

ABSTRACT

This study uses conversation analysis to investigate questions and question-response sequences in a semi-casual conversation like prank calls. The conversation in the *Gotcha* prank calls are built upon question-response sequences. The study aims to find out what types of questions are constructed in *Gotcha* calls and to what extent would the negotiation of questions and responses show power in *Gotcha* calls. Thirty *Gotcha* prank calls related to financial issues were selected for the analysis. The analysis of the question-response sequences was done based on an adapted coding scheme by Stivers & Enfield (2010) and Wang (2006). The questions were categorised based on the functions of the questions in the conversation. Thus, the questions were grouped based on the social action of the question which was either to request for information, request for confirmation, to suggest, make assessment or initiation of repair. The findings show that request for information was primarily used to get facts related to the fabricated situations. Questions were also divided into Yes/No questions and Wh-questions while the responses were divided into answers, non answers or no response. The Yes/No questions restrict the responses and show authority while the answers prove to have the authoritative questions accomplishes its demands. The pranksters dominated majority of the calls using their institutional power while the victims of the calls also dominated some calls using their strong knowledge schema to demonstrate authority over the pranksters. The study also adds on to studies on prank calls which are hugely lacking in the field of pragmatics.

ABSTRAK

Kajian ini menggunakan analisis perbualan untuk menyiasat soalan dan rundingan soalan dan jawapan dalam perbualan separa kasual seperti panggilan palsu. Perbualan dalam panggilan palsu *Gotcha* dibina atas urutan soalan-tindak balas. Kajian ini bertujuan untuk mengetahui apa jenis soalan yang dibina dalam panggilan *Gotcha* dan sejauh mana rundingan soalan dan jawapan menunjukkan kuasa dalam panggilan *Gotcha*. Tiga puluh panggilan gurauan *Gotcha* yang berkaitan dengan isu-isu kewangan telah dipilih untuk analisis. Analisis urutan soalan-respons telah dilakukan berdasarkan skim yang disesuaikan pengekodan oleh Stivers & Enfield (2010) dan Wang (2006). Soalan-soalan dikategorikan berdasarkan fungsi soalan dalam perbualan. Oleh itu, soalan-soalan dikumpulkan berdasarkan soalan tindakan sosial yang sama ada untuk meminta maklumat, permintaan untuk pengesahan, untuk mencadangkan, membuat taksiran atau permulaan pembaikan. Dapatan kajian menunjukkan bahawa permintaan untuk maklumat telah digunakan terutamanya untuk mendapatkan fakta-fakta yang berkaitan dengan situasi yang direka. Soalan juga dibahagikan kepada soalan Ya / Tidak dan soalan Wh manakala jawapan telah dibahagikan kepada jawapan, bukan jawapan atau tiada jawapan. Soalan Ya / Tidak menghadkan jawapan dan menunjukkan kuasa manakala soalan yang dijawab terbukti berupaya membuat tuntutan. *Pranksters* menguasai majoriti panggilan menggunakan kuasa institusi mereka manakala mangsa panggilan juga menguasai beberapa panggilan dengan menggunakan skema pengetahuan mereka yang kukuh untuk menunjukkan bahawa mereka lebih berkuasa berbanding dengan *pranksters*. Kajian ini juga menambah kepada jenis kajian mengenai panggilan palsu yang sangat kurang dalam bidang pragmatik.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Prank calls are not new in the entertainment world or in daily interactions. Playing a practical joke over the telephone has been quite an amusement for many these days. Even famous people and celebrities have been associated with prank calls. For example, when Kate Middleton, the Duchess of Cambridge was hospitalised recently, two Australian radio personalities made a prank call to the British hospital and posed as Queen Elizabeth and Prince Charles. However, the prank call turned out to be a tragedy after the hospital worker who took the prank call was found dead later. Although the tragedy stunned the globe for a while, still prank calls remain to be part of the entertainment for others around the world. On the other hand, studies on prank calls are hugely lacking in the field of pragmatics. Thus, to add on the pragmatic research, this study investigates the role of questions and question-response sequence in prank calls.

Gotcha is a Malaysian radio prank call programme played by two Disc Jockeys (henceforth DJ) known as JJ and Ean, who run the *hitz.fm Morning Crew* show. The listeners could post this information and upload on a form on the radio station's website (<http://www.hitz.fm/On-Air/Morning-Crew/Send-In-Your-Gotcha.aspx>) (2011). Then the morning crew reviews these requests to come up with an appropriate scenario of the prank calls based on the information given by the requesters. Later, the morning crew will call the unsuspecting victims as they usually pretend to be someone in authority and they would have the conversation based on the made-up scenario of the prank call.

All of these prank calls are recorded. Once the situation has invoked some emotions or once it has reached its climax, then the morning crew disclose themselves.

Next, the recordings are edited to conceal the identity of the victims and other sensitive information. Then, the recordings of these calls will be aired in the morning crew session which starts from 6.00 a.m. until 10.00 a.m. (Morning Crew, 2011). The *Gotcha* segments are aired around 8.30 a.m. on weekdays. The radio station is available in all parts of Malaysia including Sabah and Sarawak. The frequency for the Klang Valley listeners is 92.9 fm. (Radio Brands, 2010). The radio channel is also available through audio streaming on the website (<http://www.hitz.fm/HOME>) (hitz.fm Home, 2011).

Prank calls are relatively famous in Malaysia. The *Gotcha* call is the English version of prank calls that is aired over Hitz.fm (Radio Brands, 2010). Prank calls are also available in other languages. The Tamil version is known as *Ithu Yeppadi Iruke* in THR Raaga (Radio Brands, 2010). The Bahasa Malaysia version is known as *Panggilan Hangit* in Hot FM (Panggilan Hangit, 2011) while the Chinese version is recognised as *Wen Tou Nei* in One FM (Morning Kaki, 2011). The radio listeners are persuaded to post and upload relevant information regarding the person they want to prank in the respective radio station's website similar to the *Gotcha* call. All the prank calls in the various languages have similar purposes which are to create circumstances where the victim is made to be seen as committing some offense, all for the sake of entertaining radio listeners.

1.2 The objectives of the study

The objective of the study is to look at the questions and responses in maintaining a *frame* of a *Gotcha* call.

According to Goffman (cf. Seilhamer, 2011) a frame is a supposition of circumstances that one anticipates based on previous incidence and knowledge. The *Gotcha* prank call is created based on previous experience and a series of question and response is designed to carry out the prank. To begin with, questions are asked by the pranksters. They use the information provided to them to initiate the question-response sequence. The question-response sequence then builds up the interaction into a conversation. In order to make the prank successful, the prankster has to ensure that the conversation lasts with the use of the question-response sequence until it reaches the climax.

Question and answers are important as the sequencing rule governs the sequences of what to expect in a conversation. It allows the conversation to be in an orderly manner and organised. Tsui (1991) argues that it is precisely the sequencing rule that states that a question sets up the expectation of an answer. She further explains that the description of an expected pattern in a dialogue leads to the powerful definition of question and answer as a pair type that are commonly found in conversations. She also states that this interaction also attains fundamental stimulus of human interaction. Davis (cf. Tsui, 1991) indicates that when a person says something to someone, he/she does not just want to be understood, but also wants to accomplish certain outcomes. Consequently, a person makes a request to get others to do things for them; asks questions to find answers, also greet others to obtain their good will to be acknowledged and returned. Hence, a person does not ask a question to get it to be re-routed nor look forward for its presuppositions to be disputed.

Thus, this study aims to review the questions and response sequence of the conversation until the pranksters provide details by introducing themselves, and the radio station they represent together with information about the person who wanted them to be pranked.

1.3 The research questions

In order to achieve the aims of this study, this research will be guided through these two research questions:

1.1 What types of questions are constructed in the *Gotcha* calls?

Tsui (1992) clarifies and describes that any utterance demands a requirement of any spoken response are best known as “Elicitation”. She categorises the Elicitation into six subcategories. The subcategories are known as Elicit: inform, Elicit: confirm, Elicit: agree, Elicit: commit, Elicit: repeat and Elicit: clarify. She also explains that with this categorisation, confusing markers such as ‘declarative questions’ which actually refers to discourse function while the term ‘exclamatory questions’ refer to interrogative form. In this categorisation, she disregards the syntactic form of the utterance. Thus, this classification steers clear of the discrepancy of using neither the discourse nor syntactic criteria which she argues leads to the vague definition of the term ‘questions’.

The *Gotcha* prank call is created based on some basic information provided by the call initiators. Thus, the pranksters use this information and build upon the prank based on responses they get from the questions they ask. *Gotcha* calls would be investigated to show the type of social action questions (information request, initiation of repair, confirmation request, assessment and suggestion) that appear in these calls.

2.1 To what extent would the negotiation of questions and responses show power in *Gotcha* calls?

Thornborrow (2002) defines power as being continuously negotiated and built upon by the interlocutors in an ongoing interaction. According to Wang (2006), questions are naturally bounded with power whereby it has the ability to dominate and

lead as the questioner has the advantage to be in control and choose the next speaker. Questions are also able to confine, restrain and endorse the topic of response in the conversation. It is interesting to find out how the questions and responses are able to show this notion of power is realised in the ongoing *Gotcha* call.

1.4 The significance of the study

This study is significant as it adds to the research of prank calls. This study also contributes to studies related to entertainment shows (Culpeper, 2005) and it adds on to the entertainment value of doing pranks. Furthermore, it also will be significant to have a research done by focusing on questions in informal conversations such as the *Gotcha* prank calls. The more common researches in questions and responses as mentioned in the editorial note of *Journal of Pragmatics* 42(2010) by Enfield, Stivers, & Levinson (2010) are focused on news interviews (Clayman and Heritage, 2002), press conference (Clayman et al., 2006, 2007), criminal trial (Atkinson and Drew, 1979), classroom e.g., Mehan, 1985) and even consulting room (e.g., Boyd and Heritage, 2006). Besides it also adds to the studies related to negotiation of power play within the questions and responses (Haworth, 2006) in a prank call.

1.5 Scope of study

Thirty *Gotcha* prank calls related to credit card and smart phones are selected for this study. The selections of the calls were made on these two themes mainly because these were the most common subject matter used by the prankster. These calls were also particularly related to financial issues thus, making the prank calls appear intensifying for the listeners. The calls will be analysed once the victim has answered the call. In most of the recorded pranks calls, the plot of the scenario is revealed by the DJs to the

radio audience prior to airing the prank call. This is not significant for the analysis as the study aims only to analyse the question-response sequence between the prankster and the victim of the call. Apart from that, the main focus of this study is to investigate the types of questions and response sequence on telephone based prank calls that are aired on a local radio station. Therefore, speech act though important is not the focus of this study instead the adjacency pairs of question-response sequences are the concern of this study.

1.6 Summary

In this chapter, a brief notion of the study is presented as an introduction. The following chapters would enclose more information and discussion regarding the study. The second chapter explains the review of literatures related to this research as well as situates the current study in its research context. The third chapter outlines the methodology whereby it explains the process of the data collection and describes the process of the data analysis. The findings will be illustrated and discussed in chapter four. The final chapter is the conclusion whereby a review of the study is presented with its major findings being highlighted.

CHAPTER 2

LITERATURE REVIEW

2.1 Prank calls

Cambridge Dictionaries Online defines prank as “a trick that is intended to be funny but not to cause harm or damage”. Bratich (2006) says that pranks have also been used as a theme not only in prank calls but also in reality shows such as prank shows. Bratich also says that another form of prank is reality shows that has been planned around to substitute talent identification. Some prank shows like the show “Boiling Points”, record victims’ tolerance time while the pranksters trick them and test their patience in these premeditated situations. As a reward, those victims who managed to put up with these situations within the stipulated time are awarded with cash.

On the other hand, Emmison and Danby (2007) concluded that prank calls differ in their intricacy and length. In their study regarding children’s helpline in Australia, they found a persistent topic in the calls which is ‘dirty talk’. They found out that most of the calls were not genuinely seeking for counselling or support while the callers were trying out and investigating the services that the helpline provides. The callers call in while creating situations in which the call attendees needed to describe meaning of sexual terms. The study looked into the strategies used by the counsellors to determine authenticity of the calls they received.

In this study, the concept of prank calls will be adapted in accordance to Goffman’s (1974) definition of prank call (cf. Seilhamer, 2011) “a communicative context in which one participant approaches the interaction as play while the other participant treats it as reality”.

2.1.1 To deceive and to entertain

The prank calls are created to deceive the selected person and at the same time to entertain the listeners of the radio talk show. In Dilmon's (2009) study, she looked into the discourse of deception. According to her, the purpose of this discourse is to deceive the hearer. However, the reality in the deception could be real and the act was just anticipated in order to delude the hearer, while manipulating partial information of the actual context. She also added that deception is entirely distinct to lie which could be unreal. In her study, she showed the efficiency of linguistic examination in distinguishing truth and invention using stories told about life and daily activities.

Hickman & Ward (2007) view the feeling of joy of another person's catastrophe as *Schadenfreude*, a German term. This concept of *Schadenfreude* is visible in prank calls. Leech, Spears, Branscombe & Doosje (2003) explain that even though at times when we are supposed to feel sympathetic when we see other people suffering, yet we feel delighted.

In a study, Culpeper (2005) focuses on impoliteness in a game show that humiliate its guests rather than to rejoice or support them up. In his study, he presents some factors that he claims constructs a connection between impolite exchanges and entertainment. He also insists there are four factors that contribute to this. The four factors are *intrinsic pleasure*, *voyeuristic pleasure*, *the audience is superior* and *the audience is safe*. The first factor which is for the *intrinsic pleasure*, he cites Myers (2001) and explains that the proposition of a fist fight itself can cause excitement for the audience. He explains that the possible of violent behaviour or an engaging dispute brings pleasure for the viewers. The second factor *voyeuristic pleasure* occurs when the viewers become obsessive in daytime talk shows that are similar to wrestling which has conflicts and disputes. The third factor is that the *audience* are said *to be superior*.

When a person observes someone else to be in a worse state than the self, it provides a spontaneous pleasure to them. The fourth factor that Culpeper suggests is the aspect that the *audience is safe*. For example, a person feels much safe to see a fight in a pub on television rather than being present and witnessing an actual fight.

Watts (2008) conducted a study on the present day television ‘reality’ shows that are produced in the United States of America which uses the real life calamity as a form of entertainment. These shows exploit the ‘reality’ show participants’ defeat, disappointments, misery and embarrassment to satisfy the viewers of these shows. Watts (2008) also observed that among American entertainment programs, the reality shows which focuses on bringing forth these misfortunes of its subjects have become progressively more popular.

This scenario can also be seen in the *Gotcha* prank calls. The DJs of a local radio station trick the victim by manipulating a situation and put the victim through a period of discomfort while the radio listeners have a good time listening to the misfortunes of victims of the prank call.

The media encourages these types of prank shows as a means to attract more listeners. From the observation made, similar prank call shows also appear across other popular Malaysian radio channels. These programmes are aired in English, Bahasa Malaysia, Mandarin and Tamil medium radio channels.

In order to further understand how the *Gotcha* prank call has been created, the study will review several concepts such as frame, frame fabrication, contextualization cues, knowledge schema and how these concepts are used in maintaining a fabricated frame to make the prank call successful. These notions are used to form the types of questions and the question-response sequence that appear in the *Gotcha* call conversations. Thus, these concepts are related to both research questions of the study.

2.2 Terms, concepts and related studies

2.2.1 Frame

According to Bednarek (2005), the information and awareness of the world holds closely to the frame theory. The frame is the structure attained through the characteristic description of the world. For instance, when we were introduced to the term [BEDROOM], it would have also included with the typical description of bed, bedside table, pillows, and so on. Thus, the frame [BEDROOM] is now known to us with these characteristic descriptions of the world. She also mentioned that although there were many researchers from various research backgrounds and different research fields such as sociology (Goffman, 1974, 1981), artificial intelligence (Minsky, 1975, 1977) and philosophy & psychology (cf. Konecny, 1993) who worked with this concept of frame, they still could not come to a cohesive understanding of the notion itself.

Nevertheless, the linguists generally recognise the notion of frame theory according to their interests and field of research. For instance, Bednarek (2005) also mentions that several linguists discussed frame semanticists in a published article *The Round Table Discussion* particularly Fillmore, Hudson, Raskin and Tannen (Fillmore 1985, 1986). In addition, Raskin (1984) and Konecny (1993) looked into lexicography and the relation among frames and its significance while Brown & Yule (1983) and Müller (1984) exploited the notion of frame in the field of discourse analysis.

O'Malley (2009) in her paper entitled *Falling between frames: Institutional discourse and disability in radio* found that usually studies related to radio talk shows focus on reports, interviews or radio call in programmes. Thus, in her study she decided to focus on the media particularly in an Irish radio talk show which discusses disability

in radio and institutional discourse. The researcher uses the frame theory to analyse the interviews conducted in the programme. Through her analysis, she found that the desired objective of the radio program has actually been disrupted while the representation of the disabled person is also misled and not according to what they claimed in their objectives.

In the same study, O'Malley (2009) adapted the frame theory into the structure of the radio talk show and its substance by separating them into three frames known as the Radio Programme Frame, the Presenter Frame and the Interview Frame. Similar frame theory will be adapted in this study to present the *Gotcha* prank call.

With reference to Goffman's (1986) question –‘What is it that's going on here?’ the *Gotcha* prank call can be divided into several frames. This question seems to be the fundamental enquiry that a person would ask in any circumstance and is relevant to this study. Thus the data can be separated to several frames namely the Introduction Frame, Prank Frame, *Gotcha* Frame and the Reaction / Response Frame.

Table 2.1: Frames in *Gotcha* calls

Introduction Frame	The DJs introduce the segment of <i>Gotcha</i> to the radio listeners by providing some information regarding what to expect following the prank call that is about to be aired.
Prank Frame	The prank frame starts once the phone rings. The conversation is build upon the responses the victim provides to the questions posed by the pranksters.
<i>Gotcha</i> Frame	The <i>Gotcha</i> frame is the part where the victim is informed that he/she has been pranked.
Reaction / Response Frame	In this frame, the victims react to the prank call.

Bednarek (2005) claims that although the concept of frame has attained wide interest among many researchers from various fields and background, yet they fail to provide a unified frame theory with specific terms and definitions. This resulted in having a terminological vagueness. Bednarek also agrees to Fillmore (1982, 111) that

the terms schema, script and scenario cannot be straightforwardly distinguished but could only vary in its importance. She also further explains that usually the examples given can also be seen as an illustration of the notion of frame itself. Table 2.2 below shows the overview of the linguistic terms and examples of the terms schema, script and scenario. Thus, Bednarek (2005) concludes that these terms refer to the same entity, the notion of the frame itself.

Table 2.2: Overview of linguistic terms of *Schema, Script and Scenario*

Term	<i>Schema</i>	<i>Script</i>	<i>Scenario</i>
<i>Researcher</i>	Tannen and Wallat, 1993	Schank and Abelson, 1977	Sanford and Garrod, 1977
<i>Definition</i>	“paterns of expectations and assumptions about the world” (1993: 73)	“a predetermined stereotyped sequence of actions that defines a well-known situation” (1977: 41)	“an extended domain of reference” (Brown and Yule, 1983: 81), situation-specific
<i>Structure</i>	No specifics given	“made up of slots and requirements about what can fill those slots” (1977: 41)	A scenario of “activates certain ‘role’ slots” (Brown and Yule, 1983: 245)
<i>Typical characteristics</i>	Mental/cognitive	Mental/cognitive (cf. 1977:41) but aim is to provide written scripts (cf. 1977: 42 ff.)	Mental/cognitive (cf. Brown and Yule, 1983:245)
<i>Examples</i>	[HEALTH]	[RESTAURANT]	[RESTAURANT]

Source: Bednarek (2005, 687)

2.2.2 Frame shift due to mismatch in knowledge schema

Alternatively, Tannen & Wallat (1993) explain that the term frame and other terms associated with it such as schema, script and module have been applied in various fields like linguistics, artificial intelligence, psychology and anthropology. They propose that these notions emulate construction of expectations and can be classified as interactive frame and schemas. The interactive frame attributes to the impression of “what is going on in interaction”. To exemplify this they referred to Bateson’s (1972) observation and claims in his study. Bateson’s traditional example was that the monkey should be able to differentiate ‘play’ and ‘fight’ when it is among other monkeys. Individuals are also continuously facing similar interpretive task of determining which

frame the other person is referring to, whether it is a joke or an insult. Tannen & Wallat (1993) described knowledge schema as anticipation that the participant has towards objects, people and the surrounding. The exact connotations and expressions can only be comprehended through a reference made to former knowledge and experiences.

Tannen & Wallat (1993) also explain that during a conversation, the interlocutors constantly revise their knowledge schemas to make sure that their framing of a situation is consistent. Throughout the discussion, they compare these structures based on their background knowledge which is the knowledge schemas. Their past experience and expectation of the surroundings contributes to their self learning and these information are stored as part of their knowledge schema. Thus through this, the interlocutors are able to sense and know what is currently happening and able to differentiate whether the situation exists or not.

Tannen & Wallat (1993, p.208) found that mismatches in schema prompt frame shift. This is illustrated with the evidence found in their research where they observed and analysed the communications of a paediatrician who examines a child in the presence of the mother. The child has cerebral palsy (henceforth CP). Through their observation they found out that when the mother asks questions to the paediatrician with regards to her doubts or concern for the child's health, the paediatrician has to shift her interactions from the examination frame to the consultation frame.

A shift from the examination frame to the consultation frame occurred whenever there was a mismatch in the knowledge schema of the mother and the paediatrician. The mother's knowledge and experience about CP is not the same as the paediatrician. The mother tends to compare her child's behaviour and symptoms to a normal child and does not know what to expect of a child with CP. The condition that the mother

considers not healthy is in fact a norm for patients with CP. Thus the shift of frames occurs due to the mismatches.

In the current study, the notion of knowledge schema is crucial for the prankster and the victim. The prankster uses limited information that has been given to him and creates a situation that is not real to prank the victims. Therefore, the prankster uses his knowledge schema to engineer a fake situation. On the other hand, the created situation also has to be one that is familiar to the victim. The victim also depends on his/ her knowledge schema to relate the caller and the created situation in order to trust that the call is genuine.

Tannen & Wallat's (1993) conceptualization of knowledge schemas and frames are separate but interdependent entities as they found out in their study that mismatch of knowledge schemas leads to shift of frames. So, they consider that frame shift occurs due to the mismatch of the knowledge schemas. Dornelles and Garcez (2001) also agree that the concept of knowledge schemas and frames are separate entities, as they claim in their study that when the participants of an interaction share enough knowledge schemas and contribute to common ground, frame fabrication occurs as one participant tries to meet the expectation of the other participant. However, in the same study, Dornelles and Garcez found that the mismatches in the knowledge schema of the prank victim and the contextualization cues that were apparent throughout the telephone conversation were not sufficient for the shifting of the fabricated frame.

2.2.3 Contextualization cues, frame fabrication and knowledge schema

Dornelles and Garcez (2001) referred to Goffman's (1974) notion of frame – “What is going on here and now?” whereby the participants of the conversation are continuously inventing their act according to their observation in an ongoing

interaction. They further explain that the frames in an ongoing interaction could be switched based on the contextualization cues that appear in the interaction. As Gumperz (1982) (cf. Dornelles and Garcez, 2001) explains the term contextualization cues are linguistic features which are usually indirect and subtle that could contribute to contextual presuppositions. These cues are also reliant on the tacit awareness of the participant in the interaction to comprehend its meaningfulness. In the same study, they referred to Schiffrin's (1994) explanation of contextualization cues that are used as framing device for an expression that has been uttered that should be inferred.

Dornelles and Garcez (2001) analysed a telephone conversation whereby the prankster leads his sister's friend (the victim) in a frame fabrication. The prankster used his knowledge schema and previous experience (prior conversations he had with his sister) to prank the victim. The victim had called the beer shop earlier and had gathered some information. She then calls her friend to discuss it. The prankster overhears this conversation. Later, the victim accidentally redials the number assuming that she had dialled the beer shop's number and continues to talk without realising that she had called her friend's residence number again. The prankster answers the call and as soon as he realised this, he decided to prank her.

However, during the conversation, even though the prankster provided numerous cues impending signals of the fabrication, still the victim did not interpret the cues accordingly and was not aware that she was being deceived. The cues that the prankster presented in the conversation are for instance, he took long pauses before responding throughout the conversation, he was also suddenly loud and he gave some peculiar comments when the victim was clarifying some information she had discussed during the actual call to the beer shop. On the other hand, she was trying to adjust the mismatches in her knowledge schema until the prankster unexpectedly quit the interaction and decided to give away the fabricated frame. The mismatches in the

knowledge schema of the victim proved to be inadequate for the frame shift yet the prankster managed to prank the victim.

This study seeks to investigate how the prankster uses knowledge schema to create a fabricated frame through question - response sequences and at the same time to investigate if the contextualization cues in these prank calls allows frame shift.

2.2.4 The prank call community

In another study of prank call, Seilhamer (2011) looked into pranks done by a group of people who had the same interest and obsession to prank others. This community has been around for the past 30 years. Lately, they have given others to have access to their posts and updated activities with the help of internet and websites. Seilhamer further gives explanation on how the concept of membership categorization devices (MCD) and the category bound activities (CBA) by Sacks (1972) is utilised in this community. He connects the concepts of MCD and CBA with Goffman's (1974) notion of frame and explicates that the different aspect of knowledge schema work together to form an understanding that allows the public to make sense of what happens around them.

Seilhamer (2011) distinguishes the notion of frame and fabricated frame using an old prank call from the 1940s and 50s. The short prank call is as below:

- 1 A: This is electric company. Is your refrigerator running?
- 2 B: Yes, it is.
- 3 A: Then you better catch it!

In the example above, when the victim (Participant B) answers the phone call and hears the term electric company, he/she automatically assumes that the call is a form of a service frame either to inform of the electric services or to further find out about the condition of electrical goods in the victim's house. The victim's knowledge schema contributes to the assumption. The prankster (Participant A) on the other hand is working a fabricated service frame to prank the victim by pretending to call from the electric company and later in line 3 says it loudly to break the fabricated service frame. This action also notifies the victim that the fabricated service frame is not real and is only a prank.

In the same study, Seilhamer quotes Garfinkel's (1963, 1967) "breaching experiments" which has the same conception with the activities carried by the prank community. The pranksters also carried out similar 'breaching experiments' through telephone calls to violate the social norms of the society with the intention to provoke the victims.

Apart from discussing Goffman's idea of frames, Gumperz's contextualization cues and Garfinkel's breaching experiments, Seilhamer analysed one call that was selected from the prank call community of practice. He presented an example of a prank call made by a skilful prankster manipulating the norms of the daily life of the victim. The prankster pretended to seek for a job and called the victim who was from the employment service that was looking for a telemarketer. The prankster pretended to have no knowledge schema for how to seek a job and also purposely ignored the contextualized cues provided by the victim to make the call more authentic and fun for the listeners. The prankster used inappropriate profanity when he enquired about the position that was offered throughout the conversation. During the conversation, the prankster also ignored the long pauses by the victim. At one point, the prankster purposely misinterpreted the utterance "Mkay" as a confirmatory indication that he has

got the job. In fact, the victim seemed to be still wondering what the prankster said prior to that utterance. Although the contextualization cues were very obvious, still it did not give away the fabricated intent to the victim.

Similarly, in this study, although the listeners of the radio station are aware of this program that is being aired daily some still fall prey to the deejays and do not suspect that they are part of a prank until the fabricated frame is revealed to them at the end of the call. Furthermore, the fabricated prank calls in this study are intended to incite the victims.

2.2.5 Maintaining a frame

In the same study, Seilhamer (2011) indicates that the community highlights the significance of maintaining the fabricated frame throughout the prank call. This means the victims should not recognise the prank throughout the call. The pranksters are required to avoid explicitly informing the call receivers that they are prank call victims. In order to maintain the fabricated frame, the pranksters are also advised not to provide any contextualization cues that could shatter the fabricated frame.

Bednarek (2005) explains the concept of coherence and cohesion in her study. According to her, the meaning of coherence is an instituted observation of the reader towards the text. It is based on the reader's sight that seize the text together and represents it as a unified whole. It is also based on the logical connections and it is not a text-inherent part of the text itself unlike cohesion. Cohesion is otherwise a text-inherent element and linguistically measures to the way the text is structured through the lexical and sentence structure. She further notes that the coherence is not created by the text but through the eyes of the readers. The readers then relate any particular frame to this part of text to form coherence.

This information is significant in this study due to the fact that based on the responses given by the victim; the prankster however has to continue to deceive the victim within the given frame (scenario). Thus the pranksters must ensure that there are no breaks that can take place within the fabricated frame in order to continue to have coherence in the conversation. As a result this illustrates the notion of maintaining a fabricated frame

In another study, O'Malley (2009) explains that radio talk shows are created while having overheard listeners in mind. She also quotes Scannel (1991) that in order to have the audience listen to any talk show; one should consider the talk show to be listenable. She further explains that the talk shows should not only retain the concentration of the listeners but also be able to uphold the interest to have the listeners to continue listening to the show.

In the current study, the pranksters have been successful in maintaining the fabricated frame in order to sustain the listeners to continue listening and make the call listenable. The interaction is created intentionally within the knowledge schema of the victims through a sequence of questions and answers.

2.2.6 Turn taking strategies in conversation analysis

Garratt (2012) describes that according to Sacks, Schegloff and Jefferson (1974) in any social organization, turn taking is crucial throughout a conversation. She also gives details that Sacks and Schegloff (1973) principally build up the idea of 'adjacency pairs'. According to them, adjacency pair is the central form of speech that constructs any talk in general. It is based upon two parts whereby the first remark is known as first pair followed by a second pair that is 'adjacent'. In order to begin a conversation and to operate the discussion to obtain a certain goal, the first pair parts are vital as it would

establish the array of responses of the other participant. For example, an invitation would entail acceptance or refusal and questions would naturally be followed by answers. Schegloff (cf. Garratt, 2012) also alerts that the connection of first part and second pair part are as an interim measure and not necessarily significant. Therefore, the pairs also may not always appear next to another in a conversation.

In the same article, Garratt explains that Tsui (1994) indicates that in the field of conversation analysis, it has been certainly not stated that adjacency pair as the fundamental element for a discourse establishment. However it is only a suggestion to further understand the meaning of social interaction in an instigated act and to an agreed response. This is because Tsui (1994) (cf. Garratt, 2012) also explains that in a conversation, the speech exchanges can be more than three parts as well. Moreover, in some conversations, there could be instances of speech commands that are not in adjacency pairs. For example, rhetorical questions do not require answers.

Schegloff (2007) (cf. by Garratt, 2012) alleges that although the adjacency pair is not the only social building blocks in the art of conversation but the essential entity of adjacency pair is able to assist into having longer dialogue. It can be used as a necessary formation to develop a lengthy conversation.

Consequently, in this study, the conversations are analysed based on the adjacency structure of question-response to expand and maintain the fabricated prank.

The *Gotcha* prank call is built upon a series of questions and responses. I would like to explore what type of social action questions appear in the *Gotcha* call and investigate further on how power is negotiated through these questions and responses. In order to do that several studies related to questions, question-response and studies related to questions and power have been reviewed.

2.2.7 Questions, questioning and institutional practices

Tracy & Robles (2009) looked into studies related to questions whereby they looked closely at the questioning practices in institutional discourse. They wanted to unravel more on how the questions are used as a discursive practice in these institutions. They investigated how questions were classified, defined and critiqued.

They first assessed studies particularly on policing such as police interviews and interrogations, which was one of the widespread institutions that have interested both the professional and academic approaches to questioning. The other scholarly studies on institutional contexts were the research interviews, courts, therapy, medical institutions, mediated political exchanges and education.

Shuy (cf. Tracy & Robles, 2009) explains the differences between interrogations and interviews. He states that the police should do less interrogation and more interviews. He describes that in an interview, the data is collected for making decisions while an interrogation is a session whereby the objective is to get the suspect to admit the responsibility of the charges that has been pressed against the suspect. Shuy also further explains that the police often intertwines between these two styles and should continue to inquire and the questioning should be rather suggesting, guiding, probing and ask more open ended questions rather than demanding, challenging the suspects, dominating, cross examining and avoid using tag questions.

Tracy & Robles (2009) give an overview of how questions and questionings are utilised in different institutions. The role of questions differs in each of the institutions to fulfil the requirements and goals of each institution. Apart from generally discussing the forms and functions of question and questioning, they presented many examples and the differences in each of the institution mentioned earlier.

They explicate that the questions in medical institutions can be delicate as it could relate to personal lifestyle choices for example eating habits and exercising. On the other hand, questioning in therapy is more universal compared to specific questions asked in the medical institutions. The questions asked in therapy sessions are general in order to allow the person to talk on the ongoing dilemma particularly related to certain incident in his/her life.

2.2.8 Question-response sequence in conversation across ten languages

In the 42nd editorial column of the *Journal of Pragmatics*, Enfield, Stivers and Levinson (2010) explained that they formed a team of ten researchers to work on ten different languages across five continents to examine thoroughly the approaches used for question- response sequence in unprompted natural ongoing conversation. They were interested in finding out how the participants in the conversations premeditated and utilized questions and responses in daily interactions across the ten various languages.

They also mentioned that previous studies related to questions were all frequently done as a qualitative study and quantitative studies were limited to a distinct language. Simultaneously these studies were not focused on the question – answer sequence. In order to overcome all these, they decided to make this collective study to have both the qualitative and quantitative analysis. The coding scheme was based on qualitative analysis and these categories were later used as the base for the quantitative analysis. Similar studies have been successfully done by (Mangione-Smith et al., 2006; Stivers et al., 2003, (Clayman et al., 2006, 2007) as cited by Enfield, Stivers and Levinson (2010)

The coding scheme for this huge project was created through an evaluation phase and a pilot coding phase. First the coding was drafted into categories of data from different languages and later into another version. That was done after a thorough discussion among all the ten researchers contributing to the special issue. Soon after, the same coding scheme was implemented for all the studies across the ten languages.

2.2.9 Social action of questions and responses

Enfield, Stivers, & Levinson (2010) wanted to figure out the functions of the questions that appear in their data as well as what these questions were seeking to answer. Thus, they were determined to categorise the type of social actions of the questions into seeking information, repair initiation, to request, and to assess. They also set out to find out the consequence of this on the delivery of the response. They used speech act and literatures on conversation analysis that gave importance to consider what an utterance is actually “doing” in a social interaction.

Among the ten researchers, Stivers’s (2010) study looks into the American English conversations and discusses the range of the ways speakers ask, respond and what the speakers are doing in the course of asking these questions. In this study, questions and responses in video taped conversations were analysed. The conversations were spontaneous. The categorization of the questions were guided by the coding scheme to classify them into polar, Q-word or alternative sub types of questions, social actions such as confirmation requests, repair initiation, request of information and so on. For the responses, the researchers categorized them into either yes/no answers or repeated answers.

Rossano (2010) who contributed to Stivers’s (2010) study, focused on conversations in Italian. He explains that a participant of a conversation needs to be

aware of the social action that the question achieves in the conversation in order to provide a response. He also says that it is significant for the participant to comprehend if the question posed to the participant is requesting for confirmation, information or even explanation. In addition, he includes that certain actions performed by the questions are not easily distinguished.

The current study also seeks to find out the functions of the questions that appear in the *Gotcha* call conversations. Thus, by having a closer look at the conversations of the *Gotcha* call, gives a better vision to understand what type of actions are commonly implemented through questions in the *Gotcha* prank calls. Therefore, the questions that appear in the *Gotcha* calls will also be categorised based on the coding scheme created by Enfield, Stivers and Levinson (2010). The details of the coding scheme can be found in Chapter 3 – 3.3 Data Analysis section.

2.2.10 Studies related to questions and power

Wang (2006) argues that “ideal dialogues” do not exist and power is innate in all types of conversations. She stresses that power is obvious and prominent in institutional conversations. On the other hand, it is hidden and suppressed in casual conversations. She also claims that in both natures of these conversations, questions are likely the way a domineering participant would put forth power over the inferior participant

In her study, she found out that power is generally concealed in casual conversation due to immediate distribution of turn-taking and the questions in these conversations only create momentary topic control for the participants. This is because the participants of the casual conversations are typically considered to be equal due to their closeness, commonality, teamwork and also having least social detachment

amongst them. Furthermore, she also noticed that there were no discrete variations in the questions that the participants asked in casual conversations.

However, power is transparent in institutional conversation due to the features of the institutions or organizations that it belongs to. Wodak (cf. Wang, 2006) explains that each organization guards its principles with their own value systems. Thus, it is the leading edge for unequal power and status. This is because of the factor that unevenness of the overall structure of the organization that controls the rights and obligation due to the power and status. The higher the status in the organization, the more power the participant holds in the conversation as well. Thus this affects the sequence organization and turn taking system in the institutional conversation.

Wang (2006) noticed in her analysis that the uneven allocation of questions asked among the participants leads to uneven allocation of turn taking in the institutional conversations. She also observed that the participant who asks the most questions also directs the topics of the entire conversation. Institutional conversations are purpose oriented. The conversation is built upon a series of questions related to certain topics in order to achieve the goal. Thus, the dominant participant seems to have the most turns in the conversation in order to ask the most number of questions as well as to control the topic of the conversation.

Apart from that, Wang (2006) found out that the types of questions asked in the institutional conversations exert different degree of power. In her analysis, she separated the question forms to Yes/No question and the Wh-questions. She later found out that the Yes/No questions exert more power compared to the Wh-questions. This is because the Yes/No questions restrict the response and the conversation can no longer be lengthened. On the contrary, the Wh-questions allow the response to be elaborated by

the respondent and this could allow the respondent to have the turn of the conversation which could also lead to the choice of topic and so on.

Haworth (2006) looks into the progress of power and resistance among the interlocutors in a police interview. The role of the police as the interviewer and the suspect as the interviewee in a police interview is obviously distinct. The allocation of power is obvious and is asymmetrical. The police seem to have a greater degree of authority as the police is able to control the location of the interview and make critical assessment about the suspect's right and expectations based on the result of the interview. This projects the image of the institutional power of the policeman in an interrogation. However, her analysis shows that control and power is being continuously negotiated among the two.

Haworth (2006) adapted Thornborrow's (2002) definition of power in discourse – "which is constantly negotiated and constructed in the interaction between participants" (p.742). She uses a multi-method approach to analyse the interview. She combined the approaches of pragmatics, conversational analysis (CA) and critical discourse analysis (CDA). She carefully measured the strengths and weaknesses of both CA and CDA in order to avoid the tendency of CDA that presumes status and power are predetermined and are pre-assigned in any context. She also wanted to steer clear of Fairclough's claim that CA projects a questionable illustration that a dialogue as a skilful social practice can only be present in a social vacuum.

The analytical framework she used has four characteristics that are of particular connotation to the flow of power and control in the interview. She looked into the topics as a factor, followed by the type of questions used in the interview, the question-answer sequence and the institutional status of the participants of the interview. With these four characteristics, she analysed the interview.

To illustrate that power and control are negotiated in the interview, Haworth (2006) presented several instances whereby the suspect was in control instead of the policeman. During the opening sequence the suspect who is a doctor by profession, violates the likely question-answer sequence during the interview. Apart from responding to the question asked by the policeman, the suspect interrupted the policeman and continued to speak, which resulted in the abandoning of the topic that was introduced by the policeman earlier. Another example was to show the power negotiation due to the institutional status of the interlocutors. When the policeman challenges the suspect regarding the notes he has written about the patient whether a blood sample was taken earlier, the suspect uses his professional status to defend himself by shifting the focus to the institution he belongs, to hold responsibility. Aside from answering the question, he stated that he only followed a standard procedure just as his peers do in the same field.

This study takes on Thornborrow's (2002) definition of power where she explains that in any communication power is continuously constructed and negotiated among the participants in the interaction (cf. Haworth, 2006). On the other hand, Wang (2006) says that power is the ability to control and restrict others in order to achieve the person's aim and to enforce their will on others. These definitions will be used as guidance in this study to review the question-response sequence in order to find out how power is being negotiated among the prankster and victim in interaction of the *Gotcha* prank call.

2.2.11 Summary

Gotcha calls are created to entertain the radio listeners. This study adapts Goffman's (1974) definition of prank call (cf. Seilhamer, 2011) as it is a play for one

participant where else the other views the interaction as reality. Bednarek (2005) claims that information and awareness of the world is closely related to the frame theory as the structure of frame are created through the description of the world.

On the other hand, Tannen & Wallat (1993) indicate knowledge schema as the expectation towards the people, objects and surrounding which is made based on reference to previous experiences and knowledge of the world. Knowledge schema is crucial in Gotcha calls as it is being used to create the fabricated frame by the pranksters to deceive the victims thus making the call interesting for the radio listeners. Goffman's (1974) notion of frame (cf. Dornelles & Garcez, 2001) – “What is going on here and now?” illustrate how participants of an ongoing interaction continuously invent and refer to their knowledge schema. Furthermore, the pranksters in the current study fabricate frames and work on maintaining the fabricated frame through question-answer sequence created within the knowledge schema of the victims.

Adjacency structure of question-response is used to develop and sustain the fabricated prank. The questions can be categorised according to its function in the conversation or better known as the social action of questions. The questions are used to either elicit information, to make confirmation, to suggest, assessment or as initiation of repair.

Apart from that, Wang (2006) explains that power is inherent in all types of conversation. She also stresses that power is apparent in all institutional conversations and it appears concealed in casual conversations. In addition, Thornborrow (2002) (cf. Howarth, 2006) defines power in discourse as being persistently negotiated and built in any interaction among the participants. Furthermore, Wang (2006) explicates that Yes/No question forms exert more power compared to Wh-questions in conversations as the former restricts responses while the later allows the respondent to elaborate more.

CHAPTER 3

METHODOLOGY

3.1 Theoretical Framework

The theoretical framework for this study will be adapted from Stivers & Enfield (2010, pp. 2621-2624). Several coding schemes are adapted to from Stivers & Enfield (2010) to conduct the analysis for this study. Among them are the inclusions criteria for coding “questions” which will be used to distinguish questions in the prank call dialogue, the criteria for social action questions will be used to categorise the functions of questions, the criteria for Yes/No & Wh question and the criteria for response types. These details of the coding scheme are included in the next section 3.3 Data Analysis.

3.2 Data Collection and Procedures

The *Gotcha* prank calls are created based on information provided by radio listeners who wish to set up a prank on someone they know. The unsuspecting victims could be either a family member or a friend. The person who provides this information to the radio station is known as the call initiator. The pranksters who are also the radio DJs then retrieves the information provided to them through the website. However, even the call initiator will not be aware how the pranksters have planned to perform the prank call. The unsuspecting victim then receives the prank call. During the call, the victims are not aware that they are participating in a prank call until it is revealed to them at the end of the call. The recorded prank call is then edited to ensure the real identity of the victims is concealed prior to airing the call during the morning show segments to the radio listeners. When listening to the aired prank call, the radio listeners are aware of the prank the entire time. The entire process is depicted below:

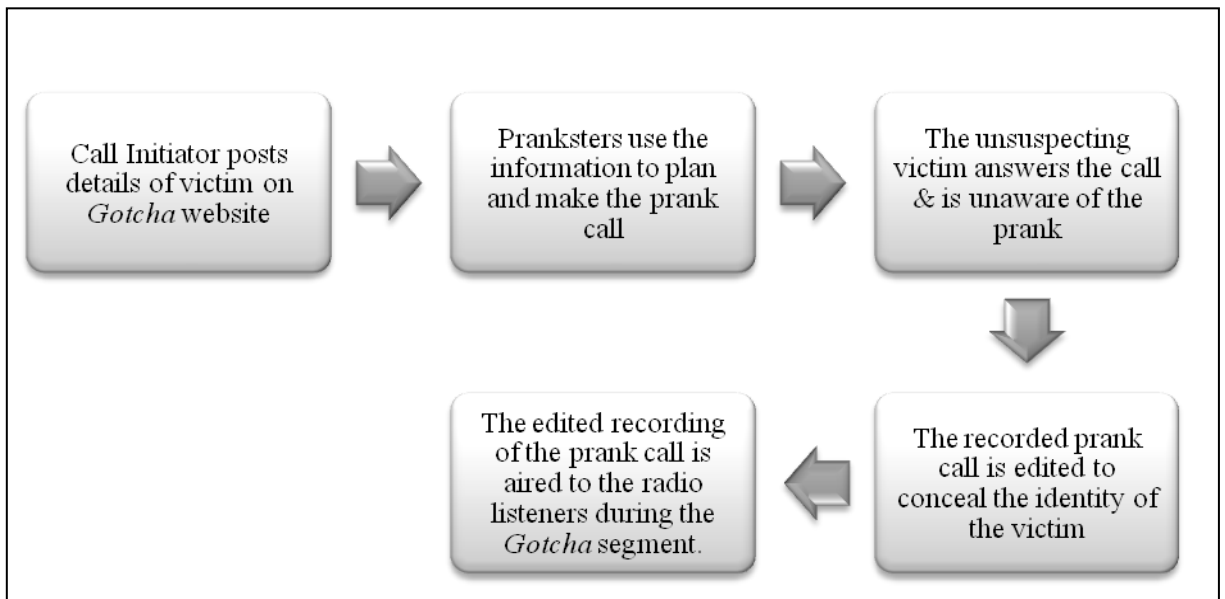


Figure 3.1: The *Gotcha* call flow

Thirty *Gotcha* calls were selected from the Hitz.fm website (<http://hitz.podcast.amp-media.net/?p=archive&cat=Gotchas>). The selection of the calls was based on the most number of calls on sensitive financial issues such as credit cards and smart phones. It is also a known fact that financial issues are sensitive issues whereby it involves money and this theme of credit card and smart phones are also chosen by the pranksters to make their prank calls even more stimulating. Thus, this theme of credit cards and smart phones were also seemed to be very popular among the prank calls that appear in the Hitz.fm's *Gotcha* calls segment. All of these calls are available in .mp3 file format and the selected calls were downloaded from the website. Then, the calls were transcribed using the Jefferson (1984) transcript notation. The total duration of the thirty calls is 2 hours and 12 seconds where by the duration and the synopsis of each call is appended (see appendix A). The summary of the *Gotcha* calls are presented below:

Table 3.1: Summary of *Gotcha* calls

Gotcha calls related to	Issues	Gotcha call
credit cards	Credit card scam	1, 7, 8, 9 and 11
	Transaction issues	2, 4, 5 and 6
	unsettled credit card bills	10 and 12
	Credit limit	3
smart phones	Account freeze	13
	Phone scam	14
	Phone recall	15, 16, 21 and 24
	Illegal phone	17, 18 and 23
	Delayed delivery	20 and 26
	Warranty	22, 25 and 28
	Unsettled phone bill	19, 27, 29 and 30

3.3 Data Analysis

In order to identify questions from the prank calls, the inclusion criteria of questions is adapted from Stivers & Enfield (2010, pp. 2621- 2624). The following criterion is used as a guidance to code the question-response sequence.

Table 3.2: Inclusion criteria for coding “Questions”

Inclusion criteria for coding “Questions”
a) A question had to be either (or both) a formal question (i.e., it had to rely on lexico-morpho-syntactic or prosodic interrogative marking) or a functional question (i.e., it had to effectively seek to elicit information, confirmation or agreement whether or not they made use of an interrogative sentence type).
b) News marks such as “really?”, “is it?” or “Yeah?” were coded as functional questions. Under this broad categorization of question, as in a), news marks qualify because they are routinely treated as seeking confirmation.
c) Questions seeking acknowledgment in, for example, the middle of a story telling the teller solicits specific acknowledgement (e.g., “and it was a Weight Watchers recipe right?”) were not coded as questions precisely because they sought not neither confirmation nor affirmation.
d) Questions offered in reported speech (e.g., “And then he said ‘aren’t you gonna come over?’ and I’m like ‘No way.’”) were not coded as questions.
e) Requests for immediate physical action (e.g., “Will you hand me a pencil”; “Can you open the door?”) were not coded if it was a physical action that was the relevant next response. Balancing a desire for a broad conceptualization with a desire to constrain our scope to some extent, we viewed practical actions (e.g., the transfer of objects) as sufficiently different from other “symbolic” vocal and gestural responses such as “Mhm”, head nods or points, as to exclude these sequences from our collection.

The transcribed data is analysed in two different ways in order to answer the two research questions of the study. The first is to answer the former research question: What types of questions are constructed in the *Gotcha* calls? This was done by categorizing the questions that appear in the *Gotcha* calls into the social actions. The questions are categorized this way to find out what kind of social action is created by the questions based on Stivers & Enfield (2010) coding scheme for questions and responses .

Five different functions of questions were identified as information request, initiation of repair, confirmation request, assessment and suggestion. The first function of the question is identified to be information request which were implied for real questions or if the questions were primarily *requesting information* only. The next function is *Initiation of repair*. The questions are categorised as *initiation of repair* when the question includes open class repair initiators (“huh?” or “what?”), when the question appears to have partial repeats (“wha what” or “wh why?”), with incomplete sentence or just with the Q-words. Some questions were coded as *Confirmation request* when the participants’ questions function to verify of the information or proposition they had in hand. Another function of the questions was recognised to be *Assessment*. Questions were grouped as *assessment* when the questions were asked to seek agreement between the interlocutors. Lastly, *suggestions* were coded when the question posed had a proposal, to recommend or to offer some alternative ways. The table below shows the examples of the classification of the social action questions.

Table 3.3: Criteria for Social Action Questions

Social Action Questions	Criteria	Examples
Information request	<ul style="list-style-type: none"> • questions primarily <i>requesting information only</i> 	<i>May I know who made this purchase for you?</i>
Initiation of repair (OIR)	<ul style="list-style-type: none"> • Open class with repair initiators (“Huh?” or “What?”) • Partial repeats (“wha what” or “wh why?”) • incomplete sentence or just with the Q-words 	<i>wats going on? how come? wa wahts? who’s on the line?</i>
Confirmation request	<ul style="list-style-type: none"> • Emphasize a proposition for verification • interlocutors still pursuing to question even though they knew the information that they continue to trail 	<i>Mr Yuen you have ah purchased a ticket to go to Australia ah on the thirteenth rite?</i>
Assessment	<ul style="list-style-type: none"> • questions asked to seek agreement between the interlocutors 	<i>If I’m not mistaken every month you call your customer, right?</i>
Suggestion	<ul style="list-style-type: none"> • questions posed had a proposal, to recommend or to offer some alternative ways 	<i>Can I call you later?</i>

The later part of the analysis was to react to the second research question. It is done to show to what extent the negotiation of questions and responses showed power in *Gotcha* calls? To answer this question, first, the questions were highlighted based on the inclusion criteria of questions.

Then, these questions were analysed using the framework used in the study conducted by Wang (2006, p. 539). According to Mishler (as cited by Wang, 2006, p.543) the classification of Yes/No questions is known as closed question while the Wh questions are also known as open questions. Mishler (1984) further explains that, the Yes/No questions restrict the participant to a greater extent than the Wh questions. The categorization of the Yes/No questions and Wh questions is adapted from Wang (2006, p.544).

Table 3.4: Criteria for Yes/No & Wh Questions

Question types	Criteria	Examples
Yes/No questions	<ul style="list-style-type: none"> Seeks to elicit completion of a proposition from an addressee Seek confirmation or denial from addressee Alternative questions are also included 	<i>Have you had any bouts of back pain?</i>
Wh-questions	<ul style="list-style-type: none"> Begins with the interrogative pronouns like ‘which’, ‘where’, ‘who’, ‘when’, ‘why’, ‘how’, etc 	<i>Intern: What brings you into the clinic today?</i>

Once the questions have been identified and categorised as either a Yes/No question or a Wh question, then responses of the questions are highlighted in the transcription. Later, the responses are analyzed by grouping them according to what sort of response is given. The responses were coded *answer* if the person answered the question. The answers could be vocal responses such as “uh huh”, “hmm”, “ahem”, “yeah”, “yes” or a longer and more valid answers including repetitions or confirmations. Next, is the *non answer* responses, i.e. if the response to the questions did not answer the question directly, then it is grouped as *non answer* response. Apart from that, the responses included here are “I don’t know”, “maybe”, initiation of repair like “what?” or other inserted sequences. The *no response* category was coded if the interlocutors did nothing in response to the directed question, or moved away to a new activity or even initiating a total new activity. The analysis of the response is also adapted from Stivers & Enfield (2010) coding scheme for questions and responses.

Table 3.5: Criteria for response type

Response type	Criteria	Examples
Answer	Directly dealt with the question Including repetition & confirmations	<i>“uh huh”, “hmm”, “ahem”, “yeah”, “yes”</i>
Non answer	Response that fail to directly answer the question Laughter Initiation of repair	<i>“I don’t know”, “maybe”, “what?” “possibly”</i>
No response	Did nothing in response Directed attention to another competing activity Initiated a wholly unrelated sequence	<i>Q: ↑how are you? A: my ↑husband is gonna get killed today!</i>

3.4 Summary

Briefly, the questions are grouped based on the purpose they serve in the *Gotcha* conversations. The questions are categorised using Stivers & Enfield's (2010) coding scheme as either to request for information, to request for confirmation, to make suggestions, assessment or to initiate repair.

Besides that, in order to find out to what extent the negotiation of questions and responses showed power in *Gotcha* calls, the questions are categorized into Yes/No questions and Wh questions (Wang , 2006, p.544) while the responses are categorised based on Stivers & Enfield's (2010) coding scheme whereby the responses are either *answers, non answers* or *no response*.

CHAPTER 4

FINDINGS AND DISCUSSIONS

The findings and the discussion for this study is done in two stages, first the findings and the discussions of research question one, that is the type of questions that appears in the *Gotcha* calls will be addressed followed by the findings of the second research question, to what extent the negotiation of questions and responses show power in *Gotcha* calls.

4.1 Findings of RQ 1 – Social action Questions

In this section, the types of questions that are constructed in the *Gotcha* calls are presented in Figure 4.1 below:

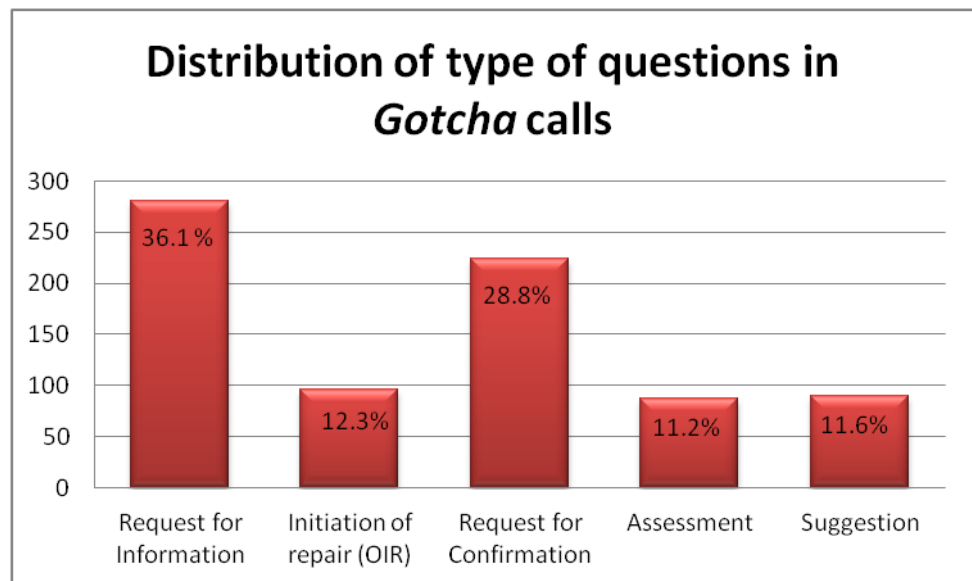


Figure 4.1: Distribution of type of questions in *Gotcha* calls

The data involves qualitative analysis whereby the researcher coded the questions based on the coding scheme by Stivers & Enfield (2010). As the questions were identified in the conversation, they were immediately grouped into the types of questions. The types of questions that are constructed in the *Gotcha* calls are grouped

into social action questions whereby the questions function either to request information, initiation of repair, request for confirmation, make assessment or suggestion.

In order to show significance of the findings, the total numbers of questions are also shown as a quantitative data. A total number of 788 questions appeared in the thirty *Gotcha* calls. Questions that request for information have the highest number with a total of 281 questions, followed by questions that request for confirmation with 224 questions. Questions on initiation of repair (OIR) are 96 followed by questions on suggestions with 90 while questions on assessment have the lowest number of questions with 87 questions only. The percentages of these questions are also shown Figure 4.1.

The distribution of the question types of this study is similar to the study by Rossano (2010) whereby in his corpus, information request had the highest occurrences followed by confirmation request, other initiation of repair, suggestion and assessment. However, Rossano's study investigated questioning in Italian where the participants were having natural occurring conversation unlike the *Gotcha* calls. Only the victims' conversations were natural while the pranksters had partially planned script and built on the remaining conversation based on the responses the victims provided.

4.1.1 Request for information

Among the questions asked in the *Gotcha* call, request for information topped the other social action questions with the highest percentage of 36.12%. The *Gotcha* call that has the highest percentage is *Gotcha* Call 20 with 53.6%. In this call, the request for information was used by both the victim and the prankster.

The victim who was on his way to collect his new phone gets a call from the telecommunication company. The prankster who pretends to be a staff from the telecommunication company explains that he will not be able to collect the phone on

that day as the stock is not ready yet. The victim gets upset and starts questioning the caller. This can be observed in Excerpt 1 below, in lines 29-30, line 33, and line 36. Then the prankster continues the prank and informs the victim that he will only be able to get the phone in March. This upsets the victim more and the victim continues to request for information to find out the person in charge that he could speak to in order to get this situation settled. This can be seen in lines 47-48 from Excerpt 1.

When the victim makes the information request to speak to the person in charge, he refers to his past experience or knowledge schema. This supports Tannen and Wallat's (1993) 'interactive *structure of interpretation*' whereby the victim is constantly building and maintains the anticipation which is comprised by their knowledge schema to overcome his dilemma.

Gotcha Call 20

22	P1:	I'm calling from xx	↑where are	
23		you now?		Comment [YK2]: Request for Information
24	V20:	on the way to xx Academy		
29	V20:		↑how come	
30		it's not ready?		Comment [YK3]: Request for Information
31	P1:	because ah because ah	↑last stock has to be	
32		give away so this	↑stock is not ready for you to collect	
33	V20:		↑why	Comment [YK4]: Request for Information
34		how	↑how come? this this is not my fault cause Monday I go	
35		one of your people say that they won't delay at all but how		
36		↑how come this is happening?	this is not my fault at all	Comment [YK5]: Request for Information
47	V20:		then	
48		↑who do I speak to?		Comment [YK7]: Request for Information
49	P1:	a::hm		

Excerpt 1

In order to continue to maintain the fabricated frame, the prankster prolongs the call by suggesting that the victim has an option to pay more money to get a better

service. This would allow the delivery of the phone to be sooner than the expected time. The victim continued to explain that it is not his fault and claimed that he was told earlier by a staff from the telecommunication company that they have already reserved a unit for him. The victim then seeks the prankster to find out who that person is. This can be seen in line 76 from the Excerpt 2. The prankster then decides to further inquire the victim instead. The prankster continues to request for information pertaining the victim's claim. This can be seen in lines 78-79, 82 and 84 from the Excerpt 2. Both Excerpt 1 and 2 illustrate the way the prankster and the victim request for information in *Gotcha* call 20.

Gotcha Call 20

76	V20:	your friend told me that that you book one for me ↑can you	
77		check out ↑who is she?	Comment [YK15]: Request for Information
78	P1:	ok can ↑where ↑when was the call	
79		made to you?	Comment [YK16]: Request for Information
80	V20:	there's no call made to me at ↑all	
81	P1:		then
82		↑when were you informed?	Comment [YK17]: Request for Information
83	V20:	I <u>already</u> sent an SMS yesterday	
84	P1:	ok ↑what time you SMS?	Comment [YK18]: Request for Information
85	V20:	SMS was <u>right</u> ↑after I made the booking	

Excerpt 2

Apart from that, a pattern was also observed in the usage of the information request type of question in these *Gotcha* calls to find out about the identity of victim, the call initiator or the prankster. In 28 of the calls, the prankster begins the question-answer sequence by requesting information to the person who answers the call. The prankster wants to find out the identity of the person on the other end of the line. Thus, he uses the information request form of question and mentions the intended victim's name to ensure the prank is successful. On the contrary, in Seilhamer's (2011) study, the prankster was not aware of the identity of the victim and at the same time was not concerned about it either as the prank was a random call made to a recruiting company.

Excerpt 3 illustrates questions that request for information in *Gotcha* call 1 and 29. In both of these calls, the prankster begins the question-answer sequence by requesting for information. In *Gotcha* call 1, the prankster asks if he is talking to the victim in line 14. He uses the victim's name to ask the question to find out if he is talking to the intended victim himself. On the other hand, in *Gotcha* call 29, the prankster request for the same information using a different style of questioning than *Gotcha* call 1. In line 6 of *Gotcha* call 29, the prankster asks if he could speak to the V (V = victim's name). The later style is frequently used in the rest of the *Gotcha* calls.

Gotcha Call 1

10 ((Phone rings))
11 V1: hello
12 P3: hallo↑
13 V1: yeah
14 P3: is this V ah?
15 V1: >speaking who is this?<
16 P3: ah hah

Comment [YK1]: Request for Information

Comment [YK2]: Request for Information

Gotcha Call 29

5 ((Phone rings))
6 P1: >hello good morning can I speak to Mister V Jxx Sxxx?<
7 V29: yes
8 speaking ↑who is this?
9 P1: >hello Mister ↑V my name is
10 Kamarul I'm calling from xxx centre ah<

Comment [YK1]: Request for Information

Comment [YK2]: Request for Information

Excerpt 3

Victims of *Gotcha* Call 1 and 29 also request for information about the prankster's identity. Victim 1 and 29 immediately ask who they are talking to in line 15 *Gotcha* call 1 and line 8 *Gotcha* call 29.

However, not all victims made similar request in other calls. This is because in the other calls the prankster introduces himself with his fake identity. In *Gotcha* call 2 and 25, the prankster also begins his question-answer sequence by requesting for

information to speak to the intended victim in line 3 of *Gotcha* call 2 and line 9-10 of *Gotcha* call 25. Still, in both of these calls, the prankster also informs his identity in line 6 of *Gotcha* call 2 and line 9 *Gotcha* call 25. Thus, with the identity of the caller being provided, the victims do not seek to request for the information of the person they are speaking to.

This is completely different from the study by Dornelles and Garcez (2001) as in their study; the victim did not request the identity of the person who answered the call. The victim only requested if she had dialled the beer shop and straight away continued to talk without knowing the person at the other end of the line.

Gotcha Call 2

1 ((Phone rings))
 2 V2: hello↑
 3 P: hi good evening ↑could I speak to ↑V xxxx
 4 V2: ↑yeah
 5 P: how
 6 you doing? ah this is Richard from XXX Tours
 7 V2: aha↑

Gotcha Call 25

7 ((Phone rings))
 8 V25: hello
 9 P1: >hello good morning this is Bangsar xx centre may I
 10 speak to V xx please<
 11 V25: ah yeah

Comment [YK1]: Request for Information

Comment [YK2]: Request for Information

Comment [YK1]: Request for Information

Excerpt 4

On the other hand, only in 12 calls the victims use the information request questions to find out about the identity of the call initiator or the source who gave their information to the prankster. Examples of victims using the information request are shown in the excerpt below. The victims asks for information about the source of the prank call line 147, *Gotcha* call 1 and line 126 in *Gotcha* call 2 in Excerpt 5.

Gotcha Call 1

147 V1: oh xxx who set me up dude? who set me up?

148 P1: B macha

Comment [YK42]: Request for Information

Gotcha Call 2

125 V2: ↑you you this is not funny↑ \$P I hate you

126 who did this↑\$

127 -

Comment [YK31]: Request for Information

Excerpt 5

In the rest of the calls, the prankster himself informs the victim of the source as shown in Excerpt 6 below. The prankster uses this information to break the news to victims that they have just participated in a prank call.

Gotcha Call 9

169 P1: \$Sarah set you up dude I'm sorry\$

Gotcha Call 10

104 P1: I know that's why sorry lar bro bro minta maaf your your ↑wife

105 Lathishah set you up for this bro

Excerpt 6

4.1.2 Request for confirmation

The second highest type of question that appeared in the *Gotcha* calls is request for confirmation with 28.79%. Request for confirmation is often done when the participant emphasises a proposition he/she seeks to confirm and verify it again. *Gotcha* call 28 has the highest amount of request for confirmation with 40.7% compared to the other types of social action questions. In this call, the prankster has made the request for confirmation seven times compared to the victim who requested for confirmation only four times. The victim of *Gotcha* call 28 has sent his iPhone for repair which is still covered under its warranty. The prankster decided to prank the victim by insisting that

the victim has deliberately caused the damage to the iPhone and the repair will not be covered by the warranty.

The prankster who is aware that the victim's phone is sent for repair pretends to call from the service centre. Even though the prankster has informed his name and the centre where the phone is sent for repair, he continues to establish his identity by re-instating that the call is regarding his iPhone warranty. In order to make the fabricated frame even more authentic, he decides to question the victim to confirm that he did not 'jail break' the phone before sending it for repair. This can be seen in line 23, Excerpt 7. Although the prankster knows the answer to the question, he pretends to reassure the same information. In line 24, the victim denies and the prankster carries on confirming the statement again in line 25.

Gotcha Call 28

22	P1:	=is ah regarding warranty yeah nie a:h the	
23		iPhone ↑have you put any like ↑jail break ker aper the iPhone?	Comment [YK2]: Request for Confirmation
24	V28:	no no no no of course ↑not	
25	P1:	↑no ah? ok nie	Comment [YK3]: Request for Confirmation
26	V28:		no
36	V28:	no ↑no ↑no	
37	P1:	the pocket is always empty?	Comment [YK8]: Suggestion
38	V28:		no ↑nothing
39		↑nothing	
40	P1:	don't have ah?	Comment [YK9]: Request for Confirmation
41	V28:	no	

Excerpt 7

Then the prankster continues to question the victim on how he handles and keeps the phone. In line 40 Excerpt 7, the prankster seeks to confirm the statement the victim told earlier. Prior to the request for confirmation in line 40, the prankster questioned the victim if he keeps other things in the same pocket that he keeps his phone. The victim answers that he does not keep anything else. The prankster then suggests that the pocket is always empty. The victim agrees to the statement and says

that there is nothing in the pocket. Again, the prankster requests for confirmation in line 40 to verify this.

Shortly after the prankster confirmed that the victim did not keep any other objects together with the iPhone in the pocket, the prankster informed the victim that they suspect the phone has been intentionally spoilt. Thus, the warranty does not cover the repair. However, it could be still fixed if the victim pays for the repair. The victim then seeks confirmation from the prankster telling that even though he did not do anything to the phone but still it shows otherwise according to their view in lines 74-75 in Excerpt 8. The prankster stresses that his claim is based on evidence. The victim requests for confirmation again in line 81 to verify if the prankster actually has evidence to prove his claim.

Gotcha Call 28

72 P1: [↑]but it's not

73 like that each warranty's got under terms and condition

74 V28: I [↑]understand your part I [↑]understand your part, your [↑]part

75 show like I did something to the phone? Comment [YK14]: *Request for Confirmation*

76 P1: hmm

77 V28: but in fact, if I

78 say I [↑]never do anything you [↑]don't believe also right? Comment [YK15]: *Assessment*

79 P1: I

80 [↑]cannot it's it's based on evidence

81 V28: [↑]based on evidence? Comment [YK16]: *Request for Confirmation*

82 P1: hmm

Excerpt 8

Gotcha call 28 also clearly shows that after the prankster accused the victim deliberately spoilt the phone, the next few strings of questions that appeared in the call were all asked by the victim. This can be seen in the different types of questions the victim asked in line 67, 71, 77, 81 & 93. (See appendix C for the entire transcription of *Gotcha* call 28).

However, the prankster saw the opportunity to gain control again in the conversation by requesting for confirmation regarding the payment. In the following Excerpt 9, the prankster seeks confirmation from the victim if he is going to pay for the repair of the iPhone in lines 99-101 and 103-104. In lines 99-101 the prankster seeks confirmation if the victim is going to make the payment for the repair. He then continuously makes a suggestion if he should put the amount for payment and quickly demands for a confirmation by just asking to either say yes or no. Then, when the victim does not give an answer to his questions, he continues to seek for confirmation in lines 103-104 by reconstructing the question by first asking if he wanted to pay or not pay. Immediately without waiting for an answer, he also raises his voice and once more reconstructs the confirmation request to seek if the victim wants to fix the phone or not. Excerpt 9 of *Gotcha* call 28 shows how the prankster demands for an immediate answer from the victim by using questions that requests for confirmation.

Gotcha Call 28		
99	P1: ah so you ↑gonna	Comment [YK18]: Request for Confirmation
100	pay? ↓should I put in the three hundred fifty for payment? ↓	Comment [YK19]: Suggestion
101	yes or no?	Comment [YK20]: Request for Confirmation
102	V28: hmm	
103	P1: so you ↓owanna pay or wanna pay? ↑DO	Comment [YK21]: Request for Confirmation
104	YOU WANT US TO FIX OR NOT? EASIER!	Comment [YK22]: Request for Confirmation
105	V28: >so I'm paying for the	
106	thing that I didn't do lar ↑consider<	Comment [YK23]: Assessment

Excerpt 9

4.1.3 Initiation of repair (OIR)

Initiation of repair occurred maximally nine times in *Gotcha* call 6. Initiation of repair are coded questions that has partial repeats, incomplete sentences or while the participant of the conversation utters the question while it is still in the process of forming them. Most of the initiation of repair in this call is produced by the source of

the prank call in order to appear natural and help the prankster to succeed in the prank call. The source of the prank call appeared to be 'natural' which is in accordance with Seilhamer's (2011) emphasis in the significance of sustaining calmness in any situation during a prank call in order to maintain the fabricated frame.

In *Gotcha* call 6, the victim planned a trip to Australia to visit his friend there and the friend decided to purchase the flight ticket for him. The friend also wanted to prank the victim and contacted the pranksters with these details. The prankster calls the victim to inform him that there is a problem with the airline ticket that was purchased for him. The victim explained that his friend from Australia bought the ticket for him. The prankster then stated that he has received a report on a fraud claim from the bank regarding the purchase of ticket through his friend's credit card. So immediately he puts the victim on hold and calls the credit card owner, his friend Aaron in Australia.

Soon after Aaron (who is also the source of the prank) picks up the call, the prankster introduces himself and continues to request for his confirmation regarding the purchase of the airline ticket for the victim. The source tries his best to act along to prank his friend. He struggles to maintain the fabricated frame. However, before the prankster could complete his sentence, the source asks a question in the form of initiation of repair in line 55. The conversation that took place after this is shown in Excerpt 10 below. The source produced the initiation of repair with partial repeats to make him sound that he is not aware about any purchase being made. Also, once the prankster has completed his request for confirmation in lines 56-57, the source claimed that he does not know it and denies that he purchased anything. Initiation of repair appears twice in line 59 with just Q-words being mentioned in his refutation. The Q-words – 'who' and 'what' is used to emphasise that he has no idea of whatever is being said by the prankster.

Gotcha Call 6

53 P2: ok the thing is you have made a
54 purchase for a ticket recently
55 A: o::h wha wha what purchase? Comment [YK6]: OIR
56 P2: flight ticket for a friend of yours down to Australia rite
57 Mister Yxx Kxx Kxx? Comment [YK7]: Request for Confirmation
58 A: ↑ I I don't know a:h I I didn't
59 purchase anything I oo oo who a:h what I don't have any Comment [YK8]: OIR
60 idea what you talking about Comment [YK9]: OIR
61 P2: hold on a second, ah hello
62 ↑Mister Yxx Kxx Kxx
63 V: ah yeah
64 P2: >↑can you tell me what is
65 going on?< Comment [YK10]: Request for Confirmation
66 V: a::hh (breathes)

Excerpt 10

After hearing his refusal, the prankster addresses the victim and requests for an explanation regarding what was happening there at that time. He also noticed that the victim was unable to answer his question. Immediately he connected the victim and his friend Aaron so that they will be able to talk to each other and clarify things. When connected, the victim straight away tries to inquire about how well they know each other and confronts the source if he was trying to play a prank on him. At this moment, the fabricated frame is about to fall apart. The mismatch of knowledge schema of the victim leads to frame shifting from genuine call frame to prank frame similar to Tannen and Wallat (1993). However, the frame shift was interrupted by Aaron (the source) who produced the OIR to appear ‘naturally puzzled’ and to maintain his composure (Seilhamer, 2011). The source immediately produces repairs in line 82 Excerpt 11, to show that he was puzzled with the term “prank” in order to continue maintaining the fabrication. When the victim continues to verify if his friend is trying to prank him in lines 83-84, the source further produces more repairs in lines 85-86 to sound convincing that he is not aware of what was really going on. In lines 85-86 he uses multiple partial repeats and incomplete Q-word questions to appear innocent.

The prankster then interferes in line 87 and asks Aaron (the source) about the details of his bank account number to convince the victim that the call is legitimate and quickly dials the bank to avoid suspicion. The prankster acts upon quickly and dials the bank to avoid the fabricated frame to collapse. Thus, he shifted the attention to a new fabricated bank frame. The victim appears to be puzzled with this action as he was quite sure that he is being tricked which results him to utter repair initiation in his question in line 94. Here, the repair initiations are also the contextualization cues that made the prankster to shift the fabricated ticket frame to another fabricated bank frame.

Gotcha Call 6

79	V:	I	
80		ah I know you for how long? how many years? and you wanna	
81		play this kinda prank on me?	Comment [YK12]: Assessment
82	A:	a::h what ↑prank?	Comment [YK13]: OIR
83	V:	playing some	
84		kind of STUPID pranklar on me ↑right?	Comment [YK14]: Assessment
85	A:	wa wa wa wats going	
86		on? ↑how come? wa what's? ↑ who's on the line?	Comment [YK15]: OIR
87	P2:	↑ok hold on	Comment [YK16]: OIR
88		hold on here, excuse me if you all think this is a prank	Comment [YK17]: OIR
89		ahm <Mister A you're current ahm ah your bank is ah XXX	Comment [YK18]: OIR
90		bank right?>	Comment [YK19]: Request for Confirmation
91	A:	a:h yeah that's rite	
92	P2:	<ok hold on let me	
93		call the bank>	
94	V:	<wa wa wats goin on? >	Comment [YK20]: OIR
95		((Phone rings))	

Excerpt 11

4.1.4 Suggestion

Suggestions are made in the form of questions to propose an idea or a solution to a problem. Suggestions also recommend unconventional ways that guides the other person's thoughts and behaviour. *Gotcha* call 2 represents data that has suggestive

questions that are posed with an intention to overcome a dilemma and offer alternative ways.

In *Gotcha* call 2, the prankster disguises as a tour agent and calls the victim to inform her that her payment through her mother's credit card for the purchase of the airline ticket failed. He also said that she needs to settle the payment within the night together with some additional cost. The first form of suggestive question was posed by the prankster to the victim in line 31, Excerpt 12. When the victim was still mystified with the pranksters claim that the payment did not get through while she was informed otherwise, the prankster quickly suggested whether the victim is aware if her mother has been involved in any credit card fraud. He also mentioned that it seems credit card fraud often happens in Malaysia. He was trying to guide the victim to think that her mother could have been involved in a credit card fraud and that could explain why the transaction failed.

Gotcha Call 2

28 P: I
29 know honey that's the thing it did ah looked like it was gonna
30 go through but then ah we suddenly got ah its not been ↑rejected
31 has your mum been involved in any kind of credit card fraud in
32 the past? Comment [YKB]: *Suggestion*
33 V: I don't think so
34 P: because ahm apparently this I've been
35 told this happens a lot in Malaysia↑

Excerpt 12

The prankster than again requested her to immediately settle the payment together with the additional cost. The victim then makes her first suggestion if she could just call Kent and talk to Kent instead in line 4, Excerpt 13. In this call, the prankster continuously pressured the victim to make the payment with the additional cost immediately or else he would cancel the flight ticket and give it to someone else. When

she refused to give an answer, he said he would have to book her another ticket in the next flight which is a thousand dollars more expensive and can't guarantee her for a flight until June as all flights were fully booked. However, the victim also continuously only suggested if the prankster would ask Kent to call her. The victim mentions this three times in lines 68, 89 and 107. She also explained that she was not able to make the payments as she has no money. Thus, she continuously suggested to the prankster to allow her to speak to Kent in order to find a solution for this problem.

Gotcha Call 2

38 P:	>what I need you to do now is to come into	
39	our office as early as tonight↑ and just make the additional	
40	payment honey<	
41 V:	can I just call Kent and talk to him instead?	Comment [YK11]: <i>Suggestion</i>
65 P:	=I know but ah I know honey but I'm so sorry that's	
66	what happens though when things don't go through so can I do you	Comment [YK15]: OIR
67	want me to book you on the next flight↑	Comment [YK16]: Request for Confirmation
68 V:	can you can you just ask	
69	Kent to call me back please?	Comment [YK17]: <i>Suggestion</i>
84 P:	ok I'm just giving you	
85	a warning honey if you don't give me an answer now and I take you	
86	off your flights I can't <u>guarantee</u> you you'll get a flight until	
87	June that ↑is the problem that we are facing right now	
88 V:	<it is	
89	ridiculous> ↑can you just ask Kent to call me later please? I'm=	Comment [YK18]: <i>Suggestion</i>
90 P:	[ok ↑what]	Comment [YK19]: OIR
91 V:	[I can't] give you and answer right now	
107 V:	just <u>ask</u> Kent to call me just ask Kent to	
108	call me ok	Comment [YK25]: <i>Suggestion</i>

Excerpt 13

The rest of the suggestive questions in this call were made by the prankster in lines 72, 114 and 118 as shown in Excerpt 14 below. The prankster was trying to negotiate with the victim in line 72 by suggesting that the victim picks out one of the options he was going to give her and after that he would get Kent to call her. In line 114, the prankster was providing some contextualization cues by suggesting to the victim if she misses anything in Malaysia particularly the radio station. He suggested the radio mainly to hint her about the Hitz.fm's *Gotcha* prank calls. Without him even mentioning the radio station she immediately understood the cue and reacted by

mentioning the name of the station. Unlike Dornelles and Garcez’s (2001) findings, the contextualization cue in this prank call leads to the frame shift from the fabricated prank frame to *Gotcha* frame. The prankster then made another suggestion what if it was the DJ (he mentions his name) from the radio station who was talking to her in line 118.

Gotcha Call 2

70 P: okay what let me give you a
71 couple of options okay then you pick one and then I'll get Kent
72 to call you back at this number okay? Comment [YK18]: Suggestion

73 V: okay

113 P: ok (do
114 you miss anything in Malaysia in particular like the radio↑ Comment [YK28]: Suggestion

115 V: ↑oh

116 my god you've gotta be kidding me this cannot be Hitz FM I swear
117 to god!

118 P: what if I told you it is P? Comment [YK29]: Suggestion

119 V: OH MY GOD OH XXX you

Excerpt 14

4.1.5 Assessment

Questions that are asked to seek agreement with the interlocutor is categorised as assessment. *Gotcha* call 17 has the largest number assessment questions with 31.8%. The scenario that the pranksters chose to manipulate is by informing the victim that his phone is an illegal unit and it needs to be returned to the authorities without any refund or a replacement unit. In this call, there were seven instances where the interlocutors used the assessment questions in their conversation. However, majority of the assessment questions were asked by the prankster with five times compared to twice by the victim.

In line 47 Excerpt 15, the prankster asks the victim about each Blackberry having its own personal codes and numbers. The prankster posts this question with the phrase “.... and all that right?” The expression “right?” indicates that the prankster is seeking for the victim’s agreement about the information that he had just told. The

prankster also uses the same approach in line 108 when he responds to the victim's question if the phone would be replaced with another unit. In line 108, the prankster replies by saying 'no' and continued to hold his turn in the conversation by further assessing the victim to agree to the fact that he did not purchase the phone with the official Blackberry dealer. The prankster ends his sentence with the word 'right' in order to for the victim to agree to this fact.

Gotcha Call 17

46	P1:	I <u>have</u> to inform	
47		you the ah you know each Blackberry has its own personal codes	
48		and numbers and all ↑that right?	Comment [YK4]: Assessment
49	V:	hmm	
106	V:	you ↑cannot ah <u>replace</u> the phone?	Comment [YK13]: Request for Confirmation
107	P1:	no	
108		because technically you ↑didn't <u>buy</u> it under XXX right?	Comment [YK14]: Assessment
109	V:	ah ↑no	
110		↑no ↑no we didn't buy I ah ↑of course lar did not buy it ah	
111		XXX	

Excerpt 15:

The victim assesses the prankster in line 75, Excerpt 16 by questioning the prankster back in response to his claim that the phone is stolen and the victim needs to return it. The victim questions the prankster that if the phone is a stolen unit, shouldn't it be a police case instead. The question may appear to be a suggestion rather than assessment. On the other hand, in the context of this *Gotcha* call, the question appears to be seeking the agreement rather than making a suggestion. The victim considers the case to be a severe one and prefers to hand over to proper authorities rather than to the caller. Thus, he asks the question in line 75 by assessing the situation as such and wants the prankster to agree with him.

However, the prankster also responds to the victim tactfully by informing him that the phone was not stolen in this country and he ends his explanation by asking the

victim if the victim understands it in line 77. The phrase “*do you understand?*” is used to interpolate the victim that he needs to agree to the fact that has been laid for him. The prankster insists the victim to agree to accept the explanation given and the underlying cues at that point. Only later, he explains to the victim that proper tax was not paid and only if there has been more similar cases; it would be a police case. Moreover, he also explains that it is an ongoing investigation by him.

Gotcha Call 17

75	V:	ahh o:w k ahm [if this is stolen phone	
76		↑shouldn't this be a police case?	Comment [YK9]: <i>Assessment</i>
77	P1:	[the thing is its not	
78		stolen here in this country ↑do you understand? a:h in other	Comment [YK10]: <i>Assessment</i>
79		words=	
80	V:	hmm	
81	P1:	=it it didn't come in properly and it was not	
82		paid the proper ↑taxes and all that ok	
83	V:	ok	

Excerpt 16

The phrase “*do you understand?*” was again used by the prankster in line 150 and line 162 as shown in Excerpt 17 below. When the prankster asks the victim to hand over the phone, the victim insists that he would hand it over if the request or the order is from the proper authorities. Thus, the prankster then informs the victim that he could make it formal and involve the police but then at the end of the day the victim will still need to hand over the phone. The prankster also explains that he is doing the victim a favour and he should just hand the phone over to the victim without getting tied up in a formal police case. The victim reacts to this claim by assessing the prankster in line 135. The victim questions the prankster how he can consider it to be a favour when he ends up without a phone in the end. He is assessing the victim to agree to the fact that there is no favour involved and he is in the lost no matter how the case is handled. In both lines

150 and 162, the prankster assess the victim to agree to fact that however the situation is approached, either through the prankster or the police, the victim will still be without the phone.

Gotcha Call 17

<p>135 v: ↑how could it be a favour even if ↑after that I 136 don't have any phone?</p>	<div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e0e0ff; padding: 5px; margin: 5px 0;">Comment [YK17]: <u>Assessment</u></div> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e0e0ff; padding: 5px; margin: 5px 0;">Comment [YK19]: <u>Assessment</u></div> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e0e0ff; padding: 5px; margin: 5px 0;">Comment [YK20]: <u>Assessment</u></div>
<p>150 P1: ↑still you'll 151 ↑still not have the phone ↑do you understand?</p>	
<p>152 v: ↑yes but at 153 least I know that I have ah you know if its a proper ahm ah 154 investigation=</p>	
<p>161 P1: you still ↑won't get the 162 phone back ↑do you understand that?</p>	
<p>163 v: yeah ah wha ah yeah 164 maybe that's true but at ↑least I know that it is a proper way 165 of doing stuff</p>	

Excerpt 17

The assessment questions invite the victims to agree to the presuppositions by the prankster. The prankster attempts to fine-tune the interactive frame by “reconstructing the ‘natural facts’” as mentioned by Garfinkel (1967) (cf. Seilhamer, 2011)

The types of questions that appear in the *Gotcha* called were grouped based on the purpose of the questions being asked in the *Gotcha* conversations. Majority of the questions asked seek to request for information regarding the rationale of the call and to seek information about participants of the call. Request for confirmation is the second highest types of questions asked to verify information followed by initiation of repair questions which appear to partially repeat questions which are still in construction or incomplete questions. Questions that suggest solutions and assessment questions that seek agreement between the interlocutors were the least type of questions that appear in the *Gotcha* conversations.

4.2 Findings of RQ 2

The second part of the analysis was done to find out to what extent the negotiation of questions and responses showed power in *Gotcha* calls. Both questions and responses throughout the *Gotcha* call conversations were analysed. The questions that appeared in the *Gotcha* calls were identified and categorised as Yes/No Questions and Wh Questions, while the responses were identified as answer, non answer or no response.

4.2.1 Distribution of question types and responses

The data shows that a total of 695 questions in the form of Yes/No and Wh questions were asked in the thirty *Gotcha* calls. 64% of the calls were Yes/No questions and 36% were Wh questions. However, only 61% of these questions got answers as response. The remaining responses were 25% of non answer and 14% of no response. These figures and percentages are shown in Figure 4.2 below.

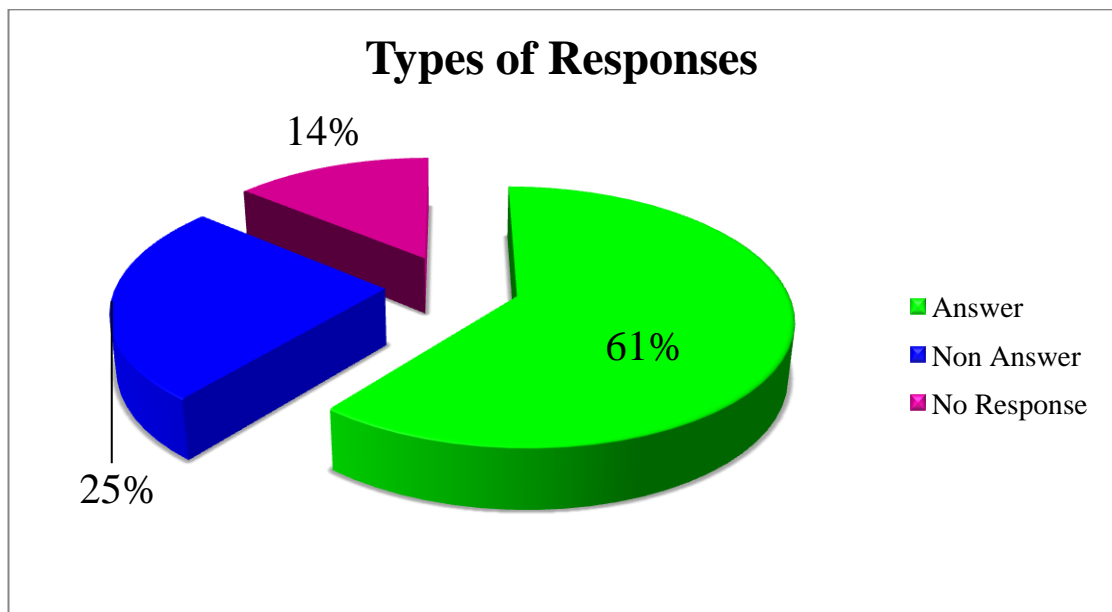


Figure 4.2: Types of Responses

The negotiation of question-response sequence in *Gotcha* calls are between the prankster and the victim. Thus, to find out which participant showed more control and power in terms of question-response sequence, a comparison was made between the interlocutors. The data was divided into questions asked by the pranksters and questions asked by the victims. Then the questions were also divided into the category of either Yes/No questions or Wh questions. Then, the responses were categorised as answer, non answer and no response. Figure 4.3 illustrates the how the data was categorised in order to do the comparison.

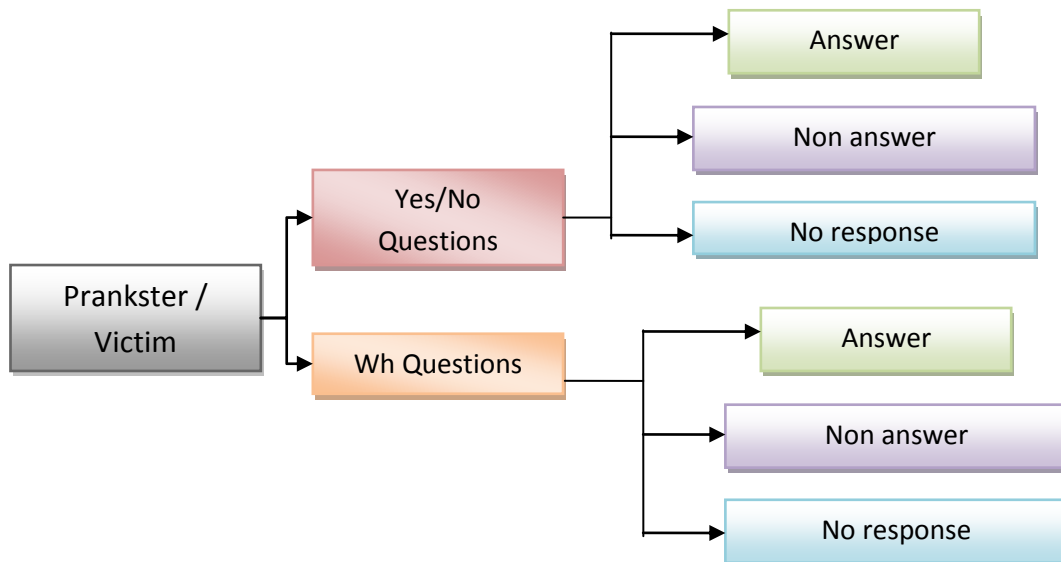


Figure 4.3: Data categorisation for RQ2

4.2.2 Distribution of Yes/No and Wh questions among pranksters and victims

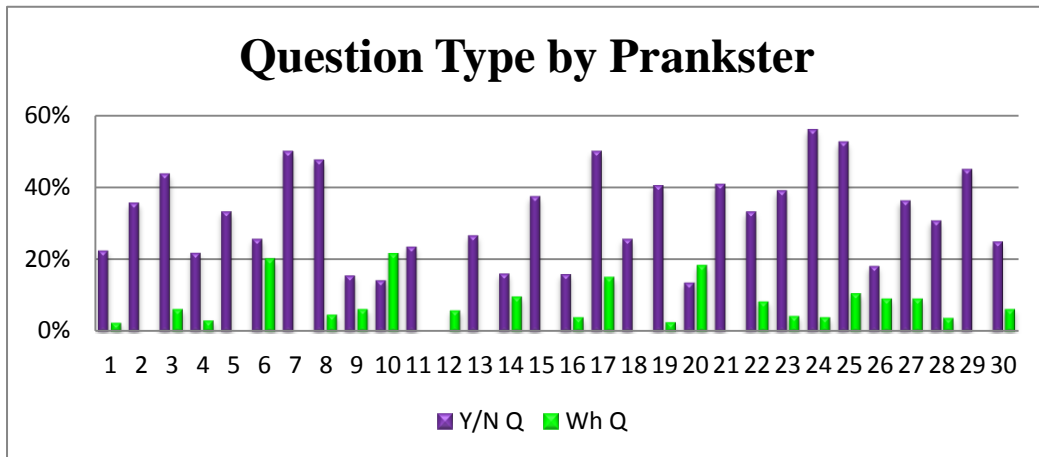


Figure 4.4: Distribution of question types by prankster

Figure 4.4 illustrates the distribution of questions asked by the pranksters throughout the thirty *Gotcha* calls. Majority of the questions asked by the prankster is the Yes/No questions. The prankster has used more of the Yes/No questions in 27 calls compared to only three calls of the Wh questions.

Figure 4.5 below shows the distribution of question by the victims throughout the thirty *Gotcha* calls. The distribution of question type among the victims seems almost equal. The victims have used more Yes/No questions than Wh questions in 17 calls only. In the rest of the 13 calls, the victims have asked more of Wh questions.

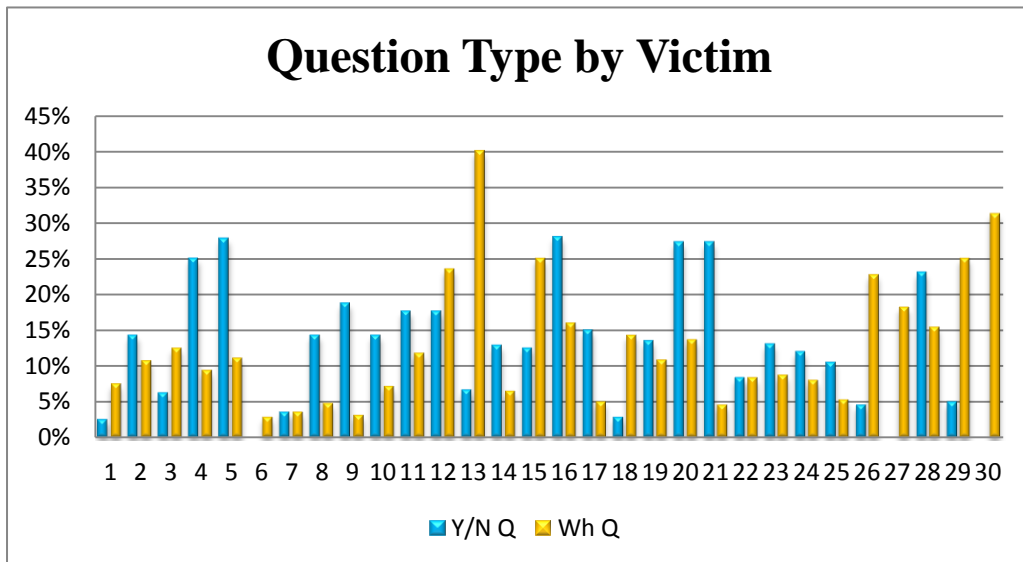


Figure 4.5: Distribution of question type by victim

The *Gotcha* call conversations in this study were analysed based on the adjacency structure of question-response sequence. Thus, it is significant to note that a question is asked to seek an answer. The answer to a question asked completes the intention of a question being asked and this accomplishes the expected outcome of an action (Davis, 1980 cf. Tsui, 1991). Therefore, the response with answers to both types of Yes/No and Wh questions achieve the purpose of the questions in the *Gotcha* conversations. Figure 4.6 and 4.7 show the distribution of the Yes/No questions and Wh questions with answers found in the study.

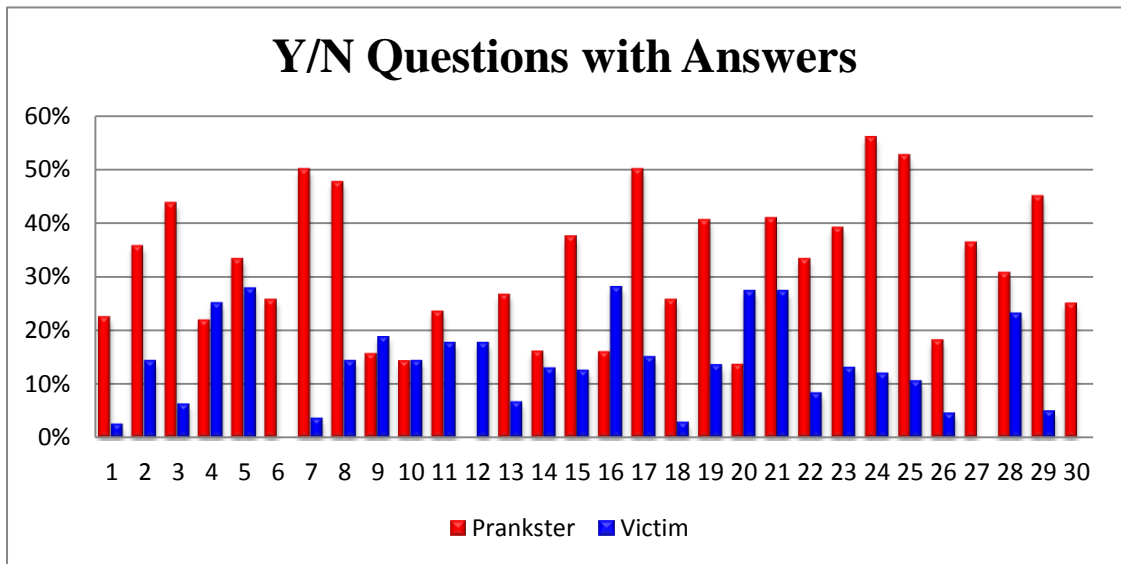


Figure 4.6: Distribution of Yes/No questions with answers

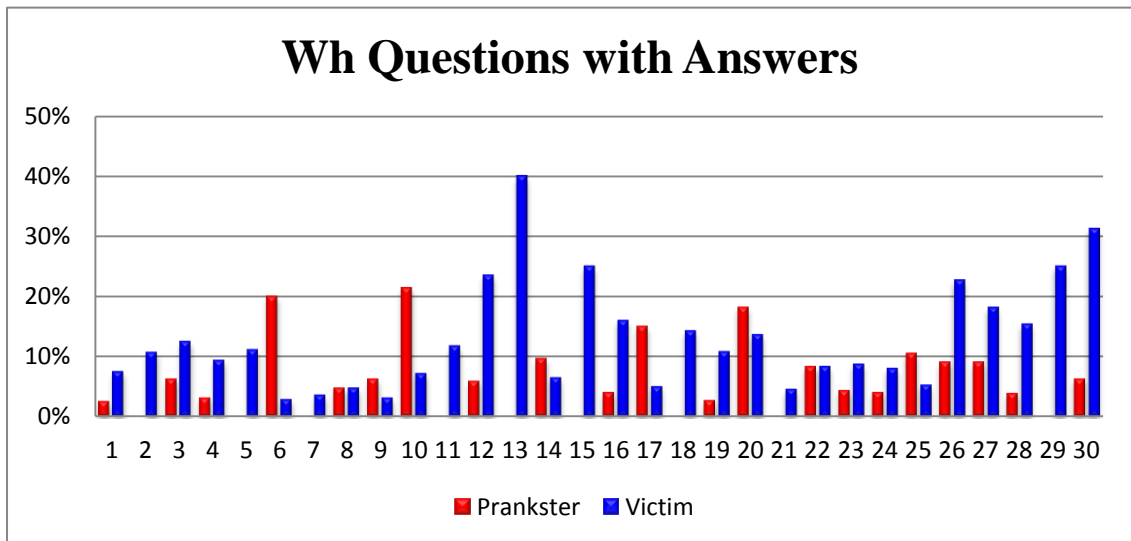


Figure 4.7: Distribution of Wh questions with answers

4.2.3 Yes/No Questions with answers

Wang (2006) explains that the Yes/No questions limit the addressee's response compared to the Wh questions. Thus, it also applies more power and authority than the Wh questions. Hence, only the explanation for findings of the Yes/No question with answers will be discussed in the following section

Figure 4.6 illustrates the distribution of Yes/No questions with answers in the 30 *Gotcha* calls. The data shows that in 24 calls, the prankster has asked the Yes/No questions and has gained the answers as well. However, in five other calls, the victim has asked more Yes/No questions with answers. This shows that not in all calls the prankster imposed more power and control over the victim through the sequence of questions and answers.

4.2.3.1 Yes/No Questions with answers by prankster

In almost all of the *Gotcha* calls, the prankster poses as someone in authority and demands the victims either to make payments or put them in a critical condition and burdens them to make immediate decisions. Out of the thirty calls, the prankster tricks the victim by pretending to be a bank officer, airlines ticket agent or staff from the telecommunications company in 28 of the *Gotcha* calls. Table 2 lists the fabricated identity the prankster created to demand for payments from the victims. The prankster makes use of this institutional context and imposes authority (Wodak, 1996, cf. Wang, 2006) onto the victims in the question and answer sequence in these conversations.

Table 4.1: Fabricated identity of prankster to demand for payment

Gotcha Call	Prankster's Identity	Demands for
2	Ticket agent	Payment
4	Fitness centre finance officer	Payment
6	Ticket agent	Payment
8	Online dealer from USA	Payment
10	Credit card officer	Payment
12	Credit card officer	Payment
14	A guy who purchased victim's former phone	Return payment
22	Telco officer	Payment
29	Telco officer	Payment
30	Telco officer	Payment

In all of the prank calls, the prankster establishes his identity as soon as the victim answers the phone call before moving on the subject matter of the call. The subject matter is the issue that the prankster creates and informs the victim in order to create the fabricated prank as illustrated by Seilhamer (2011). Once the prankster informs the victim his name and the institution that he is representing, the victim immediately fits the prankster in a familiar frame based on the victim's past experience and knowledge schema (Tannen and Wallat, 1993). Thus, the prankster is able to create the fabricated frame and gradually continues to move on with the prank. For example, in the Excerpt 18 below, the prankster introduces his name and the institution he belongs to in lines 15-16.

Gotcha Call 7

```
13 ((Phone rings))
14 V: hello
15 P1: <hello this is Chu Wei calling from XXX credit card
16 department may I speak to Mister V please?>
17 V: hmm yes
```

Comment [YK1]: Yes/No Question

Comment [YK2]: Answer

Excerpt 18

Once the identity is established, it allows the frame fabrication for the prankster as well. The victim identifies the caller and connects the situation based on his/her knowledge schema. Thus, for the victim, the bank frame is identified. However for the prankster, this creates the fabricated bank frame as he knows his true identity as a DJ and that in the fabricated bank frame, he is pretends to be a bank officer from the credit card department.

Gotcha Call 24

15	P2:	↑hello Miss V I'm calling from ah xxx	
16		call centre ah=	
17	V24:	hah	
18	P2:	=it's regarding of <u>your</u> ah iPhone	
19		you recently purchased	
20	V24:	yeah	
21	P2:	↑oh k ok the this is the thing	
22		a:h your iPhone ah a:h ok is comeback report to us ↑that you	
23		have ah a:h added <u>ah</u> extra <u>ahhm</u> programs to it (↑have you jail	
24		break your phone ah?)	Comment [YK2]: Yes/No Question
25	V24:	NO	Comment [YK3]: Answer
26	P2:	o:; k <u>you sure ah?</u> <u>no one?</u> <u>is your</u>	Comment [YK4]: Yes/No Question
27		family do for you?	Comment [YK5]: Yes/No Question
28	V24:	no no no why?	Comment [YK6]: Yes/No Question Comment [YK7]: AnsYK5-7

Excerpt 19

In Excerpt 19, the prankster informs the victim that he is calling from a respective call centre in lines 15-16 and also states that the call is related to a recent purchase of iPhone by the victim. This information is crucial for the victim to fit the current situation into something that the victim can relate to. The victim then uses his/her knowledge schema and past experience (Tannen and Wallat, 1993) to recognise the two pieces of information thus, allowing him/her to acknowledge the caller in line 20. The victim identifies the frame as something related to his/her new purchased iPhone from the respective call centre.

However, for the prankster, he has established a fabricated frame where he managed to convince the victim of his identity as an officer calling from a respective call centre. The prankster has also used his knowledge scheme and information provided to him regarding the victim to fabricate the frame. He then straight away uses his new institutional identity to impose several Yes/No questions to the victim. This can be seen in lines 23-24 and 26-27. The prankster uses his knowledge scheme and directs all these Yes/No questions towards the victim. His questions impose authority by restricting the responses as mentioned by Wang (2006) in lines 23-24 by seeking confirmation or a denial in this question. His victim answers his question in line 25 by

denying. Then he further re-confirms by asking if she was sure of it twice before suggesting by providing alternative questions if it could have been done by her family in lines 26-27.

In the following part, the negotiation of questions and answers to show power is exemplified through the conversations of *Gotcha* call 2. In *Gotcha* call 2, the prankster pretends to be a ticket agent and informs the victim that the credit card transaction was not successful. Therefore, she has to pay more to secure her ticket. To make the call even more interesting, the prankster gives her only a certain time period for her to decide.

In *Gotcha* call 2, the prankster introduces himself by letting the victim know his name and the name of the tour agency that he represents. This information establishes the identity of the prankster while creating the ticket frame for the victim and the fabricated ticket frame for the prankster. Then, the prankster continues with his Yes/No questions in lines 9-10 and 13-14 in Excerpt 20 below. The prankster questions the victim if she had booked a flight ticket with the agency on the twenty third of May. The victim responds to this question by agreeing to the given fact. She also gave additional information by informing the prankster the destination of the booked flight. Following this, the prankster continues to question the victim to further verify the fact that the booking was done using a credit card that was not under the victim's name. The victim also responds to this question by agreeing and also provided extra information that the credit card belonged to her mother.

Gotcha Call 2

8	P:	hi I just wanna	
9		clarify you booked a flight with us ah ahm for the twenty third	
10		of May?	Comment [YK5]: Yes/No Question
11	V:	yeah yeah I've booked tickets to go back to Malaysia on	
12		twenty third of May	Comment [YK6]: Answer
13	P:	okay ahm >you've done it with a credit card	
14		I didn't believe it's under your name↑[so I just]	Comment [YK7]: Yes/No Question
15	V:	[oh yeah that's my mum's]	Comment [YK8]: Answer

Excerpt 20

The prankster is just making confirmations with the victim regarding this information in order to make his identity conclusive so that the victim would not suspect that she is being framed. He shows his institutional authority (Wodak, 1996, cf. Wang, 2006) by confirming the information regarding the flight ticket date and the credit card information by asking direct Yes/No questions. The prankster succeeds at this stage as the victim believes that the call was a genuine call at that moment as she continued to provide extra information regarding the destination and that the credit card holder is her mother. The victim believes the call to be true as she knows in her knowledge schema that the tour agent is already aware of all these information and the questions are relevant to the ticket frame (Tannen and Wallat, 1993).

In line 16, Excerpt 21 below, the prankster decided to spur the situation by informing the victim that the transaction did not go through. At this moment, the victim uses the Yes/No question in order to seek confirmation of what she just heard from the prankster in lines 17-18. She was surprised to hear that the card did not go through. She used the Yes/No question as she was very certain that no problem arose on the day she did the booking. The prankster gave her a quick answer by telling 'no' and continued to put more pressure on her by informing her that there will be additional charges due to this. The victim who was quite confident a while ago now tones down and questions the

prankster by using a Wh question in lines 23-24. The victim seemed to be puzzled and was struggling to construct her sentence as she uses repair initiations before asking the actual question. She first used the word ‘what’ then followed by ‘why’ twice before asking for the explanation why there has been an increase in the charges as earlier she was informed that the transaction went through and now it’s otherwise.

Gotcha Call 2

16	P:	okay the thing is the credit card is not gone through	
17	V:	[it did]	
18		↑not get through?	Comment [YK9]: Yes/No Question
19	P:	↑no but what happens now honey is that you were	Comment [YK10]: Answer
20		ahm you actually you have to pay a surplus of twenty hundred	
21		dollars additional which ah your full price would be ahm a thirty	
22		two hundred and twenty five dollars now	
23	V:	↑what <why why >it has	
24		been increased like that? [because]=	Comment [YK11]: Wh Question
25	P:	[ahm]	
26	V:	= because they said it	
27		went through and now you're saying it did not↑ get through↑	

Excerpt 21

The prankster continues by not providing an answer to her question and went on to suggest maybe her mother was involved in a credit card fraud by imposing presupposition as mentioned by Seilhamer (2011). Next, the victim questions the prankster with a Wh question in order to find a solution for the problem in lines 36-37, Excerpt 22. She asks the prankster what to do next. The prankster tells her to go to the tour agency office as early as that night itself and make the additional payment. Notice that the prankster now has given a specific period of time and is persistent about making the payment. After listening to the prankster’s response, the victim straight away asks the prankster if she can call Kent and talk to him instead. She uses a Yes/No question to make her specific demand to call and talk to Kent. Kent is assumed to be the actual tour agent who made the booking earlier. However, the prankster ignores her question in line

41 and continues to insist that the victim needs to settle the payment within the night else she will have to pay the additional surcharge. This can be seen in lines 42-44, Excerpt 22.

Gotcha Call 2

<p>36 V: oh it is so↑ what do you 37 want me to do now? 38 P: >what I need you to do now is to come into 39 our office as early as tonight↑ and just make the additional 40 payment honey< 41 V: can I just call Kent and talk to him instead? 42 P: ↑you 43 know I need to settle this ↑tonight otherwise you need to pay 44 that surcharge] 45 V: <↑I can't I can't send tonight cause my mum is in 46 Malaysia and I'm in the US and right now I can't reach her so> 47 P: ok 48 here is the thing if you don't give me an answer an answer in a 49 within tonight I'm gonna have to cancel your flight and give it 50 to somebody else</p>	<p>Comment [YK15]: Q: Question</p> <p>Comment [YK16]: Answer</p> <p>Comment [YK17]: Yes/No Question</p> <p>Comment [YK18]: Non-answer Response</p>
---	--

Excerpt 22

The victim then explain to the prankster that she can't afford to do the payment within the given time frame as she is in the US and her mother is back in Malaysia. She makes it clear that she is not able to reach her mother at that moment. However, the prankster insists that he needs the answer by night or else he would have to cancel her booking and give the ticket to other customers. The victim again appeals that she can't afford to make the payment by herself and that is the reason why her mother was helping her with her credit card. The prankster chooses to ignore all her pleas and says that he will have to book her on the next flight. Then the victim continues to ask the prankster the cost of the ticket for the new flight and he informs her that it would be a thousand dollars more than the previous booking. This conversation is illustrated in Excerpt 23 below.

Gotcha Call 2

45 V: <↑I can't I can't send tonight cause my mum is in
46 Malaysia and I'm in the US and right now I can't reach her so>
47 P: ok
48 here is the thing if you don't give me an answer an answer in a
49 within tonight I'm gonna have to cancel your flight and give it
50 to somebody else
51 V: ↑I can't send it I ↑don't have the money that's
52 why she paid for it cause I can't I ↑can't afford it from here
53 that's why she paid for it
54 P: oh oh ok we're in a bit of a problem
55 then because then I'm gonna have to book you on the next flight
56 so because I need that

Excerpt 23

In the following Excerpt 24, the prankster continues to confirm if the victim wants him to book her the next the flight ticket via a Yes/No question in lines 66-67. The prankster again shows his influence by seeking confirmation or a denial from her. He restricts the response as mentioned by Wang (2006). However, the victim does not respond to his question with an answer. Instead, she replies with another Yes/No question requesting him to ask Kent to call her back in lines 68-69. Now, the victim reconstructs her Yes/No question by demanding the prankster to get Kent to call her unlike the first time she asked if she could make the call and talk to him. She tries to demonstrate more control through this question. However, her pursuit failed as the prankster again did not provide a direct answer. He told her that he would give her a couple of options to pick on and once she has done this, then only he would get Kent to call her back in lines 70-72. He ends his sentence by seeking a proposition from the victim in line 72. The victim agrees in line 74.

Gotcha Call 2

<p>65 P: =I know but ah I know honey but I'm so sorry that's 66 what happens though when things don't go through so can I do you 67 want me to book you on the next flight↑ 68 V: can you can you just ask 69 Kent to call me back please? 70 P: okay what let me give you a 71 couple of options okay then you pick one and then I'll get Kent 72 to call you back at this number okay? 73 V: okay]</p>	<p>Comment [YK21]: Yes/No Question</p> <p>Comment [YK22]: NO RESPONSE</p> <p>Comment [YK23]: Yes/No Question</p> <p>Comment [YK24]: Non-answer Response</p> <p>Comment [YK25]: Yes/No Question</p> <p>Comment [YK26]: Answer</p>
---	--

Excerpt 24

The prankster then gives the victim the options. She can either wire the money or go to the office directly to make the payment within the same night, or he would have to book her on the next flight and she would have extra one week to come up with the new payment. The victim continues to plead that all of the options are impossible for her to consider at that moment.

Then, in lines 84-87 Excerpt 25, the prankster warns the victim that if he doesn't get an answer immediately she leaves him no choice but to remove her from the current booking and will not be able to guarantee her another booking until June. At this moment, the victim gets annoyed and just insists the prankster to get Kent to call her for the third time in line 88-89. She again uses the Yes/No question format to make her point apparent. On the other hand, she fails to capture the contextualization cue that appeared in the pranksters claim. This is similar to the study by Dornelles and Garcez (2001) where the contextualization cues failed to be noticed by the victim. All the while, the prankster only mentioned the next booking without actually telling when that would be. He only mentions June abruptly after his continuous effort to make the victim stressed did not work.

The prankster finally gives in to her request in line 90 by saying ‘OK’. The victim continued to say that she can’t give an answer at that moment. The prankster then asked the victim with a Wh question to find out what time will be a good time for her then. He also continued with a couple of Yes/No questions that were seeking a final confirmation from the victim. The prankster questioned the victim that he is going to take her off the flight and repeated the same question by adding in that he is doing so to allow the victim to speak to Kent as she insisted. Although it sounded as if the prankster is giving in to the victims demand but he still shows the power and control that he has over the situation. In order for him to fulfil her demands, he will have to cancel her booking and will not be able to guarantee for another flight until June which will also be much more expensive. The victim responds to the prankster’s question with answers in line 95. The victim uses the words ‘OK, fine yeah and just do that’. Her choice of words and her tone expressed that she was annoyed already.

Gotcha Call 2

<p>84 P: ok I'm just giving you 85 a warning honey if you don't give me an answer now and I take you 86 off your flights I can't <u>guarantee</u> you you'll get a flight until 87 June that is the problem that we are facing right now 88 V: <it is 89 ridiculous> [can you just ask Kent to call me later please? I'm= 90 P: [ok [what] 91 V: [I can't] give you and answer right now 92 P: okay what time is a 93 good time then? I'm gonna take you off the flights okay? so I'm 94 gonna take you off the flight so you could speak to Kent? 95 V: [ok fine yeah and just do that]</p>	<p>Comment [YK29]: Yes/No Question Comment [YK30]: Answer Comment [YK31]: Wh Question Comment [YK32]: Yes/No Question Comment [YK33]: Yes/No Question Comment [YK34]: NO RESPONSE TO YK31 Comment [YK35]: Answer to YK32 Comment [YK36]: Answer to YK33</p>
---	--

Excerpt 25

Although at this point, the prankster has managed to invoke the victim’s emotion, he still continued to show domination by continuing the Yes/No questions. In the next Excerpt 26, the prankster seeks an absolute confirmation by asking the victim

using the same “fine” phrase she mentioned in the line 95. In line 96, the prankster questions the victim with the question ‘so you’re fine? The prankster tries to be sarcastic by using the term ‘so’ at the beginning of his question. He knows that the victim is upset and not in the state of being ‘fine’. Yet, he continues to question her with authority to make the call prank call appear more interesting for the audience. However, the victim just gives a short answer and confirms that she is fine. The prankster again continues to question her with by using the word ‘so’ in the beginning of his next Yes/No question. In lines 98-99, he questions the victim ‘so you won’t be flying back to Malaysia till June?’ This time, he succeeds to infuriate her as she raises her voice in lines 100-101 by answering his question and continue to explain that there is nothing much that she can do about it.

Gotcha Call 2

96	P:	so you're fine?	Comment [YK37]: Yes/No
97	V:	yeah	Comment [YK38]: Answer
98	P:	so you	
99		won't be flying back to Malaysia till June↑	Comment [YK39]: Yes/No
100	V:	↑yeah I can't do	Comment [YK40]: Answer
101		anything about it ↑sorry fine I ↑really can't	
102	P:	okay now look honey there's	
103		no point getting mad at me I'm just trying to help you out okay	
104	V:	ok	
105		fine then	

Excerpt 26

The *Gotcha* call 2 clearly exemplifies how the negotiation of questions and answers are used to show power in a *Gotcha* prank call. In this call, it is obvious that the prankster dominated the series of question and answers by using his institutional status (Wodak, 1996, cf. Wang, 2006) as a ticket agent and the Yes/No questions. Similar patterns are also seen throughout the other 23 *Gotcha* calls.

4.2.3.2 Yes/No Questions with answers by victim

However, there are five calls whereby the victims showed domination in the series of question and answer. The victims of *Gotcha* call 4, 9, 12, 16 and 20 show more authority and control than the pranksters. In these calls, some victims asked the prankster questions back in order to find a solution to their new problem, question the procedures while some even challenged the pranksters. The victims were able to do this because their knowledge schema was stronger than the prankster's. They knew other alternative ways to solve these problems, be well aware of the procedures and be confident of their past experience and knowledge related to these situations.

The victim of *Gotcha* call 16 portrayed a prevailing character since the beginning of the call itself. Once the prankster created the fabricated iPhone frame and moved on to inform the victim that she needs to return her new iPhone to the centre, the victim decided when the phone will be delivered. The victim decided that she will hand over the phone on Friday and just made confirmation with the prankster if it is ok with him in lines 42-43, Excerpt 27. Here, the victim shows authority by deciding the time when the delivery would be made.

Gotcha Call 16

42	V:	I'll be there on	
43	Friday is that ok?		Comment [YK11]: Yes/No Question
44	P2:	>Friday is fine but the only problem is	
45	when we give back the phone we cannot give you back iPhone		Comment [YK12]: Answer

Excerpt 27

The prankster then informs her that the replacement unit will only be available in February. He also added that the replacement unit will not be an iPhone four but an earlier model which is an iPhone 3GS. The victim then suggests she rather wait till February for her new iPhone four in lines 70-72, Excerpt 28 below. She uses the form

of Yes/No question to negotiate and insist that if she agrees to return the current unit and be willing to wait until February, will she get the iPhone four instead. The prankster answers her question by informing her that they will not be able to do as for her requirement. The victim then continues to question and reason out with the prankster that she will not accept the iPhone 3GS as a replacement. Nevertheless, the prankster does not provide any response to her question.

Gotcha Call 16

70 v: ah ok ↑fine then if I just return
 71 the phone and I wait till February can you give an iPhone four
 72 in February then?

73 P2: oh ↑this one we cannot do that then what

Comment [YK21]: Yes/No Question
 Comment [YK22]: Answer

Excerpt 28

The victim then uses the Yes/No question again in lines 115-116, Excerpt 29, to suggest and inquire if she will be able to get any units from other iPhone distribution centres. The prankster informs they will be able to but then all the units are already allocated for other customers.

Gotcha Call 16

114 v: ↑what
 115 about your other centres? ↑can I actually get something from
 116 your other centres?

117 P2: we ↑can but it's already designated to
 118 other people the thing is ah the only the only other centre is
 119 in ↑KL that has ah iPhone for available before April

Comment [YK34]: NO RESPONSE
 Comment [YK35]: No Question
 Comment [YK36]: Yes/No Question
 Comment [YK37]: Answer to YK35
 Comment [YK38]: Answer to YK36

Excerpt 29

The victim did not give up and continued her questioning. She explained to the prankster that the previous week when she bought her iPhone, she did not make any booking and came in as a walk in customer. There were 'ready stock' available at that

moment in lines 129-130, Excerpt 30. Thus, she demands for an explanation why they could not just provide her a unit from the 'ready stock'. She also reasons out with the prankster that it sounds impractical for her to hear that all of that stock has been sold out within the week in lines 133-134.

Gotcha Call 16

129 V: =just

130 walk in and you had ready stock?=
 Comment [YK39]: Yes/No Question

131 P2: yeah we had ready stock
 Comment [YK40]: Answer

132 V: ↑why

133 then? ↑why can't I get a ready stock? I mean I don't think it
 Comment [YK41]: Wh Question

134 would be sold out in a period of one ↑week right?
 Comment [YK42]: Yes/No Question

135 P2: ah it
 Comment [YK43]: NO RESPONSE TO YK41

136 ↑actually has that's why I think everybody buy for ↑Christmas
 Comment [YK44]: Answer to YK42

137 lar for all the festive season at the end of the year with
 Christmas

138 Christmas

139 V: .hhh hmm this is really very disappointing

Excerpt 30

From these excerpts of *Gotcha* call 16, the victim uses the Yes/No questions to inquire the prankster for other alternative means to find solution to the current problem at hand. Victim 16 uses her knowledge schema and her past experience in all of these questions. These scenarios illustrates that victim 16 was constantly assessing her knowledge schema (Tannen and Wallat, 1993) and was finding solution to her current problematic iPhone frame. She also refuses to consider any of the solutions given by the prankster. The victim's actions demonstrate that she is in control of the entire decision making.

Victim 4, on the other hand also uses her knowledge schema to question the pranksters but in a different way. Victim 4 questioned the prankster of his standard operating practice. In *Gotcha* call 4, the prankster pretends to be a finance officer from a fitness centre. He calls and inquires the victim when to expect her overdue payment. The victim is surprised as she had made arrangement with her boyfriend to use his credit card for the transactions and has been paying diligently to the boyfriend every

month. When she hears that there has been a backlog of three months payment, she first informs the prankster that she will discuss with her friend first and then get back to him. The prankster shows no patience and insists for an immediate reply. She then tells him that she would come later that night. The prankster then shows that he is impatient and needs the information right away. Then, on the third time, she uses the Yes/No question to suggest to the prankster if she can call him later after discussing with her friend in line 78-79, Excerpt 31. This time, the prankster gives in to her demand and agrees.

Gotcha Call 4

78 v: ahhhh <I don't know[↑] I have to discuss with him first (can I

79 call you later?>

80 P2: .hhh<no I just want to know when? I need to fill

81 up the report please allow me to fill up my report then at least

82 I do my job>

Comment [YK26]: **Yes/No Question**

Comment [YK27]: **Answer**

Excerpt 31

At the same time, victim 4 also realises that it is unusual for the fitness centre to call in suddenly and inform that there has been no payment done in three months. She sensed a mismatch in her knowledge schema. Based on her past experience, she knew that the fitness centre calls their customers every month if the payment is not settled by the 15th. The victim then, quickly orders the prankster to wait seven times before beginning to question him. This can be seen in line 88-89 Excerpt 32. Victim 4 uses the Yes/No question to confirm with prankster that by right, the staff of the fitness centre should be calling her every month if the payment has not been settled before the 15th. Her questions appear in lines 88-89 and 91-92. The prankster agreed and replied yes to both questions. Here, the victim appears to be authorial as she was confident that she knew the standard operating process of the fitness centre. This shows that she constantly checks her knowledge schema and past experience as stated by Tannen and Wallat (1993).

Gotcha Call 4

83	V:	ya I know but then it's weird why ah I mean like	
84		every month you=	
85	P2:	you see ev	
86	V:	=call your	
87	P2:	we give you a limit	
88	V:	no no ↑wait wait wait wait wait wait wait aah if I'm not mistaken	
89		every month you call your customer, right?=	Comment [YK31]: Yes/No Question
90	P2:	yes	Comment [YK32]: Answer
91	V:	=if didn't pay	
92		like after fifteenth, right?=	Comment [YK33]: Yes/No Question
93	P2:	ye::s	Comment [YK34]: Answer
94	V:	=so why haven't you call	
95		me for this past three months?	Comment [YK35]: Kh Question

Excerpt 32

In another call, victim 9 challenges the prankster in *Gotcha* call 9. In this call, the victim who hates credit cards receives a call from the credit card department who inquires victim 9 to provide reasons for requesting for credit increase. First, the victim is shocked to hear that he owns two credit cards as claimed by the prankster. Then, he gets really upset when the prankster tells him that he has made the request for the bank to increase his credit limit. Thus, in line 85 Excerpt 33, the victim challenges the prankster through a series of Yes/No questions asking him to show prove of his claim that he has the records that the victim has made these requests. Victim 9 shows authority through his questions to challenge the prankster as he is confident and knows for sure that he has not made any such requests to the bank. His confidence is purely based on his knowledge schema.

Gotcha Call 9

84 V: [redacted] how am I

85 [redacted] suppose to know? [redacted] ok you said you have the record right?

86 P1: [redacted] yes

87 V: ok (do you have the recording as well?)

88 P1: [redacted] we we will check thru [redacted]

89 V: [redacted] the true recording?

Comment [YK22]: Non-answer Response

Comment [YK23]: Wh Question

Comment [YK24]: Yes/No Question

Comment [YK25]: No Response to YK23

Excerpt 33

4.3 Summary

The findings presented in this chapter answers both research questions of the study. The type of questions that are constructed in *Gotcha* calls are categorised as social action questions. Requesting for information appears to be the major role of questions in the *Gotcha* calls with 36.1% out of 788 questions. Request for information was used primarily by both pranksters and victims to find out the identity of the victim, the call initiator (source) or the prankster. It is also used many times to get facts related the fabricated situations. This is followed by questions that request for confirmations, initiation of repair, suggestions and assessments.

Questions requesting confirmations are mainly used to lay emphasis on intentions and seek to verify or confirm it again. Alternatively, initiations of repair are questions that are partially repeated, incomplete or questions that are still in formation stage. These questions also portray the utterances to appear natural to avoid suspicion of the other participant. Suggestive questions are used to propose ideas to solve problematic situations and also to guide the opinion and actions of the interlocutors while assessment questions were used to seek agreement to presuppositions stated by the participants of the call.

Both the questions and responses were analysed to find out to what extent the negotiation of questions and responses showed power in *Gotcha* calls. The questions were divided into Yes/No and Wh questions while the responses were divided into

answers, non answers and no response. However, the Yes/No questions with answers proved to show power in the conversations of the *Gotcha* calls as the Yes/No questions restricts the responses and show authority while the answers prove to have the authoritative questions achieve its demands.

The findings show that 24 calls were dominated by the pranksters using the Yes/No questions with answers while the victims were in control in 5 other calls. Further investigation explains that the pranksters use the institutional context to impose authority. They also manipulated the fabricated context to make their demands for example by demanding for payments in order to make the calls appear more intense and enjoyable for the listeners. However, it is also interesting to see that the victims also assert control in some of the calls. Unlike the pranksters, the victims used their strong knowledge schemas to demonstrate authority through the Yes/No questions. The victims questioned the pranksters in order to find solutions to their problem, questioned the standard operating procedures and challenge the pranksters absurd claims.

CHAPTER 5

CONCLUSION

On the whole, this study sets out to look into the functions of questions and question-response sequence in the *Gotcha* prank calls. Two research questions were formed to find out the types of questions that are constructed in the *Gotcha* calls and also to investigate to what extent the negotiation of questions and response sequences show power in these prank calls.

5.1 Summary of major findings and discussions

The first research question was formed to find out the types of questions that are constructed in the *Gotcha* prank calls. The questions that appear in *Gotcha* calls are primarily intended to request for information which is consistent in most of the calls to begin with the information request questions. The request for information is constructed essentially to discover the identity of the victim, the prankster or the call initiator (source). Request for information are used at the beginning of the prank call to make sure if the prankster has reached the intended victim. On the contrary, questions asked to get information concerning the identity of the prankster or the source appears towards the end of the call once the prankster has informed the victim that he/she has participated in a prank call.

This finding is diverse from other studies on prank calls for example Seilhamer's (2011) and Dornelles and Garcez's (2001) studies. In the community of crank call practitioners as cited by Seilhamer (2011), the prank callers are encouraged to never reveal to the victims of the call that they are being pranked or the real identity of the prank callers. Dornelles and Garcez (2001) found out that in their study, the victim who made the call did not request any information regarding the identity of person that

she was talking to. In addition in both of these studies, the prank calls were exclusively made by the pranksters, no call initiators or sources were involved unlike the *Gotcha* prank calls.

It is also interesting to find out how the participants of the prank call construct the different types of social action questions that performed various functions throughout the call. Request for confirmation were produced to seek for confirmation or verification, while initiation of repairs were made to appear 'natural' (Seilhamer, 2011) to steer clear of suspicion and avoid giving away the fabricated frame. Suggestive questions were intended to propose propositions and alternate ways to solve problematic situations. Moreover, assessment questions were used to seek agreement on presuppositions.

The second research question was formed to investigate the negotiation of questions and response sequences that shows elements of power in the *Gotcha* prank calls. The investigation on question-response sequence illustrates that only question-answer sequence renders the accomplished expected outcome when a question is asked (Davis, 1980 cf. Tsui, 1991). Besides that, Wang (2006) also states that the Yes/No questions restricts responses and impose more authority. Thus, the Yes/No questions with answers prove to demonstrate power in the negotiation of question-response sequence *Gotcha* calls. Pranksters proved to be more in control in majority of these prank calls as they dominated the conversations using the Yes/No questions with answers in 24 calls.

The pranksters often create the identity of the caller as an authoritative figure representing an institution that is associated to the victim. This authoritative institutional character then makes ridiculous demands to make the victim go through an episode of distress. The institutional identity permits them to impose authority (Wodak, 1996, cf.

Wang, 2006) over the victims all the way through the *Gotcha* prank calls. The pranksters fabricate this institutional character in the beginning of all the calls.

It is also fascinating to discover that knowledge schema is crucial throughout the prank call for both the pranksters and victims. The fake identity and the institution the prankster represents are purposely created to be something that is familiar to the victim. This would enable the victim to make the connections using the victim's knowledge schema to avoid suspicion. The prankster also uses his knowledge schema in order to formulate the fake situations that relates to the fabricated identity and authoritative institution. Apart from that, it is also evident throughout the call that knowledge schema is used to construct the different types of questions and responses by both pranksters and victims. This substantiates Tannen and Wallat's (1993) 'interactive *structure of interpretation*' whereby the pranksters and victims are constantly referring to their knowledge schema to understand and react to the current situation.

Although the pranksters dominated the majority of the prank calls, there were five prank calls where the victims appeared to be in power over the pranksters. These victims' strong knowledge schema leads them to appear more powerful than the pranksters. The victims questioned the pranksters on alternative means to solve the fabricated problematic situations. These victims were also aware of the procedures related to the situations that they are associated with. Thus, they could question the pranksters on the standard operating structures as they knew their facts well and with full confidence in their knowledge schema. This shows that knowledge of the real world has a strong relation to power distribution in the questions-answer sequence.

Another interesting finding pertains to contextualization cues. There were occurrences where the cues failed to be noticed by the victims which is similar to the study by Dornelles and Garcez (2001) as well as situations where they were identified

which lead to frame shifts similar to the claim by Tannen and Wallat (1993). Frame shift also appeared when the prankster deliberately drew the attention to a new fabricated frame when the existing prank frame was about to collapse.

By analysing the types of questions that appear in the *Gotcha* calls and the negotiation of questions and response sequences that shows elements of power provides a new perspective for research on questions, negotiation of power and question – response sequences. This study is also significant as it adds on to the studies conducted on pranks calls particularly since radio prank calls are greatly lacking compared to television-based pranks.

5.2 Further studies

This study only refers to the English version of the prank call. Similar studies on questions types and question-response sequence could be conducted in other language mediums such as Bahasa Malaysia, Tamil or Mandarin. It would also be interesting to compare the results in these languages possibly to interview the pranksters and victims to further understand how they utilised their knowledge schema in the question-response sequence.

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APPENDIX A

Summary of Gotcha calls

	Title	Duration	Summary of call
1	Credit card lost	0:03:36	The victim has lost his credit card. The prankster calls him up and brags how he enjoyed spending using the victim's credit card.
2	Flight ticket USA	0:04:01	The victim who is currently studying in USA buys her airline tickets to return home to Malaysia by using her mother's credit card. The prankster tricks her by informing her that the transaction did not go through and she has no tickets to return unless she is willing to pay double the value she paid earlier for the same tickets.
3	Credit card husband and wife	0:04:20	The victim's wife pranks him. The prankster pretends to be the bank credit officer who seeks the victim's authorization to allow the wife's transaction that exceeds the credit limit.
4	Gym membership	0:04:32	The victim uses her boyfriend's credit card to pay her gym membership payments. The prankster from the gym informs her that the payment is overdue and no payment has been made since last three months although, the victim has been paying religiously every month to her boyfriend.
5	Laptop double charged	0:04:21	The victim used her aunt's credit card to purchase a laptop online. Then, later she gets a call from the prankster who pretended to be the online dealer. He then claimed that there has been a double charge and she also would not be receiving any laptop as an inquiry is being raised.
6	Credit card fraud	0:04:35	The prankster calls the victim to inform that the credit card transaction to buy his airline ticket to Australia did not go through.
7	Computer purchased credit	0:04:11	The prankster who pretended to be the credit officer called the victim to confirm an online purchase through his credit card. The victim was shocked when he was told that someone else has used his credit card to purchase a computer online.

Table, continued

	Title	Duration	Summary of call
8	Mum's credit card	0:04:03	The victim gets a call from a dealer from USA who wants to confirm the online purchases done by her daughter using the victim's credit card.
9	I don't want any credit card	0:04:24	This victim loathes credit cards and does not own any. Thus the prankster calls him up and inquires why he needs an increase on the credit limit and assures the victim that he has a credit card as well.
10	Credit card online payment	0:03:37	The victim of this call always settles all of his bills on time. However the prankster calls him from the bank telling him that his credit card bill is still unsettled and it will be soon barred.
11	Automated credit card	0:04:06	The victim has just activated a new gold card. He gets a call from the credit card department confirming a purchase done online that he did not do. The victim then is tricked into cancelling the purchase through an automated system
12	Credit card balance	0:03:33	This victim has cancelled his credit card. The prankster pretends to be the credit officer from the bank calls him up and says that although he cancelled the card, he made some purchases and he still owes the bank a lot of money.
13	Phone ID	0:03:39	The victim gets a call from the telco officer who claimed that the phone ID that is being used by the victim is illegal since there is no credit card information given. The prankster just came up with this rule and informed the victim that the account is being freezeed.
14	Singapore phone	0:04:07	This victim sold his phone to a phone dealer. The prankster pretended to be a customer who bought the phone from the dealer. He then calls the victim and complains that he has been cheated with a broken phone. He also demands the victim to pay him back the money he paid for the phone that he paid earlier to buy the phone from the dealer.

Table, continued

	Title	Duration	Summary of call
15	iPhone recall	0:03:10	The victim has just bought an iPhone4. The prankster calls and informs that the victim's phone has some problem and it needs to be returned and a new phone will be replaced within four months.
16	iPhone4 recall	0:04:31	The victim gets a call from the phone dealer informing that the new batch of iPhone4 that was sold is faulty and needs to be recalled. However, the prankster informs her that there is no immediate stock to replace the unit and it could take up to three months. Another option given is to replace the iPhone4 with an iPhone3GS.
17	Illegal Blackberry	0:04:30	This victim is being told that his Blackberry is an illegal unit and he need to return the unit and neither money nor another phone will be replaced.
18	Illegal Blackberry by boss	0:04:52	This victim gets a call from the authorities. The prankster claims that the Blackberry that her company provided her is an illegal unit and she could be jailed if found guilty.
19	iPhone4 bill duplication	0:04:09	The prankster has created a form named Warranty 2 – a form that doesn't exist in reality. The victim was informed that she did not sign this form therefore her phone bill is now being duplicated by someone and her phone bill is on the rise.
20	iPhone4 delayed by telco	0:03:50	This victim got upset when the prankster called him up and said that his iPhone4 is not ready for collection that day. He reminded the prankster that it was confirmed by the telco earlier that it was ready. Then the prankster adds on informing him that the unit that was supposed to be delivered to the victim was given to the telco boss's friend.
21	Blackberry telco package	0:03:38	The victim is told that the Blackberry that she has been using for a week is actually a hold unit for another customer and was accidentally sold by the new staff in their telco. The prankster then gives her two choices, either to buy the same unit under a wholesale price or upgrade the current monthly telco package which is higher than what she had sign up for.

Table, continued

	Title	Duration	Summary of call
22	Warranty 2	0:04:23	This victim gets a call from the collection agency demanding her bills to be settled or else all of the numbers under her name will be blacklisted.
23	Stolen iPhone	0:04:11	The victim was presented an iPhone for her birthday by her father. The pranksters called her up and made up a story that her new iPhone is a stolen unit and it needs to be returned immediately as an investigation will be going on. To add on to that she was also informed that neither money will be refunded nor a replacement iPhone for the stolen unit.
24	iPhone jail break	0:05:10	This victim who has just got a new iPhone for her birthday gets a call informing that she her phone is jail broken and it is illegal. Thus, her phone will be taken away and she can't have any iPhone for the next two years as she has breached the contract with the telecommunication company.
25	iPhone4 replace iPhone3	0:03:14	The victim sent her iPhone4 to be repaired by her telecommunication company which is still under warranty. The prankster calls her up and said that the damage to the iPhone4 was done intentionally thus, only an iPhone3 can be given as the replacement unit.
26	Phone delivery delayed	0:03:51	The victim gets a call revealing that his phone is not ready for delivery and it would take another five weeks. The pranksters in this call annoy the victim by modulating their voices to sound cheeky.
27	Hold music	0:03:50	The prankster called from a telecommunication company with regards to complain made earlier by the victim about his phone bill. The prankster used a hold music which was intentionally sung to annoy the victim.
28	iPhone warranty	0:03:36	The victim gets a call from the telecommunication company as his phone is sent for repair under warranty. The prankster tells him that he had purposely damaged his phone and they would not repair his phone using the warranty. The victim is asked to pay extra if he wants his phone to be repaired although the warranty is still valid.

Table, continued

	Title	Duration	Summary of call
29	Phone bill RM2500	0:02:37	The victim is called to be informed that his phone bill has reached the credit limit of RM2500 and he needs to pay the amount immediately before the telecommunication company bars his line.
30	Phone bill not paid	0:03:35	The victim gets a call from the telecommunication company saying that all the phone lines under her account will be blacklisted since the phone bill has not been settled yet although she had just made all the payments a day earlier.

Total: 2 hours and 12 seconds

APPENDIX B

Transcription symbols

Jeffersonian Transcription Notation includes the following symbols:

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.

APPENDIX C