an *extra-linguistic item*: *facial expression* towards the moderator she was thanking for the given opportunity.

4.6.   Theresa May

The following segment proceeds to explain the analysis of the sample of Theresa May, which has a length of 6:12 minutes, made from different extracts on the interview that was realised on the Andrew Marr Show on April 30, 2017. The sample was divided on 5 topics: a) Inflation, b) Budgets and Negotiations, c) Plan for social care, d) Taxes, and e) Jeremy Corbyn & Iraq War. From these topics, a & b are sub-divided into 2 parts, in order to maintain a short sample regardless of the length of each topic.

Along the analysis, there were found 215 linguistic and paralinguistic actions that were identified, plus 43 interactions that were completely centred around the turn-taking scenario.

It is important to mention that the speech acts mentioned below are the ones that had a positive number in the results. To see the complete chart, see Appendix 15 There are more speech acts that we studied and searched along the sample but the result was 0 interactions with these elements, due to this there is no analysis to add according to the participant and these

ends, but to point out that they were not used in the studied speech. These speech acts were: *accuse, add information, affirm/asset, apologise, ask, calm, cheat/deceive, concord/agree, contradict, convince, disagree, exemplify, quote, suggest, waiting for reaction* and in the turn-taking sub categories the one of *steal Turn*.

4.6.1.   Speech Acts

4.6.1.1.   Answer

In the speech act of *answering*, there were identified 13 interactions, which were seen after an interruption from part of her interlocutor or a direct question, as for example at the minute 5:53 when Andrew Marr asks Theresa May about her previous decision and vote on the Iraq War, to which she gives an *answer* to that exact question, even when she tries to change the topic, she still mentions that she cannot change the past and uses different intonations, while when she is giving a yes or no *answer*, she adds paralinguistic elements as *hand gestures* and *head movements*.

4.6.1.2.   Clarify/Explain

In terms of *clarifying or explaining* her responses, Theresa May made 10 interactions with this intention, mainly with *repetition of syntactic structures* as "we need to" and "less money available", using these structures to mention different things and connect them to *explain* her point among the topics.

4.6.1.3.   Defend

There was almost no need of May to *defend* herself, except for a special moment when she was pointed out for her vote on the Iraq War situation years ago, a situation that nowadays is perceived as a mistake after seeing the results that it brought to the country, it is here where she tries to *defend* herself and to separate this past situation from the one that is on the table at the moment of the interview —the Brexit elections.

4.6.1.4.   Emphasise

This is the most used speech act in the whole analysis, and the main uses are in *intonation, hand gestures* and *head movements*, the total amount of this purpose is of 148. This is the final number, after deciding that not every single *hand gesture* and *head movement* was

going to be considered, since Theresa May tends to add *extralinguistic elements* to her speech in order to *emphasise* the most important points on every sentence.

In order to get a unified analysis every movement was reduced by groups of sentences, using this unit of speech to seize the time lapses in a more equal measure instead that random amounts of seconds; since only a sentence wasn't enough to generalise this quantity of gestures, the decision was to count from 2 to 5 sentences in order to search a main phrase with a developed idea —another unit of speech—, which was the more effective way to identify the different *emphasis* that she was trying to make.

At the beginning, counting every movement by sentence or by its own, the number of interactions in this area was up to 255, which needed to be simplified to be in concordance with the analysis of the rest of the participants of this investigation.

4.6.1.5.   Evaluate

This speech act was mainly used with *pauses* and *silences* at different points, especially when she was *explaining* some point of her proposals, at some moment she made a little *pause* for a second to *evaluate* her own ideas before sharing them orally. These *pauses* summed up with the *facial gestures* that she made, sometimes leaving a sign of doubt that was rapidly amended by continuing with the speech.

4.6.1.6.   Greet

There was only one situation of *greeting* that was identified along the sample and it was at the beginning of the interview when there was a clear situation of presentation that needed an appropriate response.

4.6.1.7.   Inform

According to the speech act of *informing* there were two opportunities in which this was identified, one in a *repetition of a lexical item* "Manifest" and the other in the *speed of her speech* when she *explains* what they are looking for in the budget for schools, moment in which she passes from uttering an approximate of 2 words per second, to say >3 per second.

4.6.1.8.   Ironize

Along the analysis of the sample there were identified 4 different uses of the *irony* speech act, in which 3 were the same moment when she was talking about the proposals of her

opponent, which she was trying to demonstrate that were not as strong as her ideas for the Brexit negotiations, but she made use of 3 different elements to complement this *irony*, with her *intonation*, a *facial gesture* and a *lengthening on her speech*.

4.6.1.9. Organise

There was a pause that was identified as an *organisation* one due to the correction that this meant to the speech, since in minute 2:32 when in an attempt to expose one of her ideas Theresa said "high", then this mentioned *pause* and after she seems to *repeat the item* to correct herself and say "higher". Due to this correction, the *pause* was qualified as a moment to *organise* ideas and correct herself.

4.6.1.10. Persuade

Due to the context of the sample —an interview— there were not many *persuasion* situations involved in the analysis, there were only 3 identified elements, and 2 refer to the same moment with different expressions, one from *intonation* and another from a *head movement* that accompanied this change in the speech, trying to *persuade* her interlocutor — *persuading* more than *explaining*— that her government was indeed taking care of important issues, and that order of priorities is the most adequate for the country and its people.

4.6.1.11. Request/Ask for

In terms of *Request and Ask for*, this item was closely related to the topic of *Maintaining Turn* on the turn-taking purposes that will be detailed below, since most of the *requests* were made for silence or to stop an interruption. There were 5 moments along the sample where this speech act was identified, the most important was at the minute 2:18-2:19 where the *request* was accompanied by a *repetition of syntactic structure*, a *facial expression*, a *head movement,* and an *interpolation* to the interviewer.

4.6.2. Turn-taking

As mentioned before, in the turn-taking aspect, there were 43 interactions identified along the sample, which were qualified in different sub-topics according to their purpose:

4.6.2.1. Give turn

There was only one case with an *intonation* change, where May used a *low fall* intonation to demonstrate that she had finished her idea and proceeded to deliver the speaking turn to her interlocutor and interviewer.

4.6.2.2. Maintain turn

There were various situations, even when the context of the sample was an interview, or maybe specially because it is an interview, and the host of a programme tries to keep up the rhythm and times of speaking, but May does not leave that Andrew Marr—the interviewer—*steal her turn*, especially when she is *explaining* important points of her proposal for her campaign. She tends to use *extralinguistic elements* to *request* for silence and *repetitions asking* to let her finish. *Overlap* is also an element that is frequent in this item, since the participant is not able to deliver her speaking turn and let being interrupted, she keeps talking applying other techniques as *repetition of syntactic structures*, and a *change in the volume* of her voice, which was checked by the dB registered in that moment in comparison to seconds before.

What seemed more interesting to notice is that she even uses *silences* and *pauses* to *maintain her turn*, *pauses* that are always accompanied by *hand gestures*, *facial expressions* and/or *head movements*, which at some point *emphasised* more these movements to show that she has not finished her speech.

4.6.2.3. Take turn

There was one opportunity where May made a *hand gesture* to take the turn to speak, after an interruption of her interlocutor, in which she raised a finger almost as she was *requesting* the floor in class.

After analysing every aspect, interaction, and speech act it is possible to identify some patterns in the discourse of Theresa May as the use of *head movements* and *hand gestures* to accompany the *emphasis* that she made in *intonation* and *repetition of syntactic structures*, making her speech be complemented by *extralinguistic elements*.

In terms of turn-taking and *maintaining turn* there were several patterns identified in her way to act after an interruption, one is to raise her voice a bit and use *repetition of syntactic structures* or *overlap*, *asking for* permission to continue and for silence from her interlocutor. Another pattern is the fact that she tends to make a *pause* accompanied by a *hand gesture*, a *facial expression,* or a *head movement* to point out that she has not finished.

4.7. Portia Simpson-Miller

The following is the analysis of the speech acts and the linguistic features performed by Portia Simpson Miller in the chosen extract of the TV show CVM at Sunrise in 2017. This sample lasted 503 seconds and was divided into 7 sections that included the use of 18 out of the 26 speech acts analysed on the chart, leaving aside 8 of them that were not found on the chosen extract, the complete chart is available in Appendix 16.

4.7.1. Speech Acts

4.7.1.1. Add information

As adding information implies most of the times nothing else than the *addition* of new elements in discourse, the features of speech that were used in the sample for this speech act belongs to the intonation part in order to focus on the given information. The prevalent intonations were *high rise* and *high fall* with 7 instances each, followed by *rise fall* (4 instances), *fall rise* (2 instances) and *mid-level* (2 instances).

4.7.1.2. Answer

Due to the nature of the interview from which the sample was gathered, most of Simpson-Miller's interactions were *answers* to Daley's questions. For this reason, only some of the features were acknowledged: the ones that were not directly related to a previous question. In this case, there were 3 instances of this speech act in which the features of *repetition of syntactic structures, repetition of nouns,* and *overlap* were used once each.

4.7.1.3. Ask

Asking was the second most used speech act by Portia Simpson-Miller with 30 instances in the sample. Its main feature of speech was *intonation* with 15 *rise falls* and 8 *high rises*. Due to its nature, these intonation patterns were expected, especially as one of the main parts in her discourse covers almost 2 minutes of the sample (from 00:02:07 to 00:04:05) and is based mainly on repeating the question: "success or failure?", consequently the feature of *repetition of syntactic structure* is also present for this purpose.

4.7.1.4. Calm

In the case of this sample, the speech act of to *calm* was used to attenuate the words of the other speaker in order to slowly *take the turn.* For this purpose, there were two instances of *hand gestures* and one of *repetition of interjection*.

4.7.1.5.   Clarify/Explain

The speech act of *clarify/explain* appeared in 17 instances. The most used features for this purpose were *high falls* (4 times) and *rise falls* (3 times).

4.7.1.6.   Concord/Agree

Along the analysis, the speech act of *concord/agree* appeared 6 times through 5 different linguistic features. The one feature that has doble apparition was the *repetition of adverbs*.

4.7.1.7.   Contradict

The only feature used for this speech act was the *low fall intonation*. This feature appeared twice along the analysis in the final section (in the intervals 00:08:05 – 00:08:07 and 00:08:07 – 00:08:08).

4.7.1.8.   Disagree

In order to *disagree*, Simpson-Miller used 7 different linguistic features that summed up a total of 14 times. Aside from the intonation features of *high fall* and *rise fall*, the feature of *repetition of interjection* was one of the most used features of speech for this purpose.

4.7.1.9.   Emphasise

To *emphasise* was by far the most used speech act with 76 instances. Portia Simpson-Miller used 12 different linguistic features to emphasise certain keywords in her discourse. Following this line, the most used feature of speech was the use of *intonations*, specifically of *high falls* (with 29 appearances) and *rise falls* (with 21 appearances). In particular, the intonations between seconds 00:05:38 and 00:05:44 can be highlighted due to their clarity in PRAAT (see figure 7).
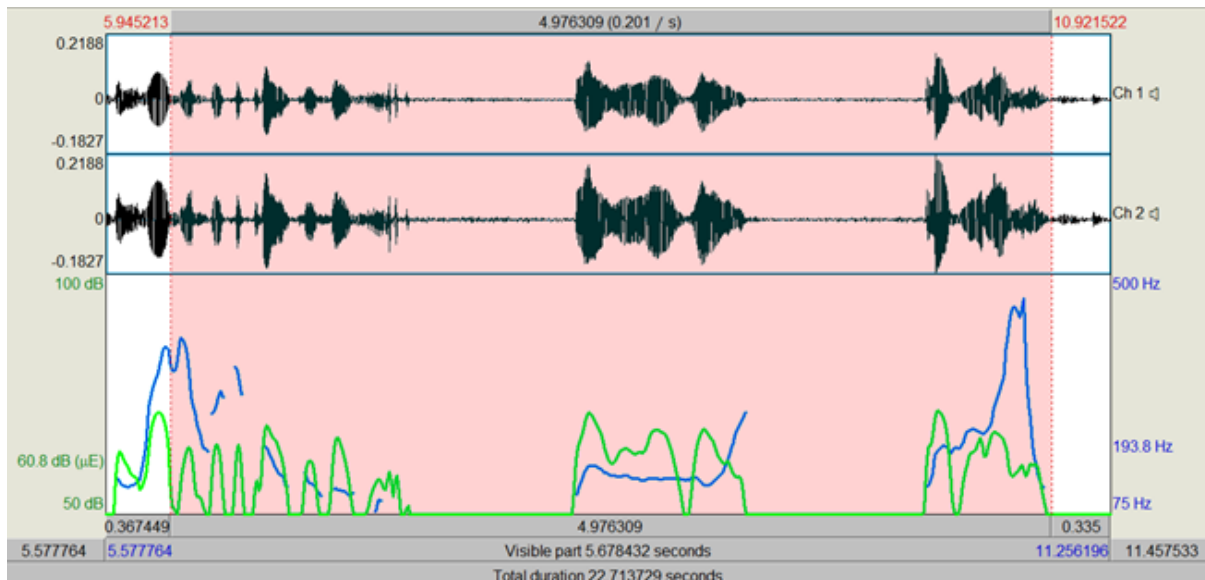
Figure 7. Intonations in Simpson-Millers' discourse used to emphasise.

Aside from the intonation settings, an *extralinguistic element* appeared as a key concept in this purpose: *hand gestures*. Although according to the chart the feature appears 9 times along the sample, the duration of this feature was longer than others as, in many parts of her discourse, the ex-Prime Minister used them as a way to *emphasise* an idea without stopping between them.

Lastly, another key feature of speech used by Simpson-Miller was the *repetition of syntactic structures*. One example of the importance of this feature is the repetition of the structure "success or failure?" for almost 2 minutes (from 00:02:07 to 00:04:05) where she focused on some of the achievements of the People's National Party in the government.

4.7.1.10. Evaluate

Evaluate as a speech act appeared in 19 instances, from which 12 belong to the linguistic feature of *rise fall intonation*. Yet, it is important to highlight the feature of *repetition of syntactic structure* as one of the intervals in this cell of the chart lasts almost two minutes following the "success or failure?" part of Simpson-Miller's discourse (from 00:02:07 to 00:04:05).

4.7.1.11. Exemplify

The speech act of *exemplify* appeared seven times in the analysis. Some features to highlight are the *repetition of syntactic structures* and *listing*, with two instances each, as Portia Simpson-Miller tends to *exemplify* in order to *explain* her idea in a better way. The other 3

instances are related to *intonation* features, appearing this speech act twice in *high fall* and once in *rise fall*.

4.7.1.12.   Ironize

With only one appearance on the sample, *to ironize* was the speech act less used by Simpson-Miller. This appearance occurs between the seconds 00:00:16 and 00:00:19 as a *smile*, due to the disagreement over what Daley was saying.

4.7.1.13.   Organise

The structure Portia Simpson-Miller used in her discourse requires organisation and, due to its oral nature, it is no surprise that the 6 instances in which this speech act appears are related to intonation features: 4 times in *high fall*, and 2 times in *fall rise*.

4.7.1.14.   Persuade

The speech act of to *persuade* requires a special mention in the case of Simpson-Miller: even though this speech act is not present in the analysis of the chart, the main aim of the interview is to *persuade* the audience, especially the people at home, about how the best option for Prime Minister of Jamaica is the candidate of the People's National Party. Consequently, this speech act was not considered for the chart as it was not an outstanding characteristic but the whole aim of her discourse.

4.7.1.15.   Quote

Simpson-Miller used the speech act of *quoting* to refer to things that Rohan Daley had said earlier during the interview. For this purpose, the linguistic features used were 2 *low falling* intonations and the *repetition of syntactic structures* when repeating "Panic" in second 00:00:13, doubting what Daley had just said.

4.7.1.16.   Request/Ask for

For the speech act of *request/ask for*, Portia Simpson-Miller used 2 linguistic features in different moments: *mid-level intonation* and *hand gestures*.

4.7.1.17.   Suggest

Suggestion as a speech act in the analysis chart appeared 5 times using two different linguistic features: *repetition of syntactic structures* and *rise fall intonations*.

4.7.1.18.   Wait for Reaction

The speech act of *waiting for a reaction* appeared in 5 instances. It is exclusive for *pauses* and Simpson-Miller used it in those *pauses* that did not require an answer but a reflection from the counterpart.

4.7.2.   Turn-taking

The following speech acts belong to the Turn-taking theory, where a total of 32 linguistic features were used, divided into 11 different categories of features of speech.

4.7.2.1.   Give turn

Simpson-Miller used a total of 11 features of speech in order to *give a turn*. The predominant feature was the use of a *high fall intonation* with 8 uses for closing turns. Only one other feature was used: *silences/pauses,* used 3 times.

4.7.2.2.   Maintain turn

In order to *maintain turn*, Portia used 9 linguistic features divided into 5 categories. The most used feature of speech was *silence/pauses* with only 3 uses, followed by *repetition of pronouns* and the use of *mid-level intonations* with 2 uses each one.

4.7.2.3.   Steal turn

In order to *steal the turn* of the current speaker, Simpson-Miller used 8 linguistic features, categorised into 5 features of speech. The most relevant linguistic feature was *overlap* with 3 uses in seconds 00:04:13 and 00:04:32, and the interval between 00:07:30 and 00:07:34.

4.7.2.4.   Take turn

For the sake of *taking turn*, Portia Simpson-Miller used 4 different linguistic features at four different moments in the sample: *fall rise* and *rise fall intonations*, *hand gestures* and *overlap*.

4.8. Nicola Sturgeon

The following is the description of the speech acts performed by Nicola Sturgeon in the 188 seconds that the sample of the 2017's General Election Debate lasts. There were 19 speech acts in total, which were carried out by different linguistic features. The complete chart is displayed in Appendix 17.

4.8.1. Speech Acts

The speech acts that were more common in her discourse were: to *emphasise*, to *contradict*, to *clarify*, and to *exemplify*; the most common turn-taking strategy was to *maintain turn*; while the most common linguistic features were: *lengthening of units, hand gestures* and *low falling intonation*. The speech acts that were not highlighted by the analysis or that are not present in the sample are the following: to *add information,* to *affirm/assert,* to *apologise,* to *calm,* to *cheat/deceive,* to *defend,* to *evaluate,* to *greet,* to *organise,* to *request/ask for* and to *wait for a reaction*

4.8.1.1. Accuse

Whenever the speaker refers to something that other people do or did, she *accuses* the situation, as in minute 0:10,9 with a *high falling* 'There is an obligation'. This is also seen in minute 01:11,02 where *more words per second* are identified with 'Just cut to the chase' and its *repetition* in minute 01:20,09.

4.8.1.2. Answer

Instances that are worthy of highlighting in the case of *answering* are connected not to a previously directed question, but instead, to interruptions or comments. In minute 1:07,61, Nicola Sturgeon uses a moment of weakness in the response of fellow participant, Richard Burgon, and includes her opinion with 'The answer is no' through a fast speech with *more words per second*, and a *low falling intonation*. The other response is performed in minute 3:00,4 while she repeatedly says 'If Scotland was independent' after the irruption Nigel Farage made while targeting and relating Scotland and Brexit.

4.8.1.3. Ask

Even if the context of the sample was a controlled debate, there are instances in which Sturgeon *asks* directly to the other participants, for example, in minute 2:37,11 with 'Or would

you rule it out?', which is performed by an *overlap*. This is also seen in minute 2:39,01 with the question 'Would you rule it out?', which is considered as a *repetition of the syntactic structure*. In general, these instances are accompanied by a *change in posture*, especially noticeable in minute 1:49,36.

4.8.1.4. Clarify/Explain

A *rising and falling intonation* is also seen in instances of *clarification* or *explanation*, in minute 0:25,42 with 'But we also' and 0:27,78 with 'That's where'. Nicola Sturgeon has the tendency of talking fast, with an average of 4,5 words per second. However, between minutes 01:30 and 01:38,93 *less words per second* were identified, which has the purpose of explaining with more clarity. In minute 2:12,87 she makes a *hand gesture* with 'I'm talking about', to later *overlap* Rishi Sunak between minutes 02:17,1 and 02:27,08.

4.8.1.5. Concord/Agree

In order to *agree* with the second speaker, Sturgeon *elongates* the word 'course' in the expression 'of course' in minute 0:21,33; and she uses a *high rising intonation* in minute 2:41,34, through the word 'exactly'.

4.8.1.6. Contradict

Since the context of the sample is a debate, finding disagreements among the participants is common, and portrayed through several linguistic features such as: r*epetition of the syntactic structure* 'Just cut to the chase' (01:20,09); *repetition of the pronoun* 'we' (0:48,95); *rising and falling intonation* in 'Nobody thinks' (2:07,17); *high falling intonation* in minute 0:50; l*ow falling intonation* in 'The answer is no' (1:07,61); the *addition of a glottal stop* in sign of protest in minute 2:17,69 with 'But'; and a strong *overlap* between minute 02:27,07 and 02:36,72.

4.8.1.7. Disagree

Similar to *contradict*, Sturgeon uses a *glottal stop* in minute 2:17,69 with 'But' to express her disagreement with the situation that is occurring.

4.8.1.8. Emphasise

The purpose of *emphasising* is the most common in Nicola Sturgeon's speech, as she uses several features for its realization. The feature that is related the most to it is *lengthening*,

as it was identified in several instances in different minutes: 0:17,46 with 'Not'; with 'Prevent'; 0:36,8 with 'More'; 0:39,28 with 'Prevent'; 1:26,55 with 'Dreadful'; 1:31,21 with 'Any'; 1:37 with 'Side'; 1:45,08 with 'Continue'; 1:49,78 with 'Guarantee'; and 2:07,17 with 'Nobody'. 'Prevent', which was already *lengthened* in minute 0:26,7, is strongly emphasised, since it is *repeated* in minute 0:39,28 in order to establish it as the idyllic option for the speaker. Sturgeon also uses several *hand gestures* that go along with her speech, as *paralinguistic features,* seen in minute 0:10; 0:14,8 with 'Together'; 01:11,02 with 'Just cut to the chase'; 1:56,07 with 'No'; 2:20,2 with 'I'm asking you'; or 3:02 with 'We wouldn't be getting dragged out'. In minute 01:11,98 she frowns slightly moving her head in 'no' motion. Some *lengthened* words, such as 'Dreadful' (1:26,55), 'Continue' (1:45,08) and 'Guarantee' (1:49,78) are accompanied by a small *pause*, which reinforces the emphasis given by the length. And, lastly, a *rising and falling intonation* is perceived in minute 1:46,6 with the word 'I'.

4.8.1.9. Exemplify

A very common trait in the way Sturgeon *exemplifies* is using *hand gestures*, especially while explaining, using it as a support resource for her not to lose the discourse's thread. This is seen in minute 0:41,18 with 'Us all' and 0:48,41 with 'All', as well as between minute 01:30 and 01:38,93. In terms of intonation, the observed examples are distinguished by having a *high falling* movement with 'Standing here' in minute 0:41,88, and a *high rising* one in minute 1:42,06 with 'Alternative'.

4.8.1.10. Inform

Informing is one of the most common acts that a speaker performs while in the process of communicating an idea to a listener. In Sturgeon's speech this is identifiable by a *high falling intonation*, as for example, between minute 0:00 and 0:08.

4.8.1.11. Ironize

All along the debate, Nicola Sturgeon has an attitude where she presents herself as a strong candidate: she *responds*, *interrupts,* and *ironizes.* The latter is easily identified in particular instances such as the following: while *answering* and *repeating the sentence* 'The answer is no' in minute 1:07,61. The question was not directed to her persona, and neither was it her turn of speaking. Also, in minutes 2:02,09; 2:34,57 and 3:04,8 she *smiles* at what the other participants of the debate propose.

4.8.1.12.   Persuade

In general, and all along the debate, Sturgeon uses a *high falling intonation* when aiming to *persuade* in her speech, being more noticeable in minute 0:27.

4.8.1.13.   Quote

There is one instance in which Sturgeon *quotes* what another person previously stated, which is performed in a *high falling intonation* between minute 0:00 and 0:03,46.

4.8.1.14.   Suggest

Whenever the purpose is *suggesting* ideas or implying that her views are the correct way to proceed, there are different intonation patterns. For example, in minute 0:26,7 with the word 'Prevent' it is possible to identify a clear *lengthening* of the word, as shown in figure 8. Later on, in minute 0:39,28, this verb is *repeated*, as it constitutes a strong belief of the speaker. A *high falling intonation* is perceived in minute 0:30,28 with the word 'Important', and a *rising and falling* movement is identified in 0:36,38 through the expression 'Let's get more'.
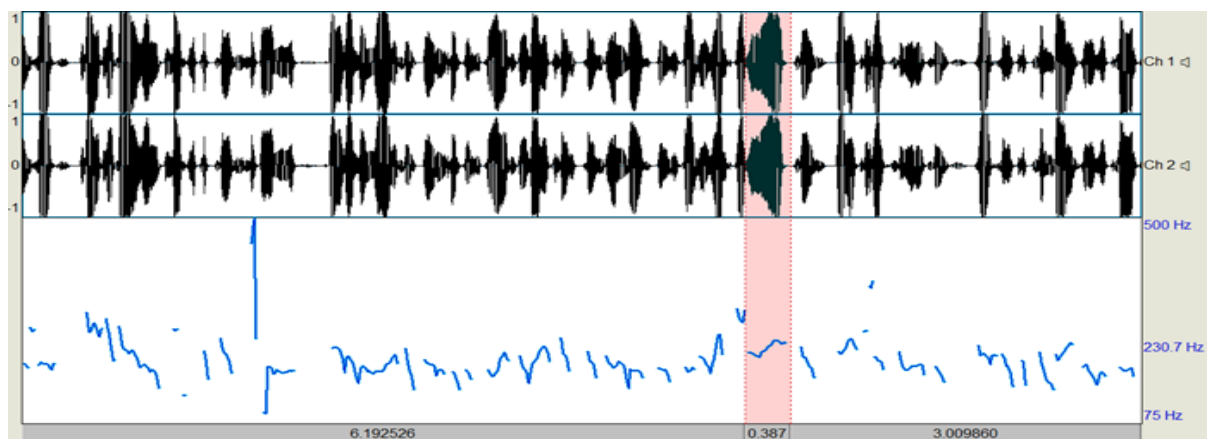
Figure 8. Lengthening of word 'Prevent', minute 0:26,7.

4.8.2.   Turn-taking

4.8.2.1.   Give turn

In order to *give the turn* to the participant she refers to, she performs a *hand gesture* signalling the end of her interaction in minute 0:43,2.

4.8.2.2.   Maintain turn

Nicola Sturgeon's speech is deeply characterised by using a more or less *fast speed*, but the instances in which she used *more words per second* were observed between minute 0:24

and 0:43; in minute 01:20,09 with 'I mean we should just cut to the chase'; and in minute 2:21,32 with 'I'm asking you if there'. The fact that she uses an even faster speed is closely related to her *maintaining of the turn*, not letting people use small silences to take the instances in order to speak.

4.8.2.3.   Steal turn

Similar to taking turn, Sturgeon tries to *steal the turn* while the other participant is having his or her turn, and she tries it by a *rising and falling intonation* of 'Nobody thinks' (2:07,17).

4.8.2.4.   Take turn

She uses the *repetition of the pronoun* 'I' in minute 2:19,2 to *take the turn* and start talking. This is not fully achieved in minute 1:04,64 with the *addition of a glottal stop* in 'Uh' and in minute 1:05,7 with 'Wait', as she intended to speak but is silenced by the moderator. Two instances of *overlap* are observed between minutes 02:47,24 and 02:53,88; and 02:56 and 03:05,72, where Nicola tries to *take the turn* while the other participants are still speaking.

5. Discussion of results

During our investigation, we were able to identify different tendencies for each one of the speakers. For example, some of the subjects we selected only used a few speech acts throughout the sample, whilst others expressed a greater amount in their discourse. Hence, when we analyse these results from a broader perspective, we find there is interesting data that could potentially indicate what the eight female native English speakers from our sample have in common—particularly in the manner that they deliver arguments and express themselves, considering how they all operate within the political landscape.

As we have stated before, it was of utmost importance that we used a unified method of analysis to gather the necessary data from all eight samples. Therefore, we created two different kinds of tables: one that considered the eight participants individually, and one that showed all the data gathered from them on a broader spectrum.

To start with the broader part of our instrument, presented in Table 1 (available in Appendix 18), the speech acts that were more commonly identified were, in the first place, *to emphasise*, having 623 instances out of a total of 2549 across the total of speech acts we considered. It was the most used one by participants such as Ardern, Campbell, Gillard, Harris, May, Simpson-Miller, and Sturgeon. The second one is *to clarify or explain* which occurs in 214 instances, while *to accuse* is set in the third place with 212 instances. The former was on the top 3 most used speech acts in speakers such as Ardern, Clinton and Sturgeon; and the latter was on the top 3 most used speech acts in other speakers, such as Campbell and Gillard. As we are analysing political debates, interviews, and speeches, it was not surprising to see *to emphasise* as the most recurrent one in the samples. After all, these public instances are meant to provide arguments on an individual's point of view over a specific topic and, most importantly, they are used to convince an audience. Therefore, it is imperative that the subject *emphasises* some parts of their speech, otherwise the public might lose their engagement on what the speaker is trying to convey. In this line, the main linguistic features used by the participants for emphasising are proved to be *hand gestures* (see Table 2 in Appendix 19), intonation settings —mainly the *falling tones* as *high fall* and *rise fall*— and *repetition of syntactic structures* (see table 3 in Appendix 20). Having this idea in mind, as the participants are trying to provide the listeners well developed and thought-out arguments over opposing standpoints, the subjects naturally tend to try *to clarify or explain* their statements. Political

public speeches are known for being argumentative in nature; therefore, it was no surprise that *to accuse* appeared in the top 3 most used speech acts in our genre of study.

Regarding *turn-taking strategies*, showcased in Table 4 (available in Appendix 21), the one that is used the most is *to maintain turn*, with 259 instances, which is an especially high amount considering that the total for the turn-taking section was 323. This strategy was accompanied by linguistic features such as *overlap* in the case of Ardern and Simpson-Miller; a faster pace in Campbell and Sturgeon's; *repetition of syntactic structures* in May's; f*acial expressions* and *head movements* in Harris; or *hand gestures* in Clinton and Gillard's.

The reason why *maintaining turn* is the most prevalent turn-taking mechanism could be due to the context surrounding the debates from which the samples were taken. Overall, the political context within our samples is often quite tense, as different perspectives are constantly clashing and only few can prevail or be considered right. With this in mind, people involved in these conversations would want to make their ideas stand out while trying to discredit others; therefore, instances of *accusation*, *interruption*, and *overlap* are fairly regular. The studied subjects are embedded in this context and for that reason they are prone to be interrupted while speaking. However, as we have stated before, they maintain their stand so as to not be interrupted by their opponent, who might be using some tactics to take or keep their turn as well.

The fact that these subjects are females might be another reason why *maintaining turn* is the most prevalent turn-taking mechanism. It is possible that their opponents —most of whom are men— are more likely to interrupt them due to the fact they are women. Accordingly, this entails that the people who the female politicians from our sample are debating against are participating in sexist behaviour and interactions. However, it is possible that this type of behaviour, in most cases, might be unconscious rather than conscious. In other words, the people who our participants debate against may not want to interrupt and diminish the female politicians, but they act in sexist ways without even noticing it. In a similar line, Zimmerman and West (1975) confirm this idea by proving that in every day interactions between people of different sexes, men usually interrupt women, whilst in same sex conversations this phenomenon does not occur. The data they gathered revealed that 96% of interruptions and a 100% of instances of *overlap* come from men. Therefore, when we compare the previous data results from mundane conversations to political discourse, we can actually see how the statistics are fairly similar, even when the context of our sample is set in a different environment

which is somewhat more controlled. However, a different case is shown as in Jacinda Ardern's debate against Judith Collins, Collins constantly interrupts Ardern by means of *overlap*, showing how not only men interrupt women in political discourse. Nevertheless, we can interpret this case as exceptional since there was no male figure in this debate to compare with other samples.

Furthermore, as mentioned in the literature review, Fernández (2007) argued that female discourse makes uses of the devices of seduction and persuasion in their discourse as a means to achieve their communicative goal. Our interpretation of these devices is that it portrays a male chauvinist perspective of female discourse. It reduces and minimises the means and goals that females, especially female politicians, have to face in their daily life and work through their discourse. To support this interpretation, we have our results, where among the eight samples, none of the participants showed seduction as a linguistic feature to persuasion or to any speech act. On another hand, we have the idea of Reading as a Woman, presented in a literature study by Strong-Leek (2001) where she mentions that this type of reading is recommended in order to identify distortions and defences of a male reading, also the purview of the patriarchy, to correct, criticise and analyse from a feminist perspective. If we compare these two studies and analyse our own results, it is possible to qualify Fernández (2007) as a sexist point of view that should be reviewed having analysis on eight different female politicians that support our perspective.

In our analysis we also considered the different linguistic features used by our speakers in their debates and interviews, which we contrasted with the speech acts and turn-taking strategies. When it comes to *repetition of units*, available in Table 3 (see Appendix 20), the one that stands out the most is *repetition of syntactic structures* with 176 instances out of a total of 369. This can be seen with Jacinda Ardern, through 'She saw state houses'; in Julia Gillard, with 'I will not be'; in Kamala Harris, with 'I'm speaking' or 'If…'; in Theresa May, with 'We need to' or 'About the public'; in Portia Simpson-Miller, with 'Success or failure'; and in Nicola Sturgeon, with 'Just cut to the chase' or 'The answer is no'. Kim Campbell does not use *repetition of syntactic structures* as often as other speakers, but the feature is present with the repetition of the sentence "let me finish!"; she does not present any other example of *repetition of syntactic structure*. It was by these participants that the numbers grew high enough to be considered as the most common type of repetition. Therefore, it constitutes an important aspect not only within the politicians' discourse, but also in their personal lexicon and way of expressing themselves.

Another important aspect were the *phonetic elements,* presented in Table 5 (see Appendix 22), that appeared in our sample, which we divided into two categories: *segmental* and *suprasegmental*. Concerning the *segmental aspects*, the one that constantly appeared throughout the analyses is *lengthening of expressions*, with 140 instances out of a total of 173. This was common in Gilliard's discourse, being done in 43 instances through different speech acts with words such as 'every day' or 'every way'; in Sturgeon's responses, where she constantly accompanied the *lengthening* with a *pause* or a *hand gesture* in words such as 'not' or 'prevent'; or in Harris's references to the political world, with words such as 'ineptitude' or 'the need'.

As for the *suprasegmental* elements, the three highest tendencies use a *low falling* intonation, with 332 instances out of a total of 1092, a *rise falling* intonation, with 251 instances, and a *high falling* intonation, with 190 instances. This demonstrates that falling intonations are indeed very common within the samples, as they appear in almost every participant, the only exception being Hillary Clinton. When it comes to *volume* and *intensity*, the tendency was to speak with *higher decibels*, with 46 instances out of 54. A great example of this is the debate by Julia Gillard, in which she had to constantly raise her volume in order to be heard and not interrupted. From our point of view, the tendency of using *low falls* is expected in the context of political discourse, as this intonation is usually used as a neutral, business-like tone, appropriate for formal instances such as the ones from our samples. This tone is associated with the seriousness and objectiveness of the speaker, which additionally sets up some distance between the speaker and the listener. On the contrary, *rise falls* (which express non-finality and unfinished sentences) also appear quite frequently in the samples; as a way to keep interruptions from happening. In relation to *high falls*, they are also used to indicate that the delivered speech is a neutral, complete statement, which can be reasonable as the subjects speak up their minds confidently. In general terms, the tendency that the top three most used tones are falling tones might be also explained since these types of intonations in general are usually used to make questions. Yet, another important point is how these intonations often help *to emphasise* specific words within a sentence, because, as we mentioned previously, emphasising is essential in political speeches for maintaining the attention of the audience.

Concerning the extralinguistic elements, Table 2 (see Appendix 19), that appeared within the politicians' discourse, the majority registered 354 instances of *hand gestures* out of a total of 938; 270 instances of *head movements*; and 208 instances of *facial expressions*. When

it comes to *hand gestures*, they were highly used by all the participants, particularly in the case of Hillary Clinton and Julia Gillard, where it constitutes one of the most important resources utilised in their discourse. Moreover, *facial expressions* and *head movements* were more utilised by Theresa May and Kamala Harris, but very common in Julia Gillard's speech as well.

It is important to highlight that these *extralinguistic features* were used *to emphasise* certain points within the conversation, and they were often simultaneously used with falling tones as in the case of Gillard when she says: 'Ditch the witch'. In this instance, she is emphasising this phrase to quote some misogynistic comments the leader of the opposition made about her, saying it with *low falls* and *hand gestures*. Another example can be found in Harris' sample where she states: 'The Vice President and the President were informed', where she also uses *low falls* and *hand gestures* to emphasise her point further. Another way this combination may happen is in regard to corporal language in public engagements, and its importance when *emphasising* certain parts of their discourse, retaining the audience's attention and to overall portray a confident stance. Also, we noticed that speakers usually use their hands to simulate their speech's tonality, for example a *raising tone* can be also accompanied by a raising *hand movement* in order to emphasise. An example of this happens in Jacinda Ardern's sample where she says, 'I don't want them to grow Paddy, simple' and she uses a *low rise* intonation whilst at the same time moving her hand upwards.

In the category we labelled as 'others' in Table 6 (see Appendix 23), the most used linguistic features were *overlap*, with 103 instances out of 206; and *silence/pauses* with 48 instances. These instances of overlap appeared most frequently in Ardern, Campbell, Gillard, Harris and Sturgeon's samples, while *silences or pauses* were more commonly seen in May and Simpson-Miller. As we study turn-taking, it is reasonable that overlapping would appear as one of the most used tendencies in the category of 'others', as it is a strategy used for *turn-taking*, either by an external source or the speaker themselves. However, there is a particular observation in Theresa May's case, as her discourse lacks *overlaps* and interruptions in general after being compared with the analysis of other participants that were in a debate environment. A reason why this might happen is discussed by Greatbatch (1988), where he points out that *turn-taking* is very controlled during interviews, where only a few exceptions are made by the interviewer in order to maintain the flow of the conversation. Since *overlap* is usually used as a strategy to interrupt and throw an opponent(s) out of balance, this is not a necessary move in the context of this particular sample. In this case, May tends to use *overlap* to *maintain her turn* instead of attacking her counterpart, which appears to be more used by her in order to

impose her speaking turn are pauses and silences that seem to pressure her counterpart to be quiet and let her finish her point.

In relation to *silence and pauses,* this feature is used with purposes such as *to evaluate*, *to emphasise*, and *to wait for a reaction.* By using this linguistic feature, the speaker can deliver specific key points and also provide time for the audience to think about what she said. It is worth mentioning that the subjects with a greater tendency to use *silences* or *pauses*, such as May and Simpson-Miller, are being interviewed. Therefore, they use this mechanism mostly *to evaluate* their answers and *wait for their interviewer's reaction*. In terms of *speed*, the tendency was to speak with more words per second, and at a faster pace, which was more characteristic in politicians such as Kim Campbell, Julia Gillard, and Nicola Sturgeon. The faster pace with which they lead the conversations may have to do with the constricted time frames some of the politicians had to adapt to, as most of the time they have to overcome the interruptions from their counterparts, as well as delivering their own arguments.

Finally, there is also an interesting combination of speech acts and linguistic features, such as the use of *repetition of syntactic structures*, *syntactic items* and/or *listing* in order *to persuade*. One example of this combination was found in Ardern's 'If we keep building houses, if we increase supply', a statement which occurred under the discussion of the topic of housing affordability. Ardern repeats the pattern: subject + verb + noun in both utterances. Even though the repetition was not carried out with the same words, the same lexical pattern was used, which made it possible to establish that they were, in fact, a *repetition of syntactic items*. In the case of Portia Simpson-Miller, this combination is not explicitly expressed in the chart as the entire interview was done as a way *to persuade* the interviewer and the audience at home; therefore, the speech act does not only involve a certain amount of time but the totality of the sample. Consequently, the instances of *repetition of syntactic structures* and *listing* that have been found are also related to this speech act, disregarding the fact that they may be included in other speech acts. For example, the previously mentioned *repetition of the syntactic structure* "success or failure" is preceded by one of the achievements of the People's National Party, turning this combination into a list of arguments to vote for her political party, i.e., a combined structure that she was using as a means *to persuade* the audience.

6. Conclusion

The study of discourse analysis in political settings is a broad concept that has been extensively studied; however, the representation female politicians have had in this area is somewhat scarce. In this thesis project, we set out to study the speech acts and linguistic features within interviews and debates with a focus on eight female politicians, through the perspective of discourse analysis. As we have stated before, the motivation to choose these subjects was made in an attempt to tackle the gaps present in this particular area of research: the underrepresentation of women in the political landscape, as well as the lack of a comparative perspective performing the analysis. Although there are previous studies that had focused on male politicians, especially in turn-taking analysis, there is an absence of the same studies focused on female subjects. Thus, throughout the present dissertation, our aim was to introduce a fresh and new perspective on the topic of turn-taking by studying eight female politicians and the context in which they had to communicate, as well as the linguistic features used by these speakers to determine if these aspects are shared amongst the subjects we studied. We wanted to identify their similarities and differences, so we could use them as an example of the linguistic characteristics native English-speaking female politicians have. We effectively completed these objectives by pointing out certain tendencies that these subjects presented as a group as we were able to identify different speech patterns and techniques the participants use in order to better communicate and debate their ideas, as well as their strategies when it comes to turn-taking.

Moreover, when reviewing different methods to analyse our samples we concluded that it was important to unify the similarities and differences we found in the interviews and debates. In order to do this, we decided to analyse and quantify our findings by designing an analytical chart that accounted for the three main categories that were relevant to the samples, and that constantly appeared in the politicians' discourse: speech acts, turn-taking, and linguistic features. By doing so, we were able to identify the linguistic features and speech patterns that the subjects most often employed in political-related situations, which in turn allowed us to create a description of their similarities and differences by means of a comparative analysis. It is important to mention that whilst fabricating this chart, we were constantly going back to our samples and that the speech acts, turn-taking strategies, and linguistic features that appear in it were constantly modified in order to provide an accurate representation of what happened in the interviews and debates. Thus, our chart consisted of 26 speech acts and 4 different instances of turn-taking, both of which could be used alongside 37 linguistic features.

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There were some interesting findings that we encountered when performing the comparative analysis portion of our investigation. The first, and most common ones were the speech acts *to emphasise*, *to accuse* and to *clarify/explain,* as the most recurrent strategies used by the subjects we chose. These speech acts were carried out by different linguistic features, such as falling intonations, *overlaps* and *hand gestures*, which gave us an insight into how female politicians operate in an argumentative context, as our sample consists solely of interviews and debates. Therefore, it was not surprising to encounter the three speech acts we previously mentioned as the most common ones throughout our samples. This fact made us reflect on how these categories are not only used by people that inhabit the political landscape and participate in political discussions, but it also showed us how common it is for women to use these strategies when arguing against men, as they have to constantly force their way into being listened to, sometimes to accuse reproachable behaviour from their counterparts. Such was the case of Julia Gillard and Kamala Harris, who were constantly having to fend off sexist comments and misogynistic behaviour by their male counterparts Tony Abbot and Mike Pence, respectively.

Although we were able to perform a comprehensive discourse analysis on our subjects, there are certain limitations within our research that prevented us from making certain claims and generalisations. The most relevant of them is the fact that all but one of our participants debated against a man or was interviewed by one. This was a limitation as we were not able to make a true generalisation on whether or not men are more likely to interrupt women, what are the strategies women use when interrupted, as well as to reflect on the percentages provided by Zimmerman and West (1975), that quantify how often men interrupt women.

Regardless of this limitation, our findings in this investigation could be particularly useful in the discussion of power relations, and their inner workings when it comes to political settings. We believe that what we have gathered in terms of speech acts, turn-taking strategies and linguistics features would be an interesting way to analyse these dynamics and can also be approached from a feminist perspective. Thus, our research has proved the complex position that women have in politics. Despite society's efforts to include women, there are still some contexts where they are unjustifiably harassed just because of their gender. This investigation has also given us new ideas for interesting research that can be done in the future, specifically research that could focus on how female subjects react in other political settings or even in other types of discourse.

Throughout our investigation, we have highlighted how misogyny and sexism are problems that are rooted in our society and also how they are affecting women in politics around the globe. Thus, we believe that by diving into female's political discourse analysis we would acquire a more in-depth knowledge on what strategies women employ when expressing their ideas in political-related situations, which, oftentimes, are dominated by men. We hope that this study can be the starting point for new investigations that, through discourse analysis, could also recognize sexist and misogynistic behaviour in other contexts.

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8. Appendixes

8.1. Appendix 1: Jacinda Ardern's debate transcription (from Newshub Debate)

Transcription by Gonzalo Soto Vielma
Sample 1
Jacinda Ardern how do we pay this money back?
[5:05] Jacinda: We already are starting to see our as grow our way back up. Our exporters are seeing growth. We've seen our wine industry, our kiwi fruit. We've seen, you know, beef, all have seen growth.
Presenter: Growing economy is the way to pay this back as well? Both of you and make it real, make it real for somebody at home who doesn't understand growth, give the people at home one real new idea of how you'll stimulate growth.
Sample 2
[0:33] Jacinda: No sugar head isn't it is not what we need right now. It is irresponsible. That again, is only going to add to the debt that we need to keep a lid on. We should be investing in our people, investing in these skills, investing in their ability to then go into high wage jobs, high wage jobs.
Presenter: What's your idea for […]
[0:53] Jacinda: Invest in our people, make vocational training free, get them into vocational jobs that grow the economy.
Sample 3
[1:04] Jacinda: Paddy.
Judith: Actually, that's irresponsible.
[1:05] Jacinda: Paddy, if you believe in our teachers, give them decent wages, like we did, not a 16-month sugar heaven, give them decent pay. (Judith: Three, $3,000 might be your sugar bill but I can tell you is not for families.) Four times all year round, not for 16 months.
Sample 4
Presenter: Okay, so, in terms of the debt, I'm still not clear exactly how you're going to pay back growth in a couple of ideas. The …
[1:30] Jacinda: Paddy, if I may, on debt, there is no country around the world that hasn't had to take on extra debt. We, however, when we came in, reduced New Zealand's debt and got us into a good position. (Paddy: Yeah), it means we start well. Secondly, we've also said we will put in a new top tax rate that helps us bring in extra revenue. So we don't cut […] (interrupted)
Presenter: […] some 500 million dollars a year.
[1:54] Jacinda: […] So we don't have to cut services. And Paddy if I may say, the National party's plan wage subsidy at the same time,
Judith: That's one week of the wage subsidy. That's all it is, it means nothing.
[2:00] Jacinda: At, at the same time, [..]
Judith: Actually, it means something.
Presenter: Judith Collins is right. Jacinda Ardern. Isn't she? Is one week of the wage subsidy.
Judith: That's the. It's the, it's a waste
[2:08] Jacinda: I will never ever say that $500 million dollars is inconsequential.
Judith: Then why did you waste it?
[2:20] Jacinda: Judith Collins.
Judith: Calling the warehouse. Why did you do that? (Jacinda: Judith)Why don't you do that to people saving (Jacinda: Judith Collins) Europe calling up children and grandchildren to
[2:21] Jacinda: Judith, if I may model a little good behaviour on the stage if I may. On the opposition side of the beaches, (Judith: *laughs*) we're seeing a fiscal plan with an $8 billion dollar hole (Judith: No it hasn't rehash the school plan) we have not seen an explanation from where it comes from.
Judith: There is actually no fiscal plan from labour party at all. There is no fiscal plan, zero, zero.
Sample 5
Presenter: On numbers, how many mistakes a poor girls is making in your opinion?
[2:46] Jacinda: Well, the ones that are extraordinarily notable are the two that leave a $8 billion dollar hole but no there are more, there are more and, and Paddy that is not inconsequential. $8 billion dollars is significant. We still have not got an answer from the leader of the opposition.

[not understandable dialogue between Collins and Gower]

Sample 6

Presenter: Have you failed as a leader?

[3:14] Jacinda: No, but some of the things that we've tried did not succeed. (Judith: *laughs*) And I will acknowledge that. Wait a minute. Wait a minute.

Paddy: Judith Collins you are laughing here.

Judith: Kiwi build, kiwi build I saw that too. I saw Miss Ardern on the stage saying to you that she would have 16,000 homes and kiwibuild built within three years. You questioned her (Jacinda: Paddy!) about who was going to do it. You said who's going to actually do the building? And you said we have to write 50 odd thousand people come in to do that building? And she said Are there any need five thousand on the kiwibuild visa? What happened? No kuball visa and by the way 5095 houses [unintelligible dialogue]

Sample 7

Paddy: Do either of you want house prices to drop? and it's a yes or no answer. Do you want the house prices to drop?

[4:02] Jacinda: I don't want them to keep escalating. It's not sus… It's not sustainable. But Paddy, you know at the same time we have to make a difference to the number of houses that have been built. It will be the only thing that will stabilise the house prices and stop this continuous escalation.

Paddy: So you don't want them to, I don't know I'm not really clear you don't want to what.

[4:22] Jacinda: If we keep building houses if we increase supply [interrupted]

Paddy: Do you want house prices to go up or down?

[4:27] Jacinda: I don't want them to grow, Paddy, simple. (Presenter: unintelligible interruption) I want them to stabilise so that people can go into the market.

Paddy: Judith Collins, do you want house prices to go up or down?

Judith: In some cases, they're gonna have to go in, some cases gonna have to go down, but I agree. You don't want to have people who borrowed up to the hilt to buy a house suddenly having negative equity. And that's, I think, the problem that Mr. Ardern has [4:47] (Jacinda: Paddy), who wants to go and tell the viewers?

Paddy: Neither of you had actually given me a clear answer on this.

Judith: No, no, but I can tell you the way to do it. Look at Christ Church we built, we got rid of the RMA for the purposes of the earthquake rebuild, and actually built so many houses there, that house prices there have actually dropped in there and are completely stabilised.

Presenter: Okay. [question asked]

[5:03] Jacinda: Paddy, What I would say is if the RNA was the solution.

Judith: It is.

Jacinda: Why did Judith Collins not do it in nine years that she was on office? She saw state houses, she saw state houses. She saw state houses and […]

Judith: We tried to but you wouldn't give us your vote to help us get it, we're a minority. Actually, you had too. [continue]

Paddy: we're gonna get this out because that makes we've got an important topic coming: cannabis.

8.2. Appendix 2: Kim Campbell's debate transcription (from: 1993 Canadian Federal Election debate)

Transcription by Nicolas Valencia

Let's-let's-Let's talk let's talk about this credit question of credibility on the deficit though, Mr. Manny, because you say that you have a plan. And your numbers don't add up

your growth-your growth projections are as optimistic, if not more optimistic than the ones that are the basis of my deficit plan.

You're - You're - you are -you are suggesting, for example, that you can get three and a half billion dollars out of old age security. And you say, well, in lonely affect family incomes over fifty-four thousand dollars

Now, economists say no, in fact, you'd have to claw back every cent of old age security for family incomes over thirty-five thousand dollars

your own research director- Let me finish! Let me finish! Let me finish! Just because they are in my writing, there are a lot of things in my writing I don't agree with.

Just your own research director has now backpedaled- said no, no, no, it's probably forty-four thousand dollars. The fact of the matter is…

you are- you wanna- you wanna solve the problem the deficit on the back of the old and by the p- you want four million dollars of unemployment insurance, you're going to have to add payroll taxes, you gonna put a burden-

Let me finish because you're talking about credibility! Your numbers are completely bogus!
you would offload- you would offload to the provinces and increase people's taxes. Is a completely bogus approach!

I have put forward a plan to balance the budget by nineteen and ninety-eight ninety-nine, based on the existing projections, that does not touch those.

Now. What we have to do- your approach would kill the economy

8.3. Appendix 3: Hillary Clinton's debate transcription (from: Washington Post)

Transcription by Aaron Blake

Sample 1

TRUMP: (...) And, Hillary, I'd just ask you this. You've been doing this for 30 years. Why are you just thinking about these solutions right now? For 30 years, you've been doing it, and now you're just starting to think of solutions. I will bring...

CLINTON: Well, actually…

TRUMP: Excuse me. I will bring back jobs. You can't bring back jobs.

CLINTON: Well, actually, I have thought about this quite a bit.

TRUMP: Yeah, for 30 years.

CLINTON: And I have… well, not quite that long. I think my husband did a pretty good job in the 1990s. I think a lot about what worked and how we can make it work again...

TRUMP: Well, he approved NAFTA...

(CROSSTALK)

CLINTON: ... million new jobs, a balanced budget...

TRUMP: He approved NAFTA, which is the single worst trade deal ever approved in this country.

CLINTON: Incomes went up for everybody. Manufacturing jobs went up also in the 1990s, if we're actually going to look at the facts.

Sample 2

CLINTON: (...) So I know how to really work to get new jobs and to get exports that helped to create more new jobs.

HOLT: Very quickly...

TRUMP: But you haven't done it in 30 years or 26 years or any number you want to...

CLINTON: Well, I've been a senator, Donald...

TRUMP: You haven't done it. You haven't done it.

CLINTON: And I have been a secretary of state...

TRUMP: Excuse me.

CLINTON: And I have done a lot...

TRUMP: Your husband signed NAFTA, which was one of the worst things that ever happened to the manufacturing industry.

CLINTON: Well, that's your opinion. That is your opinion.

Sample 3

TRUMP: But you know that if you did win, you would approve that, and that will be almost as bad as NAFTA. Nothing will ever top NAFTA.

CLINTON: Well, that is just not accurate. I was against it once it was finally negotiated and the terms were laid out. I wrote about that in...

TRUMP: You called it the gold standard.

(CROSSTALK)

TRUMP: You called it the gold standard of trade deals. You said it's the finest deal you've ever seen.

CLINTON: No.

TRUMP: And then you heard what I said about it, and all of a sudden you were against it.

CLINTON: Well, Donald, I know you live in your own reality, but that is not the facts. The facts are —I did say I hoped it would be a good deal, but when it was negotiated...

TRUMP: Not.

CLINTON: ... which I was not responsible for, I concluded it wasn't. I wrote about that in my book...

TRUMP: So is it President Obama's fault?

CLINTON: ... before you even announced.

TRUMP: Is it President Obama's fault?

CLINTON: Look, there are differences...

TRUMP: Secretary, is it President Obama's fault?

CLINTON: There are...

TRUMP: Because he's pushing it.

CLINTON: There are different views about what's good for our country, our economy, and our leadership in the world. And I think it's important to look at what we need to do to get the economy going again. That's why I said new jobs with rising incomes, investments, not in more tax cuts that would add $5 trillion to the debt.

TRUMP: But you have no plan.

CLINTON: But in —oh, but I do.

TRUMP: Secretary, you have no plan.

CLINTON: In fact, I have written a book about it. It's called "Stronger Together." You can pick it up tomorrow at a bookstore...

TRUMP: That's about all you've...

(CROSSTALK)

HOLT: Folks, we're going to...

CLINTON: ... or at an airport near you.

HOLT: We're going to move to...

CLINTON: But it's because I see this, we need to have strong growth, fair growth, sustained growth. (...)

Sample 4

TRUMP: I don't think General Douglas MacArthur would like that too much.

HOLT: The next segment, we're continuing...

CLINTON: Well, at least I have a plan to fight ISIS.

HOLT: ... achieving prosperity...

TRUMP: No, no, you're telling the enemy everything you want to do.

CLINTON: No, we're not. No, we're not.

TRUMP: See, you're telling the enemy everything you want to do. No wonder you've been fighting — no wonder you've been fighting ISIS your entire adult life.

CLINTON: That's a — that's — go to the — please, fact checkers, get to work.

Sample 5

HOLT: He also -- he also raised the issue of your e-mails. Do you want to respond to that?

CLINTON: I do. You know, I made a mistake using a private e- mail...

TRUMP: That's for sure.

CLINTON: And if I had to do it over again, I would, obviously, do it differently. But I'm not going to make any excuses. It was a mistake, and I take responsibility for that.

Sample 6

CLINTON: Donald supported the invasion of Iraq...

TRUMP: Wrong.

CLINTON: That is absolutely proved over and over again...

TRUMP: Wrong. Wrong.

CLINTON: He actually advocated for the actions we took in Libya.

Sample 7

TRUMP: (...) but you were totally out of control. I said, there's a person with a temperament that's got a problem.

HOLT: Secretary Clinton?

CLINTON: Whew, OK.

(LAUGHTER)

CLINTON:Let's talk about two important issues that were briefly mentioned by Donald (...)

8.4. Appendix 4: Jullia Gillard's speech transcription (from: ParlInfo)

(14:42): I rise to oppose the motion moved by the Leader of the Opposition, and in so doing I say to the Leader of the Opposition: I will not be lectured about sexism and misogyny by this man. I will not. The government will not be lectured about sexism and misogyny by this man—not now, not ever. The Leader of the Opposition says that people who hold sexist views and who are misogynists are not appropriate for high office. Well, I hope the Leader of the Opposition has a piece of paper and he is writing out his resignation, because if he wants to know what misogyny looks like in modern Australia he does not need a motion in the House of Representatives; he needs a mirror. That is what he needs.

Let's go through the opposition leader's repulsive double standards when it comes to misogyny and sexism. We are now supposed to take seriously that the Leader of the Opposition is offended by Mr Slipper's text messages, when this is what the Leader of the Opposition said when he was a minister under the last government—not when he was a student, not when he was in high school but when he was a minister under the last government. He has said, and I quote: " In a discussion about women being underrepresented in institutions of power in Australia, the interviewer was a man called Stavros and the Leader of the Opposition said: 'If it's true, Stavros, that men have more power, generally speaking, than women, is that a bad thing?'

Then a discussion ensued and another person being interviewed said, 'I want my daughter to have as much opportunity as my son,' to which the Leader of the Opposition said: 'Yes, I completely agree, but what if men are by physiology or temperament more adapted to exercise authority or to issue command?' Then ensues another discussion about women's role in modern society, and the other person participating in the discussions says, 'I think it's very hard to deny that there is an underrepresentation of women,' to which the Leader of the Opposition says, 'But there's an assumption that this is a bad thing.' This is the man from whom we are supposed to take lectures about sexism!

And it goes on. I was very offended personally when the Leader of the Opposition as minister for health said, 'Abortion is the easy way out.' I was very personally offended by those comments. He said that in March 2004, and I suggest he check the records. I was also very offended on behalf of the women of Australia when in the course of the carbon pricing campaign the Leader of the Opposition said, 'What the housewives of Australia need to understand as they do the ironing.' Thank you for that painting of women's roles in modern Australia! Then, of course, I am offended by the sexism, by the misogyny, of the Leader of the Opposition catcalling across this table at me as I sit here as Prime Minister, 'if the Prime Minister wants to, politically speaking, make an honest woman of herself'— something that would never have been said to any man sitting in this chair.

I was offended when the Leader of the Opposition went outside the front of the parliament and stood next to a sign that said 'Ditch the witch'. I was offended when the Leader of the Opposition stood next to a sign that described me as a man's bitch. I was offended by those things. It is misogyny, sexism, every day from this Leader of the Opposition. Every day, in every way, across the time the Leader of the Opposition has sat in that chair and I have sat in this chair, that is all we have heard from him.

Now the Leader of the Opposition wants to be taken seriously. Apparently he has woken up, after this track record and all of these statements, and has gone, 'Oh dear, there is this thing called sexism; oh my lord, there is this thing called misogyny. Who is one of them? The Speaker must be because that suits my political purpose.' He does not turn a hair about any of his past statements; does not walk into this parliament and apologise to the women of Australia; does not walk into this parliament and apologise to me for the things that have come out of his mouth—but he now seeks to use this as a battering ram against someone else. This kind of hypocrisy should not be tolerated, which is why this motion from the Leader of the Opposition should not be taken seriously.

HARRIS 30 million people who in the last several months had to fi … on January 28, the vice president and the president were informed frankly, this administration has forfeited their right to reelection, based on this.

PAGE Thank you- Thank you, Senator Harris. Thank you, Senator Harris.

PENCE And Senator Harris, it's a privilege to be on the stage with you. … Joe Biden, Biden opposed that decision. He said it was xenophobic and hysterical

HARRIS Whatever the Vice President's claiming the administration has done, clearly it hasn't worked ... And then, big thanks to Bob Woodward, we learned … Because the president wanted people to remain calm'.

PAGE Well, let's go –

HARRIS No, I – Susan, I – This is important –

PENCE Susan, I have to weigh in here –

HARRIS Mr. Vice President, I'm speaking.

PENCE I have to weigh in –

HARRIS I'm speaking. I wanna –

PAGE You have 15 more more seconds and then we'll give the vice president a chance to respond.

HARRIS Thank you. So I wanna– **…** when your children couldn't see your parents because you were afraid they could kill them?

PENCE … sacrifices the American people have made.

HARRIS I'm referring to your president.

PENCE The reality – If I may, if I may... Dr. Fauci, and Dr. Birks and our medical experts came …. their family and their neighbors first, our doctors … half of what the American people have done.

PAGE Vice President Pence, you in the fro …

PENCE Joe Biden and Kamala Harris consistently talk about mandates, and not not just mandates with the coronavirus but a government takeover of health, the Green New Deal –

PAGE Thank you- Thank you, Vice President Pence –

PENCE – all government control.

HARRIS Let's talk about respecting the American people. You respect the American people when you tell them the truth. You respect the American people when you have the courage to be a leader –

PENCE Which we've always done –

HARRIS – speaking of those things that you may not want people to hear but they need to hear so they can protect themselves. … and now you're standing in a food line because of the ineptitude of administration … It is asking too much of the people –

PENCE Susan, we talked about the American people –

PAGE Vice President Pence –

HARRIS – It is asking too much of the people that they would not be equipped with the information they need … to protect their parents and their children.

PENCE Susan, the president –

PAGE No, I'm sorry. Kamala Harris – Senator Harris, I mean. I'm sorry.

HARRIS: It's fine. I'm Kamala.

PAGE No, no, you're Senator Harris to me.

HARRIS ... the public health professionals, if Dr. Fauci, if the doctors tell us that we should take it, I'll be ...

PENCE … in less than a year. We have five companies in phase three clinical trials. And we're … if the vaccine emerges during the Trump administration, I think is ... undermining of confidence in a vaccine is just, it's just unacceptable …. Senator, please stop underm

HARRIS … of classified information about threats to our nation and hotspots ...

PENCE .... expressions and genuine concern. And I also want to congratulate you, as I did on that phone call, on the historic nature of your nomination.

HARRIS Thank you. … by contrast, the President has not, both in terms of … when we say in debt it means you owe money to somebody… the President of the United States, the Commander in Chief …

dent's decisions…. of you, or self interest. ... But Donald Trump on the other hand, has been about covering up everything.

PENCE Susan –

PAGE Thank – Thanks – Thank you, Senator…

PENCE … Joe Biden and Kamala Harris...

PAGE You know, that's a ...

HARRIS … the American worker and the American family. On the o… how rich people are doing. Which is … was a time when our country believed in science and in... passing a tax bill, which had the benefit of let...

8.6.	Appendix 6: Theresa May's interview transcription (from: AmberScript.com with editions made by Paola Riquelme)

Topic 1, Part 1. Inflation.

Andrew Marr: Because meanwhile, we have in this country a huge number of working people, particularly public sector workers, who have now had seven years of below inflation pay increases, a really tough freeze on their pay that can't go on it in the next few years. Or is it vote, vote Tory and get more public sector pay freezes?

Theresa May: We've had to take some tough decisions about the public sector, about public spending. We… did that because of the state of the economy that we were left with by the Labor Party when we came in in 2010. Now we need to look to the future and we need to address the longer term issues that the country… the longer term challenges the country is facing. We need to ensure that we are getting decisions in the public sector, right, but also that we have a

AM: Well…

TM: strong economy because you're talking about

AM: I'm good to…

TM: good pay in the public sector and you can only ensure that we're putting the money that we need into the public sector. If you've got a strong economy to pay for it,

AM: Well…

TM: Now you will only get that with a strong government. You will only get that with a government that understands the importance of growth in the economy and ensuring that government,

AM: OK, well…

TM: What it needs to encourage that growth.

AM: Let's…

— Topic 1, Part 2. Inflation.

TM: But also, we have an economy where we're creating secure jobs and well-paid jobs and higher paid jobs for people.

AM: Well, the problem they have…

TM: Well, you're only going to do that.

AM: is that they haven't got enough money to eat at the moment.

TM: if you're only going to be able to do this, if you have a government that… understands the importance of that strength in the economy, if you look at the proposals that the Labor Party are coming forward with their nonsensical proposals, which

AM: Ok, but

TM: simply don't add up and would actually lead,

AM: But unther the… I'm sorry,

TM: actually lead to less money being available for the National Health Service, less money being available for public sector pay and higher taxes on people.

— Topic 2, Part 1. Budgets & Negotiations.

AM: Looking at what's happening in the real economy, this sounds very much like continuity austerity as Theresa May's message. Do you ever pause and wonder whether you've got it wrong?

TM: What I want to do is to ensure that as we take, look at the circumstances we're in at the moment, because things have changed and life will be different in the future. We won't be in the European Union any longer. We need to get those Brexit negotiations right. I want a strong hand in those negotiations.

AM: Right.

TM: If I'm prime minister,

AM: Let me give you another example then.

TM: Well, if I just finish,

AM: (mumbles something)

TM: Can I just finish this… this point? It's about those Brexit negotiations, but it's also about enthusiastically embracing the opportunities that Brexit will give us as a country. That's an opportunity to develop our economy, to develop those high pay, higher paid jobs and to develop the skills that people need to take those jobs

AM: Would that…

— Topic 2, Part 2. Budgets & Negotiations.

TM: Let's look at actually what is happening in education. We said that we will protect the schools budget and we have done that. In fact, the level of funding

AM: the level of funding is falling.

TM: In fact, the level of funding going into schools is at record levels. Something like 41 billion pounds this year.

AM: (says something intelligible due to the overlap)

TM: What we're also what we're also looking at. Yes. And as the number of pupils increases, the number of the money going into schools increases.

AM: But per pupil funding is falling and is carry on for you 'till twenty-twenty

TM: As we have protected that called school budget. But what we are… also looking at is introducing a greater degree of fairness in the way in which schools are funded. Hum, everybody across the political spectrum has accepted that the current way that we allocate funding to schools is unfair. We want to bring in a much… eh, fairer system of funding for schools. We've made some proposals, we've consulted on them and obviously we'll be responding with our

AM: You, you

TM: final proposals in due course.

— Topic 3. Plan for social care.

TM: If you look at things like delayed discharges from hospital, which is where hospitals interact with local authorities,

AM: Are we being (something intelligible)

TM: Social care. Eh-eh-eh There are three stages, I said that there are three stages to this. There's the short term. Two billion pounds extra going in. There's the medium term, which is about spreading best practice around the country. And longer term, we need to… uh, have a sustainable solution for social care. And yes, we have been working on that sustainable solution and these issues. An issue like this about the impact of our ageing population is exactly the sort of law

AM: Just tell us a bit more about this sustainable solution

TM: Well, you just it's exactly the long sort of long term issue that I want to address for the future. And if you want to know what's in our manifesto, Andrew, you'll have to wait until the manifesto is published.

— Topic 4. Taxes

TM: Well, let's look and see what we've done in relation to that.

AM: Let's not talk about… we have no time for history, I'm afraid.

TM: Well, I think our record is important in this tax issue.

AM: (says something intelligible)

TM: We've taken four million people

AM: OK

TM: out of paying income tax and 30 million people have seen a tax cut, which to a basic rate payer, is worth about a thousand pounds a year.

AM: I'm just.

— Topic 5. Iraq War & Jeremy Corbyn

AM: And you have raised again and again the question of Jeremy Corbyn. Can I put it to you that when it came to one of the most important votes that we've had in recent times on the Iraq War, whatever you think of Jeremy Corbyn, he was on the right side looking at history and you were on the wrong side. You went into the voting lobbies behind Tony Blair and voted for the Iraq War, which had so many disastrous consequences. And he did the unpopular thing and stood out against it on that. At least he was right and you were wrong.

TM: If we… look at this choice, this election, the choice people will be making is who do they want to see as prime minister? Who do they want to see leading those Brexit negotiations? Who do they want to see defending this country? What Jeremy Corbyn has shown is that he's not prepared to stand up for the defense of this country

AM: If you… If you knew now what

TM: If his economic policies simply don't add up.

AM: If you knew then what you knew now. Would you still vote for the Iraq? Would you still have voted for the Iraq War?

TM: Well, that's a hypothetical, uh, Andrew.

AM: steady here

TM: You can only vote at any point in time on what you know.

AM: Do you regret voting for it?

TM: On what you… I voted in the way that I thought was right when that vote came into parliament

AM: But he was right on that and you were wrong. Isn't that the truth?

TM: I voted in the way that I believed was right, uh, when the vote came to, eh, to Parliament. If we look ahead, there will be tough decisions to be taken. I think it's important that we have in No10, a prime minister willing to defend this country to stand up for the defence of this country. Uh, Jeremy Corbyn

AM: Right

TM: has shown he is not willing to do that

AM: OK

TM: with economic policies that take this country forward.

AM: Thank you very much

First Sample

RD: kind of concern of people being… amm amm… a little bit… or there was some sense of panic within the party amm–

PSM: panic?

RD: it-it was what well the the the email of actually speaking into that and that was established as a result of andrew holness being named to lead the party and i su-suppose what that has done is to amm throw the the the the strategies of the people's national party through the window because I know that your campaign was actually built and concentrated on booze goaling and then that probably hit everybody like a ton of bricks-

PSM: oh no

RD: am he actually said… he he actually said that there was some kind of amm panic is is is holness ah more of a challenge for the pnp at this point

PSM: i i there's no there was no panic in the people's national party [] i think that it is been said and particularly by the media that there's a euphoria about andrew i have not felt it across the country i have not felt it on the ground what i think happened was that the jlp base a part of the jlp base that was dormant became alive in terms of change of leadership but that's not threat at all to the people's national party we are not concerned about that and we are not going to allow change of leadership in another political party to divert us from what is in front of us now and what we must take on fully frontally and that is protecting the interest of the jamaican people

Second Sample

PSM: amm look at what where we are now and what happened on a jlp government and the eighteen years I I want to ask [] the highways [] leading to development [] was that failure or success for the country [] our airports norman manley and sangster the improvement to make us look umm first world and that both Jamaicans and visitors can travel in comfort [] success or failure [] the indoor sports center [] at independence back complex [] success or failure the trelawny stadium success or failure the… catherine hall sports complex success or failure the… trelawny [] the port there success or failure the improvement to the new port west port success or failure and I could go on the uh portland success or failure the schools that were built by the people's national party success or failure the transformation of education success or failure and amm when I introduced free healthcare for children zero to eighteen [] fund the money it was funded success or failure and I could go on go on go on speaking about achievements and even the Jamaican labour party government –

PSM: most of the things they have done so far were carry on from the previous administration success or failure

RD: amm the the the which is quite interesting because you have chronicled the achievements of your party am what-

PSM: some

RD: yes some

PSM: no no it would take you perhaps until next year for me to go through all of the achievements of of of the people's national party

Third Sample

RD: lets let's look at the-

PSM: at the eighteen years people would say well we want to try that people tried

RD: yes

PSM: no [] theyre -

RD (overlap): looking for that experiment

PSM: very very not very very happy with the experiment

RD: yes amm

PSM: you know sometimes you have felt the experiment

RD: yes

PSM: and you were very excited about the experiment you were going to get well thats what happened to jamaica

Fourth Sample

PSM: do you remember when I left office the in two thousand and seven the growth was above amm three percent [] amm unemployment-

RD: yeah but the government [*unintelligible*] doing a really difficult time the recession-

PSM: no no no no no no no no no when they took on the recession did not started and we warned them about the recession had we remained in power Jamaica would not have felt the kind of serious impact that we are now feeling

Fifth Sample

PSM: everybodys pushing the recession we had difficulties as well when we were there but we managed [] it is the responsibility of governments and those of us of ourselves to manage any situation

Sixth Sample

PSM: the people will be at the forefront and the country not the people's national party not Jamaican but we are going to be doing that new but- give me the opportunity to to expand a little for example amm export manufacturing looking at agriculture in other serious way in terms of the value added how we will be able to really push that sector not by pr but the practical work will be done to push the agriculture sector you see there is a lot of pr gimmick in this country and sometimes people do bind to those things and do not look at the reality these years-

RD: ah all politicians tend to revel in that-

PSM: i i i never revel i was amm minister for a number of years labour social security sports tourism sports amm local government community development and sports i never revelled in in in the pr (*unintelligible*) but we will be going for putting the country of a heart and centre of government and governors

Seventh Sample

RD: the efficiency of the government on this department-

PSM: oh… cmon, cmon

RD: well it's at its lowest to know well-

(overlap)

PSM: every Jamaican know exactly what why

RD: is it madam leader that the pnp was soft in crime

PSM: no it was not soft in crime but remember we did not have what happened in jamaica why we no have a reduction why was it that we had a state of emergency why was it that we had operations all over wasnt it not because the country spoke to a criminal network [] and the we i i do not give credit it it-

RD: it was initiated by -

PSM: initiated by who after what [] don't forget what caused it don't forget why we are where we are

RD: but we -

PSM: yeah but the the i give credit to the hardworking men and women of the security forces of the country

Transcription by Vitalia Erazo

Nicola Sturgeon 0:00

I mean, he said this morning in the interview on the BBC, that Parliament had blocked the proposals in his Queen's speech that would have led to tougher sentences. Parliament actually supported his Queen's speech, you know, there is an obligation here on a Prime Minister, I agree with Adam to try to bring people together in the aftermath of an attack like this, not to seek to politicize it for party political gain. But on these issues, of course, we have to reflect on what happens after an atrocity like this. But we also need to do more to prevent these things. And that's where good community policing is so important that 20,000 cuts to police in England and Wales has been a disgrace. We've increased police numbers in Scotland, let's get more police into our communities helping to prevent these attacks, not just have us all standing here wondering how we react.

Nigel Farage 0:43

Now is anybody else on the platform concerned there are 74 convicted terrorists out on our streets and 400 ____

Nicola Sturgeon 0:50

We-we are all concerned, Nigel.

Nigel Farage 0:50

Or should we just ignore it and pretend it's going to go away. Surely, surely, we need. This is not just an ordinary criminal. These people want to destroy our civilization. Surely they should be put in prison for life.

Julie Etchingham 1:02

Thank you very much, indeed.

Nigel Farage 1:03

Silence is golden.

Nicola Sturgeon 1:05

Wh-wh.

Richard Burgon 1:06

Thanks, Jo. That we...

Nicola Sturgeon 1:07

The answer's no.

Richard Burgon 1:08

The point is, Jo, that it'll be the people to decide...

Nicola Sturgeon 1:11

Let's just cut to the chase.

Richard Burgon 1:12

Let the people to decide, not the leader of the Liberal Democrats with 20 MP or whatever.

Julie Etchingham 1:16

Okay, let's hear it from Nicola Sturgeon.

Richard Burgon 1:19

It will be for the people to decide, that's the point.

Julie Etchingham 1:19

Thank you. Nicola Sturgeon.

Nicola Sturgeon 1:20

I mean, we should just cut to the chase. The answer to that question is no, there is no good Brexit and no deal that is better than the remaining in the EU. I mean, what a dreadful set of circumstances we've got here. The Tories want Brexit at any cost, and we've got labour, on this biggest issue of our times, can't even decide for what side they are on. Brexit will cost people the length and breadth of the country and the alternative to giving people the chance to escape it is just to continue with the chaos. I asked Rishi, a question in the last debate we did. Can you guarantee that next year if a trade deal hasn't been negotiated, that we wouldn't have a no deal-Brexit? Will you take a no deal-Brexit off the table right now? Yes or no?

Rishi Sunak 1:59

W-wh. Nicola we had this debate, we got a deal.
Nicola Sturgeon 2:02
But you didn't answer then.
Rishi Sunak 2:02
No, no. We got a deal. You said. You said and I quote, you said it would be unachievable.
Nicola Sturgeon 2:08
Nobody thinks...
Rishi Sunak 2:08
You said it would be unachievable, your words, for Boris Johnson to get a new deal. But he did achieve.
Nicola Sturgeon 2:13
I'm talking about the future treat deal.
Rishi Sunak 2:14
Hang on. He did get a new deal. And you were wrong, then. Do you consider that that you were wrong? He did get a new deal. And yet...
Nicola Sturgeon 2:20
I-I-I'm asking you if there is no treat. Nobody thinks a trade deal can be negotiated by the end of next year. So if you're right, fine. But if you're not right, do you think a no deal Brexit will happen?
Rishi Sunak 2:29
But Nicola... you said. You said.
Nicola Sturgeon 2:30
Or will you rule it out right now?
Rishi Sunak 2:31
We will get. We already have a deal to leave the European Union.
Nicola Sturgeon 2:35
But that's a strong word (?
Rishi Sunak 2:35
And of course, we will finalize the details next.
Nicola Sturgeon 2:37
So you wouldn't _____ a new deal.
Rishi Sunak 2:38
But the point is
Nicola Sturgeon 2:38
To be out.
Rishi Sunak 2:38
The point is we're talking about the future.
Nicola Sturgeon 2:38
Exactly.
Rishi Sunak 2:41
Moving towards the future. We can only get to that future and move on if we actually first respect the result of the referendum and leave. And that's what our deal got: it allows us to leave.
Jo Swinson 2:48
If you think about it, it kinda fudged at the end of next year.
Nicola Sturgeon 2:51
Yeah.
Julie Etchingham 2:51
Okay, I don't want to reach over than possible. Thank you.
Nigel Farage 2:54
It was gonna give us independence. I thought you liked independence.
Nicola Sturgeon 2:57
Well.
Nigel Farage 2:57
We're gonna be a free nation. We can make our own laws.
Nicola Sturgeon 3:00
If Scotland was independent, if Scotland was independent we wouldn't be getting dragged out of the European Union against our will.

Nigel Farage 3:01
Control our _____ be in it. But it isn't the real key here? Isn't the real key here. Ladies.

8.9. Appendix 9: Analysis Chart

		Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
		More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts	Acusse											
	Add information											
	Affirm / Assert											
	Answer											
	Apologise											
	Ask											
	Calm											
	Cheat/Deceive											
	Clarify/Explain											
	Concord/Agree											
	Contradict											
	Convince											
	Defend											
	Disagree											
	Emphasise											
	Evaluate											
	Exemplify											
	Greet											
	Inform											
	Ironize											
	Organise											
	Persuade											
	Quote											
	Request/Ask for											
	Suggest											
	Waiting for Reaction											
Turn-taking	Give Turn											
	Maintain Turn											
	Steal turn											
	Take turn											
	Total											

		Linguistic Features									
			Phonetic elements								
			Suprasegments								Volu Inter
		Verbs	Intonation/Pitch								More dB
			High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain										
	Concord/Agree										
	Contradict										
	Convince										
	Defend										
	Disagree										
	Emphasise										
	Evaluate										
	Exemplify										
	Greet										
	Inform										
	Ironize										
	Organise										
	Persuade										
	Quote										
	Request/Ask for										
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn										
	Steal turn										
	Take turn										
	Total										

| | | Volume/Intensity | Segments | | | | Extralinguistic elements | | | | |
| | | Less dB | Addition | | | Lengthening | Change of Posture | Facial Expressions | Hand Gestures | Head Movements | Smiles |
			Glottal Stop	Intrusive R	Rep. of Sounds						
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain										
	Concord/Agree										
	Contradict										
	Convince										
	Defend										
	Disagree										
	Emphasise										
	Evaluate										
	Exemplify										
	Greet										
	Inform										
	Ironize										
	Organise										
	Persuade										
	Quote										
	Request/Ask for										
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn										
	Steal turn										
	Take turn										
	Total										

		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							
	Add information							
	Affirm / Assert							
	Answer							
	Apologise							
	Ask							
	Calm							
	Cheat/Deceive							
	Clarify/Explain							
	Concord/Agree							
	Contradict							
	Convince							
	Defend							
	Disagree							
	Emphasise							
	Evaluate							
	Exemplify							
	Greet							
	Inform							
	Ironize							
	Organise							
	Persuade							
	Quote							
	Request/Ask for							
	Suggest							
	Waiting for Reaction							
Turn-taking	Give Turn							
	Maintain Turn							
	Steal turn							
	Take turn							
	Total							

8.10. Appendix 10: Jacinda Ardern's Analysis Chart

			Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
			More words per minute (FAST)	Less words per minute (SLOW)	Repetition of Syntactic Structures	Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts		Acusse			1	2					1		1
		Add information			2	1					1		1
		Affirm / Assert			2	1					2		1
		Answer			5	1			1		1		1
		Apologise											
		Ask											
		Calm											
		Cheat/Deceive											
		Clarify/Explain			5	1					3		2
		Concord/Agree											
		Contradict			3	1					2		1
		Convince			2						1		1
		Defend			1						1		1
		Disagree			1						1		
		Emphasise			8	2			1		3		2
		Evaluate											
		Exemplify			3	2					1		2
		Greet											
		Inform			2	1					1		1
		Ironize			2	1					1		
		Organise											
		Persuade			6	2			1		3		1
		Quote											
		Request/Ask for											
		Suggest			1	1							
		Waiting for Reaction											
Turn-taking		Give Turn											
		Maintain Turn			5	2		1			4	1	2
		Steal turn											
		Take turn			2						1		
		Total	0	0	51	18	0	1	3	0	27	1	17

Speech Acts / Turn-taking	Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Acusse	1						5			
Add information	1		1				9			
Affirm / Assert	1		2				6	1		
Answer	2		3				14	1		
Apologise										
Ask			1				1			
Calm										
Cheat/Deceive										
Clarify/Explain	2		1				12			
Concord/Agree										
Contradict	1						4			
Convince	1		3				6	1		
Defend	1		1				4	1		
Disagree			1				2			
Emphasise	3		3				15	1		
Evaluate										
Exemplify	2		1				3			
Greet										
Inform	1		2				6	1		
Ironize			1				3			
Organise							1			
Persuade	2		2				8	1		
Quote										
Request/Ask for										
Suggest	1						1			
Waiting for Reaction										
Give Turn							1			
Maintain Turn	2		1				8			
Steal turn			2		1					
Take turn			4				6			
Total	21	0	29	0	1	0	115	7	0	0

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		Segments				Extralinguistic elements				
			Addition							
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse					3		2	4	2	
	Add information			1		2		2	6	3	
	Affirm / Assert			2		2		1	6	3	
	Answer			2		1		1	11	6	
	Apologise										
	Ask								1		
	Calm										
	Cheat/Deceive										
	Clarify/Explain					1			10	6	
	Concord/Agree										
	Contradict					2	1	2	3	1	
	Convince					1			6	2	
	Defend			1		2			4	1	
	Disagree							1	2	1	
	Emphasise			2		4		2	12	4	
	Evaluate										
	Exemplify							1	3	1	
	Greet										
	Inform			1		1		1	6	1	
	Ironize					2		1	2	1	
	Organise								1		
	Persuade					2		2	5	5	
	Quote										
	Request/Ask for										
	Suggest								1		
	Waiting for Reaction										
Turn-taking	Give Turn								1		
	Maintain Turn					1		1	9	2	
	Steal turn										
	Take turn							1	3	2	
	Total	0	0	9	0	24	1	18	96	41	0

		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse				3			22
	Add information				1			28
	Affirm / Assert				2			29
	Answer		2		2			48
	Apologise							0
	Ask							3
	Calm							0
	Cheat/Deceive							0
	Clarify/Explain		1		3			41
	Concord/Agree							0
	Contradict				1			18
	Convince				1			23
	Defend				2			19
	Disagree							8
	Emphasise				2		1	55
	Evaluate							0
	Exemplify							14
	Greet							0
	Inform				1			23
	Ironize				1			12
	Organise							2
	Persuade				1			33
	Quote							0
	Request/Ask for							0
	Suggest							3
	Waiting for Reaction							0
Turn-taking	Give Turn							2
	Maintain Turn				7			38
	Steal turn		1		1			5
	Take turn							17
	Total	0	4	0	28	0	1	

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8.11. Appendix 11: Kim Campbel's Analysis Chart

		Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
		More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts	Acusse		1									1
	Add information		1									
	Affirm / Assert											
	Answer		1									
	Apologise											
	Ask											
	Calm			1								
	Cheat/Deceive											
	Clarify/Explain	2	1	2	1							
	Concord/Agree											
	Contradict											
	Convince											
	Defend											
	Disagree											
	Emphasise			1								1
	Evaluate											
	Exemplify											
	Greet											
	Inform											
	Ironize			1								
	Organise			1								
	Persuade											
	Quote					1						
	Request/Ask for											
	Suggest											
	Waiting for Reaction											
Turn-taking	Give Turn											
	Maintain Turn	3		1								
	Steal turn	1										
	Take turn											
	Total	6	4	7	1	1	0	0	0	0	0	2

			Linguistic Features							
					Phonetic elements					
						Suprasegments				Volu... Inter...
	Verbs			Intonation/Pitch						
Speech Acts		High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Acusse		1						9		
Add information				3						
Affirm / Assert										
Answer				3						
Apologise										
Ask										
Calm		2						3		
Cheat/Deceive										
Clarify/Explain		2	1	3				1		
Concord/Agree										
Contradict										
Convince										
Defend										
Disagree										
Emphasise		8	3	2				18		
Evaluate										
Exemplify										
Greet										
Inform										
Ironize										
Organise								1		
Persuade										
Quote										
Request/Ask for										
Suggest										
Waiting for Reaction										
Give Turn (Turn-taking)										
Maintain Turn		3	1	1				5		
Steal turn		1								
Take turn										
Total	0	17	5	12	0	0	0	37	0	0

		me/nsity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse								4		
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain								5	1	
	Concord/Agree										
	Contradict										
	Convince										
	Defend										
	Disagree										
	Emphasise								4	2	
	Evaluate										
	Exemplify										
	Greet										
	Inform										
	Ironize										1
	Organise								1		
	Persuade										
	Quote										
	Request/Ask for										
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn								3		
	Steal turn								1		
	Take turn										
	Total	0	0	0	0	0	0	0	18	3	1

		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							16
	Add information							4
	Affirm / Assert							0
	Answer							4
	Apologise							0
	Ask							0
	Calm							6
	Cheat/Deceive							0
	Clarify/Explain							19
	Concord/Agree							0
	Contradict							0
	Convince							0
	Defend							0
	Disagree							0
	Emphasise							39
	Evaluate							0
	Exemplify							0
	Greet							0
	Inform							0
	Ironize							2
	Organise			1				4
	Persuade							0
	Quote							1
	Request/Ask for							0
	Suggest							0
	Waiting for Reaction							0
Turn-taking	Give Turn							0
	Maintain Turn				8			25
	Steal turn							3
	Take turn							0
	Total	0	0	1	8	0	0	

8.12. Appendix 12: Hillary Clinton's Analysis Chart

		Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
		More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts	Acusse											
	Add information	1										
	Affirm / Assert											
	Answer											
	Apologise											
	Ask											
	Calm											
	Cheat/Deceive											
	Clarify/Explain											
	Concord/Agree											
	Contradict			1								
	Convince									1		
	Defend											
	Disagree			1								
	Emphasise		1		1							
	Evaluate											
	Exemplify											
	Greet											
	Inform											
	Ironize		1									
	Organise											
	Persuade											
	Quote											
	Request/Ask for											
	Suggest											
	Waiting for Reaction											
Turn-taking	Give Turn											
	Maintain Turn											
	Steal turn											
	Take turn											
	Total	1	2	2	1	0	0	0	0	1	0	0

	Linguistic Features								
	Phonetic elements								
	Suprasegments								Volu Inter
	Verbs	Intonation/Pitch							
Speech Acts	Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Acusse							1			
Add information									2	
Affirm / Assert										1
Answer			1				3			
Apologise							1			
Ask										
Calm										
Cheat/Deceive										
Clarify/Explain						1	1	1		
Concord/Agree										
Contradict			2			2		2		1
Convince							1			
Defend							1		1	
Disagree			1				1			
Emphasise						1		1		
Evaluate										
Exemplify										
Greet										
Inform										
Ironize										2
Organise										
Persuade										
Quote										
Request/Ask for										
Suggest										
Waiting for Reaction										
Give Turn										
Maintain Turn							1	1	1	
Steal turn			1							
Take turn										
Total	0	0	5	0	0	4	10	5	4	4

Speech Acts		Time/Intensity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain							2	2		2
	Concord/Agree										
	Contradict							2	3	1	5
	Convince								2		
	Defend										
	Disagree										1
	Emphasise								1		
	Evaluate										
	Exemplify										
	Greet										
	Inform							1	1		
	Ironize										2
	Organise										
	Persuade										
	Quote										
	Request/Ask for										
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn							1			
	Maintain Turn					1			3		
	Steal turn										
	Take turn										
	Total	0	0	0	0	1	0	6	12	1	10

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		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							1
	Add information							3
	Affirm / Assert							1
	Answer							4
	Apologise							1
	Ask							0
	Calm							0
	Cheat/Deceive							0
	Clarify/Explain							9
	Concord/Agree							0
	Contradict						1	20
	Convince							4
	Defend							2
	Disagree							4
	Emphasise						2	7
	Evaluate						1	1
	Exemplify							0
	Greet							0
	Inform							2
	Ironize							5
	Organise							0
	Persuade							0
	Quote							0
	Request/Ask for							0
	Suggest							0
	Waiting for Reaction							0
Turn-taking	Give Turn							1
	Maintain Turn				1		1	9
	Steal turn							1
	Take turn							0
	Total	0	0	0	1	0	5	

8.13.   Appendix 13: Jullia Gillard's Analysis Chart

			Speed		Repetition of Syntactical Structures	Repetition of Syntactical Items							
			More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts		Acusse	1		8						3		
		Add information	1		4						1		
		Affirm / Assert			4						1		
		Answer											
		Apologise											
		Ask											
		Calm											
		Cheat/Deceive											
		Clarify/Explain			3						1		
		Concord/Agree											
		Contradict			5						2		
		Convince			2						1		
		Defend			2						1		
		Disagree			1								
		Emphasise	1		9						4		
		Evaluate			2						1		
		Exemplify	1		4						2		
		Greet											
		Inform			1								
		Ironize			3								
		Organise											
		Persuade			2						1		
		Quote	1		3						1		
		Request/Ask for											
		Suggest			1								
		Waiting for Reaction											
Turn-taking		Give Turn											
		Maintain Turn	1		5						4		
		Steal turn											
		Take turn											
		Total	6	0	59	0	0	0	0	0	23	0	0

		Linguistic Features								
			Phonetic elements							
			Suprasegments							Volume/Intensity
			Intonation/Pitch							
Speech Acts		Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Speech Acts	Acusse	2	1	1	4		4	7	3		1
	Add information				3		2	3	1		1
	Affirm / Assert	1			2		2	4	3		
	Answer	1									
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain	2	1		1	1	1	3	1		1
	Concord/Agree										
	Contradict	2	1		2	1	2	3	3		1
	Convince	1	1		2	1	1	3	1		1
	Defend	1	1		1	1	1	2	1		1
	Disagree	1	1		1			1	1		
	Emphasise	2	1		4	1	6	10	4		4
	Evaluate						1				
	Exemplify	1	1		3	1	3	7	2		3
	Greet										
	Inform							2			
	Ironize	2	1		5		2	5	2		1
	Organise										
	Persuade				3		2	3	1		1
	Quote				3		2	5	2		2
	Request/Ask for										
	Suggest	1	1		1	1		1	1		
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn				3	1	6	3	2		4
	Steal turn										
	Take turn										
	Total	17	10	1	38	8	35	62	28	0	21

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		Volume/Intensity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse				1	4	4	2	10	9	
	Add information				2	4	3		6	6	
	Affirm / Assert				1	2	2	2	6	5	
	Answer						1	1	1	1	
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain				2	1	3	1	4	4	
	Concord/Agree										
	Contradict				1	2	4	1	6	6	
	Convince	1			1	1	2	1	3	3	
	Defend				1	1	2		2	2	
	Disagree						1		1	1	
	Emphasise	1			2	6	5	3	13	12	
	Evaluate					1				1	
	Exemplify				2	5	4	1	8	7	
	Greet										
	Inform				1				2	1	
	Ironize				2	4	4	4	9	9	
	Organise										
	Persuade	1			2	2	1	2	4	4	
	Quote				1	5	3	1	6	5	
	Request/Ask for										
	Suggest						1		1	2	
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn				2	5	4	1	7	7	
	Steal turn										
	Take turn										
	Total	3	0	0	21	43	44	20	89	85	0

Speech Acts		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	Total
				Others				**Total**
Speech Acts	Acusse			1	3		1	70
	Add information				1			38
	Affirm / Assert						1	36
	Answer							5
	Apologise							0
	Ask							0
	Calm							0
	Cheat/Deceive							0
	Clarify/Explain			1				31
	Concord/Agree							0
	Contradict			1			1	44
	Convince			1				27
	Defend			1				21
	Disagree			1				10
	Emphasise			1	1		1	91
	Evaluate							6
	Exemplify			1	1			57
	Greet							0
	Inform							7
	Ironize			1				54
	Organise							0
	Persuade							29
	Quote				2		1	43
	Request/Ask for							0
	Suggest			1				12
	Waiting for Reaction							0
Turn-taking	Give Turn							0
	Maintain Turn				2			57
	Steal turn							0
	Take turn							0
	Total	0	0	10	10	0	5	

			Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
			More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts		Acusse			1	1	1	1			1		1
		Add information											
		Affirm / Assert											
		Answer											
		Apologise											
		Ask											
		Calm											
		Cheat/Deceive				1		1					
		Clarify/Explain			1								
		Concord/Agree											
		Contradict			1	1		1			1		1
		Convince											
		Defend											
		Disagree											
		Emphasise			4		1	1				1	2
		Evaluate											
		Exemplify											
		Greet											
		Inform			1								
		Ironize											
		Organise											
		Persuade			2		1	1				1	1
		Quote											
		Request/Ask for											
		Suggest											
		Waiting for Reaction											
Turn-taking		Give Turn											
		Maintain Turn	1	4	3		1	1				1	1
		Steal turn	2	1									
		Take turn											
		Total	3	5	13	3	4	6	0	0	2	3	6

Speech Acts / Turn-taking		Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Speech Acts	Acusse	1	1	3	5	1	9	13	5		2
	Add information										
	Affirm / Assert		2	8	8	1	10	17	12		1
	Answer										
	Apologise										
	Ask			1	1		1	1			
	Calm										
	Cheat/Deceive		1	1	2		3	1	3		
	Clarify/Explain		1	6	4	1	5	11	4		
	Concord/Agree					1		1			
	Contradict	1			1		2	1	1		
	Convince		2	7	5	2	7	17	11		1
	Defend			1	1		1	1			
	Disagree										
	Emphasise	2	2	8	10	1	11	21	13		5
	Evaluate			1	1		1	1			
	Exemplify										
	Greet										
	Inform			2	2		2	6	2		
	Ironize		1	1	1			2	1		
	Organise										
	Persuade	1	2	6	8	1	10	18	13		4
	Quote										
	Request/Ask for										
	Suggest										
	Waiting for Reaction					1					
Turn-taking	Give Turn					1					
	Maintain Turn	3		2	5		4	5	6		2
	Steal turn										
	Take turn				1		1				
	Total	8	12	47	55	10	67	115	72	0	15

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		Volume/Intensity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse	1				9	1	17	9	5	1
	Add information										
	Affirm / Assert	1				8	1	15	15	17	3
	Answer					1					
	Apologise										
	Ask								1	1	
	Calm	1									
	Cheat/Deceive					1		4	1	1	1
	Clarify/Explain					6	1	10	10	9	1
	Concord/Agree							4		5	2
	Contradict						1	7	1	3	4
	Convince					8		15	11	13	1
	Defend						2	1	5	1	1
	Disagree	1						9	2	3	2
	Emphasise					10	2	22	18	23	3
	Evaluate							6	1	3	1
	Exemplify							2			
	Greet										
	Inform						1	1		1	
	Ironize							3		2	4
	Organise									1	
	Persuade					9		13	7	15	1
	Quote										
	Request/Ask for							1	1		
	Suggest										
	Waiting for Reaction							4	1	1	
Turn-taking	Give Turn								1		
	Maintain Turn					3	2	6	4	6	
	Steal turn	1						2		2	1
	Take turn							1			
	Total	5	0	0	0	55	11	143	88	112	26

		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse		1	2	5			97
	Add information							0
	Affirm / Assert		2	2	3			126
	Answer							1
	Apologise							0
	Ask				1			7
	Calm							1
	Cheat/Deceive							21
	Clarify/Explain		2	1	3			76
	Concord/Agree		1					14
	Contradict		1		4			32
	Convince		2	2	3			107
	Defend		1		1			16
	Disagree		1		1			19
	Emphasise		2	2	6			170
	Evaluate							15
	Exemplify			2				4
	Greet							0
	Inform				1			19
	Ironize							15
	Organise			2				3
	Persuade			2	4			120
	Quote							0
	Request/Ask for							2
	Suggest							0
	Waiting for Reaction							7
Turn-taking	Give Turn			1				3
	Maintain Turn				5			65
	Steal turn				1			10
	Take turn							3
	Total	0	13	16	38	0	0	

		Speed		Repetition of Syntactical Structures	Repetition of Syntactical Items							
		More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts	Acusse											
	Add information											
	Affirm / Assert											
	Answer		1	1								
	Apologise											
	Ask											
	Calm											
	Cheat/Deceive											
	Clarify/Explain	2		4						1	1	
	Concord/Agree											
	Contradict											
	Convince											
	Defend											
	Disagree											
	Emphasise			5						3		
	Evaluate											
	Exemplify											
	Greet											
	Inform	1								1		
	Ironize											
	Organise											
	Persuade											
	Quote											
	Request/Ask for			1								
	Suggest											
	Waiting for Reaction											
Turn-taking	Give Turn											
	Maintain Turn	1		7						1		
	Steal turn											
	Take turn											
	Total	4	1	18	0	0	0	0	1	5	1	0

Linguistic Features										
		Phonetic elements								
		Suprasegments								Volu Inter
		Intonation/Pitch								
	Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Speech Acts Acusse										
Add information										
Affirm / Assert										
Answer		2	2			1	3	1		
Apologise										
Ask										
Calm										
Cheat/Deceive										
Clarify/Explain			2							
Concord/Agree										
Contradict										
Convince										
Defend			2							
Disagree										
Emphasise	1	3	16	5		15	13	24		3
Evaluate										
Exemplify										
Greet										
Inform										
Ironize						1				
Organise										
Persuade							1	1		
Quote										
Request/Ask for										
Suggest										
Waiting for Reaction										
Turn-taking Give Turn							1			
Maintain Turn		2	1				2	3		2
Steal turn										
Take turn										
Total	1	7	23	5	0	17	20	29	0	5

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Speech Acts / Turn-taking		Volume/Intensity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer								1	1	
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain										
	Concord/Agree										
	Contradict										
	Convince										
	Defend										
	Disagree										
	Emphasise					2	3	12	22	21	
	Evaluate							2			1
	Exemplify										
	Greet									1	
	Inform										
	Ironize					1					2
	Organise										
	Persuade									1	
	Quote										
	Request/Ask for							1	2		
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn					1		4	4	2	
	Steal turn										
	Take turn								1		
	Total	0	0	0	0	4	3	19	30	26	3

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		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							0
	Add information							0
	Affirm / Assert							0
	Answer							13
	Apologise							0
	Ask							0
	Calm							0
	Cheat/Deceive							0
	Clarify/Explain							10
	Concord/Agree							0
	Contradict							0
	Convince							0
	Defend							2
	Disagree							0
	Emphasise							148
	Evaluate						22	25
	Exemplify							0
	Greet							1
	Inform							2
	Ironize							4
	Organise						1	1
	Persuade							3
	Quote							0
	Request/Ask for		1					5
	Suggest							0
	Waiting for Reaction							0
Turn-taking	Give Turn							1
	Maintain Turn		1		6		4	41
	Steal turn							0
	Take turn							1
	Total	0	2	0	6	0	27	

8.16. Appendix 16: Portia Simpson-Miller's Analysis Chart

		Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
		More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts	Acusse											
	Add information											
	Affirm / Assert											
	Answer			1						1		
	Apologise											
	Ask			2								
	Calm								1			
	Cheat/Deceive											
	Clarify/Explain			1		1						1
	Concord/Agree					2			1			
	Contradict											
	Convince											
	Defend											
	Disagree			2					3			
	Emphasise			5		1						
	Evaluate			2								
	Exemplify			2								
	Greet											
	Inform											
	Ironize											
	Organise											
	Persuade											
	Quote			1								
	Request/Ask for											
	Suggest			2								
	Waiting for Reaction											
Turn-taking	Give Turn											
	Maintain Turn											2
	Steal turn			1		1			2			
	Take turn											
	0	0	0	19	0	5	0	0	7	1	0	3

		Linguistic Features									
			Phonetic elements								
		Verbs	Suprasegments								Volu Inter
			Intonation/Pitch								
			High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Speech Acts	Acusse										
	Add information		7		2	2	7		4		
	Affirm / Assert										
	Answer										
	Apologise										
	Ask		8		2		1		15		
	Calm										
	Cheat/Deceive										
	Clarify/Explain		2			2	4		3		
	Concord/Agree					1			1		
	Contradict							2			
	Convince										
	Defend										
	Disagree						3		3		
	Emphasise			1	2	2	29	1	21		
	Evaluate		4						12		
	Exemplify						2		1		
	Greet										
	Inform										
	Ironize										
	Organise					2	4				
	Persuade										
	Quote							2			
	Request/Ask for					1					
	Suggest								3		
	Waiting for Reaction										
Turn-taking	Give Turn						8				
	Maintain Turn					2	1		1		
	Steal turn										
	Take turn				1				1		
	0	0	21	1	9	10	59	5	65	0	0

		Volume/Intensity	Segments				Extralinguistic elements				
			Addition								
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask										
	Calm								2		
	Cheat/Deceive										
	Clarify/Explain								1		
	Concord/Agree									1	
	Contradict										
	Convince										
	Defend										
	Disagree					1				1	1
	Emphasise								9		
	Evaluate										
	Exemplify										
	Greet										
	Inform										
	Ironize										1
	Organise										
	Persuade										
	Quote										
	Request/Ask for								1		
	Suggest										
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn										
	Steal turn								1		
	Take turn								1		
	0	0	0	0	0	1	0	0	15	2	2

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		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							0
	Add information							22
	Affirm / Assert							0
	Answer				1			3
	Apologise							0
	Ask						2	30
	Calm							3
	Cheat/Deceive							0
	Clarify/Explain			1	1			17
	Concord/Agree							6
	Contradict							2
	Convince							0
	Defend							0
	Disagree							14
	Emphasise	2		2		1		76
	Evaluate			1				19
	Exemplify			2				7
	Greet							0
	Inform							0
	Ironize							1
	Organise							6
	Persuade							0
	Quote							3
	Request/Ask for							2
	Suggest							5
	Waiting for Reaction						5	5
Turn-taking	Give Turn						3	11
	Maintain Turn						3	9
	Steal turn				3			8
	Take turn				1			4
	0	2	0	6	6	1	13	

8.17. Appendix 17: Nicola Sturgeon's Analysis Chart

			Speed		Repetition of Syntactic Structures	Repetition of Syntactical Items							
			More words per minute (FAST)	Less words per minute (SLOW)		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns
Speech Acts		Acusse	1		1								
		Add information											
		Affirm / Assert											
		Answer	1		1								
		Apologise											
		Ask			1								
		Calm											
		Cheat/Deceive											
		Clarify/Explain		1									
		Concord/Agree											
		Contradict			1								1
		Convince											
		Defend											
		Disagree											
		Emphasise											
		Evaluate											
		Exemplify											
		Greet											
		Inform											
		Ironize			1								
		Organise											
		Persuade											
		Quote											
		Request/Ask for											
		Suggest											
		Waiting for Reaction											
Turn-taking		Give Turn											
		Maintain Turn	3										
		Steal turn											
		Take turn			1								
		Total	5	1	6	0	0	0	0	0	0	0	1

		Linguistic Features									
			Phonetic elements								
			Suprasegments								Volu Inter
		Verbs	Intonation/Pitch								More dB
Speech Acts / Turn-taking		Verbs	High rise	Low rise	Fall rise	Midlevel	High fall	Low fall	Rise Fall	Parenthetic Intonation	More dB
Speech Acts	Acusse						1				
	Add information										
	Affirm / Assert										
	Answer							1			
	Apologise										
	Ask										
	Calm										
	Cheat/Deceive										
	Clarify/Explain								2		
	Concord/Agree		1								
	Contradict						1	1	1		
	Convince										
	Defend										
	Disagree										
	Emphasise	1					2	2	3		
	Evaluate										
	Exemplify		1				1				
	Greet										
	Inform						1				
	Ironize										
	Organise										
	Persuade						1				
	Quote						1				
	Request/Ask for										
	Suggest	1							1		
	Waiting for Reaction										
Turn-taking	Give Turn										
	Maintain Turn										
	Steal turn								1		
	Take turn										
	Total	2	2	0	0	0	8	4	8	0	0

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		Time/Intensity	Segments - Addition			Lengthening	Extralinguistic elements				
		Less dB	Glottal Stop	Intrusive R	Rep. of Sounds	Lengthening	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles
Speech Acts	Acusse										
	Add information										
	Affirm / Assert										
	Answer										
	Apologise										
	Ask						1				
	Calm										
	Cheat/Deceive										
	Clarify/Explain								1		
	Concord/Agree					1					
	Contradict										
	Convince										
	Defend										
	Disagree		1								
	Emphasise					10		2	5		
	Evaluate										
	Exemplify								3		
	Greet										
	Inform										
	Ironize										3
	Organise										
	Persuade										
	Quote										
	Request/Ask for										
	Suggest					1					
	Waiting for Reaction										
Turn-taking	Give Turn								1		
	Maintain Turn										
	Steal turn										
	Take turn		2								
	Total	0	3	0	0	12	1	2	10	0	3

		Others						Total
		Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silence / Pauses	
Speech Acts	Acusse							3
	Add information							0
	Affirm / Assert							0
	Answer							3
	Apologise							0
	Ask				1			3
	Calm							0
	Cheat/Deceive							0
	Clarify/Explain				1			5
	Concord/Agree							2
	Contradict				1			6
	Convince							0
	Defend							0
	Disagree							1
	Emphasise						3	28
	Evaluate							0
	Exemplify							5
	Greet							0
	Inform							1
	Ironize							4
	Organise							0
	Persuade							1
	Quote							1
	Request/Ask for							0
	Suggest							3
	Waiting for Reaction							0
Turn-taking	Give Turn							1
	Maintain Turn							3
	Steal turn							1
	Take turn				2			5
	Total	0	0	0	5	0	3	

8.18.   Appendix 18: Table 1: Speech Acts

Speech acts		Ardern	Campbell	Clinton	Gillard	Harris	May	Simpson-Miller	Sturgeon	Total
	Accuse	25	16	1	70	97	0	0	3	212
	Add information	31	4	1	38	0	0	22	0	96
	Affirm/Assert	32	0	2	36	126	0	0	0	196
	Answer	54	4	4	5	1	13	3	3	87
	Apologise	0	0	1	0	0	0	0	0	1
	Ask	3	0	0	0	7	0	31	3	44
	Calm	0	5	0	0	1	0	3	0	9
	Cheat/Decieve	0	0	0	0	21	0	0	0	21
	Clarify/Explain	47	19	9	31	76	10	17	5	214
	Concord/Agree	0	0	0	0	14	0	6	2	22
	Contradict	22	0	20	44	32	0	0	6	124
	Convince	25	0	4	27	107	0	0	0	163
	Defend	20	0	2	21	16	2	0	0	61
	Disagree	9	0	4	10	19	0	16	1	59
	Emphasise	65	39	7	91	170	148	76	27	623
	Evaluate	0	0	1	6	15	25	19	0	66
	Exemplify	19	0	0	57	4	0	7	5	92
	Greet	0	0	0	0	0	1	0	0	1
	Inform	26	0	2	7	19	2	0	1	57
	Ironise	15	2	2	54	15	4	1	4	97
	Organise	2	4	0	0	3	1	6	0	16
	Persuade	41	0	0	29	120	3	0	1	194
	Quote	0	1	0	43	0	0	3	1	48
	Request/Ask for	0	0	0	0	2	5	2	0	9
	Suggest	5	0	0	12	0	0	5	3	25
	Waiting for reaction	0	0	0	0	7	0	5	0	12
Total individual		441	94	60	581	872	214	222	65	2549

8.19.   Appendix 19: Table 2: Extra-linguistic Elements

	Extra Linguistic Elements					Total
	Change of Posture	Facial Expressions	Hand Gestures	Head Movements	Smiles	
Ardern	1	18	96	41	0	156
Campbell	0	0	14	3	1	18
Clinton	0	6	12	1	10	29
Gillard	44	20	89	85	0	238
Harris	11	143	88	112	26	380
May	3	19	30	26	3	81
Simpson-Miller	1	0	15	2	2	20
Sturgeon	1	2	10	0	3	16
Total	61	208	354	270	45	938

8.20.   Appendix 20: Table 3: Repetitions

	R. Syntactical Structures	Repetition Syntactical Items									Total (Individual)
		Adjectives	Adverbs	Articles	Conjunctions	Interjections	Nouns	Prepositions	Pronouns	Verbs	
Ardern	51	18	0	1	3	0	27	1	17	21	139
Campbell	7	1	1	0	0	0	0	0	2	0	11
Clinton	2	1	0	0	0	0	1	0	0	0	4
Gillard	59	0	0	0	0	0	23	0	0	17	99
Harris	13	3	4	6	0	0	2	3	6	8	45
May	18	0	0	0	0	1	5	1	0	1	26
Simpson-Miller	20	0	5	0	0	7	1	0	3	0	36
Sturgeon	6	0	0	0	0	0	0	0	1	2	9
Total	176	23	10	7	3	8	59	5	29	49	369

		Ardern	Campbell	Clinton	Gillard	Harris	May	Simpson-Miller	Sturgeon	Total
Turn taking	Give turn	2	0	1	0	3	1	11	1	6
	Maintain turn	46	25	11	57	65	41	9	5	259
	Steal Turn	5	3	1	0	10	0	8	1	28
	Take turn	19	0	0	0	3	1	4	3	30
	Total individual	72	28	13	57	81	43	32	10	323

Phonetic Elements	Suprasegments — Intonation								Volume / Intensity		Segments — Addition			Segments — Lengthening	Total
	High Rise	Low Rise	Fall Rise	Midlevel	High Fall	Low Fall	Rise Fall	Parenthetical Intonation	More dB	Less dB	Glottal Stop	Intrusive "r"	Rep. of sound	Lengthening	Total
Ardern	0	29	0	1	0	116	7	0	0	0	0	9	0	24	186
Campbell	8	2	12	0	0	0	37	0	0	0	0	0	0	0	59
Clinton	0	5	0	0	4	10	5	3	5	0	0	0	0	1	33
Gillard	10	1	38	8	35	62	28	0	21	3	0	0	21	43	270
Harris	12	47	55	10	67	115	72	0	15	5	0	0	0	55	453
May	7	23	5	0	17	20	29	0	5	0	0	0	0	4	110
Simpson-Miller	21	1	9	10	59	5	65	0	0	0	0	0	0	1	171
Sturgeon	2	0	0	0	8	4	8	3	0	0	3	0	0	12	37
Total	60	108	119	29	190	332	251	3	46	8	3	9	21	140	1319
Totals								1092		54			173		1319

8.23. Appendix 23: Table 6: Others

	Others						Speed		
	Change of Pronouns	Interpolate	Listing	Overlap	Proximity	Silences / Pauses	Fast (more WPM)	Slow (less WPM)	Total
Ardern	0	4	0	28	0	0	0	0	32
Campbell	0	0	1	8	0	0	6	4	9
Clinton	0	0	0	1	0	5	1	2	6
Gillard	0	0	10	10	0	0	6	0	20
Harris	0	13	16	38	0	0	3	5	67
May	0	2	0	6	0	27	4	1	35
Simpson-Miller	2	0	6	7	1	13	0	0	29
Sturgeon	0	0	0	5	0	3	5	1	14
Total	2	19	33	103	1	48	25	13	244
Totals						206		38	