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華語會話中之自我發起自我修補：

以華語母語者日常會話語料為本

Self-initiated self-repairs in Chinese conversations:

Based on conversational data in daily talk

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華語會話中之自我發起自我修補：以華語母語者日常會  
話語料為本

Self-initiated self-repairs in Chinese conversations: Based  
on conversational data in Chinese daily talk

本論文係李洙旻君（學號 R09146015）在國立臺灣大學  
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## 摘要

本研究分析在中文日常對話當中自我發起自我修補(以下簡稱 SISR)操作的組織和交際功能。Schegloff (2013)提供了全面的分析，因此本文試圖根據 Schegloff (2013)的工作重新審視並概述中文日常對話中的自我發起自我修補。

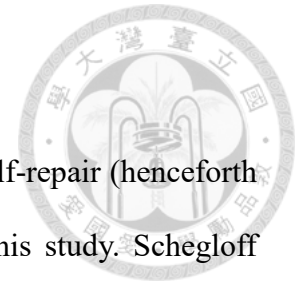
本研究以對話分析做為分析框架。記錄了中文母語者之間的一對一日常對話，並根據 Jefferson (2004)的轉錄符號部分轉換為文本文件。研究了兩位中文母語者各自參與的四個持續一個小時的視頻。

根據 Schegloff (2013)的十種操作，即替換、插入、刪除、搜索、插入括號、中止、跳轉、循環、重新格式化和重新排序，對 SISR 操作的模式進行了研究。在本研究中發現了 Schegloff (2013)基於英語日常對話數據分析確定的所有十種操作。本研究還根據它們的交際功能進一步細分了這些類別，包括糾正錯誤、調整講話者的認識立場、調整參考範圍、轉移重點的焦點。本研究考察了中文對話中 SISR 的形式和交際功能，從而補充了先前對中文 SISR 的研究。

**關鍵詞：** 自我發起自我修補、修補操作、中文日常對話、對話分析



## Abstract



The organization and interactional import of self-initiated self-repair (henceforth SISR) operations in Chinese daily conversation are analyzed in this study. Schegloff (2013) provides a comprehensive analysis, and therefore, this paper attempts to revisit and provide an overview of self-initiated self-repairs in Chinese daily conversation based on Schegloff (2013)'s work.

This study follows conversation analysis as an analytical framework. One-on-one daily conversations between Chinese native speakers are recorded, and converted into text files based partly on Jefferson (2004)'s transcription symbols. Four one-hour-long videos, where two Chinese native speakers participate respectively, are investigated.

The patterns of SISR operations are examined based on Schegloff (2013)'s ten operations: replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. All ten operations identified by Schegloff (2013) based on the analysis of English daily conversation data were found in this study. This study also subdivided these categories based on their interactional imports: correcting errors, adjusting speakers' epistemic stance, adjusting the scope of reference, shifting the focus of emphasis. This study examines the form and interactional imports of SISR in Chinese conversation, thereby supplementing previous research on Chinese SISR.

**Keywords:** Self-initiated self-repair, Repair operations, Chinese daily conversation, Conversation Analysis



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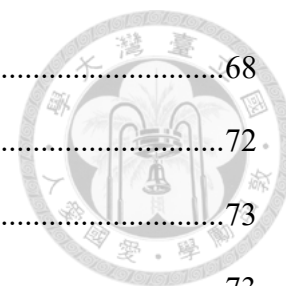
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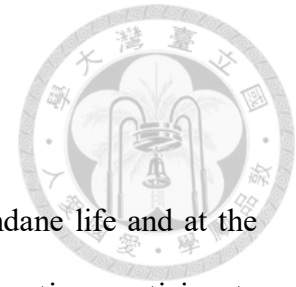
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## Chapter 1 Introduction



### 1.1 Background

Talk is the most fundamental communication means in mundane life and at the center of world-changing events (Gardner, 2004). When conversation participants encounter troubles in speaking, hearing, or understanding the talk, they use repair to address the troubles and keep the conversation going. This paper focuses on organizations of self-initiated self-repairs in Chinese daily conversation, adopting conversation analysis as an analytic approach.

Conversation analysis is a field of study that focuses on describing the organization of the talk in ordinary conversation (Markee, 2000). In the late 1960s and early 1970s, Harvey Sacks, Emmanuel Schegloff, and Gail Jefferson laid a foundation for the conversation analytic approach. It is an approach to studying the organization and system of the talk, and three principal findings constitute the organization of the talk: turn-taking, sequence organization, and repair (Sacks et al., 1974).

Turn is a series of talks composed of one or more turn constructional units (TCUs), and turn-taking occurs at transition-relevance places (TRPs), which are the TCUs where it becomes relevant for another participant in the conversation to take the next turn (Sacks et al., 1974). According to Sacks et al. (1974), these TCUs have projectability, which allows the recipient or potential next speakers to anticipate possible points of completion of the talk, and “transfer of speakership is coordinated by reference to such transition-relevance places” (Sacks et al. 1974: 703). Through the projectability of TCUs, speakers, and hearers can collaborate to take turns and move the conversation forward.

From the perspective of conversation analysis, turns are sequentially organized, and the position of a turn in talk-in-interaction is crucial to understanding and analyzing its meaning (Schegloff, 2007). Conversational parties inspect each other’s preceding turn

and their response based on sequential organization, and continue the conversation (Schegloff, 2007).

When parties encounter problems during the talk, repair is deployed to solve them, which is the focus of this thesis. Repair refers to a social action through which conversation participants address problems during ongoing interaction (Schegloff et al., 1977), which includes problems of pronunciation, listening, understanding, or false, irrelevant, or inappropriate information or expression (Schegloff, 1987a).

Conversation analysis researchers believe that talk and social action are sequentially organized, and so is the repair mechanism. According to Schegloff et al. (1977), repair occurs in three steps; first, the trouble source appears, then repair is initiated immediately or after a few turns, and finally operated by the speaker of the trouble source or the recipient of it.

Depending on the speaker of the trouble source and the initiator of the repair, a repair can be divided into four types: self-initiated self-repair (SISR); self-initiated other-repair (SIOR); other-initiated self-repair (OISR); other-initiated other-repair (OIOR) (Schegloff et al., 1977). This paper explores self-initiated self-repair (SISR) in Chinese daily conversations, as self-repair occurs frequently over other-repair (Schegloff et al., 1977), and research on SISR operations in Chinese daily conversations has emerged relatively recently.

Also, a repair can be classified based on the positions where the repaired segment occurs; same turn which includes trouble sources; transition-relevance place; third turn, which is followed by the one that is after the trouble source turn. This paper focuses on the operation of self-initiated self-repair in Chinese daily conversations at different positions, since SISR operations are detected at various positions in the data this paper investigates. The way repair is operated by the speaker of trouble sources, and its

interactional import, which refers to utilizing SISR operations to facilitate collaborative projects or tasks among participants within a conversation (Luke & Zhang, 2010), will be investigated.



## 1.2 Motivation

Research on SISR operations in English daily conversation has been extensively carried out. Schegloff et al. (1977) is the first paper that defines the concept of repair and shows speakers' preference for self-correction. Schegloff (1992) argues that conversation participants display their understanding of others' actions through a repair mechanism, which sustains the intersubjectivity in the conversation. Schegloff (2013) examines ten operations in self-initiated repair in the same turn, providing an overview of SISR operations in English conversation. Some studies have focused on particular repair practices. Wilkinson and Weatherall (2011) analyze the technology of insertion repair, which is one of the SISR operations. Some studies have centered on repairs on personal references. Bolden et al. (2012) examine how an indexical reference is repaired into a full-form reference at the transition-relevance place or the third turn. Lerner et al. (2012) probe the way the repair operation adjusts the precision of formulations of personal references.

SISR operations in Chinese conversation have also been investigated in several studies. While Chui (1996) analyzes the organization of SISR in Chinese conversation and proposes six patterns of repair operation, Zhang (1998) examines the repair mechanisms in Chinese conversation and specifically investigates three operations (replacement, insertion, and abandonment) of self-initiated repair. Zhang (2016) later narrows it down to compare two particular repair operations—reordering and parenthesizing—in Chinese daily conversation. Luke and Zhang (2010) investigate the organization and interactional import of insertion repair in Chinese daily conversation.



However, SISR operations in Chinese conversation need to be further explored, since what Chui (1996) mainly examines is the grammatical relationship between repaired and repairing segments, not yet dealing with examining interactional imports of repair operations. In addition to reordering and parenthesizing in Zhang (2016), the other eight types of SISR operations proposed by Schegloff (2013) also merit further explorations.

Based on the prior studies, this paper revisits and investigates Chinese SISR operations by using Schegloff's classifications (2013) as a framework, which is believed to be the most updated and comprehensive framework to follow. This thesis attempts to give an overview of the types of SISR operation following Schegloff (2013) and discusses their interactional imports in Chinese daily conversation, filling the gap concerning previous studies.

### 1.3 Aims of the Study

In this study, the data from Chinese daily conversations will be analyzed within the framework of conversation analysis. Through the analysis, this study aims to uncover the repair operation techniques and the interactional imports of self-initiated self-repair in Chinese daily conversation.

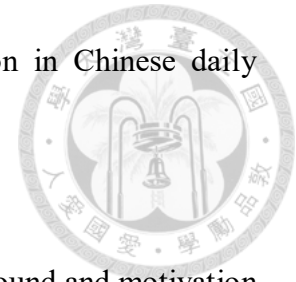
Since any TCUs in talk-in-interaction have possibilities to be repaired depending on the way conversation participants understand and interpret them, and the techniques of repair initiation and operation to resolve the same trouble sources can be different according to the parties of the interaction, this study aims to investigate and describe repair mechanism on a moment-by-moment basis.

### 1.4 Research Questions

The research questions of this thesis are as follows:

- 1) What are the patterns of SISR operation in Chinese daily conversation?

- 2) What are the interactional imports of each SISR operation in Chinese daily conversation?



### 1.5 Organization of the Study

This study consists of five chapters. In Chapter 1, the background and motivation are explained, and the aims of the study and research questions are provided.

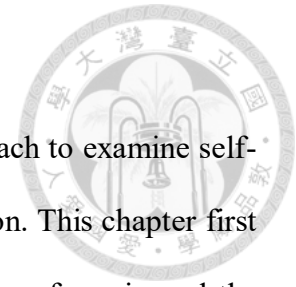
The following chapter will introduce the definition and types of repairs, and review prior studies of SISR in daily conversation.

In Chapter 3, the methodology of the study will be described. First, the data used in the study will be introduced in detail, followed by a demonstration of how the data is analyzed.

Chapter 4 and Chapter 5 focus on the data of daily conversations in Chinese. Ten types of operations will be analyzed separately in two chapters based on the presence and absence of repaired segments after being repaired. Replacing, deleting, aborting, sequence-jumping, and reformatting are analyzed in Chapter 4. Inserting, searching, parenthesizing, recycling, and reordering are examined in Chapter 5.

Lastly, the findings of the study are summarized, and the limitations of the study and suggestions for future studies are presented in Chapter 6.

## Chapter 2 Literature Review



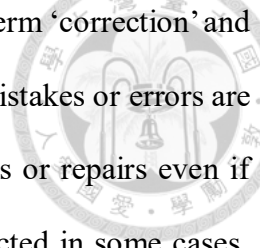
This study adopts conversation analysis as its analytic approach to examine self-initiated self-repair (SISR) organization in Chinese daily conversation. This chapter first introduces the main concepts in conversation analysis, the definition of repair, and the organization and types of repair to lay a foundation to understand SISR. Lastly, the organization and operations of SISR in the daily talk are investigated based on the analysis of previous research.

### 2.1 Main Concepts of Conversation Analysis

Conversation analysis was based on the studies of two sociologists, Harold Garfinkel, and Erving Goffman. In the late 1950s and the early 1960s, Garfinkel brought attention to the notions of commonsense and knowledge, arguing that common culture or shared knowledge could not be understood identically by different people, and investigated the way people interactively achieve mutual understanding of everyday life (Garfinkel, 1967). The other sociologist Goffman, who studied human interaction, examined the basic social characteristics of social interaction (Goffman, 1964). In the mid-1960s, Harvey Sacks laid the foundation for conversation analysis based on the research of Garfinkel and Goffman. He applied the study of Garfinkel's practical reasoning to the topic of social interaction which Goffman was interested in, and founded the base of conversation analysis. Conversation analysis investigates how social interactions are made, and how conversation participants achieve mutual understanding in daily talk.

### 2.2 Definition of Repair

Repair refers to a set of practices through which interlocutors address troubles in hearing, speaking, and understanding during interaction. In addition to managing these troubles, disagreement or disaffiliation, and the relevance of categorical memberships can also be handled by repair practices (Bolden et al., 2012).



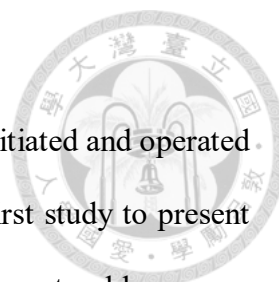
A relevant term ‘correction’, and the differences between the term ‘correction’ and ‘repair’ should be clarified. Schegloff et al. (1977) state that not all mistakes or errors are replaced by the correct ones. In addition, there would be corrections or repairs even if there are no mistakes or errors, and obvious mistakes are not corrected in some cases. Accordingly, this paper uses the term ‘repair’ instead of ‘correction’ to include more instances of interlocutors addressing troubles or repairables in talk.

### 2.3 Organization and Types of Repair

Repair practice is composed of three segments: trouble source, repair initiator, and repair operator (Schegloff et al., 1977). Trouble source refers to TCUs that interlocutors treat as troubles in speaking, hearing, and understanding, grammatical errors or mistakes, and those disaffiliated to the previous turn. Repair initiation refers to an action that launches repair using a variety of techniques, such as cut-offs, sound stretches, and nonverbal items (Schegloff et al., 1977). A speaker or listener of a current turn marks trouble sources when s/he takes notice of trouble sources with repair devices such as interruption markers or repetition of trouble sources (Schegloff et al., 1977), which are referred to as repair operations.

According to Schegloff et al. (1977), repair is classified into four types based on who initiates and operates repair: self-initiated self-repair (SISR), self-initiated other-repair (SIOR), other-initiated self-repair (OISR), and other-initiated other-repair (OIOR). It can also be classified into three types according to where repaired segment occurs: the same turn where the trouble source presents; the transition-relevance place; third turn, which is followed by the one right after the trouble source turn.

This paper focuses on the SISR operations in Chinese daily conversations based on Schegloff’s (2013) framework.



## 2.4 Organization of SISR in Daily Conversation

Self-initiated self-repair refers to the type of repair which is initiated and operated by the speaker of the trouble source. Schegloff et al. (1977) is the first study to present the concept of repair, through which interlocutors address repairables, or trouble sources which impede the process of conversation. It also classifies types of repair based on the speaker of the repair initiation: self-initiation of repair refers to the repair which is initiated by the speaker of the trouble source; other-initiation of repair is the one which is initiated by the one other than the trouble-source speaker.

The self-initiated repair can be divided into three types according to the locations of the initiation (Schegloff et al., 1977). First, it occurs within the same turn which includes trouble sources. Repair initiation within the same turn is the most common type among self-initiated repairs. Second, repair initiations can also be placed in the transition-relevance place of the turn which contains the trouble source. Lastly, repair initiations can be placed in the third turn to the trouble-source turn, which is followed by the subsequent turn of the trouble-source turn.

Table 2.1 Three Types of Repair According to the Location of Repair Initiation

	Example
Same-turn	Schegloff et al., 1977:366, (17) Naomi: But <b>c'd we- cd' I</b> stay u:p?
TRP	Schegloff et al., 1977:366, (19) J: He's stage manager. (2.0) J: <b>He's actually first assistant</b> but-he's calling the show.
Third turn	Schegloff et al., 1977:366, (20)

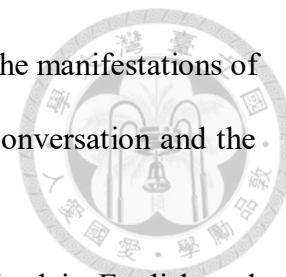
	<p>Hannah: And he's going to make <b>his own paintings</b>.</p> <p>Bea: Mm hm,</p> <p>Hannah: And-or I mean <b>his own frames</b>.</p>
--	--



Self-initiation further involves several techniques (Schegloff et al., 1977). When a speaker self-initiates within the same turn which contains the trouble source, it accompanies various signs, such as cut-offs, which interrupt the utterance or sound in progress, sound stretches, which lengthen a word or a non-lexical item with a delay of progression of the turn, to show that repair initiation immediately occurs. Pause is also used to initiate repair, which stops the pronunciation of the trouble source within the turn. Non-lexical items such as ‘uh’, ‘en’, and ‘eh’ in English or 呃 *e* ‘uh’, 嗯 *en* ‘hmm’, 哎 *ai* ‘ai’ in Chinese are used as the repair initiations that hold the production of trouble sources (Tang, 2014).

After being initiated, the repair can be operated in a variety of ways. Replacement and word searching are mentioned in Schegloff et al. (1977) to differentiate the definition of repair from correction. Schegloff (2013) extends to examine ten operation skills of SISR in ongoing English conversation: replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. Chui (1996) introduces six repair operation patterns in Chinese everyday talk: repetition, completion, replacement, addition, reordering, and abandonment. Zhang (1998) investigates three types of operations in the same-turn self-repair: replacement, modification, and restructuring. Luke and Zhang (2010) analyze the organization and interactional import of insertion operation in Chinese daily conversation. Zhang (2016) examines parenthesizing and reordering in Chinese daily conversation based on Schegloff (2013). In addition to the repair patterns, Chui (1996) and Zhang (1998) emphasized the

syntactic structure of the repair mechanism. This study investigates the manifestations of ten repair patterns proposed by Schegloff (2013) in Chinese daily conversation and the interactional functions of these SISR operations.



Some earlier research concerned with how SISR is organized in English and Chinese will be introduced in the following sections.

## 2.5 Operations of SISR in English Daily Conversation

Schegloff et al. (1977) make a brief mention of repair operation when explaining the difference between correction and repair, but categories of SISR operations are not discussed clearly. Schegloff (2013) proposes an extended and comprehensive framework that contains ten operations of SISR in English daily conversation. Ten operations proposed by Schegloff (2013) and research related to the operations are introduced below.

### 2.5.1 Replacing

Replacing refers to substituting an element of a TCU into another. Some of the replaced segments are in the same linguistic or grammatical category as trouble sources, but it is not necessary to be identical.

Extract 2-1 (Schegloff, 2013:44, (01) TG, 7)

```
01 Bee: .hh Yihknow buh when we walk outta the cla:ss.=  
02 Ava: =nobuddy knows wh't[wen' on,]  
03 Bee: [Wid- .hh] h=  
04 Bee: =Li(hh)ke wu- .hh Didju n- Didju know what he wz=  
05 talking about didju know wh't [structural paralysis=  
06 Ava: [dahhhhhh!  
07 Bee: =was I sid no I sid but we're supposetuh know what it  
08 -> is (fuh Weh-).hh yihknow fuh tihday's [class. 'n,  
09 Ava: [.hhh Mmm.  
10 Bee: He nevuh wen' o:ver it 'n,t! .hhhh
```

'Weh-', which is meant to be 'Wednesday', is replaced by 'today' at the same turn being cut off in line 08. 'For', before 'Weh-' and 'tihaday's' in line 08, is used as a frame, which refers to an utterance repeated before or after the repaired segments (Wilkinson & Weatherall, 2011). TCU-in-progress can be terminated by cut-off, as seen in this extract.

However, narrowing or broadening the scope of trouble source by replacing is not investigated in Schegloff (2013). This case is explored based on Lerner et al. (2012), which covers repairing references on persons by narrowing or broadening their scope.

It is worth noting that there is extensive research concerning repairing references. Lerner et al. (2012) discuss repairing references on persons by replacing or inserting. There are two ways to recalibrate references on persons: to narrow or to broaden the scope of the references. Reducing the scope can specify the ambiguous relevance, or increase the credibility of what speakers have said. Broadening the scope, on the other hand, is used to reduce the certainty of the referents. Revising references on other targets in addition to on persons will also be covered in this thesis.

Bolden et al. (2012) investigate replacing indexical references with full-form references to seek a response that is missing or does not meet the expectations of the speaker. Replacing references in Chinese daily conversation will be investigated in this study.

### 2.5.2 Inserting

Inserting means that speakers add new TCUs during ongoing conversations.

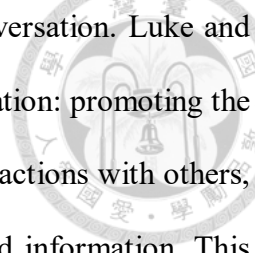
Extract 2-2 (Schegloff, 2013:46, (04) Joyce & Stan, 4)

01 Sta: And fer the ha:t, I'm lookin fer somethi:ng uh a  
02 -> little different. Na-uh:f:not f::**exactly** funky but  
03 not(.) a r-regular type'a .hhh>well yihknow I I<  
04 have that other hat I wear. yihknow?  
05 Joy: Yeah,

The adverb 'exactly' is inserted before the adjective 'funky' in line 02, which is used as a pre-frame of the repaired segment. The inserted item modifies the repairable by intensifying its degree.

Luke and Zhang (2010) analyze the organization and interactional functions of insertion operation in Chinese daily conversation. There are two types of form in insertion operation: local insertion, through which a modifier is added before a head, and global





insertion, through which clauses are added in the middle of the conversation. Luke and Zhang (2010) also investigate interactional imports of insertion operation: promoting the recognition of references, coordinating speakers' understanding and actions with others, emphasizing speakers' identity, and providing additional background information. This paper also divides the organization of insertion operation into local insertion and global insertion following Luke and Zhang's (2010).

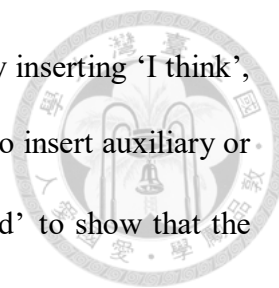
Wilkinson and Weatherall (2011) investigate the way the inserted material modifies the trouble source in conversation. Speakers do not treat repairables as wholly wrong, just as less specific or less emphasized. Insertion is categorized into specifying, intensifying, describing, adjusting, and adding according to its interactional function.

Specifying refers to an operation that details the original reference by inserting items and it is subdivided into 'specifying to differentiate' and 'specifying in the service of the interactional task-at-hand'. Specifying to differentiate is pointing out a certain referent among referents that had been mentioned in previous turns to avoid misunderstanding. Specifying in the service of the interactional task-at-hand, on the other hand, is inserting elements to improve the relevance of the conversation, although there is no referent to make recipients misunderstand.

Intensifying refers to increasing the degree of repairables by inserting elements, which are adverbs or prepositional phrases.

Describing refers to an operation to insert items to explain people, objects, places, or actions. It is differentiated by specifying to differentiate, in the sense that specifying to differentiate is to distinguish original referents from previously mentioned ones, but the element which is being described does not have any referents mentioned before, and just gives a detailed explanation.

Adjusting is divided into epistemic formulation and action formulation. The



epistemic formulation is to lower the degree of speakers' certainty by inserting 'I think', 'I guess', 'I'd say', 'possibly', or 'probably'. Action formulation is to insert auxiliary or catenative verbs such as 'try', 'manage', 'decide', 'had', and 'would' to show that the action of the main verb is delayed.

Insertion operations reviewed above are to modify repairables, but adding is to insert a new category that is different from the existing one. Thus, unlike other insertion operations, adding does not modify any TCUs.

Following Wilkinson and Weatherall (2011), this thesis will particularly examine the insertion operations of SISR in Chinese daily conversation.

### 2.5.3 Deleting

Deleting is an operation in that a speaker discards TCUs that are already mentioned. It is less frequent than the majority of other repair operations. Pre- or post-frame is found in extracts of Schegloff (2013) when deleting is operated.

Extract 2-3 (Schegloff, 2013:48, (08) Auto Discussion, 25)

01 Cur: [No in a little snowmobile that's  
02 a little bit too fast.  
03 Gar: No well that's nothin. They're duhposetuh go a hunnerd  
04 'n twunny a hunnerd'n[twunny five miles'n hour. ( ),  
05 Car: [°(Scuze me),  
06 Cur:->*That's **still** That's too fas[t.*  
07 Gar: [That['s too fast.  
08 Mik: [Ain' no way I'd get  
09 inna snowmobile going that fast.

The adverb 'still' is deleted with the pre-frame 'That's' in line 06. 'Still' implies that some efforts have been made to slow down, but the speaker seems to think that there is no other attempt to reduce the speed, so the adverb is discarded.

### 2.5.4 Searching

Schegloff (2013) quotes Lerner (2004), which argues that searching is divided into two types: precises and delicates. Precises refer to searching specific names of people,

places, or businesses. Delicates are used to search for something obscure and not discernible to speakers.



The extract below shows the case of precisés.

Extract 2-4 (Schegloff, 2013:49, (10) Joyce & Stan, 5)

01 Joy: Why don'tchoo: go into Westwoo:d, (0.4) and go to  
 02 Bullocks.  
 03 (1.2)  
 04 Stn: ->Bullocks?ya mean that one **right u:m (1.1) tch! (.)**  
 05 ->**right by thee:u:m(.)whazit the Plaza?theatre::=**  
 06 Joy: =Uh huh,  
 07 (0.4)  
 08 Stn: °(memf::)°  
 09 Joy: °Yeah,

Stan tries to remember the name of the place with pause and sound stretch, and non-lexical items 'tch' and 'um' in lines 04 and 05.

Extract 2-5 shows the case of delicatés.

Extract 2-5 (Schegloff, 2013:49, (11) TG, 01)

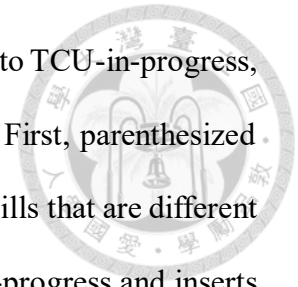
01 Ava: H' llo:?  
 02 Bee: hHi:,  
 03 Ava: Hi:?  
 04 Bee: hHowuh you:?  
 05 Ava: Oka:::y?hh=  
 06 Bee: =Good.=Yihs[ou:nd ]hh  
 07 Ava:-> [ <I wan] 'dih know if yih got **a-uh:m**  
 08 -> **wutchimicawllit.A: :pah (hh) khing place** °th's  
 09 mornin' .hh  
 10 Bee: A pa:rking place,  
 11 Ava: Mm hm,  
 12 (0.4)  
 13 Bee: Whe:re.  
 14 Ava: t! Oh: just anypla(h)ce? I wz jus' kidding yuh.  
 15 Bee: Nno...

Ava uses a variety of repair initiation skills, such as the non-lexical item 'a-uh:m' and sound stretch in lines 07 and 08. However, s/he does not seem to have thought of a specific place, shown in line 14. Since the target of searching is not apparent, it is categorized as 'delicatés'.

### 2.5.5 Parenthesizing

Parenthesizing refers to an operation that adds elements to the ongoing

conversation. It is similar to inserting, in that both add some elements to TCU-in-progress, but parenthesizing also differentiates from inserting at some points. First, parenthesized segments are composed of clausal TCUs. Also, it is employed with skills that are different from insertion. That is, a speaker halts in the middle of the TCUs-in-progress and inserts segments, followed by going back to the discontinued TCUs.



Extract 2-6 (Schegloff, 2013:51, (13) Debbie and Shelley, 1)

01 Deb: <it's not causeuh:m (0.5) Mark's  
 02 no\*t going\*.  
 03 Shl: no- well that wuz initially and then I'm like no:  
 04 I'll just go and then uhm yaknow this- this tow  
 05 bandit(•)thing that I have, that were doing,  
 06 -> [he w]a:nts me: I- >**I don't know if I tol' you this,**<  
 07 Deb: [mmhm]  
 08 Shl:->he wants us to come out to his house and do:, hh like  
 09 spend a whole day o:n putting everything together  
 10 cause we don't get the shit done while were at work=

Shelley is aware that she is going to say something that she might have told the recipient, so she adds the clause after sound-stretching the utterance 'me' in line 06, followed by resuming the discontinued clause 'he wants us' in line 08, which is slightly modified from the clause 'he wants me' in line 06.

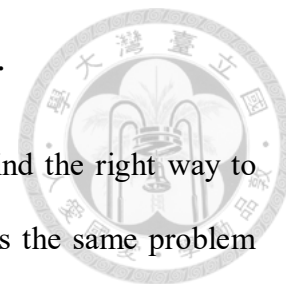
### 2.5.6 Aborting

Aborting refers to a speaker's ending TCUs without completing them. There are two ways to employ aborting; abandoning the way the trouble source was said and finding another way of talking; abandoning elements completely without any efforts to articulate them in different ways.

Extract 2-7 (Schegloff, 2013:54, (17) Fish Dinner, 29)

01 Kal: Hey mo::m, ((from the stairs))  
 02 (.)  
 03 Mom: Aloe an' [vitamin E an' whatever.  
 04 Kal: [I ( uh) splinter (in)  
 05 Bet: Which one [should I have.  
 06 Kal: [but .hh  
 07 Kal: when I used thuh tweezers, I even did it really ha:rd  
 08 Mom: What [happened.  
 09 Kal:-> [**It's- It's just (.) too:, It's just (.) too:**

10                   ->     **uhm (buh [it's) barely op[en skin.**  
 11     Bet:                             [Kalin.                     [Kalin.



The speaker in line 09 tries to say something but fails to find the right way to narrate it, so abandons it and restarts the sentence, which addresses the same problem differently.

Extract 2-8 (Schegloff, 2013:55, (19) KC-4, 17)


01     Kat: =hhh So once I'd set up the wa:rp, (0.8) it was very  
 02             simple to jus keep- jis to weave it.  
 03             (1.0)  
 04     Kat: You know,=  
 05             =[ (                     ) ]  
 06     Dav:     [**But-(•) but**             ] **listen tuh how long it**     ]  
 07     Rub:     [In other words,]you gotta string up thee:-]  
 08             you gotta string up thee: colors, is that it?=  
 09     Kat: =Ri[ght.]  
 10     Rub:     [In     ][thee:] in thee:[warp. ]  
 11     Dav:             [°yeh°]                     [             ]  
 12     Kat:   [Right.] Right.  
 13             (0.2)  
 14     Dav:->**Buh listen tuh [how lo:ng it took to put in the-]=**  
 15     Kat:   [And then each weft-             ]  
 16     Dav:->=**the:-the wa:rps. [ (though) ]**  
 17     Kat:   [And             ] then each we:ft, y'know  
 18             then I did- I s- my warp was strung up. So that [I had  
 19             (each colors.)

Dave tries to take the floor in line 06 but fails to overlap with Rubin in line 07. He tries once again in line 14 with the same clause in line 06, but again it overlaps with another speaker this time. He does not make any efforts to readdress the trouble source later.

### 2.5.7 Sequence-jumping

Sequence-jumping is abandoning the ongoing TCUs, followed by skipping to a new sequence that is irrelevant to the previous turn. Sequence-jumping and aborting have common in that they discard the repairables and restart the sentence. However, while aborting keeps the agenda of the conversation, sequence-jumping changes the subject into a completely irrelevant one.

Extract 2-9 (Schegloff, 2013:56, (20) KC-4, 14)



01 Rub: They don't mind honey they're just not gonna talk to us  
02 ever again.=  
03 Dav: =(hehem)/(ri:(h)ight)  
04 (0.8)  
05 Kat: We don't mind <[we just ne:ver gonna talk to you e:ver=  
06 Dav: [(No, b't)  
07 Kat: =(hh heh)  
08 Rub: heheheheh  
09 Kat: [No::] that's alright  
10 Fre: [So::]  
11 Dav: [( )]  
12 Fre: [You know what we're gonna-]in fact I'm- she I  
13 -> haven't seen her since I spoke to you but I'm going to  
14 -> talk to=**what a you making**  
15 (0.2)  
16 Kat: It's a -bla:nket.  
17 Fre: Did you weave tha[t yourse:lf]  
18 Kat: [I wo:: ]ve this myself.=

Frieda is talking about someone whom she met before, but she suddenly changes the conversation subject to what the recipient is making. As the two agendas are completely unrelated, this operation is categorized as sequence-jumping.

### 2.5.8 Recycling

Recycling is an operation that repeats TCUs which have been previously said.

Extract 2-10 (Schegloff, 2013:59, (23) KC-4, 07)

01 Rbn: Well thee uhm (•) (a paz) they must have grown a  
02 culture.  
03 (0.5)  
04 Rbn: You know, (•) they must've I mean how lo- he's been  
05 in the hospital for a few day:s, right?  
06 {(1.0)/hhh}  
07 Rbn: Takes a[bout a week to grow a culture,]  
08 Kay:-> [I don't think they grow a ] **I don't think**  
09 -> **they -grow a culture to do a biopsy.**  
10 Rbn: No:: (•) They did the biopsy while he was on the  
11 -table.  
12 Kay: Nononono. They did a frozen section. When he  
13 [was on the tab[le.  
14 Rbn: [Right, [( )]  
15 Kay: But they didn't do the- it takes a while to do a  
16 complete biopsy.  
17 (0.8)

The clause 'I don't think they -grow a' is recycled right after the overlap in lines 08 and 09. Repetition of segments caused by problems in fluency is also categorized as

recycling.

### 2.5.9 Reformatting

Reformatting refers to a repair operation that changes the form of the trouble source with the same content. Trouble sources can be reformatted with grammatical aspect and perspectival aspect. Reformatting with grammatical aspect includes declarative into negative interrogative, WH-question into Yes/No question, simple declarative into cleft construction, and simple declarative again. Reformatting with perspectival aspect refers to changing the focus of the trouble source into another.

The extract below shows reformatting with grammatical aspect.

Extract 2-11 (Schegloff, 2013:62-63, (29) TG, 04)

01 Bee: So, <I got some lousy cou(h)rses th(hh)is te(h)e(h)rm  
02 too.  
03 Ava: Kehh huh!  
04 Bee: hhh[hm- ]  
05 Ava: -> **[W-when's yer** uh, **weh- you have one day y'only**  
06 **-> have one course uh?**  
07 Bee: mMo[nday en Wednesday:[s right.]That's ] my=  
08 Ava: [hhhh [Oh. ]that's- ]  
09 Bee: =linguistics course [hh

The interrogative clause 'W-when's yer' in line 05 is reformatted into the declarative sentence 'you have one day y'only have one course uh?' in line 05 and line 06, which checks the recipient's class schedule.

Reformatting with perspectival aspect is shown in extract 2-12.

Extract 2-12 (Schegloff, 2013:63, (31) Virginia, 22)

01 Mom: If I could see what you did with your money,  
02 (0.3)  
03 Vir: You want me to write you a: a little list every  
04 w[EEK(?]  
05 Mom:->[**I: would-**(.) **that would be great.**  
06 (0.5)

The subject 'I' is replaced by 'that' in line 05, but this operation can be seen as reformatting, in the sense that the focus of 'great' switches from the 'mom's feeling' to the action 'writing a list'.

Schegloff (2013) introduces ‘first-order operations’ and ‘second-order operations’ to explain this case further. First-order operation refers to the basic operation, including replacing, inserting, deleting, searching, parenthesizing, aborting, and recycling. Second-order operation is an operation that achieves the ultimate interactional goal by employing first-order operations. In extract 2-12, it can be seen that the subject ‘I’ in line 05 is replaced with ‘that’. But what’s more significant is that the repair moves the speaker’s focus from ‘Mom’s pleasure’ to ‘Virginia’s suggestion’. Thus, replacing is used as a first-order operation, while reformatting is employed as a second-order operation.

#### 2.5.10 Reordering

There are two types of reordering. First, the order of elements in TCUs is adjusted. Second, TCUs in a turn are reordered to array elements of turn-in-progress.

Extract 2-13 shows reordering elements in TCUs.

Extract 2-13 (Schegloff, 2013:65, (33) Sidnell, 2006: 8)

01 Ans: if you: w:-watch any of the briefings  
02       you’ll see that:- ahm: usually one of  
03       the la:st people to get called on,  
04 Que:->But do you **get alway-** d’ you **always get**  
05       called on?  
06 Ans: not always, no.

The order of the verb ‘get’ and the adverb ‘always’ in line 04 is adjusted, as adverbs should be placed before verbs in English. Syntax errors are thus addressed by reordering operation.

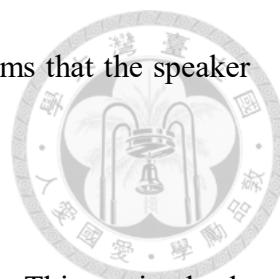
The order of TCUs in a turn is adjusted, as shown in extract 2-14.

Extract 2-14 (Schegloff, 2013:67, (36) ID, Openings, 233)

01 Irn: Hello:  
02 JM:->Hello. **Ih- This is Jan’s mother.**  
03 Irn: Oh yes.  
04 JM:-> **Is** Jan there by any chance?

The speaker in line 02 ceases TCU-in-progress with a cut-off and inserts a sentence that introduces herself to justify speaking to her daughter. The discontinued





utterance in line 02 is resumed in line 04, with the frame 'Is'. It seems that the speaker reorders the TCUs based on the way to justify her actions.

## 2.6 Operations of SISR in Chinese Daily Conversation

The extracts above are examples drawn from studies in English. This section leads into introducing SISR in Chinese daily conversation in prior studies. Chui (1996) investigates the organization of repair in Chinese conversation, especially the grammatical relationship between the trouble source and the repaired segment. The following are extracts of six SISR operations in Chui (1996): repetition, completion, replacement, addition, reordering, and abandonment.

### 2.6.1 Repetition

Extract 2-15 (Chui, 1996:347, (5))

- 001 H: -> 你會%--1  
nǐ huì  
2.SG will  
'you will
- 002 -> ... (1.1) 你會反胃啊=?/  
nǐ huì fǎnwèi a  
2.SG will vomit PRT  
you will vomit.'

Speaker H has trouble in fluency when saying 你會 *ni hui* 'you will' in line 001, where there is no grammatical or pronunciation error. Repair is operated by repeating the reparables.

### 2.6.2 Completion

Extract 2-16 (Chui, 1996:347, (6))

- 001 L: -> ... (1.) 反正時一  
fǎnzhèng shí  
anyway time-  
'anyway
- 002 -> ..時間到了, -  
shíjiān dào le  
time arrive PRT

<sup>1</sup> Examples cited from Chui (1996) are provided in their original presentations with the original symbols.



when the time comes

003           就升了.\  
               jiù shēng         le  
               then be.promote PRT  
               you will then be promoted.'

The speech is interrupted with the word 時間 *shijian* ‘time’, which has two syllables, where the speaker has trouble with fluency. It is cut off right after its constituent 時 *shi*, and the speaker completes the word after repeating its first syllable.

Repetition and completion can be seen as a type of recycling in Schegloff (2013), in the sense that the segments in TCUs or words are recycled.

### 2.6.3 Replacement

Extract 2-17 (Chui, 1996:344, (1))

001    Z:       ->    ...我都--  
                   wǒ     dōu  
                   1.SG   all  
                   'I

002           ->    ...(0.8)大概不喜歡嘗試.\  
                   dàgài    bù   xǐhuān   chángshì.  
                   probably NEG like    try  
                   probably wouldn't like to try.'

There is no hearable error, but the speaker recognizes 都 *dou* ‘all’ as a trouble source because its degree to describe the verb phrase 不喜歡 *bu xihuan* ‘do not like’ is higher than what s/he intends to describe. After cutting off the production of the trouble source and 0.8 seconds of temporary pause, the speaker replaces the adverb 都 *dou* ‘all’ in line 001 with another adverb 大概 *dagai* ‘probably’ in line 002, whose degree is lower than the trouble source, at the same turn which contains the trouble source.

Extract 2-18 (Chui, 1996:349, (12))

001    Z:       ->    ...趕快收兩個=.\  
                   gǎnkuài   shōu   liǎng   ge  
                   hurry    take two    CL  
                   'hurry, let me take those two,

002           ->   ... (1.) 收起兩個=@>.\  
                   shōu qǐ liǎng ge  
                   take     two     CL  
                   take those two.'



The verb 收 *shou* 'take' in line 001 has a grammar error, because the Chinese result complement needs to be added after the verb. Chui (1996) analyzes this operation as a replacement in that the one-syllable verb 收 *shou* 'take' is replaced by two-syllable verb phrases 收起 *shou qi* 'take'. However, this paper will classify it as insertion, as it is related to Chinese lexical structure. That is, Chinese lexical structures can be classified into the following categories: subject-verb structure, in which a subject is followed by a verb: verb-object structure, in which a verb is followed by an object: verb-complement structure, which involves a verb followed by a complement that gives additional information about the verb: modifier-head structure, which includes a modifier placed before the head noun: coordinate, in which elements join together and carry equal role. In extract 2-18, the complement 起 *qi* 'up' is added as a verb complement to correct grammar errors, or to complete the Chinese verb-complement lexical structure.

#### 2.6.4 Addition

Extract 2-19 (Chui, 1996:349, (14))

001   L:       ->   ... (1.) 那就^台灣好像沒%--  
                   nà jiù táiwān hǎoxiàng méi  
                   PRT then Taiwan seem       NEG  
                   'Then, Taiwan does not seem

002           ->   .. 還沒有這種例子啊=.\  
                   hái méi yǒu zhè zhǒng lìzi a  
                   still NEG have this CL   example PRT  
                   still does not seem to have this kind of example.'

The speaker stops right after the negative adverb 沒 *mei* 'not' in line 001 and restarts the sentence with the newly inserted adverb 還 *hai* 'still', followed by the trouble source being recycled in line 002. The meaning of the sentence becomes more detailed by inserting the adverb.



## 2.6.5 Reordering

Extract 2-20 (Chui, 1996:350, (17))

- 001 W: -> ...他那個<L2 mail L2>寫也%--  
tā nàge xiě yě  
3.SG that CL mail write also  
'His mail was written
- 002 -> ...也寫得很好玩, -  
yě xiě de hěn hǎowán  
also write COMPL very interesting  
was also written in a very interesting way.'

In Chinese, adverbs generally appear before the verb (Biq & Huang, 2016), but the adverb 也 *ye* 'also' in line 001 is after the verb 寫 *xie* 'write', which is placed in a syntactically wrong way. The speaker immediately reorders the adverb and the verb in the correct order in line 002.

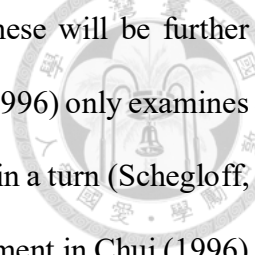
## 2.6.6 Abandonment

Extract 2-21 (Chui, 1996:350, (18))

- 001 O: -> (0)我怎麼知道他會%--  
wǒ zěnmē zhīdào tā huì  
1.SG how know 3.SG will  
'how can I know he will
- 002 -> ...他走錯路,\  
tā zǒu cuò lù  
3.SG get.wrong way  
he got the wrong way,
- 003 ...不是我走錯路.\  
búshì wǒ zǒu cuò lù  
NEG 1.SG get.wrong way  
Not I got the wrong way.'

The trouble source in the extract is the clause in line 001. The speaker abandons it completely, by stopping in the middle of the sentence, then starts a new construction with a different subject 他 *ta* 'he' in line 002.

However, some operations in Chui (1996) have differences from other studies. As mentioned above, Wilkinson and Weatherall (2011) propose five insertion operations in English: specifying, intensifying, describing, adjusting, and adding. Addition in Chui

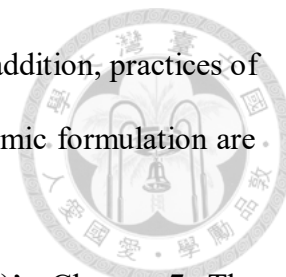


(1996) only covers the ‘adjusting’ type. Inserting operation in Chinese will be further explored based on its interactional function in this paper. Also, Chui (1996) only examines the reordering of the elements in the same turn, and reordering TCUs in a turn (Schegloff, 2013) is not covered, which will be dealt with in this paper. Abandonment in Chui (1996) just examines one of the subcategories of aborting in Schegloff (2013), which is abandoning previous TCUs with efforts to keep saying in another form.

Two other research also explore the repair operations in Chinese daily conversation. First, Zhang (1998) examines four types of repair in Chinese conversation: SISR, SIOR, OISR, and OIOR. The trajectories of SISR and repair at the same turn and the third turn are investigated in Zhang (1998)’s Chapter 5 and Chapter 7 respectively. Three types of SISR trajectories of the same-turn self-repair are analyzed in Chapter 5: replacement, modification, and restructuring. Replacement is divided into unframed replacement, replacement framed on the left boundary, and replacement framed on the right boundary according to the presence and the position of the frame. Modification, the second type of SISR trajectory, is subdivided according to the inserted segment’s part of speech: adjective, auxiliary, adverbial and prepositional phrase, and complement clause. The final trajectory, restructuring, which switches sentence-in-progress into a syntactically different one, is employed by two operations: abandonment and reorganizing. Abandonment in Zhang (1998) refers to a speaker’s stopping sentence-in-progress or the action presented in the abandoned sentence being aborted. Abandonment can be mapped to Schegloff (2013)’s aborting operation, which refers to abandoning the way the trouble source was said and finding another way of talking. Reorganizing refers to a repair operation that alters the sentence form of the trouble source by reusing segments of repairables.

However, the relationship between the replaced segment and the trouble source,

and the function of replacing are not mentioned in Zhang (1998). In addition, practices of insertion repair to modify other than specifying and adjusting epistemic formulation are not covered.



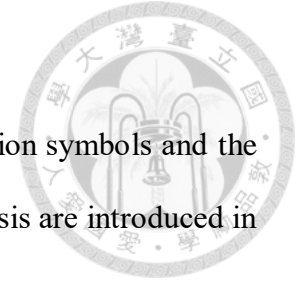
Self-repair at the third turn is examined in Zhang (1998)'s Chapter 7. The relationship between the trouble-source turn and the recipient's response, which is acknowledgment or continuer, or overlaps the third turn is analyzed. However, the types of operations which are employed at the third turn need to be further explored.

In a recent study, Zhang (2016) compares reordering and parenthesizing in Chinese conversation based on Schegloff (2013). The similarity of these two operations is found in the formal pattern. That is, TCUs-in-progress is stopped, followed by inserting a syntactically separate clause, and discontinued TCUs are resumed. Reordering and parenthesizing, however, have differences in the aspect of interactional import. Discontinued TCUs and inserted ones are reordered according to the temporal sequence. That is, the speaker adjusts the order of TCUs since events in the discontinued ones occur later than those in the inserted TCUs. Reordering can also clarify the cause and effect, and keep conversation in a detailed and fluent way. Parenthesizing, on the other hand, adds TCUs to supplement discontinued TCUs, which are the main information of the turn, or to prevent potential trouble sources.

## 2.7 Chapter Summary

The history of conversation analysis, the definition of repair, and three segments of repair mechanism, which are trouble source, repair initiation, and repair operation, are briefly introduced in this chapter before reviewing previous studies of SISR operations. SISR operations and their interactional imports in Chinese daily conversation will be investigated based on Schegloff (2013) and previous research reviewed above.

## Chapter 3 Methodology



The analytic framework, the data of this study, the transcription symbols and the abbreviations in the interlinear glosses, and the aspects of data analysis are introduced in this chapter.

### 3.1 Analytic Framework

Heritage (1995) presents a way of analyzing practice in conversation interaction. First, capture its feature, then gather as many instances of the practice as possible, followed by specifying its scope and limitations. This study investigates self-initiated self-repair practices in Chinese daily conversation. It is found that operations of self-initiated self-repair in Chinese daily conversation have a variety of patterns. Their interactional meaning will also be examined in the context of conversational sequences.

According to Heritage (1995), recordings of naturally occurring data are used to recover the detail of the conversation and to permit others to check the validity of the analysis. This study analyzes video recordings of one-on-one daily conversations between two Chinese native speakers<sup>2</sup>. SISR operations of Chinese native speakers in Chinese ordinary conversation are the focus of the analysis.

Wu (2016) suggests that after collecting recordings and noticing actions, specifying and analyzing the cases are needed. This paper discovers the patterns of SISR operations in Chinese daily conversation and their interactional functions.

### 3.2 Data

This study collects data from one-on-one daily conversations between two Chinese native speakers by recording interactions between participants in natural settings. The recordings are taken with the consent of participants and then converted into text

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<sup>2</sup> The data come from a mini-corpus of Chinese conversational data built by Prof. I-Ni Tsai. The data were collected from 2014 to 2021 in Taiwan.

files. They consist of four one-hour-long videos, in which two Chinese native speakers participate in each video.

The videos are viewed three times with the transcriptions; the first time by revising the transcriptions, the second time by focusing on the SISR operations of speakers, and the third time by marking the time when the operations occur.

The collection of SISR operations includes 1366 cases in total: 102 cases for replacing, 117 cases for inserting, 17 cases for deleting, 48 cases for searching, 15 cases for parenthesizing, 125 cases for aborting, 4 cases for sequence-jumping, 887 cases for recycling, 35 cases for reformatting, 16 cases for reordering.

Table 3.1 Cases of Ten SISR Operations in the Data

Type of Operation	Cases
Recycling	887
Aborting	125
Inserting	117
Replacing	102
Searching	48
Reformatting	35
Deleting	17
Reordering	16
Parenthesizing	15
Sequence-jumping	4

### 3.3 Transcription

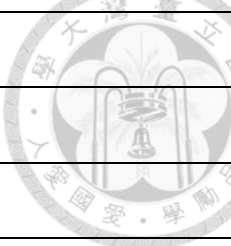
Transcription symbols used in this study are partly adapted from Jefferson (2004). The detailed symbols in the Jeffersonian transcript allow researchers to understand what



participants say and do (Park & Hepburn, 2022). However, some codes are revised to reflect the features of Chinese in this paper. Jefferson (2004) uses an upper case to indicate loud sounds, but they are marked in underscore in this study, as there are no upper or lower letters in Chinese. The font Courier New is chosen for transcription, as it is equidistant and non-proportional, whose letters and characters occupy the same amount of horizontal space, minimizing problems of converting into different systems (Selting et al., 1998). The codes which indicate nonverbal behaviors such as nodding or shaking head are also added. The following tables are the transcription symbols used to transcribe the data.

Table 3.2 Transcription Symbols Used in the Transcription of the Data

Symbol	Definition
.	End of tone
,	Tone continues
?	Rising tone
(h)	Plosive noise caused by laughing or crying or being out of breath
(0.0)	Pause time, calculated in tenths of a second
(.)	Normal short pauses between sentences
( )	Someone speaks, but the transcriber cannot hear the content
(content)	Possible content that the transcriber could not hear clearly
(( ))	Relevant information provided by the transcriber
[	Overlap begins
]	Overlap ends
=	Words before and after are closely connected without pause
-	Speech breaks off suddenly or cuts off
::	Sound-stretch



<u>underscore</u>	Loud sounds relative to the surroundings talk
> <	Words between the symbol are particularly fast
↑	Very high pitch
.hh	Breathing sound
<ENG ENG>	Turns that speaker speaks English
<MIN MIN>	Turns that speaker speaks Hokkien

Since the transcriptions are written in Chinese, Hanyu pinyin, word-for-word English translation, and whole-sentence English translation are marked in the interlinear glosses. The following tables are the abbreviations in the interlinear glosses.

Table 3.3 Abbreviations in the Interlinear Glosses of the Data

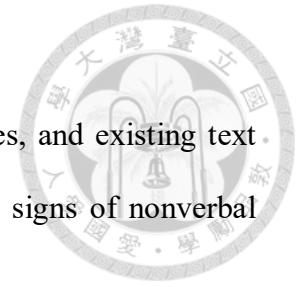
Abbreviation	Meaning
ADV	Adverb
CLS	Classifier
CMP	Complement
CPL	Copula
PN	Proper Name
PRP	Preposition
PRT	Particle

The cited examples from previous literature are provided in their original form with the original interlinear gloss symbols and abbreviations.

Names of participants in the data are marked in pseudonyms (Aria and Bela in the first video, Cora and Dela in the second, Evan and Finn in the third, and Gary and Hana in the fourth). There are five female participants (Aria, Bela, Cora, Dela, and Hana) and

three male participants (Evan, Finn, and Gary).

The transcripts are written based on the collected video files, and existing text files are revised in detail. For example, line numbers, pause time, signs of nonverbal behavior, and overlaps are added.

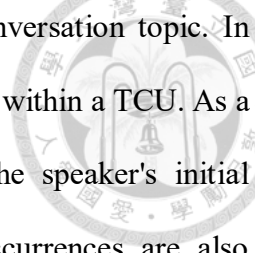


### 3.4 Data Analysis

We will resort to three premises concerning the organization of talk-in-interaction to understand each turn in the conversation (Heritage, 1995). First, what a speaker says in a current turn is oriented to the immediately preceding turn. Second, a current turn requires the next action to be accomplished in the next turn and creates a context for it. Lastly, in producing the next action, the participant displays an understanding of the prior turn and shows an understanding of what they are talking about with the prior speaker.

When analyzing SISR types and strategies, we also consider the position of the repairs. There are three places of the self-initiated self-repair according to Schegloff et al. (1977): the same turn which contains the trouble source, the transition-relevance place, and the third turn. These three types of positions will be investigated in this paper.

SISR operations in Chinese daily conversation will be analyzed based on Schegloff's (2013) ten types of SISR operations, which include replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. Chapter 4 will examine five operations: replacing, deleting, aborting, sequence-jumping, and reformatting, all of which involve the removal of repairable items. Specifically, the operations of aborting, sequence-jumping, and reformatting involve the abandonment of repairables. This research aims to differentiate these three operations based on whether they alter the conversation agenda and contents. Consequently, the terms aborting, sequence-jumping, and reformatting are redefined as follows. Aborting refers to abandoning repairables, followed by restarting a new clause or sentence with



different and incoherent contents, with maintaining the overall conversation topic. In certain cases, the speaker may prematurely stop at a very early point within a TCU. As a result, it becomes challenging for the researcher to determine the speaker's initial intention and its relationship to the subsequent repair. These occurrences are also categorized as aborting, as the speaker's intention remains indeterminable and thus cannot be recovered by researchers. Sequence-jumping means abandoning repairables, followed by beginning again a new clause or sentence with a different or irrelevant conversation agenda from the repairables'. Reformatting refers to reconstructing repairables into a different sentence structure with the same contents as the repairables'.

Chapter 5 explores five additional operations: inserting, searching, parenthesizing, recycling, and reordering. These operations all revolve around the inclusion of repairables in the repair solutions. Luke and Zhang (2010) have introduced the concept of 'global insertion', which involves inserting clauses before resuming the discontinued TCUs. This study will consider parenthesizing and reordering both as subcategories of global insertion.

This study analyzes parenthesizing and reordering TCUs in a turn as subdomains of the global insertion based on Luke and Zhang (2010) since clauses are inserted before resuming the discontinued TCUs while operating parenthesizing and reordering.

## Chapter 4 Analysis of SISR Operations with Repairables Being Discarded

SISR operations in Chinese daily conversations are investigated in Chapter 4 and Chapter 5. The analysis will follow Schegloff's (2013) method, categorizing the data according to Schegloff's (2013) ten self-initiated self-repair operation techniques: replacing, inserting, deleting, searching, parenthesizing, aborting, sequence-jumping, recycling, reformatting, and reordering. In addition to their organizations, interactional functions in ongoing conversations are also examined in Chapter 4 and Chapter 5.

In this study, ten operation techniques will be divided into two categories according to whether the repairables are kept after the repair operation. Replacing, deleting, aborting, sequence-jumping, and reformatting, through which repairables get discarded when the repair is operated, are examined in Chapter 4. Inserting, searching, parenthesizing, recycling, and reordering, through which repairables (or some segments of them) are still present after being repaired, are investigated in Chapter 5.

The relationships among the five operations examined in Chapter 4 are as follows: Most instances of replacing and deleting involve frames. Aborting and sequence-jumping share a similarity in that they both result in a shift in the content of the turn, but aborting maintains the conversation topic while sequence-jumping changes it. Deleting and aborting both completely discard repairables, but they differ in the aspect that deleting abandons words with frames, and aborting discards clauses, which are bigger units than words without frames. Reformatting can be seen as a second-order operation according to Schegloff (2013), achieved through deleting or replacing. Even though repaired segments by aborting and reformatting deal with the same agenda as the repairables, the repairables are abandoned, followed by different contents by aborting, while reformatted repairables and repaired ones address the same contents with different sentence structures.

Even though two or more techniques are found to be used together to operate SISR, this paper will not address multi-types of SISR operations. According to Schegloff (2013), first-order operations refer to basic operations which speakers can employ at any given moment on TCU-in-progress, while second-order operations refer to operations speakers want to employ through first-order operations. For example, reformatting as a second-order operation can be employed through replacing or deleting, which is used as a first-order operation. Operations that are used as first-order operations are included as second-order operations in this paper.

The structure of this chapter is as follows: the organization of five SISR operations—replacing, deleting, aborting, sequence-jumping, and reformatting—are analyzed, followed by investigating their interactional effects in ongoing conversations.

#### 4.1 Replacing

##### 4.1.1 Organization of Replacing

Replacing refers to an operation through which speakers substitute a part or whole of an ongoing TCU with a different element (Schegloff, 2013). Replacing can appear in five forms: replaced item with a pre-frame, replaced item with a post-frame, replaced item with a pre-frame and a post-frame, replaced items with two or more frames, and without frame. Frames refer to elements that are repeated before or after the repaired segments (Wilkinson & Weatherall, 2011). The frames facilitate participants to identify what has been repaired. Example 4-1 shows replacing with a pre-frame.

#### Example 4-1

D17-lanterns (第三次) [p.31/00:37:54-00:38:14]

1135 Dela: 我就在跟你-我就跟你講說他 [躲在那邊-  
wǒ jiù zài gēn nǐ- wǒ jiù gēn nǐ jiǎng shuō tā  
I ADV PRT PRP you- I ADV PRP you tell say he

[duǒ zài nàbiān-  
[hide PRP there-

*I am just talking to you, I am just telling you about  
him hiding over there,*

1136 Cora:

[有我有看到.]

[yǒu wǒ yǒu kàn dào.  
[yes I PRT see CMP.]

*Yes, I saw him.*

1137 Dela:

[妳有看到?

[nǐ yǒu kàn dào?  
[you PRT see CMP?

*You saw him?*

1138 Cora:

[我有看到妳傳給我啦. 我沒有看到本人啦, 我是說你有傳給我的

[wǒ yǒu kàn dào nǐ chuán gěi wǒ la. wǒ méiyǒu kàn  
[I PRT see CMP you send PRP I PRT. I did not see

dào běnrén la, wǒ shì shuō nǐ yǒu chuán gěi wǒ de  
CMP himself PRT, I CPL say you PRT send PRP I PRT

1139 ->

消息我知-[我有看到.]

xiāoxī wǒ zhī- [wǒ yǒu kàn dào.  
message I know- [I PRT see CMP.

*I saw you send it to me. I did not see him in person,  
I mean you sent me the message, I knew, I saw it.*

1140 Dela:

[對對對. 那你說他一百名, 他是有排, 他那個一百名是第二輪

[duì duì duì. nà nǐ shuō tā yì bǎi  
[yes yes yes. then you say he one hundred

míng, tā shì yǒu pái, tā nàge yì bǎi míng  
place, he CPL PRT queue, he that one hundred place

shì dì'èr lún  
CPL second round

*Yes yes yes. Then you said he was the one hundredth,  
he did line up, the one hundredth was for the second  
round.*

Cora and Dela have participated in an activity together before, and they are talking about someone who stands at the back of the line. The verb 知(道) *zhi(dao)* 'know' in line 1139 is replaced by 有看到 *you kan dao* 'saw' at the same turn, with the pre-frame 我 *wo* 'I', as the object is 消息 *xiaoxi* 'message' in line 1139. Both 知(道) *zhi(dao)* 'know' and 有看到 *you kan dao* 'saw' are preceded by 我 *wo* 'I'; 我 *wo* 'I' thus serves as the pre-frame in this case.

Example 4-2 is a case of replacing with a post-frame.



## Example 4-2

D19-thesis (第三次) [p.21/00:29:36-00:29:52]

- 0777 Finn: (h)不是, 後來你知道嗎. 真的我後來真的有這樣覺得他在-他在對  
(h)búshì, hòulái nǐ zhīdào ma. zhēnde wǒ hòulái  
(h)no, later you know PRT. really I later  
  
zhēnde yǒu zhèyàng juéde tā zài- tā zài duì  
really have like this think he PRT- he PRT PRP
- 0778 我<MIN qiangxia (嗆聲) MIN>. 然後後來呢, 因為-因為我們,  
wǒ (qiāng shēng). ránhòu hòulái ne, yīnwèi-  
I (choke). and later PRT, because-  
  
yīnwèi wǒmen,  
because we,
- 0779 我們是::我們不是就是, 社團跟社團然後我跟某-我跟某, 其他,  
wǒmen shì:: wǒmen búshì jiùshì, shètuán gēn shètuán  
we CPL:: we not ADV, club and club  
  
ránhòu wǒ gēn mǒu- wǒ gēn mǒu, qítā,  
and I and other- I and other, other,
- 0780 我-我是這個社團的((手比了分類的動作))<ENG A ENG>社團  
wǒ- wǒ shì zhège shètuán de ((shǒu bǐ le  
I- I CPL this club PRT((hand do PRT  
  
fēnlèi de dòngzuò)) shètuán  
classification PRT action))) club
- 0781 -> 的, 啊她是::學妹是<ENG B ENG>社團的。  
de, a tā shì:: xuémèi shì shètuán de.  
PRT, PRT she CPL:: female junior CPL club PRT.  
  
*No, later, you know, I really felt that he was, he was choking me. Then later, because, because we, we were, we were not just, clubs and clubs, and then I and other, me and other, I, I belonged to the A club, ah, she, the female junior belonged to the B club.*

Finn is talking about an incident where his female junior's ex-boyfriend reached out to Finn and other classmates with meaningless messages (not shown in this example). The pronoun 她 *ta* 'she' in line 0781 is replaced by 學妹 *xuemei* 'female junior' in line 0781 with the post-frame 是 *shi* 'is' at the same turn when Finn describes the clubs he and his female junior belonged to.

Pre-frame and post-frame are used simultaneously in example 4-3.



### Example 4-3



D20-boyfriend(第三次) [p.39/00:46:29-00:46:41]

1454 Hana: 我-李我有聽過可是 [李我想不起來是誰。  
wǒ- lǐ wǒ yǒu tīng guò kěshì [lǐ wǒ xiǎng bù  
I- PN I have hear PRT but [PN I think not  
qǐlái shì sheí.  
CMP CPL who.  
*I, Li I have heard of him, but I cannot remember who he is.*

1455 Gary: [小他不是也跳舞嗎?  
[xiǎo tā búshì yě tiàowǔ ma?  
[PN he not also dance PRT?  
*Xiao, didn't he also dance?*

1456 Hana: 小是哪一個啊?  
xiǎo shì nǎ yí gè a?  
PN CPL which one PRT?  
*Who is Xiao?*

1457 Gary: 啊算了算了, [啊反正=  
a suànle suànle, [a fǎnzhèng=  
ah forget it forget it, [ah anyway=  
*Ah forget it forget it, ah anyway,*

1458 Hana: [<ENG anyway ENG>

1459 Gary: -> =那個會跳舞的胖子. 會跳<ENG popping  
=nàge huì tiàowǔ de pàngzi. huì  
=that can dance PRT fat guy. can  
tiào  
dance

1460 -> **ENG**的胖子.  
de pàngzi.  
PRT fat guy.  
*The fat guy who can dance. The fat guy who can dance popping.*

1461 Hana: 嗯. (h) 不要再叫人家胖子了.  
ēn. (h) búyào zài jiào rénjiā pàngzi le.  
hmm. (h) do not again call people fat guy PRT.  
*Hmm. Stop calling people fat guys.*

1462 Gary: (h).



1463 Hana: 好[過分].  
hǎo [guòfèn].  
ADV [excessive].  
*Too excessive.*

1464 Gary: [(h) 他是胖子啊].  
[(h) tā shì pàngzi a.  
[(h) he CPL fat guy PRT.  
*He is fat.*

When Gary describes one of his college classmates, the repairable 舞 *wu* ‘dancing’ is replaced by ‘popping’ in line 1459 at the transition-relevance place, where there is no interruption so that the pre-frame and the post-frame can occur at the same time, with the pre-frame 會跳 *hui tiao* ‘can dance’ in line 1459 and the post-frame 的胖子 *de pangzi* ‘fat guy’ in line 1459 and 1460.

The scope of reference can also be adjusted by replacing. Example 4-3 shows the case of narrowing down the scope of reference.

Gary mentions one of his classmates to explain his rumor with another classmate (not shown in this example), but Hana cannot remember who s/he is. Hana indicates that that person is the one who can dance. Gary replaces 舞 *wu* ‘dancing’ with ‘popping’ with the pre-frame 會跳 *hui tiao* ‘can dance’ and the post-frame 的胖子 *de pangzi* ‘fat guy’. That is, the scope is narrowed down from a hypernym 舞 *wu* ‘dance’ to a hyponym ‘popping’. He seems to replace the repairable with the specific one to provide detailed information to help Hana remember who the classmate is.

Example 4-4 shows that two or more items are replaced before and after frames.

#### Example 4-4

D16-astrology(第四次) [p.19/00:36:12-00:36:24]

0826 Aria: 不是, 可是人家講說你減資之後, 通常, 減資完之後,  
búshì, kěshì rénjiā jiǎng shuō nǐ jiǎnzī  
no, but people talk say you capital reduction  
  
zhīhòu, tōngcháng, jiǎnzī wán zhīhòu,  
after, usually, capital reduction complete after,



*No, but people say that after your capital reduction,  
after the capital reduction,*

0827 Bela:  恩.  
          ēn.  
          yes.  
  
          Yes.

0828 Aria: ->  公司的股票會往上. 它的股價會往上. 可是第一次減資完之後-  
          gōngsī de gǔpiào huì wǎng shàng. tāde gǔjià  
          company PRT stock will PRP up.    its stock price  
  
          huì wǎng shàng. kěshì dìyīcì  
          will PRP up.    but    the first time  
  
          jiǎnzī                   wán           zhīhòu-  
          capital reduction complete after-

*The company's stock will go up. Its stock price will  
go up. But after the first capital reduction,*

0829 Bela:  不一定.  
          bù yíding.  
          not certain.  
  
          *Not certain.*

0830                   (1.5)

0831 Aria:  通常啦.  
          tōngcháng la.  
          usually   PRT.  
  
          *Usually.*

0832 Bela:  恩.  
          ēn.  
          yes.  
  
          Yes.

When Aria explains the fluctuation of stock prices she invested before, the noun 公司 *gongsī* ‘company’ in line 0828 is replaced by the pronoun 它 *ta* ‘it’, and 股票 *gupiao* ‘stock’ in line 0828 is replaced by 股價 *gujia* ‘stock price’. Two repairables 公司 *gongsī* ‘company’ and 股票 *gupiao* ‘stock’ are replaced with the frame 的 *de* and 往上 *wang shang* ‘go up’ at TRP in line 0828.

Example 4-5 illustrates the case in which the replacing is done without frames.

### Example 4-5



D16-astrology(第四次) [p.16/00:29:38-00:30:08]

0682 Aria: 可是妳看妳們家貓有多壞. 去抓那個(.)天上飛的小鳥.  
kěshì nǐ kàn nǐmen jiā māo yǒu duō huài. qù zhuā  
but you look you home cat have how bad. go catch  
  
nàge (.) tiān shàng fēi de xiǎoniǎo.  
that (.) sky PRT fly PRT bird.  
  
*But you see how bad your family cat is. (It) goes catching that bird flying in the sky.*

0683 Bela: 不是, [抓不下來=  
búshì, [zhuā bu xiàlái =  
no, [catch not CMP=  
  
*No, it can't.*

0684 Aria: [貓可以抓小鳥耶。  
[māo kěyǐ zhuā xiǎoniǎo ye.  
[cat can catch bird PRT.  
  
*Cats can catch birds.*

0685 Bela: =就是牠已經受傷才被牠跳下來, 欸牠的高度, 牠-  
=jiùshì tā yǐjīng shòushāng cái bèi tā  
=ADV it already injure ADV PRP it  
  
tiào xiàlái, èi tāde gāodù, tā-  
jump CMP, eh, its height, it-

0686 妳知道嗎? 加菲-加菲貓是我看過最笨的. 牠- 這個桌子這麼高的,  
nǐ zhīdào ma? jiāfēi- jiāfēimāo shì wǒ kàn guò  
you know PRT? garfield- gargield CPL I see PRT  
  
zuì bèn de. tā- zhège zhuōzi zhème gāo de,  
most dumb PRT. it- this table this high PRT,

0687 牠跳不上來. (1.5) 然後, 椅子喔, 可以. ((指椅子)) 就這樣. 它  
tā tiào bu shànglái. (1.5) ránhòu, yǐzi ō, kěyǐ.  
it jump not CMP (1.5) and, chair PRT, can.  
  
((zhǐ yǐzi)) jiù zhèyàng. tā  
((point chair)) ADV like this. it

0688 -> 高度這樣, 那那個鴿子如果跳-飛到這麼低的, 才有可能被牠抓住.  
gāodù zhèyàng, nà nàge gēzi rúguǒ tiào- fēi dào  
height this, then that pigeon if jump- fly PMP  
  
zhème dī de, cái yǒu kěnéng bèi tā zhuā zhù.  
this low PRT, ADV PRT possible PRP it catch CMP.

*It is jumped off because it has already been injured, eh, its height, it, you know what? Garfield, Garfield is the dumbest thing I have ever seen. It, the table is this high and it cannot jump on. And, the chair, is okay. That's it. Its height is like this, only if the pigeon jumps, and flies this low is it possible*



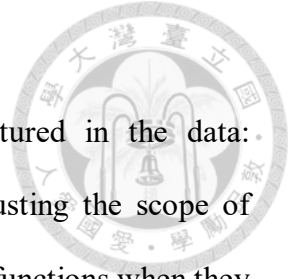
*to be caught.*

0689 Aria: 喔.  
ō.  
INT.  
Oh.

0690 Bela: 這我可以見證牠真的有夠笨。  
zhè wǒ kěyǐ jiànzhèng tā zhēnde yǒu gòu bèn.  
this I can attest it really PRT enough stupid.  
*I can attest that it is really stupid.*

Aria and Bela are talking about whether cats can catch birds flying in the sky. While Aria thinks that the cat can jump high and catch the bird, Bela counters this belief, doubting the cat can jump high (line 0683), and taking Garfield as an example to demonstrate that it cannot jump onto the table (lines 0686-687). The cat can only jump onto a chair at most (line 0687). Taking the pigeon as an example of a bird, Bela summarizes that only if the pigeon flies low enough can the cat catch it (line 0688). Since the subject of the sentence changes 加菲貓 *jiafei mao* ‘Garfield’ into 鴿子 *gezi* ‘pigeon’ in line 0688, Bela cuts off the trouble source 跳 *tiao* ‘jump’ and replaces it with 飛 *fei* ‘fly’ immediately at the same turn. The lexical item 跳 *tiao* ‘jump’ is directly replaced by 飛 *fei* ‘fly’ without any frames.

The verb 跳 *tiao* ‘jump’ is replaced by 飛 *fei* ‘fly’ to match the meaning of the subject 鴿子 *gezi* ‘pigeon’ in line 0688. Bela is talking about the cat that is only able to catch low-flying birds. The verb 跳 *tiao* ‘jump’ is used to describe the action of cats to catch the bird in the earlier turns; here what the speaker intends to say is that pigeons that fly low can be caught. Bela in line 0688 mistakenly uses the verb 跳 *tiao* ‘jump’ but replaces it with 飛 *fei* ‘fly’ to correct the erroneous lexical selection, since the subject is changed from the cat to the pigeon.



#### 4.1.2 Interactional Imports of Replacing

Three types of replacing's interactional imports are captured in the data: correcting errors, adjusting the degree of the repairables, and adjusting the scope of references. Also, more than one items operate different interactional functions when they are replaced.

Firstly, TCUs that are inconsistent with the facts, and pronunciation errors are repaired by replacing. Example 4-6 shows that utterances that are inconsistent with the facts are corrected by replacing.

##### Example 4-6

D17-lanterns (第三次) [p.24/00:29:18-00:29:27]

0867 Cora: 喔他有講給妳聽。  
ō tā yǒu jiǎng gěi nǐ tīng.  
INT he PRT tell PRP you listen.

*Oh, he told you.*

0868 Dela: 對。  
duì.  
yes.

*Yes.*

0869 Cora: 喔。  
ō.  
INT.

*Oh.*

0870 Dela: -> 快結-已經結束了, [我說-  
kuài jié- yǐjīng jiéshù le, [wǒ shuō-  
soon finish- already finish PRT, [I say-


*Finish soon, already finished, I said-*

0871 Cora: [他還敢報喔。  
[tā hái gǎn bào ō.  
[he still dare report PRT.

*He still dared to report.*

0872 Dela: 我說你不要-  
wǒ shuō nǐ búyào-  
I say you should not-

*I said you should not,*

- 
- 0873 Cora: 要我才不敢報咧。  
yào wǒ cái bù gǎn bào lie.  
if I ADV not dare report PRT.  
*If I were him, I dare not report it.*
- 0874 Dela: 已經結束了,我說你不要這樣子幫他佔位子喔,我說這只有一百個  
yǐjīng jiéshù le, wǒ shuō nǐ búyào zhèyàngzi  
already finish PRT, I say you should not like this  
bāng tā zhàn wèizi ō, wǒ shuō zhè zhīyǒu  
help him occupy seat PRT, I say this only  
yì bǎi ge  
one hundred CLS
- 0875 名額喔。  
míng'é ō.  
quota PRT.  
*It was already over, I said you should not save a spot for him like this, I said there was only one hundred quotas.*

This example is the case where the repairables do not well describe what happened in the storyline. Two speakers are talking about someone they both know, Mark, marked by a pseudonym, who saved a spot in a queue for others in an activity they participated in before. Dela disapproves of such behavior. In line 0870, Dela recounts that she asked Mark not to save a spot for others, and attempts to specify the time when she said so. The repairable 快結 *kuai jie* 'finish soon' in line 0870 could potentially be 快結束了 *kuai jieshu le* 'will finish soon', indicating the moment of her talking to Mark near the end of the event. However, Dela replaces it later with 已經 *yijing* 'already' at the same turn, which implies that she talked to Mark after the event had already finished.

Example 4-7 shows that pronunciation error is corrected by replacing operation.

#### Example 4-7

- D17-lanterns (第三次) [p.28/00:33:44-00:34:05]  
1003 Dela: 就像那個機票啊,兩張啊,兩萬二啊。  
jiù xiàng nàge jīpiào a, liǎng zhāng a,  
ADV like that flight ticket PRT, two CLS PRT,  
liǎngwànèr a.  
twenty-two thousand PRT.

*Just like the flight ticket, twenty-two thousand for two tickets.*



1004 Cora: [他們覺得可以啊。  
[tāmen juéde kěyǐ a.  
[they think okay PRT.

*They think it is okay.*

1005 Dela: [(四五月)兩萬-,代排-問題那機票不好賣啊。  
[(sì wǔyuè) liǎngwàn-, dàipái-  
[(April May) twenty thousand-, line-standing-

wèntí nà jīpiào bù hǎomài a.  
problem that flight ticket not good-sell PRT.

*(April and May) Two thousand, line-standing, the problem is that the flight tickets are not easy to sell.*

1006 Cora: 他們有-[管道啊。  
tāmen yǒu- [guǎndào a.  
they have- [channel PRT.

*They have channels.*

1007 Dela: -> [而且那代排費就一wan3-一萬多了啊.那個(.)不划算。  
[érqiě nà dàipái fèi jiù  
[and that line-standing fee ADV

yíwan3- yíwàn duō le a. nàge (.)  
ten thousand- ten thousand more PRT PRT. that (.)

bù huásuàn.  
not cost-effective.

1008 那個機票根本沒那麼貴。  
nàgè jīpiào gēnběn méi nàme guì.  
that flight ticket not at all not that expensive.

*And the line-standing fee alone is more than ten, ten thousand. That is not cost-effective. That flight ticket is not that expensive at all.*

1009 Cora: 沒有代-沒有那麼,多啦,一萬多。  
méiyǒu dài- méiyǒu nàme, duō la,  
not line-standing- not that, much PRT,

yíwàn duō.  
ten thousand more.

*No, not that much, more than ten thousand.*

1010 Dela: 代排費三天下來要一萬多怎麼會不要?  
dàipái fèi sān tiān xiàlái yào  
line-standing fee three day CMP need

yíwàn duō zěnmē huì búyào?  
ten thousand more how will not need?



*Line-standing fee for three days is more than ten thousand. How could it not be?*

1011 Cora: 喔, 對齣。  
ō, duì hou.  
INT, yes PRT.

*Oh, right.*



Cora and Dela are both queue standers—they stand in line for others as a part-time job—and they think that 代排費 *daipai fei* ‘line-standing fee’, a fee paid to someone who asks others to hold one’s place in line, will make the final price for some products very expensive and difficult to sell. The pronunciation error is identified when Dela talks about the specific cost of the fee. Chinese has four tones: first, second, third, and fourth tone. The Chinese numeric 萬 *wan* ‘ten thousand’, of which pronunciation is the fourth tone written in ‘wàn’ in Roman pinyin, is pronounced with the third tone in line 1007. It is cut off, followed immediately by the correct pronunciation with the pre-frame — *yi* ‘one’ at the same turn.

Secondly, the level of certainty of repairables is adjusted by replacing, which is operated to align with the speaker’s intention or increase the degree. Example 4-8 is a case of alignment of the speaker’s intention by increasing the degree of repairables.

#### Example 4-8

D19-thesis (第三次) [p.24/00:33:11-00:33:32]

0871 Evan: 不會啊, 因為你很喜欢一個人的時候你會(.)發現這種時期就是::  
búhuì a, yīnwèi nǐ hěn xǐhuān yíge rén  
will not PRT, because you very like one person

de shíhòu nǐ huì (.) fāxiàn zhè zhōng shíqí  
PRT when you will (.) find this kind period

jiùshì::  
ADV::

0872 最瘋狂啊。  
zuì fēngkuáng a.  
most crazy PRT.

*It is not true, because when you really like someone, you will find that this period is the craziest.*



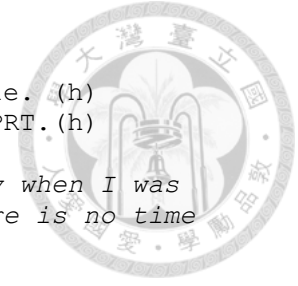
- 0873 Finn: 嗯.  
ēn.  
yes.  
  
Yes.
- 0874 Evan: 就是-我覺得是年輕啦.像是可能你現在的年紀應該沒有辦法.  
jiùshì- wǒ juéde shì niánqīng la. xiàngshì kěnéng  
ADV- I think CPL young PRT. like maybe  
  
nǐ xiànzài de niánjì yīnggāi méiyǒu bànfǎ.  
you now PRT age maybe not way.  
  
*That is, I think it is young. It seems that maybe you cannot do it at your current age.*
- 0875 Finn: 對, [( )  
duì, [( )  
yes, [( )  
  
Yes,
- 0876 Evan: [你可能會就是::跑回家就想睡.  
[nǐ kěnéng huì jiùshì:: pǎo huí jiā jiù xiǎng  
[you maybe will ADV:: run back home ADV want  
  
shuì.  
sleep.  
  
*You maybe want to sleep after running back home.*
- 0877 Finn: -> 對啊,工作還算-,工作比較重要啦.  
duì a, gōngzuò hái suàn-, gōngzuò bǐjiào  
yes PRT, work ADV somewhat-, work relatively  
  
zhòngyào la.  
important PRT.  
  
*Yes, work is somewhat, work is relatively important.*
- 0878 Evan: 對啊.你真的沒辦法啦現在.  
duì a. nǐ zhēnde méi bànfǎ la xiànzài.  
yes PRT. you really not way PRT now.  
  
*Yes. You really cannot do anything about it now.*
- 0879 Finn: 現在是,對啊,以前年輕的時候可能瘋狂過,但是現在就是不要了,  
xiànzài shì, duì a, yǐqián niánqīng de shíhòu  
now CPL, yes PRT, before young PRT when  
  
kěnéng fēngkuáng guò, dànshì xiànzài jiùshì búyào  
maybe crazy PRT, but now ADV not want  
  
le,  
PRT,

0880

現在已經沒有時間了。(h)

xiànzài yǐjīng méiyǒu shíjiān le. (h)  
now already do not have time PRT. (h)

Now it is, yes, I may have been crazy when I was young, but now I do not want it, there is no time now.



Evan and Finn say that they can devote time and effort to someone they like when they are young (not shown in this example), but given their ages, they cannot afford to dedicate that much time and effort due to their current job.

When Finn is talking about the importance of the job in line 0877, the adverb 還算 *hai suan* ‘somewhat’ is replaced by 比較 *bijiao* ‘relatively’ at the same turn, with the pre-frame 工作 *gongzuo* ‘work’ to increase the degree of the modified element 重要 *zhongyao* ‘important’. 還算(重要) *hai suan (zhongyao)* ‘somewhat (important)’ implies a moderate degree of importance, while 比較重要 *bijiao zhongyao* ‘relatively more important’ suggests a higher degree compared to others. Finn emphasizes his thoughts on the work by replacing the adverb with another which has a higher level of degree.

Next, the scope of reference can be adjusted by replacing. The example below shows the case of broadening the scope of reference.

#### Example 4-9

D20-boyfriend(第三次) [p.24/00:26:21-00:26:48]

0868 Hana: 所以做,所以她比起我-所以我們穿得,就是漂漂亮亮她覺得還  
suǒyǐ zuò, suǒyǐ tā bǐqǐ wǒ- suǒyǐ wǒmen chuān  
so do, so she compare I- so we wear

de, jiùshì piàopiàoliàngliang tā juéde hái  
PRT, ADV pretty she think ADV

0869 <ENG OK ENG>,她是,

tā shì,  
she CPL,

So do, so compared to my, so if we wear something pretty, she thinks it is good. She,

0870 Gary: ->

然後就是-她是認同,就是孫女-女生應該要好好打扮的。

ránhòu jiùshì- tā shì rèntóng, jiùshì sūnnǚ-  
and ADV- she CPL agree, ADV granddaughter-



nǚshēng yīnggāiyào hǎohǎo dǎbàn de.  
women should well dress up PRT.

*And then, she agrees, granddaughter, girls should dress up well.*

0871 Hana: 對對對, 然後要穿得[漂漂亮亮].  
duì duì duì, ránhòu yào chuān de  
yes yes yes, and should wear PRT  
[piàopiàoliàngliang.  
[beautiful.

*Yes yes yes, and should dress beautifully.*

0872 Gary: [所以你, 奶奶是一個很享受人生的人嗎?  
[suǒyǐ nǐ, nǎinai shì yíge hěn  
[so you, grandmother CPL one very

xiǎngshòu rénshēng de rén ma?  
enjoy life PRT person PRT?

*So is your grandmother a person who enjoys life?*

0873 Hana: 可是她不喜歡::(.)就是即使我穿得很保守, 她不喜歡, 我們穿得,  
kěshì tā bù xǐhuān::(.) jiùshì jíshǐ wǒ chuān de  
but she not like:: (. ) ADV even if I wear PRT  
hěn bǎoshǒu, tā bù xǐhuān, wǒmen chuān de  
very conservative, she not like, we wear PRT

0874 男孩子氣這樣.  
nánháizi qì zhèyàng.  
boyish like this.

*But she does not like, even if I wear conservatively, she does not like us wearing boyish.*

Gary and Hana are talking about things to consider when dressing in front of the elders (not shown in this example). Hana says her grandmother thinks her granddaughters need to dress up nicely, followed by Gary's turn where the noun 孫女 *sunnǚ* 'granddaughter' is replaced by 女生 *nǚsheng* 'woman' without any frames at the same turn in line 0870. Replacing into the larger category seems to be related to the verb 認同 *rentong* 'agree' in line 0870, which means to agree with someone's idea. He uses the word 女生 *nǚsheng* 'woman', which includes 孫女 *sunnǚ* 'granddaughter', to ask whether Hana's grandmother consents to others' thoughts that women have to dress up nicely.

Lastly, more than one item can be replaced, possessed with different interactional

effects on an ongoing conversation.



Example 4-10

D19-thesis (第三次) [p.15-16/00:21:55-00:22:20]

0561 Finn: 他是-那男的年紀多大?  
tā shì- nà nánde niánjì duō dà?  
he CPL- that man age how old?

*He is, how old is that man?*

0562 (2.0)

0563 Evan: -> 好像跟我同年,就跟我們同年的,因為好像他也大學認識.  
hǎoxiàng gēn wǒ tóngnián, jiù gēn wǒmen tóngnián de,  
seem to PRP I same age, ADV PRP we same age PRT,  
yīnwèi hǎoxiàng tā yě dàxué rènshí.  
because seem to he also college know.

*It seems to be the same age as me, just the same age as us, because it seems that he also knew each other in college.*

0564 Finn: 喔喔.  
ō ō.  
INT INT.

*Oh, oh.*

0565 Evan: 對.就很瞎,然後就,就說,到底是哪招啊,然後我們就::就-就-就  
duì. jiù hěn xiā, ránhòu jiù, jiù shuō,  
yes. ADV very nonsense, and ADV, ADV say,

dàodǐ shì nǎ zhāo a, ránhòu wǒmen  
after all CPL what tactic PRT, and we

jiù::jiù-jiù-jiù  
ADV::ADV-ADV-ADV

0566 大概又多聊一個小時的時候才散.那散了之後後來就問她狀況.  
dàgài yòu duō liáo yíge xiǎoshí de shíhòu cái  
about again about chat one hour PRT when ADV

sàn. nà sàn le zhīhòu hòulái jiù wèn tā  
scatter. then scatter PRT after later ADV ask she

zhuàngkuàng.  
condition.

0567 後來啊,那個::因為我們大家幫她出頭嘛,後來那個她好像,我那  
hòulái a, nàge:: yīnwèi wǒmen dàjiā bāng tā  
later PRT, that:: because we everyone help she

chūtóu ma, hòulái nàge tā hǎoxiàng, wǒ nà  
get ahead PRT, later that she seem to, I that

0568

朋友就很笨。(嘖)都會被愛情冲昏頭的那種。

péngyǒu jiù hěn bèn. ((zè)) dōu  
friend ADV very stupid. ((clicking tongue)) ADV

huì bèi àiqíng chōnghūntóu de nà zhǒng.  
will PRP love overwhelm PRT that kind.

Yes. It was very nonsense, and then, just said, what kind of trick it was, and then we just, just, just, it took about another hour to chat before we scattered. After we scattered, I asked her about her condition. Later, because we all helped her get out of there, then she seemed to, my friend was very stupid. She was the kind that is overwhelmed by love.

Evan is describing how his classmate's boyfriend caused a disturbance when Evan and his classmates hang out at a café (not shown in this example), and Finn asks his age in line 0561. The adverb 好像 *haoxiang* 'seem to' and the prepositional object 我 *wo* 'I' in line 0563 are replaced by 就 *jiu* and 我們 *women* 'we' respectively with the frames 跟 *gen* 'with' and 同年 *tongnian* 'same age' in line 0563 at TRP.

好像 *haoxiang* 'seem to' implies the speaker's uncertainty about the fact that two speakers and the classmate's boyfriend are the same age. It is then replaced by 就 *jiu*, by which Evan displays his certainty. The object 我 *wo* 'I', which is the preposition of 跟 *gen* 'with', is also replaced by 我們 *women* 'we' at the same time. It can be inferred that Evan and Finn are the same age, in the sense that the singular pronoun 我 *wo* 'I' is replaced by the plural pronoun 我們 *women* 'we'.

It merits an elaboration at the moment why 我們 *women* 'we' is considered as a replacement for 我 *wo* 'we'. Some may raise a question that 我 *wo* 'we' being repaired to 我們 *women* 'we' is done by inserting, as 們 *men* seems to be added after 我 *wo* 'I', like 起 *qi* 'up' is added after the verb 收 *shou* 'take' in extract 2-18 (Chui, 1996). 起 *qi* 'up' is a monosyllabic word that can be used alone as a verb, in addition to being used as a complement. However, 們 *men*, which is a Chinese suffix that indicates plurality, cannot



be used alone, and should be attached to the singular pronouns such as 我 *wo* ‘I’, 你 *ni* ‘you’, and 他/她 *ta* ‘he/she’. That is, 我們 *women* ‘we’ is a word with a suffix, but 收起 *shouqi* ‘take away’ is a compound word that consists of a Chinese verb-complement structure. Therefore, the operation is categorized as replacing in this case.

## 4.2 Deleting

### 4.2.1 Organization of Deleting

Deleting can occur in two forms based on the position of frames: deleted items with a pre-frame and a post-frame, and deleted items with more than one frame.

Elements are deleted with a pre-frame and a post-frame in example 4-11.

#### Example 4-11

D19-thesis (第三次) [p.13/00:17:46-00:18:18]

0468 Evan: 然後我們就約在,八十五度<ENG c ENG>喝咖啡然後聊個天這樣,  
 ránhòu wǒmen jiù yuē zài, bāshí wǔ dù  
 and we ADV arrange PRP, eighty-five degree  
 hē kāfēi ránhòu liáo ge tiān zhèyàng,  
 drink coffee and chat CLS chat like this,

0469 然後想說來個聚會,大概六個人吧,  
 ránhòu xiǎng shuō lái ge jùhuì, dàgài liù ge  
 and want say come PRT party, about six CLS  
 rén ba,  
 people PRT,  
 And we met at 85°C Bakery Café to have some coffee  
 and chatted like this, and (we) thought that (we) could  
 just have a party, around six people,

0470 Finn: 嗯哼.  
 ēnhēng.  
 uhuh.  
 Uhuh.

0471 Evan: 加我剛好六個人,就三個男的三個女的.然後後來因為等那個,  
 jiā wǒ gānghǎo liù ge rén, jiù sān ge nán de  
 add I exactly six CLS people, ADV three CLS man  
 sān ge nǚ de. ránhòu hòulái yīnwèi děng nà ge,  
 three CLS woman. and later because wait that,





*Will come to a dinner gathering. She just said, because she seemed to think her boyfriend did not ask, and then he that, that man seemed to install a tracking device on her phone.*



0480 Finn: 喔↑  
ō  
INT

*Oh.*

0481 Evan: 對. 然後反正定位後來定-定位到八十五度<ENG c ENG>.  
duì. ránhòu fǎnzhèng dìngwèi hòulái  
yes. and anyway tracking device later  
  
dìng- dìngwèi dào bāshí wǔ dù  
tracking- tracking device PRP eighty five degree

*Yes. Anyway, the tracking device, the tracking device revealed 85°C Bakery Café.*

Evan is describing one of his high school classmates, whose ex-boyfriend was a control freak. The speaker tells a story about how creepy her boyfriend was when she and her classmates gathered together to have tea without telling him. In line 476, Evan says his classmate did not tell her boyfriend about her meeting with friends at the café, in which the adverb 好像 *haoxiang* ‘seem to’ in the repairable is deleted at the same turn, with the pre-frame 她 *ta* ‘she’ and the post-frame 還沒跟 *hai mei gen* ‘yet not with’.

Deleting can be operated to increase the degree of the speaker’s epistemic status. The adverb 好像 *haoxiang* ‘seem to’, which implies that he is not sure whether his classmate told her ex-boyfriend or not, is deleted with the pre-frame 她 *ta* ‘she’ and the post-frame 還沒跟 *hai mei gen* ‘not yet with’ in line 0476, and Evan’s epistemic stance about the fact that she did not tell her ex-boyfriend about the appointment is improved.

Example 4-12 shows that more than one utterance can be deleted with several frames.

#### Example 4-12

D20-boyfriend(第三次) [p.34/00:39:57-00:40:19]

1252 Gary: 對啊, 嗯, 對啊你要做的話, 那你為什麼不要做- 那你就是做<ENG



- duì a, ēn, duì a nǐ yào zuò dehuà, nà nǐ  
yes PRT, uh, yes PRT you want make if, then you
- wèishénme bú yào zuò- nà nǐ jiùshì zuò  
why not will make- then you ADV make
- 1253 XYZ<sup>3</sup> ENG>的衣服就好啦。  
de yīfú jiù hǎo la.  
PRT clothes ADV fine PRT.
- Yeah, uh, yeah if you want to do it, then why don't you make, then you can just make clothes like XYZ's as well.*
- 1254 Hana: 嗯嗯。  
ēn ēn.  
um um.
- Um um.*
- 1255 Gary: 對啊那你-那你幹嘛要成為大師呢?  
duì a nà nǐ- nà nǐ gànma yào chéngwéi  
yes PRT then you- then you why want become
- dàshī ne?  
master PRT?
- Yeah then you, then why do you want to be a master?*
- 1256 Hana: 對啊就<ENG XYZ ENG>就偷別人的設計啊。(h)  
duì a jiù jiù tōu biérén de shèjì a.(h)  
yes PRT ADV ADV steal other PRT design PRT.(h)
- Yeah, XYZ steals others' designs.*
- 1257 Gary: -> 對啊你今天要去<ENG copy ENG>人家的就好,我說,你今天要創  
duì a nǐ jīntiān yào qù rénjiā de jiù hǎo, wǒ  
yes PRT you today want go people PRT ADV fine, I
- shuō, nǐ jīntiān yào chuàng  
say, you today want create
- 1258 -> 出一個設-你要,創出設計很容易啊,你就,把別人的東西拿來,改  
chū yige shè- nǐ yào, chuàng chū shèjì hěn  
CMP one design- you want, create CMP design ADV
- róngyì a, nǐ jiù, bǎ biérén de dōngxī ná lái,  
easy PRT, you ADV, PRP others PRT thing take CMP,
- gǎi  
change
- 1259 個材質,  
ge cáizhì,  
CLS material,

<sup>3</sup> The name of a fashion brand is indicated using the pseudonym.

*Yeah, today you want to copy others', I mean, today you want to create a design, creating a design is very easy, you just, take others' things and change the material,*



1260 Hana: [對啊.  
[duì a.  
[yes PRT.

*Yeah.*

1261 Gary: [要嘛就改個什麼東西, 什麼-喔, 有沒有往上調, 改成往下調,  
[yào ma jiù gǎi ge shénme dōngxī, shénme- ō,  
[want PRT ADV change CLS what thing, what- INT,

yǒu méiyǒu wǎng shàng tiáo, gǎi chéng  
have not have PRP up adjust, change PRP

wǎng xià tiáo,  
PRP down adjust,

1262 [就好啦.  
[jiù hǎo la.  
[ADV fine PRT.

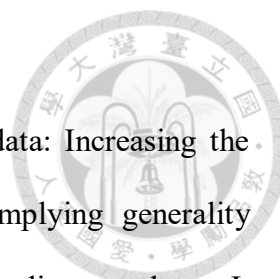
*If you want to change something, something like, oh, is there an upward adjustment, change it to a downward adjustment,*

1263 Hana: [對對對呀, 喔別人的衣服換一個顏色. (h)  
[duì duì duì ya, ō biérén de yīfú huà  
[yes yes yes PRT, INT others PRT clothes change

yíge yánsè. (h)  
one color. (h)

*Yes yes yes, oh, change the color of others' clothes.*

Gary expresses his opinion of his friend changing his innovative thesis topic into a more conventional one (not shown in this example) by taking fashion design as an example. He thinks that copying the design of a company that produces ready-to-wear clothing is easier than creating a new design. The noun 今天 *jintian* 'today' and the classifier 一個 *yige* 'one' in the phrase 你今天要創出一個設計 *ni jintian yao chuang chu yige she(ji)* 'you want to create one design today' in line 1257 to 1258 are deleted, and repaired into 你要創出設計 *ni yao chuang chu sheji* 'you want to create design' at the same turn in line 1258. It can be inferred that deleting segments that indicate a certain date or quantity can imply generality.



## 4.2.2 Interactional Imports of Deleting

Two types of interactional functions are identified in this data: Increasing the degree of the speaker's epistemic status (example 4-11), and implying generality (example 4-12). Other types of interactional imports have not been discovered yet. It needs to collect more data to analyze more cases of deleting operation.

## 4.3 Aborting

### 4.3.1 Organization of Aborting

Aborting is a repair operation that abandons repairable-in-progress with new TCUs while maintaining an agenda. A repair initiation cut-off is generally employed in the middle of trouble sources.

#### Example 4-13

D16-astrology(第四次) [p.17/00:32:02-00:32:28]

0726 Aria: 那妳那樣埋就沒有意義了啊,妳一定要裝在紙箱嘛然後再把牠屍體  
nà nǐ nà yàng mái jiù méi yǒu yì yì le a,  
then you that way bury ADV not have meaning PRT PRT,

nǐ yī dìng yào zhuāng zài zhǐ xiāng ma rán hòu zài bǎ  
you must pack PRP paper box PRT and ADV PRP

tā shī tǐ  
it corpse

0727 倒出來。  
dào chū lái.  
pour out come.

*Then it is meaningless for you to bury it like that.  
You must pack it in a paper box and then pour its  
corpse out.*

0728 Bela: 嗯。  
ēn.  
um.

*Um.*

0729 Aria: 讓牠入土為安。  
ràng tā rù tǔ wéi ān.  
let it rest in peace.

*Let it rest in peace.*



- 0730 Bela: 嗯.  
ēn.  
um.  
  
Um.
- 0731 Aria: -> 你不能裝到垃圾袋然後再埋, 那-那垃圾袋, 就會被封住, 你看人  
nǐ bùnéng zhuāng dào lèsè dài ránhòu zài mái,  
you cannot put PRP garbage bag and ADV bury,  
  
nà- nà lèsè dài, jiù huì bèi fēng zhù, nǐ kàn  
then- then garbage bag, ADV will PRP seal CMP, you see  
  
rén  
people
- 0732 -> 如果用垃圾袋被封住, 那你的屍體會腐爛但那個垃圾-對啊. 反正  
rúguǒ yòng lèsè dài bèi fēng zhù, nà nǐde  
if use garbage bag PRP seal CMP, then your  
  
shītǐ huì fǔlàn dàn nàge lèsè- duì a. fǎnzhèng  
corpse will rot but that garbage- yes PRT. anyway
- 0733 -> 就是我就把牠倒進去.  
jiùshì wǒ jiù bǎ tā dào jìnqù.  
ADV I ADV PRP it pour CMP.  
  
*You cannot put it in a garbage bag and then bury it, then, that garbage bag will be sealed, you see if people are sealed in a garbage bag, their corpses will rot but that garbage, right? Anyway, I just poured it in.*
- 0734 Bela: 嗯, 然後.  
ēn, ránhòu.  
um, and.  
  
Um, and.
- 0735 Aria: 啊倒進去的時候也很害怕啊. 我跟我弟一起去欸.  
a dào jìnqù de shíhòu yě hěn hàipà a. wǒ  
PRT pour CMP PRT when also very scare PRT. I  
  
gēn wǒ dì yìqǐ qù èi.  
and I younger brother together go PRT.  
  
*Ah, I was also scared when I poured it in. I went with my younger brother.*
- 0736 Bela: [喔你弟也有.  
[ō nǐ dì yě yǒu.  
[INT you younger brother also did.  
  
*Oh, so did your younger brother.*
- 0737 Aria: [然後我弟還叫我說, 土要挖深一點.  
[ránhòu wǒ dì hái jiào wǒ shuō, tǔ  
[and I younger brother also let I say, soil

yào wā shēn yidiǎn.  
should dig deep a little.

*And my younger brother let me dig the soil deeper.*

0738 Bela: 對.  
duì.  
yes.  
  
Yes.



Aria and Bela are sharing their experience of burying dead animals. At the beginning of the passage, Aria insists that the corpse should be buried in the soil without using garbage bags to wrap the corpse, as garbage bags will not decay as the corpse does. She abandons the repairable 那你的屍體會腐爛但那個垃圾 *na nide shiti hui fulan dan nage lese* ‘then your corpse will rot, but that garbage’ in line 0732 using cut-off and discontinues the TCU. Afterward, Aria starts a new TCU with confirmation marker 對啊 *dui a* ‘yeah’ first and then resumes the previous topic of burying birds with the sentence 反正就是我就把牠倒進去 *fanzheng jiushi wo jiu ba ta dao jinqu* ‘anyway I just poured it in’ in lines 0732 and 0733 at the same turn.

Aborting can let TCUs return to the main storytelling. Aria and Bela are talking about their experience of burying dead animals, and Aria assumes a situation, in which a person is buried in a trash bag in lines 0731 and 0732. However, the repairables are cut off, followed by the discourse markers 對啊 *dui a* ‘right’ and 反正 *fanzheng* ‘anyway’ in line 0732, returning to the main narrative, which is sharing her experience of burying dead birds.

According to Yeh and Huang (2016), the Chinese discourse marker 對 *dui* ‘right’ shows the speakers’ right to continue their current turn. Also, 反正 *fanzheng* ‘anyway’ has a function to shift the conversation topic to another (Gao & Tao, 2021). That is, Aria abandons the trouble sources with 對啊 *dui a* ‘right’ in line 0732 to maintain her right to

hold the floor and converts the topic of repairables to the main story with 反正 *fanzheng* ‘anyway’ in line 0732.



TCUs that are stopped too early for researchers to recover the content are aborted in the example below.

#### Example 4-14

D16-astrology(第四次) [p.19/00:35:31-00:35:47]

0814 Bela: 你都沒有去查說, 為什麼要減資?  
nǐ dōu méiyǒu qù chá shuō, wèishénme yào  
you ADV did not go search say, why would  
  
jiǎn zī?  
reduce capital?  
  
*You did not search out why the capital would reduce?*

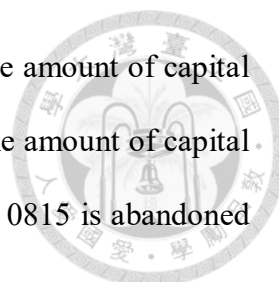
0815 Aria: -> 通常就是因為, 可能它不需要配-配發那麼多股票嘛. 我要-,  
tōngcháng jiùshì yīnwèi, kěnéng tā bù xūyào pèi-  
usually ADV because, maybe it not need allot-  
  
pèifā nàme duō gǔpiào ma. wǒ yào-,  
allot that much stock PRT. I want-,

0816 -> 公司減資, 比增資好.  
gōngsī jiǎn zī, bǐ zēng zī  
company reduce capital, PRP increase capital  
  
hǎo.  
good.  
  
*Usually, it is because maybe it does not need to allot, allot that many stocks. I want, reducing the capital is better than increasing the capital for the company.*

0817 Bela: 對, 我知道, 因為它不缺錢, [錢太多了,  
duì, wǒ zhīdào, yīnwèi tā bù quē qián,  
yes, I know, because it not lack money,  
  
[qián tài duō le,  
[money too much PRT,  
  
*Yes, I know, because it is not short of money, there are too much money,*

0818 Aria: [對, 對.  
[duì, duì.  
[yes, yes.

*Right, right.*



Aria is describing a stock she invested in before, of which the amount of capital was reduced, and Bela asks whether she searched for reasons why the amount of capital was reduced (in line 0814). The clause 我要 *wo yao* ‘I want’ in line 0815 is abandoned with a cut-off when Aria explains the reason for the capital reduction, that is the company does not have to allocate stocks that much. Near the end of line 0815, Aria starts with 我要 *wo yao* ‘I want’, but truncates the TCU and produces a new TCU indicating that reducing capital is better than increasing capital for the company at the same turn. As the TCU being aborted contains only the pronoun 我 *wo* ‘I’ and the auxiliary verb 要 *yao* ‘want’, there is little information to tell what the speaker intended to say.

#### 4.3.2 Interactional Imports of Aborting

Schegloff (2013) analyzes two cases of aborting: abandoning repairables and describing differently, and abandoning repairables totally without any efforts to retell. The interactional imports of aborting, however, are not investigated in Schegloff (2013). This paper discovers two interactional functions of aborting: returning to the main course of the storytelling and responding coherently to the recipient. In example 4-15, speakers employ aborting to return to the main storytelling.

#### Example 4-15

D19-thesis (第三次) [p.16-17/00:23:10-00:23:56]

0591 Evan: 對,反正就是很瞎就對了.對,然後我們原本就是因為這樣大概一年  
 duì, fǎnzhèng jiùshì hěn xiā jiù duì le.  
 yes, anyway ADV very nonsense ADV right PRT.

duì, ránhòu wǒmen yuánběn jiùshì yīnwèi zhèyàng  
 yes, and we originally ADV because like this

dàgài yì nián  
 about one year

0592 多沒有跟她講話.然後連有-有聚會都沒約.對,就很瞎.然後, (. )  
 duō méiyǒu gēn tā jiǎnghuà. ránhòu lián yǒu- yǒu  
 more did not PRP she talk. and PRP have-have

jùhuì dōu méi yuē. duì, jiù hěn xiā.  
 appointment ADV not make. yes, ADV very nonsense.





- ránhòu, (.)  
and, (.)
- 0593 她都盡交一些怪怪的人, 那種-因為我以前跟她同一個大學嘛。  
tā dōu jǐn jiāo yìxiē guàiguài de rén, xiàng  
she ADV only make some weird PRT people, like  
nà zhǒng- yīnwèi wǒ yǐqián gēn tā tóng yíge  
that kind- because I before PRP she same one  
dàxué ma.  
college PRT.  
*Yes, it is right to be nonsense anyway. Yes, and we did not talk to her for about a year because of this. And she did not even make an appointment. Yes, it was nonsense. And, she only made friends with some weird people, because I used to go to the same college as her.*
- 0594 Finn: 嗯哼, 你們[同一所-  
ēnhēng, nǐmen [tóng yì suǒ-  
uhuh, you [same one CLS-  
*Uh-huh, you were at the same-*
- 0595 Evan: [我高中同一所, 然後大學同一所, 因為, 同一所之後好像  
[wǒ gāozhōng tóng yì suǒ, ránhòu dàxué  
[I high school same one CLS, and college  
tóng yì suǒ, yīnwèi, tóng yì suǒ zhīhòu hǎoxiàng  
same one CLS, because, same one CLS after seem to
- 0596 有一些選修課會-  
yǒu yìxiē xuǎnxiūkè huì-  
have some electives will-  
*I went to the same high school, and then the same college, because, after attending the same school, it seemed some electives would,*
- 0597 Finn: [喔喔。  
[ō ō.  
[INT INT.  
*Oh oh.*
- 0598 Evan: -> [會-撞到. 同班. 然後我就跟她, 其實, 她電話一直在響喔, 然後我  
[huì- zhuàng dào. tóng bān. ránhòu wǒ jiù gēn tā,  
[will- bump CMP. same class.and I ADV PRP she,  
qíshí, tā diànhuà yìzhí zài xiǎng ō, ránhòu wǒ  
actually, she phone keep PRT ring PRT, and I
- 0599 就, 誰一直電話在那邊振動在噁噁噁((模仿電話振動的聲音)).  
jiù, shéi yìzhí diànhuà zài nàbiān zhèndòng zài  
ADV, who keep phone PRP there vibrate PRT

ēn ēn ēn ((mófǎng diànhuà zhèndòng de  
eng eng eng ((imitate phone vibrate PRT  
shēngyīn)).  
sound)).



0600 然後我就想說這到底是哪招,我就說欸-關一下靜音你,然後後來她  
ránhòu wǒ jiù xiǎng shuō zhè dàodǐ shì nǎ  
and I ADV want say this after all CPL which

zhāo, wǒ jiù shuō èi- guān yíxià jìngyīn nǐ,  
trick, I ADV say hey- turn off CMP mute you,

ránhòu hòulái tā  
and later she

0601 就說好,然後下課就聊一下嘛,就說到底是誰啊,就沒有啊-有一個  
jiù shuō hǎo, ránhòu xiàkè jiù liáo yíxià ma,  
ADV say okay, and after class ADV chat CMP PRT,

jiù shuō dàodǐ shì shéi a, jiù méiyǒu a-  
ADV say after all CPL who PRT, ADV no PRT-

yǒu yíge  
have one

0602 男朋友啊欸,我就說是怎樣,那你下課去接或是說你上廁所去接  
nán péngyǒu a èi, wǒ jiù shuō shì zěnyàng, nà nǐ  
boyfriend a hey, I ADV say CPL how, then you

xiàkè qù jiē huòshì shuō nǐ shàng cèsuǒ  
after class go take or say you go bathroom

qù jiē  
go take

0603 一下嘛.她就說喔沒有啊他很煩,就不想接.

yíxià ma. tā jiù shuō ō méiyǒu a tā hěn  
CMP PRT. she ADV say INT no PRT he very

fán, jiù bù xiǎng jiē.  
annoying, ADV not want pick.

*Would bump into the same class. And I was with her, actually, her phone kept vibrating, and I, someone kept the phone vibrating over there. Then I just wanted to say what kind of trick this was, so I said hey, set the phone to vibrate, and then she said okay, and chatted after class, and said who was it, (and she said) nothing, I have a boyfriend. Oh hey, I said what about, then you pick it up after class or you go to the bathroom to pick it up. She said oh no, he was annoying, and did not want to pick it up.*

Evan thinks a female classmate of his always dates weirdos and is telling a story about one of his classmate's ex-boyfriends. However, Evan explains the relationship between him and his classmate before starting the story: they went to the same high school

and college and took some electives together (lines 0593 to 0596). It seems that Evan intends to keep on elaborating on the relationship between him and his classmate 然後我就跟她 *ranhou wo jiu gen ta* ‘and I with her’ in line 0598 but aborts it. After aborting it, he uses the discourse marker 其實 *qishi* ‘actually’ at the same turn and then proceeds to recount an episode from a day when he and his classmate took the same class: his classmate’s ex-boyfriend kept calling her on the phone. The episode led to the two of them talking more about the female junior’s ex-boyfriend. Wang et al. (2011) analyze the functions of discourse marker 其實 *qishi* ‘actually’ as indicating a partial transition of a topic. Evan employs 其實 *qishi* ‘actually’ to change the topic from trying to explain the relationship between Evan and his classmate to complaining about incessant phone calls from the ex-boyfriend of Evan’s classmate, and returns to the main agenda of the conversation.

Two examples below show aborting operations that are employed to respond to the recipients for the coherence of the conversation.

#### Example 4-16

D17-astrology (第三次) [p.27-28/00:33:14-00:33:36]

0985 Dela: 小杜是誰?  
xiǎo dù shì shéi?  
xiao Du CPL who?

*Who is Xiao Du?*

0986 Cora: 另外一個, 但是, 他也參加, 也排過, 劉的。  
lìngwài yige, dànshì, tā yě cānjiā, yě  
other one, but, he also participate in, also

pái guò, liú de.  
queue PRT, Liu PRT.

*The other one, but, he also participated in, also have lined up Liu’s.*

0987 Dela: 喔, 就是說那天年 [輕人的].  
ō, jiùshì shuō nà tiān nián [qīng rén de].  
INT, ADV say that day you [ng man PRT.

*Oh, the young man on that day.*

0988 Cora:

[他-欸::算年輕,也算年輕啦.

[tā- èi:: suàn niánqīng, yě

[he- um:: somewhat young, also

suàn niánqīng la.  
somewhat young PRT.

*He, um, can be said young, can also be said young.*

0989 Dela:

啊-

a-

ah-

Ah-

0990 Cora:

他也有發.

tā yě yǒu fā.

he also PRT post.

*He also posted.*

0991 Dela: ->

他沒-他沒排一二-他來-f::發幹嘛?

tā méi- tā méi pái yī èr- tā lái- f::

he did not- he did not queue one two- he come-post::

fā gànma?

post why?

*He did not, he did not queue at one two, he came, why did he post?*

0992 Cora:

無-

wú-

does not-

*Does not-*

0993 Dela:

[去排( )-

[qù pái ( )-

[go line up( )-

*Went to line up-*

0994 Cora:

[無所謂啊,一二三,我們是一二-第三::第三之前是沒了嘛,那

[wúsuǒwèi a, yī èr sān, wǒmen shì yī

[does not matter PRT, one two three, we CPL one

èr- disān:: disān zhīqián shì méi le ma, nà  
two-third:: third before CPL not PRT PRT, then

0995

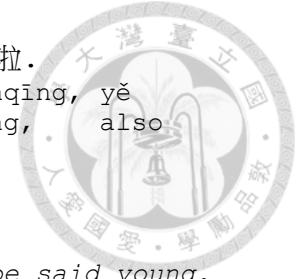
>四五六七八九十啊<,可以啊.

>sì wǔ liù qī bā jiǔ shí a<,

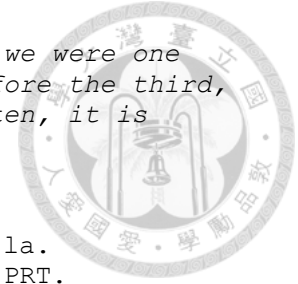
>four five six seven eight nine ten PRT<,

kěyǐ a.

possible PRT.



*It does not matter, one, two, three, we were one two, the third, there was nothing before the third, then four five six seven eight nine ten, it is possible.*



0996 Dela: 代排費不划算啦。  
 dàipái fèi bù huásuàn la.  
 line-standing fee not cost-effective PRT.

*The line-standing fee is not cost-effective.*

Cora and Dela took a part-time job, where participants stand in lines on behalf of others and get paid. Since the participants can get information about the activities through brokers who send messages in group chats (not shown in this example), Cora and Dela are discussing who sent the messages to whom. When they mention Mr/Ms. Du, who also got in the line, Dela abandons the clauses 他來 *ta lai* ‘he came’ in line 0991, which are cut off, and uses the interrogative clause 發幹嘛 *fa ganma* ‘why (did he) post’, to ask why Mr/Ms. Du sent messages at the same turn. This repaired utterance can be analyzed as a more neatly fitting response to Cora’s turn in line 0990, which mentions that Mr/Ms. Du also sent the messages, right before the aborting. Dela stops the ongoing TCUs and maintains the flow of the conversation by operating aborting.

Gary in example 4-17 also aborts the clauses to sustain the coherence of the conversation.

#### Example 4-17

D20-boyfriend(第三次) [p. 42/00:49:56-00:50:18]

1553 Gary: [交交朋友。  
 [jiāo jiāo péngyǒu.  
 [make friend.

*Make friends.*

1554 Hana: [如果真的認真起來後來如果未來規劃不同, 就會很<MIN tsei  
 [rúguǒ zhēnde rènzhēn qǐlái hòulái rúguǒ wèilái  
 [if really serious CMP later if future

guīhuà bùtóng, jiù huì hěn  
 plan different, ADV will very



- 1555                   xin(挫折)MIN>.  
                          (cuòzhé)  
                          (frustrating)  
  
*If you really get serious, but the future plans are different, it will be very frustrating.*
- 1556 Gary: ->       對::(1.5)我覺得規劃不同這件事情是,讓很多情侶(1.5)走不  
                          duì::(1.5) wǒ juéde guīhuà bùtóng      zhè jiàn shìqíng  
                          yes::(1.5) I think plan      different this CLS thing  
  
                          shì, ràng hěnduō qínglǚ (1.5) zǒu bú  
                          CPL, let many      couple (1.5) walk not
- 1557                   ->       下去的一個主-,我是說大的情侶。  
                          xiàqù de yíge zhǔ-, wǒ shì shuō dà de qínglǚ.  
                          CMP   PRT one main-, I   CPL say big PRT couple.  
  
*Yes. I think that having different plans is one of the main (reasons) to make many couples hard to continue, I am saying real couples.*
- 1558 Hana:           對對對。  
                          duì duì duì.  
                          yes yes yes.  
  
                          Yes yes yes.
- 1559 Gary:           不是那種小情小愛的情侶走不下去的,年紀,R 一直也點頭,你也很  
                          búshì nà      zhǒng xiǎoqíngxiǎo'ài de qínglǚ zǒu bú  
                          not      that kind small love      PRT couple walk not  
  
                          xiàqù de, niánjì, R yìzhí yě diǎntóu, nǐ yě  
                          CMP   PRT, age,      R keep also nod,      you also  
  
                          hěn  
                          very
- 1560                   想分手嗎?  
                          xiǎng fēnshǒu ma?  
                          want break up PRT?  
  
*Not that the age of small love couples cannot go on, R (recorder) also keeps nodding, do you also want to break up?*
- 1561 R:               沒有(h)  
                          méiyǒu (h)  
                          no      (h)  
  
                          No.
- 1562 Hana:           好過分(h), 幹嘛詛咒人家?  
                          hǎo guòfèn (h), gànma zǔzhòu rénjiā?  
                          too much (h), why      curse others?  
  
                          *Too much, why do you curse others?*

Hana argues that a couple might be likely to break up if they have different future plans when their relationship becomes serious. Gary cuts off the clause in line 1557, when he agrees with Hana's idea that having different plans is one of the main reasons to make a couple break up, and supplements his idea with the utterance 我是說大的情侶 *wo shi shuo da de qinglü* 'I mean real couple' after the abandonment at the same turn. This inserted utterance 大的情侶 *da de qinglü* 'real couple', which means a couple who have a serious relationship, has an opposite meaning with 小情小愛 *xiaoqingxiao'ai* 'small love couple' in line 1559 and is coherent with Hana's turn in line 1554, which mentions that the couples with a serious relationship who have different future plans. Aborting is employed to sustain the alignment with the recipient in this case.

#### 4.4 Sequence-jumping

##### 4.4.1 Organization of Sequence-jumping

Sequence-jumping refers to an operation through which speakers change repairables into something unrelated (Schegloff, 2013). Sequence-jumping employs repair initiators such as cut-off and sound-stretch to change conversation topics. In addition to changing conversation topics, however, sequence-jumping also alters the agenda in the middle of processing TCUs.

##### Example 4-18

D20-boyfriend(第三次) [p.37/00:44:09-00:44:31]


1380 Gary: 是因為有同一堂課然後我們常常就是上下課走路這樣聊天。  
 shì yīnwèi yǒu tóngyī táng kè ránhòu wǒmen  
 CPL because have same CLS class and we  
 chángcháng jiùshì shàngxiàkè zǒulù  
 often ADV take and take off class walk  
 zhèyàng liáotiān.  
 this way chat.

*It was because we had the same class and we often chatted while walking to and from the class.*



- 1381 Hana: 欸欸暫停一下, 這個名字重複一次, 盧 (h) 好。  
 èi èi zàntíng yíxià, zhège míngzi chóngfù yíci,  
 hey hey pause a moment, this name repeat once,  
 lú (h) hǎo.  
 PN (h) okay.  
 Hey, hey, pause for a moment, repeat this name, Lu,  
 okay.
- 1382 Gary: (h) 不用了啦, 她不在意。  
 (h) búyòng le la, tā bú zàiyì.  
 (h) not need PRT PRT, she not care.  
 You don't have to. She doesn't care.
- 1383 Hana: (h) 怕人家打不出來。  
 (h) pà rénjiā dǎ bù chūlái.  
 (h) afraid people type not CMP.  
 I am afraid that they don't know how to type (the  
 name).
- 1384 Gary: (h) 好啦, 那到底是吳還是盧?  
 (h) hǎo la, nà dào dǐ shì wú háishì lú?  
 (h) okay PRT, then what on earth CPL PN or PN?  
 Okay, then is it Wu or Lu?
- 1385 Hana: 盧-盧, <ENG MU ENG>.  
 lú- lú, Mu.  
 PN- PN, PN.  
 Lu, Lu, Mu.
- 1386 Gary: <ENG OK ENG> (h), 哪有 MU. 盧。  
 nǎ yǒu Mu. lú.  
 where have PN. PN.  
 Ok, how can it be Mu. It is Lu.
- 1387 Hana: 盧。  
 lú.  
 PN.  
 Lu.
- 1388 Gary: -> <ENG LU ENG>, 噢, 我昨天跟-等一下-岔出去-岔題出來,  
 ō, wǒ zuótiān gēn- děng yíxià-  
 INT, I yesterday PRP- wait CMP-  
 chà chūqù- chà tí chūlái,  
 split CMP- split topic CMP,
- 1389 [我昨天跟,  
 [wǒ zuótiān gēn,  
 [I yesterday PRP,



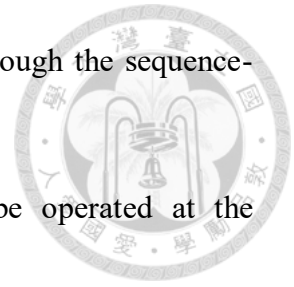
- 
- Oh, yesterday I talked to, wait a minute, (I need to) go off, go off the topic, yesterday I,
- 1390 Hana: [岔題。  
[chà tí.  
[split topic.  
  
*Go off-topic.*
- 1391 Gary: 一個美國朋友聊天。  
yige měiguó péngyǒu liáotiān.  
one America friend chat.  
  
*Chatted with an American friend.*
- 1392 Hana: 嗯。  
ēn.  
uhuh.  
  
*Uhuh.*

Sequence-jumping can be operated by directly mentioning ‘changing conversation topic’ in TCU-in-progress with a variety of repair initiation skills. From lines 1380 to 1386, Gary talks about one of his female college classmates, with whom rumors circulated during their college years. Gary repeats the name Lu in the beginning but operates sequence-jumping by using the non-lexical item 噢 *o* ‘oh’ to convert the conversation topic with a different agenda and starts to talk about the conversation he had yesterday with another friend at TRP (line 1388). The repairable ‘Lu’ in line 1388 is abandoned and continued with 我昨天跟 *wo zuotian gen* ‘yesterday I with’. He stops again after 我昨天跟 *wo zuotian gen* ‘yesterday I with’ in line 1388 and explicitly uses 等一下 *deng yixia* ‘wait a minute’ and 岔題 *cha ti* ‘go off topic’ to operate sequence-jumping in line 1388.

Sequence-jumping can be used to change a conversation topic spontaneously in the middle of the conversation. Gary suddenly changes the conversation topic into a story he shared with his American friend using the non-lexical item 噢 *o* ‘oh’ in line 1388 when he corrects Hana’s pronunciation error, directly mentioning the utterances 岔題出來 *cha ti chulai* ‘go off topic’ in line 1388, which mean the changing of the topic. It shows that

the conversation topics can be changed during the conversation through the sequence-jumping operation.

The example below shows that sequence-jumping can be operated at the beginning of the conversation.



#### Example 4-19

D19-thesis (第三次) [p.3/00:02:35:-00:02:56]

0074 Evan: 所以現在找到方向了,所以還需要一年多?  
suǒyǐ xiànzài zhǎo dào fāngxiàng le, suǒyǐ hái xūyào  
so now find CMP direction PRT, so still need

yì nián duō?  
one year more?

*So now the direction is found, so it will still take more than a year?*

0075 Finn: 你-你就算是複製貼上你也是要抽時間去看嘛(h)。  
nǐ- nǐ jiù suànshì fùzhì tiē shàng nǐ yě shì  
you- you ADV somewhat copy paste CMP you also CPL

yào chōu shíjiān qù kàn ma (h).  
need take time go see PRT (h).

*You, even if you copy and paste it, you still have to take time to read it.*

0076 Evan: 就是以前不努力,所以現在來這邊::就是,耗時間嗎?  
jiùshì yǐqián bù nǔlì, suǒyǐ xiànzài lái zhèbiān::  
ADV before not hard, so now come here::

jiùshì, hào shíjiān ma?  
ADV, consume time PRT?

*You did not work hard before, so you are here now, to consume time?*

0077 Finn: 欸.哈(h)差不多這個意思。  
èi. hā (h) chàbùduō zhège yìsi.  
eh. ha (h) almost this meaning.

*Eh, haha. That's more or less the same meaning.*

0078 Evan: 一年多-一年多可是::喔好啦,所以現在一個月工作一萬多?  
yì nián duō- yì nián duō kěshì::  
one year more- one year more but:: INT okay PRT,

suǒyǐ xiànzài yí ge yuè gōngzuò yíwàn duō?  
so now one CLS month work ten thousand more?

*More than a year, more than a year but oh well, so now you get a bit more than ten thousand a month?*



- 0079 Finn: 一萬多。  
 yīwàn duō.  
 ten thousand more.  
*A bit more than ten thousand.*
- 0080 Evan: 一萬多,所以公司( )。  
 yīwàn duō, suǒyǐ gōngsī ( )。  
 ten thousand more, so company ( )。  
*More than ten thousand, so the company,*

Sound-stretch, interjections, cut-offs, and discourse markers can be used to reveal the transition of the conversation agenda. Evan is asking about Finn’s current progress of his thesis, followed by suddenly asking about his monthly salary by sound-stretching the conjunction 可是 *ke shi* ‘but’ in line 0078, and inserting the interjection 喔 *o* ‘oh’ and the discourse marker 好啦 *hao la* ‘okay’ in line 0078.

#### 4.4.2 Interactional Imports of Sequence-jumping

Four cases of sequence-jumping are captured in this data. Sequence-jumping is used to change a conversation topic spontaneously in the middle of the conversation (example 4-18) or to find a conversation topic at the beginning of the conversation (example 4-19).

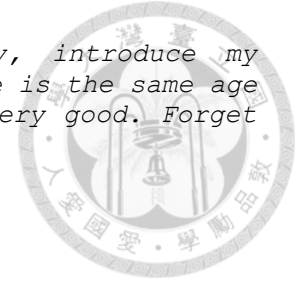
Example 4-20 shows that speakers operate sequence-jumping to find a conversation topic at the beginning of the conversation.

#### Example 4-20

D16-astrology (第四次) [p.1-2/00:00:44:-00:01:12]

- 0025 Aria: 反正她是想要把我-把我弟弟介紹給妳.想說跟妳同年,我弟也很乖  
 fǎnzhèng tā shì xiǎngyào bǎ wǒ- bǎ wǒ  
 anyway she CPL want PRP I- PRP I  
  
 didi jièshào gěi nǐ. xiǎng shuō gēn  
 younger brother introduce PRP you. want say PRP  
  
 nǐ tóng nián, wǒ dì yě hěn guāi  
 you same age, I younger brother also very good.
- 0026 (.)算了(.)他覺得妳很乖。  
 (.) suàn le (.) tā juéde nǐ hěn guāi.  
 (.) forget it (.) he think you very good.

Anyway, she wants to introduce my, introduce my brother to you. I want to say that he is the same age as you, my younger brother is also very good. Forget it. He thinks you are very good.



0027 R: (h)

0028 (1.5)

0029 Aria: 我弟有一八五喔。(h)硬要講。  
wǒ dì yǒu yī bā wǔ ō.  
I younger brother PRT one eight five PRT.

(h) yìngyào jiǎng.  
(h) insist say.

*My brother is one hundred eighty-five. I insist on saying.*

0030 Bela: 而且,工作穩定。  
érqiě, gōngzuò wěndìng.  
also, job stable.

*Also, his job is stable.*

0031 Aria: 孝順。  
xiàoshùn.  
filial piety.

*Filial piety.*

0032 Bela: 然後::然後好駕馭,很乖巧.女人就是要交一個,會管-會,欸我們  
ránhòu:: ránhòu hǎo jiàoyù, hěn guāiqiǎo.  
and:: and easy control, very well-behaved.

nǚrén jiùshì yào jiāo yíge, huì guǎn- huì, èi  
women ADV should make one, can manage- can, hey

wǒmen  
we

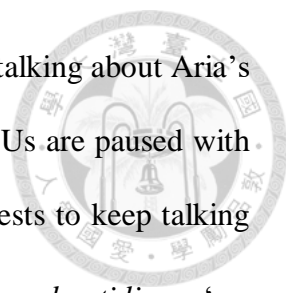
0033 可以從這個話題聊啊,還不錯,妳就聽就好了。(h)  
kěyǐ cóng zhège huàtí liáo a, hái búcuò, nǐ jiù  
can PRP this topic chat PRT, ADV good, you ADV

tīng jiù hǎo le. (h)  
listen ADV good PRT. (h)

*And, easy to control, and very well-behaved. Women should make one, can manage, can, hey we can talk about this topic, it is good, you just listen to it.*

Example 4-20 is a part of the beginning of the recording, and Aria and Bela are finding topics to discuss. They talked about their age first (not shown in this example), then Aria changes the topic to her younger brother using the discourse marker 反正

*fanzheng* ‘anyway’ in line 0025. Bela thinks it is a good idea to keep talking about Aria’s brother when she lists his strengths in lines 0032 and 0033. The TCUs are paused with the non-lexical item 欸 *ei* ‘hey’ in line 0032, and Bela directly suggests to keep talking about Aria’s brother (我們可以從這個話題聊啊 *women keyi cong zhege huati liao a* ‘we can talk about this topic’ in line 0032 and 0033).



## 4.5 Reformatting

### 4.5.1 Organization of Reformatting

Repairables are reformatted into a different sentence structure using sentence components of repairables. They are normally cut off, followed by reorganizing the trouble sources with the same contents.

#### Example 4-21

D17-lanterns (第三次) [p.24-25/00:29:23-00:29:48]

0874 Dela: 已經結束了,我說你不要這樣子幫他佔位子喔,我說這只有一百個  
*yījīng jiéshù le, wǒ shuō nǐ búyào zhèyàngzi*  
 already finish PRT, I say you should not like this

*bāng tā zhàn wèizi ō, wǒ shuō zhè zhīyǒu*  
 help he occupy seat PRT, I say this only

*yì bǎi ge*  
 one hundred CLS

0875 名額喔。  
*míng'é ō*  
 quota PRT.

*It was already over, I said you should not help him occupy seats like this, I said there were only one hundred quotas.*

0876 Cora: 嗯嗯嗯。  
*ēn ēn ēn.*  
 um um um.

*Um um um.*

0877 Dela: 我說不要-我說,這個等一下來喔,我說-你會跟人家-人家-  
*wǒ shuō búyào- wǒ shuō, zhège děngyíxià lái ō, wǒ*  
 I say do not- I say, this a while come PRT, I

*shuō- nǐ huì gēn rénjiā- rénjiā-*  
 say- you will PRP people- people-



*I said do not, I said, this will come later, I said,  
you will with others, others,*

0878 Cora:

會吵架。  
huì chǎojià.  
will quarrel.  
Will quarrel.

0879 Dela:

吵架.我說你為-他不能來本來就不該這樣勉強-  
chǎojià. wǒ shuō nǐ wèi- tā bùnéng lái běnlái  
quarrel. I say you for- he cannot come originally  
jiù bùgāi zhèyàng miǎnqiǎng-  
ADV should not like this force-

*Quarrel. I said you do that for, he should not have  
been forced to come in the first place,*

0880 Cora:

本來就是啊。  
běnlái jiùshì a.  
originally ADV PRT.

*This was like that.*

0881 Dela: ->

我說你不要為了-我說你為了他的事去跟人家吵架.你不值得。  
wǒ shuō nǐ búyào wèile- wǒ shuō nǐ wèile tāde  
I say you should not for- I say you for his  
shì qù gēn rénjiā chǎojià. nǐ bù zhídé.  
thing go PRP people quarrel. you not worth.

*I said you should not for, I said it is not worth it  
for you to quarrel with others for him.*

0882 Cora:

那天其實我們比較早沒有錯,我們早一個小時但是,我又比我們發  
nàtiān qíshí wǒmen bǐjiào zǎo méiyǒu  
that day actually we relatively early not

cuò, wǒmen zǎo yíge xiǎoshí dànshì, wǒ yòu bǐ  
wrong, we early one hour but, I also PRP

wǒmen fā  
we post

0883

的時間還更早一個小時來。  
de shíjiān hái gèng zǎo yíge xiǎoshí lái.  
PRT time ADV more early one hour come.

*In fact, it was right that we were earlier that day.  
We were one hour earlier, but I was even one hour  
earlier than the posted time.*

0884 Dela:

他要排後面所以沒叫你們排進去呀。  
tā yào pái hòumiàn suǒyǐ méi jiào nǐmen pái  
he want queue back so not ask you queue  
jìngù ya.  
CMP PRT.

*He wanted to line up at the back, so he did not ask you to line up.*

Cora and Dela are talking about someone who saved a seat for another in an activity in which two speakers participated together before, and Dela explains how she advised him in line 0881. The repairable clause 我說你不要為了 *wo shuo ni bu yao weile* ‘I say you should not for’ in line 0881, which is in the imperative form, is converted to the declarative sentence 我說你為了 *wo shuo ni weile* ‘I say you for’ by deleting the auxiliary verb 不要 *bu yao* ‘do not’ with a cut-off at the same turn. The repaired sentence is reformatted with components of repairables except for the deleted verb.

This example shows that deletion is used as a first-order operation to reformat the repairables. The case is embedded in quotations. The quotation is first formatted as a negative imperative but then transformed into a declarative sentence, persuading the recipient not to do something. The negative imperative verb 不要 *bu yao* ‘should not’ in line 0881 is on the surface deleted with the pre-frame 我說 *wo shuo* ‘I say’ and the post-frame 為了 *weile* ‘for’ when Dela explains the advice she gave to the participant in detail. As the construction of the clause is changed from the imperative to the declarative, deleting in this example is analyzed as the first-order operation.

In addition to changing the construction, the tone of the speaker can also be adjusted. The tone of Dela becomes softer by reformatting the repairable 不要為了(他的事去跟人家吵叫) *bu yao weile (ta de shi qu gen renjia chaojia)* ‘do not (quarrel with others) for him’ into the form of advice 你為了他的事去跟人家吵架.你不值得 *ni weile ta de shi qu gen renjia chaojia.ni bu zhide* ‘it does not deserve for you to quarrel with others for him’ in line 0881.

#### 4.5.2 Interactional Imports of Reformatting

Reformatted utterances convey the same contents with the repairables using different sentence structures. It can be employed by different first-order operations (Schegloff, 2013), such as replacing or deleting. There are two types of reformatting detected in this data: adjusting the tone of speakers (example 4-21), and shifting the focus of emphasis. Example 4-22 shows that reformatting is used to shift the focus of emphasis.

##### Example 4-22

D17-lanterns (第三次) [p.46/00:54:01-00:54:19]

- 1682 Dela: 你通知他他也是會通知, 魏啦。  
nǐ tōngzhī tā tā yě shì huì tōngzhī, wèi la.  
you inform he he also CPL will inform, PN PRT.  
*If you inform him, he will also inform Wei.*
- 1683 Cora: [他-  
[tā-  
[he-  
*He-*
- 1684 Dela: [這-  
[zhè-  
[this-  
*This-*
- 1685 Cora: 他沒有跟魏聯-他叫我跟他聯絡. 我說, 不行, 你們自己群組裡的人  
tā méiyǒu gēn wèi lián- tā jiào wǒ gēn tā  
he did not PRP Wei contact- he let I PRP he  
liánluò. wǒ shuō, bùxíng, nǐmen zìjǐ qúnzǔ lǐ  
contact. I say, no, you yourselves group PRT  
de rén  
PRT people
- 1686 自己去聯絡, 我說我不能幫你們, 因為 ((嘖)), 萬一沒有, 啊  
zìjǐ qù liánluò, wǒ shuō wǒ bùnéng bāng nǐmen,  
themselves go contact, I say I cannot help you,  
yīnwèi ((zè)), wànyī méiyǒu, a  
because ((clicking tongue)), if did not, PRT
- 1687 那個:: 怪我怎麼辦? 我就這樣跟他講啊, 然後後來, 就斷掉, 他就  
nàge:: guài wǒ zěnmébàn? wǒ jiù zhèyàng gēn tā  
that:: blame I how? I ADV like this PRP he  
jiǎng a, ránhòu hòulái, jiù duàn diào, tā jiù  
say PRT, and later, ADV cut CMP, he ADV



1688

可能就是出門了。

kěnéng jiùshì chūmén le.  
maybe ADV go out PRT.

*He did not contact Wei, and he asked me to contact him. I said, no, people in your group should contact themselves, I said I cannot help you, because, if there is no, ah what should I do if they blame me? I just told him like this, and then it was cut off, and he might just go out.*

Cora and Dela are talking about a broker who did not notify Mr/Ms. Wei in line 1685 the activity they participated in before. The participants can get the information when brokers in the group chat send messages about the activities. Cora reformats the negative clause 他沒有跟魏聯(絡) *ta meiyou gen wei lian(luo)* ‘he did not contact Wei’ into the causative sentence 他叫我跟他聯絡 *ta jiao wo gen ta lianluo* ‘he let me contact him’ at the same turn. This reformatting operation shows that the broker did not notify Mr./Ms. Wei, but the focus of the conversation is shifted; the repairable simply conveys the fact that the broker did not contact Mr/Ms. Wei, while the repaired emphasizes that the instruction to contact Mr/Ms. Wei was given to the speaker by the broker, and that it is not appropriate.

The reformation is done by replacing the verb 沒有 *meiyou* ‘did not’, 魏 *wei* ‘Wei’ into 叫我 *jiao wo* ‘let me’ and 他 *ta* ‘he’ respectively with the frames 他 *ta* ‘he’, 跟 *gen* ‘with’, and 聯絡 *lianluo* ‘contact’. That is, replacing, as a first-order operation, is employed to operate the reformation operation, which is a second-order operation, to shift the focus of the conversation from conveying the fact to the command given to the speaker.

#### 4.6 Chapter Summary

This paper conducts research on SISR operations’ form and interactional effects at different places based on Schegloff (2013), which investigates SISR operations at the same turn.

This chapter investigates the organization and the interactional import of five SISR operations, through which repairables are discarded: replacing, deleting, aborting, sequence-jumping, and reformatting.

Concerning the organization of the five SISR operations, frames are used to operate replacing and deleting. Aborting and sequence-jumping abandon repairables, followed by a transition to new TCUs. Reformatting, as a second-order operation (Schegloff, 2013), is done by deleting or replacing.

As for the interactional import of the five SISR operations, replacing is used to correct lexical or pronunciation errors, adjust the degree of repairables, and adjust the scope of references. Deleting is operated to correct errors, to mark a stronger epistemic stance of speakers, and to indicate generality. Two types of interactional effects are discovered in aborting's data: returning to the main course of the storytelling, and revealing coherence to the prior turn. Sequence-jumping can change the conversation topic. Speakers employ reformatting to adjust the tone of speech or to shift the focus of emphasis.

As can be seen above, replacing and deleting have an interactional import in common, which is correcting repairables' errors.

## Chapter 5 Analysis of SISR Operations with Repairables Being Present

Five SISR operations in Chinese conversation, which are inserting, searching, parenthesizing, recycling, and reordering, through which trouble sources are not discarded after being repaired, are analyzed in this chapter.

The relationships among the five operations are as follows: Inserting and parenthesizing have common in adding new items, but inserting, as shown in Luke and Zhang (2010), adds words like prepositions or adverbs with frames, while parenthesizing inserts relatively big units in the middle of the conversation. In addition, parenthesizing and reordering of TCUs in a turn, which are subdomains of the global insertion, have common in that they resume discontinued TCUs after inserting new clauses, but there are differences in the functions performed when operated these techniques. In addition, as clauses are added through parenthesizing and reordering of TCUs in a turn, these two operations can be referred to as global insertion based on Luke and Zhang (2010).

The structure of this chapter is as follows: the organization of five operations is analyzed, followed by the analysis of the interactional imports.

### 5.1 Inserting

#### 5.1.1 Organization of Inserting

Inserting refers to placing new elements into ongoing TCUs (Schegloff, 2013). Inserting is shown in two forms: inserted items with a post-frame, and inserted items with a pre-frame and post-frame. More than one item can also be inserted with frames. Example 5-1 shows that utterances are inserted with a post-frame.

#### Example 5-1

D16-astrology(第四次) [p. 6/00:07:54-00:08:26]

0226 Aria: 其實人-, 最難了解就是自己。  
qíshí rén-, zuì nán liǎojiě jiù shì  
in fact people-, most difficult understand ADV CPL  
zìjǐ.  
themselves.



*In fact, the most difficult thing for people to understand is themselves.*

- 0227 Bela: 妳會再<MIN 抓狂 MIN>一次嗎?  
nǐ huì zài zhuākuáng yí cì ma?  
you will again crazy one time PRT?  
*Will you go crazy again?*
- 0228 Aria: 不是,我是說每個人.  
búshì, wǒ shì shuō měi ge rén.  
no, I CPL say every CLS person.  
*No, I mean everyone.*
- 0229 Bela: 嗯我知道,就尤其是自己的[( )]  
ēn wǒ zhīdào, jiù yóuqíshì zìjǐ de [( )  
well I know, ADV especially myself PRT [( )  
*Well, I know, especially my own,*
- 0230 Aria: [因為你看喔,成功的人喔,他往往真的  
[yīnwèi nǐ kàn ō,  
[because you see PRT,  
  
chénggōng de rén ō, tā wǎngwǎng zhēnde  
successful PRT person PRT, he often really
- 0231 -> 就是了-非常了解自己.  
jiùshì liǎo- fēicháng liǎojiě zìjǐ.  
ADV know- very know himself.  
*Because you see, a successful person often really knows, knows himself very well.*
- 0232 Bela: 嗯.  
ēn.  
yes.  
  
Yes.
- 0233 Aria: 所以當他在做一些他可能有一些缺陷的事情,他就可以去突破盲點  
suǒyǐ dāng tā zài zuò yìxiē tā kěnéng yǒu yìxiē  
so when he PRT do some he maybe have some  
  
quēxiàn de shìqíng, tā jiù kěyǐ qù túpò mángdiǎn  
flaw PRT thing, he ADV can go break limitation
- 0234 (0.5)但是,往往我們不成功因為是因為,我們其實都不了解自己.  
(0.5) dànshì, wǎngwǎng wǒmen bù chénggōng yīnwéi  
(0.5) but, often we not successful because  
  
shì yīnwèi, wǒmen qíshí dōu bù liǎojiě  
CPL because, we actually ADV not know  
  
zìjǐ.  
ourselves.

0235

都覺得自己啊不會啦, 不會啦怎樣怎樣. 啊明明就是會.  
 dōu juéde zìjǐ a búhuì la, búhuì la  
 ADV think ourselves PRT can not PRT, cannot PRT

zěnyàng zěnyàng. a míngmíng jiùshì huì.  
 whatever whatever. PRT definitely ADV can.

*So when he is doing something that he might have  
 some flaws in, he can break through the limitations.  
 But, we often fail because we do not know ourselves.  
 I think that I won't, I won't, whatever. Ah,  
 definitely will.*

Aria argues that the hardest one to understand is oneself, and it is successful people who know themselves well. When she mentions the condition of success, the two-syllable verb 了解 *liaojie* ‘know’ in line 0231 is cut off at the first syllable 了 *liao*, and the adverb of degree 非常 *feichang* ‘very’ is inserted right after the cut-off with the post-frame 了解 *liaojie* ‘know’ at the same turn.

According to Wilkinson and Weatherall (2011), this case falls into the category of intensifying. Aria inserts the adverb 非常 *feichang* ‘very’ to emphasize the verb 了解 *liaojie* ‘know’ in line 0231 at the same turn, increasing the comparative effect with those who are not successful. This comparison can also be seen from the direct mention that the reason for not being successful is that people do not understand themselves in line 0234.

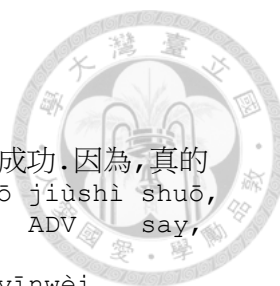
The example below displays inserted materials with a pre-frame and a post-frame.

#### Example 5-2

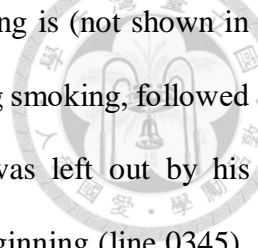
D16-astrology(第四次) [p.9/00:13:37-00:14:06]

0344 Aria: 啊, 人家也沒有故意排外你, 啊但是你現在也不抽菸. 就是不是在  
 a, rénjiā yě méiyǒu gùyì páiwài nǐ,  
 ah, people also did not intentionally exclude you,  
  
 a dànshì nǐ xiànzài yě bù chōuyān. jiùshì búshì  
 ah but you now also not smoke. ADV not  
  
 zài  
 PRP

0345 一起的嘛. 他說, 剛開始是, 也會有一種孤單的感覺. 然後你也會是,  
 yìqǐ de ma. tā shuō, gāng kāishǐ shì, yě  
 together PRT PRT. he say, just start CPL, also  
  
 huì yǒu yì zhǒng gūdān de gǎnjué. ránhòu  
 would have one kind loneliness PRT feeling. and



- nǐ yě huì shì,  
you also will CPL,
- 0346 但是他就是很堅定,說就是說,後來他真的戒了成功.因為,真的  
dànshì tā jiùshì hěn jiāndìng, shuō jiùshì shuō,  
but he ADV very determined, say ADV say,  
hòulái tā zhēnde jiè le chénggōng. yīnwèi,  
later he really quit PRT success. because,  
zhēnde  
really
- 0347 -> ( ).我看過人家,像店長,像我們店長(.)說不喝酒,就真的戒酒。  
( ).wǒ kàn guò rénjiā, xiàng diànzhǎng, xiàng  
( ).I see PRT people, like store manager, like  
wǒmen diànzhǎng (.) shuō bù hē jiǔ, jiù  
we store manager(.) say not drink alcohol, ADV  
zhēnde jiè jiǔ.  
really quit alcohol.  
*Ah, people did not intentionally exclude you, ah, but you do not smoke now, you are not together. He said, at first, there would be a feeling of loneliness. And you also would, but he was really determined, and then he really quit successfully. Because, (he) really, I have seen people, like the store manager, like our store manager said he would stop drinking, and then really quit drinking.*
- 0348 Bela: 嗯。  
ēn.  
um.  
Um.
- 0349 Aria: 那個也是真的不簡單,他光戒酒講了二十幾年。  
nàge yě shì zhēnde bù jiǎndān, tā guāng jiè  
that also CPL really not simple, he only quit  
jiǔ jiǎng le èrshí jǐ nián.  
alcohol talk PRT twenty more year.  
*That is something. He had been talking about quitting alcohol for over twenty years.*
- 0350 Bela: 真的啊。  
zhēnde a.  
really PRT.  
Really.
- 0351 Aria: 對啊。  
duì a.  
yes PRT.  
Yes.



Aria and Bela are talking about how difficult quitting smoking is (not shown in this example). Aria then is sharing her teacher's experience of quitting smoking, followed by her store manager's story of quitting drinking. The teacher was left out by his colleagues who went to smoke without him and felt lonely in the beginning (line 0345). But he was determined, successfully quitting smoking at the end (line 0346). In line 0347, Aria brings up her store manager 店長 *dianzhang* 'the store manager' and takes him as another example by using 像 *xiang* 'like'. In the next TCU at the same turn, Aria inserts the pronoun 我們 *women* 'we' with the pre-frame 像 *xiang* 'like' and the post-frame 店長 *dianzhang* 'store manager' to specifically refer to her store manager.

This example comes with the type of specifying of Wilkinson and Weatherall (2011), which refers to adjusting a reference form to better suit the specific interactional task at hand than the original version. Aria is mentioning her store manager's quitting alcohol after the difficulties of quitting smoking. Although there are no other possible references to 店長 *dianzhang* 'store manager' in this conversation, she inserts the modifier 我們 *women* 'we' in line 0347 to increase the relevance of the conversation.

More than one item can be inserted with frames, as shown in example 5-3.

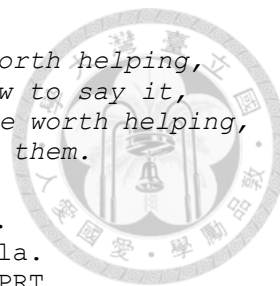
### Example 5-3

D17-lanterns (第三次) [p.47/00:55:37-00:55:53]

1739 Dela: 不是啦妳覺得說有 ( ) 值得幫的人的時候, 幫也要有個 :: 怎麼講?  
 búshì la nǐ juéde shuō yǒu ( ) zhídé bāng de  
 not PRT you think say have ( ) worth help PRT  
 rén de shíhòu, bāng yě yào yǒu ge ::  
 people PRT when, help also need have CLS ::  
 zěnmē jiǎng?  
 how say?

1740 有些人妳覺得值得幫, 但是幫也要有聰明的 [辦法-  
 yǒuxiē rén nǐ juéde zhídé bāng, dànshì bāng yě  
 some people you think worth help, but help also  
 yào yǒu cōngmíng de [bànfǎ-  
 need have smart PRT [way-

No, when you think there are people worth helping, helping people also needs to have, how to say it, there are some people who you think are worth helping, but there must be a smart way to help them.



1741 Cora:

[對啦。  
[duì la.  
[yes PRT.

Yes.

1742 Dela:

就是妳不要說, 到時候去-影響到自己啊。  
jiùshì nǐ búyào shuō, dào shíhòu qù-yǐngxiǎng dào  
ADV you cannot say, come time go-affect PRP

zìjǐ a.  
yourself PRT.

You cannot say that, when the time comes, it will affect you.

1743 Cora:

我還好, 我倒不會怕這[些啊。  
wǒ hái hǎo, wǒ dào bú huì pà zhè  
I fine, I never not will afraid these

[xiē a.  
[things PRT.

I am fine, I am not afraid of these things.

1744 Dela: ->

[像劉-沒有, 像那天劉的人他們也是-分得-前  
[xiàng liú- méiyǒu, xiàng nà tiān  
[like Liu- no, like that day

liú de rén tāmen yě shì- fēn de- qián  
Liu PRT people they also CPL- divide PRT- before

1745

後這樣, 排得[(都有)-  
hòu zhèyàng, pái de [(dōu yǒu)-  
after like this, queue PRT [(all have]-

Like Liu, no, people like Liu that day also, divided into, before and after like this, the row is (all),

Cora and Dela are talking about how people in the broker Liu's chat room participated in the activity since participants can join in the activities by getting messages from chat rooms and discussing the way Cora helped others participate in that activity by posting about it on social media.

Dela inserts the repair initiator 沒有 *meiyǒu* 'not' in line 1744, which rejects the repairable, and the time noun 那天 *na tiān* 'that day' in line 1744, which specifies the date when people in the broker Liu's chat room participated in the activity, with the frame



像 *xiang* ‘like’ and 劉 *liu* ‘Liu’ in line 1744 at the same turn, when she describes how people of the broker Liu joined the queue.



### 5.1.2 Interactional Imports of Inserting

Wilkinson and Weatherall (2011) identify five types of interactional imports of insertion repair: specifying, intensifying, describing, adjusting, and adding. While Wilkinson and Weatherall (2011) found that the inserted elements which specify references are modifiers, this paper also investigates insertion operation which specifies time, place, and object with prepositional phrases or pronouns. Correcting errors, adjusting speakers’ epistemic stances, specifying, and intensifying are discovered as interactional imports of inserting in this paper.

Grammatical errors can be corrected by inserting, as shown in example 5-4.

#### Example 5-4

D20-boyfriend (第三次) [p. 46/00:55:23-00:55:43]

1703 Gary: <ENG OK ENG>.是內容<ENG OK ENG>.了解.我也沒有辦法  
 shì nèiróng. liǎojiě. wǒ yě  
 CPL content. understand. I also

méiyǒu bànfǎ  
 do not have way

1704 接受-, 啊, 如果只是朋友, 傳喔, 回-回給我的話, 就, 我想說連朋友  
 jiēshòu-, a, rúguǒ zhǐ shì péngyǒu, chuán ō, huí-  
 accept-, ah, if only CPL friend, send oh, reply-

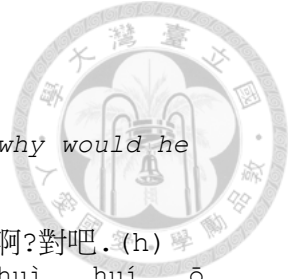
huí gěi wǒ dehuà, jiù, wǒ xiǎng shuō lián  
 replay PRP I if, ADV, I want say even

péngyǒu  
 friend

1705 都不會回喔啊(h)  
 dōu bú huì huí ō a (h)  
 ADV not would reply INT PRT (h)

*The content is okay. Understand. I also have no way to accept, ah, if it is just a friend, who replies 'oh' to me, I want to say even friends would not reply 'Oh'.*

1706 Hana: 對啊, 連朋友都不會回, 他怎麼喔我啊(h)  
 duì a, lián péngyǒu dōu bú huì huí, tā zěnmē  
 yes PRT, even friend ADV not would reply, he how



ō wǒ a (h)  
Oh I PRT (h)

*Right, even friends would not reply, why would he reply 'oh' to me.*

1707 Gary: ->

誰朋友會, 誰跟朋友會回喔啊? (h) 是什麼意思啊? 對吧. (h)  
shei péngyǒu huì, shei gēn péngyǒu huì huí ō  
who friend would, who PRP friend would reply Oh

a? (h) shì shénme yìsi a? duì ba. (h)  
PRT?(h) CPL what meaning PRT? right PRT. (h)

*Who will friend, who will reply 'Oh' to friends?  
What does it mean? Right?*

1708 Hana:

朋友至少會回一個 ( ) 宵夜文之類的, 就, (h)  
péngyǒu zhìshǎo huì huí yíge ( ) xiāoyè  
friend at least will reply one ( ) night snack

wén zhīlèi de, jiù, (h)  
sentence type PRT, ADV, (h)

*Friends will at least reply with ( ), night snack  
and so on.*

1709 Gary:

對對對. 或者說, 至少會有點反應這樣.  
duì duì duì. huòzhě shuō, zhìshǎo huì yǒu diǎn  
yes yes yes. or say, at least would have some

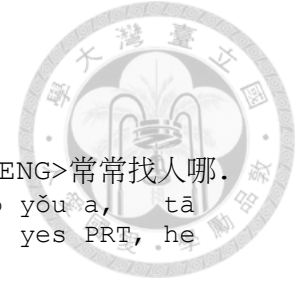
fǎnying zhèyàng.  
reaction like this.

*Right right right. Or at least there would be some  
reaction like this.*

Gary and Hana are discussing whether it is okay to reply to a boy/girlfriend's message with a simple interjection 喔 o 'oh' (not shown in this example), and Gary says he would not even reply with a simple 喔 o 'oh' to friends. The preposition 跟 *gen* 'with' is inserted between the pre-frame 誰 *shei* 'who' and the post-frame 朋友會 *pengyou hui* 'friends will' in line 1707 to correct the grammar error. Inserting the preposition is related to the Chinese syntax structure. Chinese prepositions should come before the objects and after the subjects. As the preposition is missing from the repairable 誰朋友會 *shei pengyou hui* 'who would friends' in line 1707, Gary inserts 跟 *gen* 'with' to correct the grammatical error.

Example 5-5 also indicates that inserting can correct grammatical errors.

### Example 5-5



D17-lanterns (第三次) [p.56-57/01:05:34-01:05:59]

2083 Dela: 我就看他的反應,我就說有啊,他在<ENG fb ENG>常常找人哪。  
wǒ jiù kàn tāde fǎnying, wǒ jiù shuō yǒu a, tā  
I ADV see his reaction, I ADV say yes PRT, he

zài chángcháng zhǎo rén na.  
PRP often look for people PRT.

2084 他跟那個劉有沒有?很熟。  
tā gēn nàgè liú yǒuméiyǒu? hěn shóu.  
he and that Liu right? very close.

*I saw his reaction, and I said yes, he often looks for someone on Facebook. He and that Liu right? Very close.*

2085 Cora: 對。  
duì.  
right.

*Right.*

2086 Dela: 他跟劉很熟。  
tā gēn liú hěn shóu.  
he PRP Liu very close.

*He and Liu are very close.*

2087 Cora: -> 不-不能說熟啦,應該是都是,案-[都是接案的人。  
bù- bùnéng shuō shóu la, yīnggāi shì dōu shì,  
not-cannot say close PRT, maybe CPL ADV CPL,

àn- [dōu shì jiē àn de rén.  
case- [ADV CPL accept case PRT people.

*Cannot, cannot say close, maybe they are the case, who accept the case.*

2088 Dela: [你知道嗎?他不是只有找排隊喔。  
[nǐ zhīdào ma? tā búshì  
[you know PRT? he not

zhǐyǒu zhǎo páiduì o.  
only look for queue PRT.

2089 他也有找那個跟劉一樣進場什麼工[讀生打工-  
tā yě yǒu zhǎo nàgè gēn liú yíyàng jìn chǎng  
he also PRT look for that PRP Liu same enter stage

shénme gōng[dúshēng dǎgōng-  
what stud[ent part-time job-

*Do you know? He is not only looking for someone to queue. He is also looking for someone to enter the stage like Liu, a student part-time job,*

2090 Cora:

[嗯哼哼, 有有有,  
[ēnhēnghēng, yǒu yǒu yǒu,  
[uhuh, yes yes yes,

*Uhuh, yes yes yes,*

2091

[發-發工讀.  
[fā- fā gōngdú.  
[post- post part-time.

*Post, post part-time.*

2092 Dela:

[他也-他也. 我告訴你他的排-他很少在:: fb 發那個::  
[tā yě- tā yě. wǒ gàosù nǐ tāde pái- tā hěn  
[he also- he also. I tell you his queue- he very  
shǎo zài:: facebook fā nàge::  
rarely PRP:: Facebook post that::

*He also, he also, I tell you his queue, he rarely posts it on Facebook,*

2093 Cora:

工作-  
gōngzuò-  
work-

*Work.*

2094 Dela:

對.  
duì.  
right.

*Right.*

2095 Cora:

訊息, 只有排隊的訊息.  
xùnxí, zhǐyǒu páiduì de xùnxí.  
message, only queue PRT message.

*Messages, messages only about the queue.*

Verbs can also be inserted to correct grammatical errors. Cora and Dela are talking about a broker who recruits people to stand in line as a part-time job through Facebook. The word 接 *jie* ‘take’ is inserted between the pre-frame 都是 *dou shi* ‘all’ and the post-frame 案 *an* ‘case’ in line 2087 at the same turn. Although it is not clear what Cora would like to say to start with 案 *an* ‘case’ in the first attempt, the second attempt gives a complete noun phrase 接案的人 *jie’an de ren* ‘people who take the case’, in which the modifier 接案 *jie’an* ‘take the case’ is composed by inserting the verb 接 *jie* ‘take’ before

案 *an* ‘case’.

The example below shows that the degree of speakers’ epistemic stance can be adjusted by inserting.



Example 5-6

D19-thesis (第三次) [p.5/00:05:23-00:05:53]

0163 Evan: 有啊我有些朋友他們都在做牙醫診所,也有在做一些那一般的 ( )  
yǒu a wǒ yǒu xiē péngyǒu tāmen dōu zài zuò  
yes PRT I have some friend they all PRP do

yáyī zhěnsuǒ, yě yǒu zài zuò yìxiē nà yìbān  
dental clinic, also PRT PRP do some that ordinary

de ( )  
PRT ( )

0164 就是::耳鼻喉科什麼都有.  
jiùshì:: ěrbíhóukē shénme dōu yǒu.  
ADV:: otolaryngology what ADV have.

*Yes, I have some friends who are working at dental clinics and some are doing ordinary, like, otolaryngology.*

0165 Finn: 嗯.  
ēn.  
yes.

Yes.

0166 Evan: 對,像他們就是高中畢業,可能大學都還沒有去讀就去 ( ).對啊  
duì, xiàng tāmen jiùshì gāozhōng bìyè, kěnéng  
yes, like they ADV high school graduate, maybe

dàxué dōu hái méiyǒu qù dú jiù qù ( ).  
college ADV yet did not go study ADV go ( ).

duì a  
yes PRT

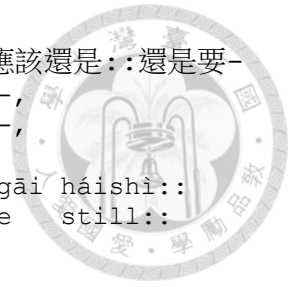
0167 一個月就兩萬出頭.  
yíge yuè jiù liǎngwàn chūtóu.  
one month ADV twenty thousand over.

*Yes, like they graduated from high school, and maybe do not go to college and go, right, twenty thousand for a month.*

0168 Finn: -> 那那個::,那那個像-像 ( )那個還是,應該還是需要,(.)  
nà nàge::, nà nàge xiàng- xiàng ( ) nàge  
then that::, then that like- like ( ) that

háishì, yīnggāi háishì xūyào,(.)  
still, maybe still need,(.)

0169 比如說::比如說什麼( )-,耳鼻喉科抓藥的應該還是::還是要-  
 bǐrúshuō:: bǐrúshuō shénme ( )-,  
 for example:: for example what ( )-,  
 ěrbíhóukē zhuā yào de yīnggāi háishì::  
 otolaryngology get medicine PRT maybe still::  
 háishì yào-  
 still need-



0170 專業的執照吧?[你知道嗎。  
 zhuānyè de zhízhào ba? [nǐ zhīdào ma.  
 professional PRT license PRT? [you know PRT.  
 Then that, then that like, like that still, maybe  
 still needs, for example, for example, like, in  
 otolaryngology maybe still, still needs, medicine  
 license? Do you know?

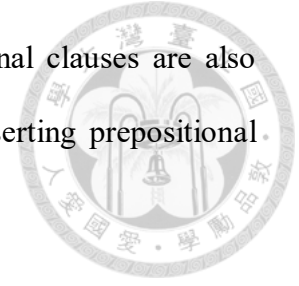
0171 Evan: [嗯::抓藥要,可是比如說好了,他已經幫你把藥都配  
 [ēn:: zhuā yào yào, kěshì bǐrúshuō  
 [yes:: get medicine need, but for example  
 hǎole, tā yǐjīng bāng nǐ bǎ yào dōu pèi  
 PRT, he already help you PRP medicine ADV prepare

0172 好了,他們只需要把(.)藥把它分裝在一起,這個好像就不需要。  
 hǎo le, tāmen zhǐ xūyào bǎ (.) yào bǎ tā  
 CMP PRT, they only need PRP (.) medicine PRP it  
 fēn zhuāng zài yìqǐ, zhège hǎoxiàng jiù  
 divide pack PRP together, it maybe ADV  
 bù xūyào.  
 not need.

*Hmm, getting medicine needs (license), but for example, if he already prepared the medicine, what they only need to do is packaging, this seems that the license is not necessary.*

Evan and Finn are having a conversation about friends who work at clinics. When Finn asks Evan if a license is needed when working at clinics, Finn starts with 還是 *haishi* ‘still’ in line 0168 and cuts it off, followed by the word 應該 *yinggai* ‘maybe’ being inserted before the repeated 還是 *haishi* ‘still’ in line 0168 at the same turn. Finn inserts 應該 *yinggai* ‘maybe’ to indicate his guessing. The degree of the speakers’ epistemic stance is slightly increased by inserting the adverb of certainty.

In addition to modifiers that specify references, prepositional clauses are also inserted to specify a place or object. Example 5-7 shows that inserting prepositional clauses can specify the place.



Example 5-7

D17-lanterns (第三次) [p.19-20/00:23:42-00:23:55]

0686 Dela: 他-不是群,他沒有群。  
 tā- búshì qún, tā méiyǒu qún.  
 he- not group, he did not have group.  
*He is not a group, he does not have a group.*

0687 Cora: 喔個人私-  
 ō gèrén sī-  
 INT individual personal-  
*Oh, send messages personally-*

0688 Dela: 個人<ENG LINE ENG>.  
 gèrén  
 individual LINE.  
*Send messages individually using LINE.*

0689 Cora: 喔喔喔喔喔。  
 ō ō ō ō ō.  
 INT INT INT INT INT.  
*Oh, oh, oh, oh, oh.*

0690 Dela: -> 就上去我跟-我在微風跟[他吵架-  
 jiù shàng qù wǒ gēn- wǒ zài wéifēng gēn [tā chǎojià-  
 ADV up go I PRP- I PRP WeiFeng PRP [he quarrel-  
*I went up and quarreled with him at WeiFeng.*

0691 Cora: [喔喔。  
 [ō ō.  
 [INT INT.  
*Oh, oh.*

0692 Dela: 他就-吵一吵後來在聊天-(h)  
 tā jiù- chǎo yì chǎo hòulái zài liáotiān-(h)  
 he ADV- quarrel one quarrel later PRP chat- (h)  
*He quarreled and then chatted,*

0693 Cora: (h)

0694 Dela: 那-又變加<ENG LINE ENG>.結果我知道了啦.他就是怎樣,  
 nà- yòu biàn jiā jiéguǒ wǒ zhīdào  
 then- again become add LINE. finally I know



le la. tā jiùshì zěnyàng,  
PRT PRT. he ADV how,

*Then added LINE again. Finally, I knew it. How he was,*

0695 Cora: 嗯.  
ēn.  
uhuh.

*Uhuh.*

0696 Dela: 他-他們就不是算時薪.  
tā- tāmen jiù búshì suàn shíxīn.  
they- they ADV not count hourly wage.

*They did not count hourly wages.*

Dela is telling Cora the story of fighting with another participant in the activity they participated in before. Dela inserts the location prepositional clause 在微風 *zai weifeng* ‘at WeiFeng’ between the pre-frame 我 *wo* ‘I’ and the post-frame 跟 *gen* ‘with’ in line 0690 at the same turn, specifying the place where she fought with him.

Example 5-8 shows that utterances can be inserted to specify objects of preposition.

### Example 5-8

D16-astrology(第四次) [p.17/00:31:15-00:32:08]

0714 Aria: 貓都-想要把牠,埋起來,因為我要去山上埋.我都連碰都還是不敢  
māo dōu- xiǎngyào bǎ tā, mái qǐlái, yīnwèi wǒ  
cat ADV- want PRP it, bury CMP, because I

yào qù shān shàng mái. wǒ dōu lián pèng dōu  
want go mountain PRT bury. I ADV even touch ADV

háishì bù gǎn  
ADV not dare

0715 碰,因為第一個牠野貓嘛我不知道牠上面有沒有什麼跳蚤或什麼.  
pèng, yīnwèi dìyīge tā yě māo ma wǒ bù zhīdào  
touch, because first it wild cat PRT I not know

tā shàngmiàn yǒu méi yǒu shénme tiàozǎo huò  
it above have not have what flea or

shénme.  
what.

*Cat, I wanted to bury it, because I wanted to bury it in the mountain. I still did not even dare touch it, because it was the first time I buried a wild cat and I did not know if there were any fleas or*





- something on it.
- 0716 Bela: 嗯.  
ēn.  
uhuh.  
  
Uhuh.
- 0717 Aria: 什麼的, 然後再來我不敢碰. 我都還是要(.)特地回家拿掃把.  
shénme de, ránhòu zài lái wǒ bù gǎn pèng. wǒ  
what PRT, and again come I not dare touch. I  
  
dōu hái shì yào (.) tèdì huí jiā ná sàobǎ.  
ADV still need (.) especially back home get broom.
- 0718 跟畚斗. 一直<MIN tu MIN>, 一直<MIN tu MIN>((戳)), 然後  
gēn bēndòu. yìzhí chuō, yìzhí chuō, ránhòu  
and bucket. keep poke, keep poke, and
- 0719 再把牠裝到一個紙箱, 裡面.  
zài bǎ tā zhuāng dào yíge zhǐ xiāng, lǐmiàn.  
again PRP it pack PRP one paper box, inside.  
  
Something, and I did not dare touch it again. I  
still need to go home and get a broom and a bucket.  
Kept poking, kept poking, and packed it again inside  
the paper box.
- 0720 Bela: 嗯.  
ēn.  
uhuh.  
  
Uhuh.
- 0721 Aria: 我一定會先備好紙箱, 然後把牠放進去. 然後再(.)去山上埋. 然後  
wǒ yíding huì xiān bèi hǎo zhǐ xiāng,  
I definitely will first prepare CMP paper box,  
  
ránhòu bǎ tā fàng jìnqù. ránhòu zài (.) qù  
and PRP it put CMP. and again (.) go  
  
shān shàng mái. ránhòu  
mountain PRT bury. and
- 0722 山上埋的時候(.)不是要倒嗎? 妳不要裝到垃圾袋嘛, 因為妳如果  
shān shàng mái de shíhòu (.) búshì yào dào  
mountain PRT bury PRT when (.) not should pour  
  
ma? nǐ búyào zhuāng dào lèsè dài ma, yīnwèi  
PRT? you cannot put PRP garbage bag PRT, because  
  
nǐ rúguǒ  
you if
- 0723 -> 裝, 把, 動物的屍體裝到垃圾袋, 妳再拿去山上埋(.) 垃圾袋它並不  
zhuāng, bǎ, dòngwù de shītǐ zhuāng dào lèsè  
put, PRP, animal PRT corpse put PRP garbage



dài, nǐ zài nà qù shān shàng mái (.)  
bag, you again take go mountain PRT bury (.)

lèsè dài tā bìng bú  
garbage bag it never not

0724 會::((嘖)), 那個::就是::妳知道垃圾袋, 垃圾袋是不會腐化的.  
huì:: ((zè)), nàgè:: jiùshì:: nǐ zhīdào  
will::((clicking tongue)) that:: ADV:: you know

lèsè dài, lèsè dài shì bú huì fǔhuà de.  
garbage bag, garbage bag CPL not will corrupt PRT.

*I would definitely prepare the paper box first, and put it in. Then go to the mountain to bury it. Then when bury it in the mountain don't you have to pour it? You should not put it in a garbage bag, because if you put an animal's corpse into a garbage bag, and then take it to the mountain and bury it in the garbage bag, it will never, that you know garbage bag, garbage bag will not be corrupted.*

0725 Bela: 嗯.  
ēn.  
yes.  
  
Yes.

0726 Aria: 那妳那樣埋就沒有意義了啊, 妳一定要裝在紙箱嘛然後再把牠屍體  
nà nǐ nà yàng mái jiù méiyǒu yìyì  
then you that way bury ADV do not have meaning

le a, nǐ yí dìng yào zhuāng zài zhǐ  
PRT PRT, you definitely should put PRP paper

xiāng ma rán hòu zài bǎ tā shī tǐ  
bag PRT and again PRP it corpse

0727 倒出來.  
dào chū lái.  
pour out come.

*Then it is meaningless for you to bury it like that, you must put it in a paper bag and then pour its corpse to come out.*

0728 Bela: 嗯.  
ēn.  
yes.  
  
Yes.

0729 Aria: 讓牠入土為安.  
ràng tā rù tǔ wéi ān.  
let it rest in peace.

*Let it rest in peace.*

0730 Bela:  恩.  
                   ēn.  
                   yes.  
                   Yes.



Aria is sharing her experience of burying dead cats with Bela. Aria argues that dead animals should be buried in paper boxes, not in garbage bags. The object of the verb is embodied by inserting the prepositional phrase 把動物的屍體 *ba dongwu de shiti* ‘animals’ corpse’ in front of the pre-frame 裝 *zhuang* ‘put’ in line 0723. Ba (把 *ba*)-sentence is a Chinese unique sentence structure, and must be placed before the verb. Since Aria has already mentioned using paper bags to bury dead cats in the previous turn of the repair, it would be easy for the recipient to understand what the object of the verb 裝 *zhuang* ‘put’ in line 0723 is, even if the clause is not inserted. The speaker, however, inserts the ba(把 *ba*)-construction to specify the object of the verb.

The example below illustrates that more than one element can be inserted to lower the speaker’s epistemic stance.

#### Example 5-9

D17-lanterns (第三次) [p.28/00:34:02-00:34:18]

1010 Dela:  代排費三天下來要一萬多怎麼會不要?  
                   dàipái                fèi sān    tiān xiàlái yào  
                   line-standing fee three day    CMP    will  
                   yíwàn                duō    zěnmē huì    bú    yào?  
                   ten thousand more why    will not want?

*How wouldn’t you want ten thousand for line-standing fee for three days?*

1011 Cora:  喔, 對齣.  
                   ō,    duì hou.  
                   INT, yes PRT.  
                   Oh, right.

1012 Dela:  那個[沒有-沒有三天-  
                   nàge [méiyǒu- méiyǒu sān    tiān-  
                   that [not-    not    three day-



- That is not, not three days,*
- 1013 Cora: -> [對他發-好像發四個, [四五個人來。  
[duì tā fā- hǎoxiàng fā sìgè, [sì wǔgè  
[yes he post- seem to post four, [four five  
  
rén lái.  
people come.  
  
*Yes he posted, seemed to post four, four, or five  
people come.*
- 1014 Dela: [你三天前沒有去是排不到的啦。  
[nǐ sān tiān qián méiyǒu  
[you three day before did not  
  
qù shì pái bú dào de la.  
go CPL queue not CMP PRT PRT.  
  
*If you did not go three days ago, you cannot queue.*
- 1015 Cora: 他們:: 嗯, >對對對對對, 沒錯沒錯<, [你要-  
tāmen:: ēn, >duì duì duì duì duì, méicuò méicuò<,  
they:: um, >yes yes yes yes yes, right right <,  
  
[nǐ yào-  
[you should-  
  
*They, um, yes yes yes yes yes, right right, you  
should,*
- 1016 Dela: [那個不划-我覺得-  
[nàge bù  
[that not  
  
huá- wǒ juéde-  
cost-effective- I think-  
  
*That is not cost-effective, I think,*
- 1017 Cora: 就算是-  
jiù suànshì-  
ADV like-  
  
*Like,*
- 1018 Dela: 我覺得他-  
wǒ juéde tā-  
I think he-  
  
*I think he,*
- 1019 Cora: [四五六也是要早一點。  
[sì wǔ liù yě shì yào zǎo yìdiǎn.  
[four five six also CPL have to early a little.  
  
*Four five six also have to come earlier.*

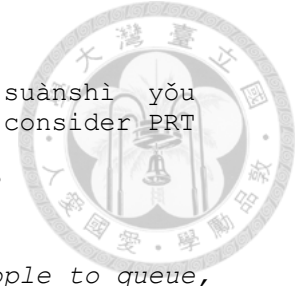
1020 Dela:

[他有找人來-他就算是有找人來排有沒有?]

[tā yǒu zhǎo rén lái- tā jiù suànshì yǒu  
[he PRT look for people come- he ADV consider PRT

zhǎo rén lái pái yǒuméiyǒu?  
look for people come queue right?

*He found people to come, he found people to queue,  
right?*



Two types of insertion can be used to reveal the epistemic status of speakers. The adverb 好像 *haoxiang* ‘seem to’ in line 1013, which expresses uncertainty, and the numeric 五 *wu* ‘five’ in line 1013 are inserted to lower the epistemic stance of speakers at the same turn. Cora and Dela are talking about the line-standing fee, and then the adverb 好像 *haoxiang* ‘seem to’ in line 1013 is inserted between the pre-frame 他 *ta* ‘he’ and the post-frame 發 *fa* ‘post’, and suggests that Cora is not entirely sure how many people the broker contacted. The numeric 五 *wu* ‘five’ in line 1013 is added between the pre-frame 四 *si* ‘four’ and the post-frame 個 *ge*, showing an approximation of the number of the people the broker contacted.

Example 5-10 shows that inserted elements operate different interactional imports at the same turn.

### Example 5-10

D17-lanterns (第三次) [p.46/00:54:05-00:54:36]

1685 Cora:

他沒有跟魏聯-他叫我跟他聯絡.我說,不行,你們自己群組裡的人

tā méiyǒu gēn wèi lián- tā jiào wǒ gēn tā  
he did not PRP Wei contact- he let I PRP he

liánluò. wǒ shuō, bùxíng, nǐmen zìjǐ qúnzǔ  
contact. I say, no, you yourselves group

lǐ de rén  
PRT PRT people

1686

自己去聯絡,我說我不能幫你們,因為((嘖)),萬一沒有,啊

zìjǐ qù liánluò, wǒ shuō wǒ bùnéng bāng nǐmen,  
yourselves go contact, I say I cannot help you,

yīnwèi ((zè)), wànyī méiyǒu, a  
because ((clicking tongue)),if did not, ah

- 1687 那個：：怪我怎麼辦？我就這樣跟他講啊，然後後來，就斷掉，他就  
 nàge:: guài wǒ zěnmébàn? wǒ jiù zhèyàng  
 that:: blame I what should I do? I ADV like this  
 gēn tā jiǎng a, ránhòu hòulái, jiù duàn diào, tā jiù  
 PRP he talk PRT, and later, ADV cut CMP, he ADV
- 1688 可能就是出門了。  
 kěnéng jiù shì chūmén le.  
 maybe ADV CPL go out PRT.  
*He did not contact Wei, he let me contact him. I said, no, people in your own group should contact by themselves, I said I cannot help you, because, if did not, ah that, what should I do if they blame me? I just told him like this, and later, it was cut off. He might just go out.*
- 1689 Dela: 嗯。  
 ēn.  
 yes.  
 Yes.
- 1690 Cora: -> 然後後來銘就跑來我說-我就跟他趕快-說-欸，  
 ránhòu hòulái míng jiù pǎo lái wǒ shuō- wǒ jiù  
 and later PN ADV run come I say- I ADV  
 gēn tā gǎnkuài- shuō- èi,  
 PRP he quickly- say- hey,
- 1691 銘[出現了耶。  
 míng [chūxiàn le ye.  
 PN [appear PRT PRT.  
*And later Ming came to me and I said, I quickly said to him, hey, Ming appeared.*

Cora and Dela are talking about a participant who did not contact the broker. After Cora called the person to contact their broker directly, she tells Dela that the person came to participate in the activity and informed the broker. The clause 就跟他趕快 *jiu gen ta gankuai* ‘quickly talk to him’, which includes the prepositional clause 就跟他 *jiu gen ta* ‘to him’ and the adverb 趕快 *gankuai* ‘quickly’, is inserted in line 1690, and the degree of the verb 說 *shuo* ‘talk’ is increased, and the object is embodied.

Overall, this study discovers that insertion operation in Chinese daily conversation has four interactional imports: correcting grammar errors, adjusting speakers’ epistemic stance, specifying, and intensifying. Especially, inserted items can specify references on

a person, date, object, and place. More than one element can also be inserted to operate different interactional imports at the same turn.



## 5.2 Searching

### 5.2.1 Organization of Searching

Searching refers to an operation through which speakers remember what they intend to say. Two types of searching are found in this paper: using repair initiators without non-lexical items, and employing both repair initiators and non-lexical items. Repair initiators without non-lexical items are operated, as shown in example 5-11.

#### Example 5-11

D17-lanterns (第三次) [p.16/00:19:17-00:19:41]

0543 Dela: -> 我忽然想到一件事。我媽媽跟我講說, 呃::那個, 孔啊, 你 [知道嗎?  
wǒ hūrán xiǎng dào yí jiàn shì. wǒ māma gēn  
I suddenly think CMP one CLS thing. I mother PRP

wǒ jiǎng shuō, è:: nàge, kǒng a, nǐ [zhīdào ma?  
I talk say, uh:: that, Kong PRT, you [know PRT?

*I suddenly thought of something. My mother told me,  
uh, that Ms.Kong, you know?*

0544 Cora:

[喔喔,  
[ō ō,  
[INT Oh,

0545

知道啊, 孔姐孔姐. (h)  
zhīdào a, kǒngjiě kǒngjiě. (h)  
know PRT, Ms.Kong Ms.Kong. (h)

*Oh oh, I know her, Ms.Kong, Ms.Kong.*

0546 Dela:

對。  
duì.  
right.

*Right.*

0547 Cora:

好, 可以, 這個可以講 (h)。  
hǎo, kěyǐ, zhège kěyǐ jiǎng (h).  
okay, can, this can say (h).

*Okay, yes, this can be said.*

0548 Dela: ->

我媽就跟我講說, 她-那天不是::去::大安路有沒有?  
wǒ mā jiù gēn wǒ jiǎng shuō, tā- nà tiān  
I mother ADV PRP I talk say, she- that day



búshì:: qù:: Dà'ān lù yǒuméiyǒu?  
not:: go:: Da'an Road right?

*My mother told me that she, didn't she go to Da'an Road that day?*

0549 Cora:

嗯哼。  
ēn hēng.  
uhuh.

*Uhuh.*

0550 Dela: ->

然後::又去::華山有沒有?  
ránhòu:: yòu qù:: huáshān yǒuméiyǒu?  
and:: also go:: HuaShan right?

*And, also went to HuaShan?*

0551 Cora:

哼哼哼。  
hēng hēng hēng.  
uhuh.

*Uhuh.*

0552 Dela:

那那個孔-都有看到他們(.) [她跟他們都很熟。  
nà nàge kǒng- dōu yǒu kàn dào tāmen (.) [tā gēn  
then that Kong- all PRT see CMP they (.) [she PRP  
tāmen dōu hěn shóu.  
they all very close.

*Then Ms.Kong saw them. They are very close.*

0553 Cora:

[華山?  
[huáshān?  
[HuaShan?

*HuaShan?*

0554 Dela:

忠孝東路, 那個啊,  
zhōngxiào dōng lù, nàge a,  
Zhongxiao East Road, that PRT,  
Zhongxiao East Road, that one,

0555 Cora:

[喔喔喔。  
[ō ō ō.  
[INT INT INT.

*Oh oh oh.*

0556 Dela:

[邊走邊玩啊。  
[biān zǒu biān wán a.  
[while walk while play PRT.

*Walking while playing.*



Dela is talking to Cora that Ms.Kong, an acquaintance of both Cora and Dela, saw people who participated in the activity at the places where Ms.Kong went to participate. The sound stretch as a repair initiator is used to search the names of the person and the places where Ms.Kong went in lines 0548 and 0550, and Dela remembered the name of places with the tag question 有沒有 *you meiyou* ‘didn’t (she)?’ at the same turn.

The example below shows that searching is employed by both repair initiators and non-lexical items.

### Example 5-12

D19-thesis (第三次) [p.12-13/00:16:22-00:16:51]

0438 Finn: 喔, 去比較[近一點的( )].  
 ō, qù bǐjiào [jìn yìdiǎn de ( )].  
 INT, go relatively [close a little PRT ( )].

*Oh, go to a relatively close one.*

0439 Evan: [歐洲沒有十萬去不了.  
 [ōuzhōu méiyǒu shíwàn  
 [Europe not one hundred thousand

qù bù liǎo.  
 go not CMP.

*Cannot go to Europe without one hundred thousand.*

0440 Finn: 欸::沒有, 比較便宜的歐洲啦, [東歐啊-  
 èi:: méiyǒu, bǐjiào piányí de ōuzhōu la,  
 eh:: no, relatively cheap PRT Europe PRT,

[dōng ōu a-  
 [Eastern Europe PRT-

*Eh no, relatively cheap Europe, Eastern Europe,*

0441 Evan: [去兩天是不是。(手勢比二)  
 [qù liǎng tiān shìbúshì.  
 [go two day right.

((shǒu shì bǐ èr))  
 ((hand gesture take two))

*Is it going for two days?*

0442 Finn: 有可能啦, [東歐啊東歐.  
 yǒukěnéng la, [dōng ōu a dōng ōu.  
 possible PRT, [Eastern Europe PRT Eastern Europe.

*It is possible, Eastern Europe, Eastern Europe.*

0443 Evan:

[你-你-沒有啊你飛機就兩天了啦。

[nǐ- nǐ- méiyǒu a nǐ fēijī jiù  
[you- you- no PRT you flight ADV

liǎng tiān le la.  
two day PRT PRT.

*You, you, no, your flight is for two days.*

0444 Finn:

東歐啦, 東歐還-, 東歐有些, 有些還可以到五萬多的。

dōng ōu la, dōng ōu hái-, dōng  
Eastern Europe PRT, Eastern Europe still-, Eastern

ōu yǒuxiē, yǒuxiē hái kěyǐ dào  
Europe some, some still can reach

wǔwàn duō de.  
fifty thousand about PRT.

*Eastern Europe, Eastern Europe still, some in  
Eastern Europe, some still can go with about fifty  
thousand.*

0445 Evan:

喔::

ō::

INT::

*Oh.*

0446

(1.0)

0447 Finn:

[不然=

[bùrán=

[otherwise=

*Otherwise,*

0448 Evan:

[不然,

[bùrán ,

[otherwise,

*Otherwise,*

0449 Finn: ->

=就去-就去什麼::什麼::什麼歐亞線的, 什麼::印度那種,

=jiù qù- jiù qù shénme:: shénme:: shénme

=ADV go- ADV go what:: what:: what

ōuyà xiàn de, shénme:: yìndù nà zhǒng,  
Eurasian line PRT, what:: India that kind,

0450

印度啊土耳其啊. 埃及, 或是稍微再遠一點的。

yìndù a tǔ'ěrqí a. āijí, huòshì shāowéi  
India PRT Turkey PRT. Egypt, or a little

zài yuǎn yìdiǎn de.  
more far a little PRT.

*Just go, just go to like, like, like Eurasian line,  
like, the Indian one, India, Turkey, Egypt, or*

*somewhere a little further away.*

Evan and Finn are discussing the countries where they can travel with a certain amount of money (one hundred thousand NTD), which Evan's classmate lent to her ex-boyfriend (not shown in this example). While Evan does not think that it is possible to go to Eastern Europe with one hundred thousand NTD, Finn makes attempts to list Eastern European countries that do not cost too much to travel. In these attempts, the question word 什麼 *shenme* 'what' is used multiple times with sound stretches to indicate searching for the names of candidate countries in line 0449. It can be inferred that 什麼 *shenme* 'what' can be employed as a repair initiator when speakers have difficulties in enumerating.

### 5.2.2 Interactional Imports of Searching

Searching is an operation through which speakers address trouble in remembering, and is a prospective repair operation, which is different from other types of repairs that occur after the event of being repairable. It involves anticipating and addressing potential difficulties in the following parts. Words that frequently involve searching are time and proper names for a person or location. Speakers can search for specific times, as shown in example 5-13.

#### Example 5-13

D20-boyfriend (第三次) [p.1/00:00:15-00:00:18]

0015 Gary: 好那我們就先聊天氣,所以我原本想要講的是說你早上幾點起床?  
hǎo nà wǒmen jiù xiān liáo tiānqì, suǒyǐ wǒ  
okay then we ADV first chat weather, so I

yuánběn xiǎngyào jiǎng de shì shuō nǐ zǎoshang  
originally want talk PRT CPL say you morning

jǐ diǎn qǐchuáng?  
what time get up?

*Well, then we talk about the weather first, so what I was going to talk about originally was, what time did you get up in the morning?*



0016 Hana: -> 我今天早上,啊::八點::(.)整。  
wǒ jīntiān zǎoshang, a:: bā diǎn:: (.)  
I today morning, ah:: eight o'clock:: (.)  
zhěng.  
exactly.  
*This morning, ah, eight o'clock, exactly.*

0017 Gary: 八點整。  
bā diǎn zhěng.  
eight o'clock exactly.  
*Exactly eight o'clock.*

0018 Hana: 八點整。  
bā diǎn zhěng.  
eight o'clock exactly.  
*Exactly eight o'clock.*

Gary starts to talk about the weather of the day and the time when Hana woke up, which he thought of as a topic of the conversation. Hana searches for the time when she woke up by stretching the sound of the non-lexical item 啊 *a* 'ah' and the time 八點 *ba dian* 'eight o'clock' in line 0016.

The example below shows that the speaker searches for an adjective that describes her action.

#### Example 5-14

D20-boyfriend(第三次) [p.20/00:22:14-00:22:40]

0722 Gary: 女生有這樣子差別喔?就是一個爸爸媽媽不喜歡的衣服,就在學校,  
nǚshēng yǒu zhèyàngzi chābié o? jiùshì yíge  
girl have such difference PRT? ADV one  
bàba māma bù xǐhuān de yīfú, jiù zài  
father mother not like PRT clothes, ADV PRP  
xuéxiào,  
school,  
*Do girls have such a difference? They put the clothes  
parents do not like at school,*

0723 Hana: 嗯哼。  
ēnhēng.  
uhuh.  
*Uhuh.*



- 0724 Gary: 然後爸爸媽媽喜歡的衣服在家裡。  
ránhòu bàba māma xǐhuān de yīfú zài jiā  
and father mother like PRT clothes PRP home  
lǐ.  
PRT.  
*And the clothes that parents like are kept at home.*
- 0725 Hana: 對。  
duì.  
yes.  
  
Yes.
- 0726 Gary: 那你回家的時候穿?  
nà nǐ huí jiā de shíhòu chuān?  
then you back home PRT when wear?  
  
*Then what do you wear when you go home?*
- 0727 Hana: 穿::就爸爸媽媽[喜歡的衣服]。  
chuān:: jiù bàba māma [xǐhuān de yīfú].  
wear:: ADV father mother [like PRT clothes].  
  
*Wear the clothes that my parents like.*
- 0728 Gary: [喜歡的衣服]。喔, 真的啊?  
[xǐhuān de yīfú. ō, zhēnde a?  
[like PRT clothes. INT, really PRT?  
  
*Clothes that like. Oh, really?*
- 0729 Hana: -> 我姊都說我很, 那個詞是什麼? 做作。  
wǒ jiě dōu shuō wǒ hěn, nàge cí shì  
I older sister ADV say I very, that word CPL  
shénme? zuò zuo.  
what? pretentious.  
  
*My older sister says I am too, what is that word?  
Pretentious.*
- 0730 Gary: 為什麼?  
wèishénme?  
why?  
  
*Why?*
- 0731 Hana: 我-=  
wǒ=  
I-=  
  
I,
- 0732 Gary: =不敢做自己嗎?  
=bù gǎn zuò zìjǐ ma?  
=not dare be yourself PRT?



*Not dare to be yourself?*

0733 Hana: 嗯對, 然後我做-我過年回奶奶家嘛, 還會穿旗袍。  
 ēn duì, rán hòu wǒ zuò- wǒ guònián huí nǎinai jiā ma, hái huì chuān qí páo.  
 um yes, and I do- I Chinese new year back grandmother house PRT, ADV would wear cheongsam.

*Um yes, and I do, when I go to my grandmother's house during the Chinese new year, I would wear a cheongsam.*

0734 Gary: 蛤? 壓力太大了吧::  
 há? yā lì tài dà le ba::  
 huh? stress too big PRT PRT::

*Huh? It would be too stressful.*

0735 Hana: 我姊姊覺得我神經病。(h)  
 wǒ jiějie juéde wǒ shénjīngbìng.(h)  
 I older sister think I crazy. (h)

*My older sister thinks I am crazy.*

Hana tells Gary that she put on clothes that her parents hated at school and wore clothes that her parents liked at home when she was a high school student. Hana did not remember the word her elder sister used to describe her dualistic appearance in line 0729. She remembered the word right after mentioning that she forgot the word directly in line 0729 at the same turn.

Example 5-15 shows that speakers operate searching for certain places.

Example 5-15

D19-thesis (第三次) [p.45/00:59:41-01:00:00]

1676 Evan: 對啊。(0.5) 是喔, 所以她沒有一些:: 就是一些親朋好友沒有(.)  
 duì a. (0.5) shì o, suǒyǐ tā méiyǒu  
 yes PRT. (0.5) CPL PRT, so she do not have

yìxiē:: jiùshì yìxiē qīnpénghǎoyǒu méiyǒu (.)  
 some:: ADV some close friend do not have (.)

1677 她都沒有更-比較要好的女生朋友, 就是閨密的那種嗎?  
 tā dōu méiyǒu gèng- bǐjiào yào hǎo de  
 she ADV do not have much- relatively need good PRT

nǚshēng péngyǒu, jiùshì guīmì de nà  
 female friend, ADV best friend PRT that

zhǒng ma?  
 kind PRT?

Yes, so she does not have some, some close friends.  
She does not have much, relatively better female  
friends, or best friends?

1678 Finn: 有啊, 就她-她一個學姐, 後來-後來-後來也來我們公司啊。她現在  
yǒu a, jiù tā- tā yíge xuéjiě, hòulái-  
have PRT, ADV she- she one female senior, later-  
hòulái- hòulái yě lái wǒmen gōngsī a. tā  
later- later also come we company PRT. she  
xiànzài  
now

1679 -> 現在去那個:: 為<sup>4</sup>為愛走天涯, 去什麼:: ((摸頭思考))  
xiànzài qù nàge:: wèi- wèi ài zǒu tiānyá, qù  
now go that:: for- for love go end of earth, go  
shénme:: ((mō tóu sīkǎo))  
what:: ((touch head think))

1680 馬來西亞啦, 對馬來西亞。  
mǎláixīyà la, duì mǎláixīyà.  
Malaysia PRT, yes Malaysia.  
Yes, she, she has a female senior, also came to our  
company later. She now, now went to that, to wander  
the world for love, went to, ((touch head and  
think)) Malaysia, Yes, Malaysia.

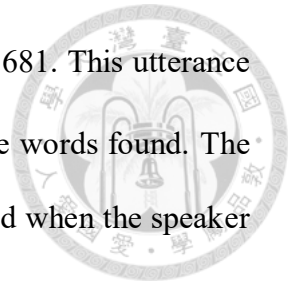
1681 Evan: ( )

1682 Finn: 真的啊她去馬來西亞啊, 真的啊。她是馬來西亞人啊。  
zhēnde a tā qù mǎláixīyà a, zhēnde a.  
really PRT she go Malaysia PRT, really PRT.  
tā shì mǎláixīyàrén a.  
she CPL Malaysian PRT.  
Really, she went to Malaysia, really. She is a  
Malaysian.

Finn is telling the story that his girlfriend's school senior, who is close to his girlfriend, went to work in Malaysia. Amid the storytelling, he has trouble remembering the name of the country the school senior went to. The repair initiator 那個 *nage* 'that' in line 1679 is used with sound-stretch in the first attempt in line 1679, but failed. In the second attempt, he uses the place holder 什麼 *shenme* 'what' with sound-stretching for searching at the same turn, and succeeds in remembering the name of the country, which

<sup>4</sup> 為愛走天涯 *wei ai zou tianya* is a Chinese idiom, meaning 'to wander the world for love'.

can be shown in 對馬來西亞 *dui malaixiya* ‘yes, Malaysia’ in line 1681. This utterance indicates that searching has been done successfully and reaffirms the words found. The non-verbal behavior of scratching the head in line 1679 was also used when the speaker operates searching.



### 5.3 Parenthesizing

#### 5.3.1 Organization of Parenthesizing

Parenthesizing is an operation that inserts clauses into a unit of conversation and remains within it. It is done by discontinuing ongoing TCUs and inserting new clauses, followed by resuming the discontinued TCUs (Zhang, 2016). This study puts parenthesizing in the subcategory of global insertion (Luke & Zhang, 2010), in that parenthesizing refers to inserting larger units in the middle of the talk. This study follows Luke and Zhang (2010) and Zhang’s (2016) analysis to analyze parenthesizing operation in Chinese daily conversation.

The example below shows that parenthesizing is operated as presented by Zhang (2016).

#### Example 5-16

D20-boyfriend (第三次) [p.24/00:26:21-00:26:48]

0868 Hana: 所以做, 所以她比起我-所以我們穿得, 就是漂漂亮亮她覺得還  
 suǒyǐ zuò, suǒyǐ tā bǐqǐ wǒ- suǒyǐ wǒmen  
 so do, so she compared to I- so we

chuān de, jiùshì piàopiàoliàngliang tā juéde hái  
 wear PRT, ADV beautiful she think ADV

0869 <ENG OK ENG>, 她是,  
 tā shì,  
 she CPL,

*So do, so she compared to my, so what we wear is just beautiful she thinks it is okay, she is,*

0870 Gary: 然後就是-她是認同, 就是孫女-女生應該要好好打扮的。  
 ránhòu jiùshì- tā shì rèntóng, jiùshì sūnnǚ-  
 and ADV- she CPL agree, ADV granddaughter

nǚshēng yīnggāi yào hǎohǎo dǎbàn de.  
 girl should well dress up PRT.





*And, she agrees that granddaughters, girls should dress up well.*

0871 Hana:

對對對, 然後要穿得[漂漂亮亮.

duì duì duì, ránhòu yào chuān de  
right right right, and should wear PRT

[piàopiāoliàngliang.  
[pretty.

*Right right right, and should dress pretty.*

0872 Gary:

[所以你, 奶奶是一個很享受人生的人嗎?

[suǒyǐ nǐ, nǎinai shì yíge  
[so you, grandmother CPL one

hěn xiǎngshòu rénshēng de rén ma?  
very enjoy life PRT person PRT?

*So is your grandmother a person who enjoys her life?*

0873 Hana: ->

可是她不喜歡::(.)就是即使我穿得很保守, 她不喜歡, 我們穿得,  
kěshì tā bù xǐhuān::(.) jiùshì jíshǐ wǒ chuān  
but she not like::(.) ADV even if I wear

de hěn bǎoshǒu, tā bù xǐhuān, wǒmen  
PRT very conservative, she not like, we

chuān de,  
wear PRT,

0874

男孩子氣這樣.

nánháiziqì zhèyàng.  
boyish like this.

*But she does not like, even if I wear conservatively, she does not like us wearing boyish.*

0875 Gary:

襯衫?

chènshān?  
shirt?

*Shirt?*

0876

(1.0)


0877 Hana:

對, 或者是像什麼, 寬鬆<ENG T shirt ENG>配一個垮褲.

duì, huòzhě shì xiàng shénme, kuānsōng  
yes, or CPL like what, loose T-shirt

pèi yíge kuǎ kù.  
with one baggy trousers.

*Yes, or something like a loose T-shirt with baggy trousers.*



Hana is saying that her grandmother wants her granddaughters to wear pretty clothes and dress up nicely. In line 0873, Hana starts with the clause 她不喜歡 *ta bu xihuan* ‘she does not like’ with the sound-stretches on 喜歡 *xihuan* ‘like’. After a micro pause, Hana produces a subordinate clause 就是即使我穿得很保守 *jiushi jishi wo chuan de hen baoshou* ‘even if I wear conservatively’, followed by repeating the clause being discontinued earlier. Hana continues to say that in addition to requiring them to wear something conservative, her grandmother does not like it when the granddaughters dress too much like boys.

It can be seen that parenthesizing can provide additional information about the repairables. Hana explains that her grandmother does not like her granddaughters wearing boyish by inserting the clause which suggests the extreme situation (wearing conservative clothes).

In terms of the organization, it can be said that parenthesizing is a subdomain of inserting, as clauses are added after the discontinued TCUs or the frame. Therefore, parenthesizing can be referred to as global insertion, as suggested by Luke and Zhang (2010).

### 5.3.2 Interactional Imports of Parenthesizing

Parenthesizing is operated to provide additional information (example 5-16), to specify the time of events, or to put the focus on the information speakers want to emphasize. The example below shows that parenthesizing can specify the time of events.

#### Example 5-17

D20-boyfriend(第三次) [p.47/00:56:52-00:57:06]

1754 Hana: 嗯嗯嗯, 那就是 (PUYUMA) 了呀.  
 ēn ēn ēn, nà jiù shì (PUYUMA) le ya.  
 hmm, that ADV CPL (PUYUMA) PRT PRT.

*Hmm, that is (PUYUMA).*

- 1755 Gary: 對啊(.)好辛苦喔,但是我覺得,跟妳比起來,花蓮(.)因為  
 duì a (.) hǎo xīnkǔ ō, dànshì wǒ juéde, gēn  
 yes PRT (.) very hard work PRT, but I think, PRP  
 nǐ bǐqǐlái, huālián (.) yīnwéi  
 you compare, Hualien (.) because
- 1756 -> 比方說,妳還是可以,比方說妳想他的時候妳還是可以,就是以  
 bǐfāngshuō, nǐ hái shì kěyǐ, bǐfāngshuō nǐ xiǎng  
 for example, you still can, for example you miss  
 tā de shíhòu nǐ hái shì kěyǐ, jiùshì yǐ  
 he PRT when you still can, ADV PRP
- 1757 花蓮來講妳還是可以就是,跑過去給他一個驚喜。  
 huālián lái jiǎng nǐ hái shì kěyǐ jiùshì, pǎo guòqù  
 Hualien come talk you still can ADV, run CMP  
 gěi tā yige jīngxǐ.  
 give he one surprise.  
 Yes, it is hard work, but I think, compared with  
 you, Hualien, because for example, you still can,  
 for example, when you miss him, you still can, if he  
 is in Hualien, you still can run over and give him a  
 surprise.
- 1758 R: 對啊。  
 duì a.  
 right PRT.  
 Right.
- 1759 Gary: 對不對?  
 duì bú duì?  
 Right not right?  
 Right?

Gary and Hana are talking about long-distance relationships. Gary thinks Recorder R can go looking for her boyfriend relatively more often than if he lives in another country, as her boyfriend lives in Hualien, which is in the eastern part of Taiwan. Gary inserts the clause 妳想他的時候 *ni xiang ta de shihou* ‘when you miss him’ in line 1756 between the pre-frame 比方說 *bifangshuo* ‘for example’ and the post-frame 妳還是可以 *ni haishi keyi* ‘you still can’ at the same turn to present a specific time to surprise her boyfriend.

Parenthesizing can emphasize the information which speakers intend to highlight, as shown in example 5-18.



Example 5-18

D20-boyfriend(第三次) [p.25/00:27:40-00:27:59]

- 0905 Hana: 對, 就會忘記說欸? 所以我們要講-要講什麼?  
 duì, jiù huì wàngjì shuō èi? suǒyǐ wǒmen yào  
 yes, ADV will forget say INT? so we will  
  
 jiǎng- yào jiǎng shénme?  
 talk- will talk what?  
  
*Yes, will forget what to say. So what are we going to talk, what are we going to talk about?*
- 0906 Gary: 對=  
 duì=  
 yes=  
  
 Yes.
- 0907 Hana: =好像也沒什麼好說的.=  
 =hǎoxiàng yě méi shénme hǎo shuō de.=  
 =seem to also not what good say PRT.=  
  
*It seems that there is nothing to say.*
- 0908 Gary: -> =可是到底是, 可是這個有兩個-問題,  
 =kěshì dàodǐ shì, kěshì  
 =but after all CPL, but  
  
 zhège yǒu liǎng ge- wèntí,  
 this have two CLS- problem,
- 0909 -> 一個是到底是我們的-, 到底是就是, 就是遠距離的這個狀況然後  
 yīgè shì dàodǐ shì wǒmende-, dàodǐ shì  
 one CPL after all CPL our-, after all CPL  
  
 jiùshì, jiùshì yuǎnjùlí de zhège zhuàngkuàng  
 ADV, ADV long-distance PRT this situation  
  
 ránhòu  
 and
- 0910 讓你就是很--一時語無倫次, 就是一時找不到-, 就是一時語塞。  
 ràng nǐ jiùshì hěn yì- yìshí yǔ wú lún cì,  
 let you ADV very moment- momentarily incoherent,  
  
 jiùshì yìshí zhǎo bu dào-, jiùshì yìshí  
 ADV momentarily find not CMP-, ADV momentarily  
  
 yǔsè.  
 speechless.  
  
*But after all, there are two problems here, one is after all our, after all, long-distance situation lets*



- you momentarily, momentarily incoherent, momentarily unable to find, momentarily speechless.
- 0911 Hana: 嗯嗯.  
ēn ēn ēn.  
yes yes yes.  
  
Yes yes yes.
- 0912 Gary: 還是::, 是-因為我們老了所以就是(.)  
háishì::, shì- yīnwèi wǒmen lǎo le suǒyǐ jiùshì (.)  
or::, CPL- because we old PRT so ADV (.)  
  
Or, because we are old so,
- 0913 Hana: (h) .
- 0914 Gary: 腦容量變得比較少呢? (h)  
nǎo róngliàng biàn de bǐjiào shǎo ne? (h)  
brain volume become PRT relatively small PRT? (h)  
  
Did the brain volume become smaller?

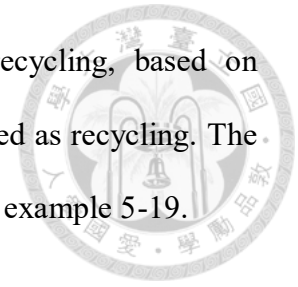
Gary and Hana are discussing a common phenomenon for people in a long-distance relationship: although they want to talk to their girl/boyfriends, when they get online, they talk gibberish or suddenly don't know what to say. Gary tries to give a reason for this but pauses the clause 到底是 *daodi shi* 'after all' in line 0908 and inserts 可是這個有兩個-問題, 一個是 *keshi zhege you liangge wenti, yige shi* 'but there are two problems here' in line 0908 to 0909 to indicate that there are two possible reasons for this phenomenon and that the first reason is resumed after the discontinued clause 到底是 *daodi shi* 'after all' in line 0909 at the same turn. The inserted clause draws people's attention to the two possible reasons to be listed in the later turn.

## 5.4 Recycling

### 5.4.1 Organization of Recycling

Recycling refers to an operation that speakers employ to repeat the part of the talk that they have previously said (Schegloff, 2013). Regarding the practices of repeating, Chui (1996) differentiates repetition, which repeats words or clauses, from completion, which completes words by repeating part of words. This paper does not make this

distinction and categorizes both repetition and completion as recycling, based on Schegloff (2013). Utterances that are used as frames are not classified as recycling. The repair initiator cut-off commonly occurs with recycling, as shown in example 5-19.



### Example 5-19

D16-astrology(第四次) [p.1/00:00:12-00:00:20]

- 0004 Aria: 股票我不懂啊。  
 gǔpiào wǒ bù dǒng a.  
 stock I not know PRT.  
*I do not know about stocks.*
- 0005 Bela: -> 不是你可以講-你可以講你不-不懂的地方然後我們  
 búshì nǐ kěyǐ jiǎng- nǐ kěyǐ jiǎng nǐ bù-  
 no you can talk- you can talk you not-  
 bù dǒng de dìfāng ránhòu wǒmen  
 not know PRT thing and we
- 0006 [上網查啊(h)  
 [shàngwǎng chá a (h)  
 [online check PRT (h)  
*No, you can talk, you can talk about what you do not know and we can check it online.*
- 0007 Aria: [現在三點  
 [xiànzài  
 [now  
 sān diǎn  
 three
- 0008 四十分,所以要講到,五點喔?  
 sìshí fēn, suǒyǐ yào jiǎng dào, wǔ diǎn  
 forty minute, so should talk PRP, five o'clock  
 o?  
 PRT?  
*It is three forty, so we should talk until five o'clock?*

Aria and Bela are discussing topics of the conversation at the beginning of the recording. Troubles with fluency are repaired by recycling the phrase which contains the word being cut off (你可以講 *ni keyi jiang* 'you can talk') in line 0005 at the same turn.

Example 5-20 shows that the part of a word can be recycled to address the troubles in fluency.

### Example 5-20



D17-lanterns (第三次) [p.11-12/00:14:22-00:14:33]

0381 Dela: 喔,不是我說-你不是-  
ō, búshì wǒ shuō- nǐ búshì-  
INT, no I say- you not-  
*Oh no, I mean you were not,*

0382 Cora: 我沒有報啊::  
wǒ méiyǒu bào a::  
I did not sign up PRT::  
*I didn't sign up.*

0383 Dela: 沒有參加, [那個禮拜四,  
méiyǒu cānjiā, [nàge lǐbàisì,  
did not attend, [that Thursday,  
*Did not attend, that Thursday,*

0384 Cora: [目前沒報。  
[mùqián méi bào.  
[currently not sign up.  
*I currently do not sign up.*

0385 Dela: 他的那個,  
tāde nàge,  
his that,  
*His that,*

0386 Cora: -> 他目-目前沒有-沒有-因為人好多喔,要去人好多喔。  
tā mù- mùqián méiyǒu- méiyǒu- yīnwèi  
he currently- currently did not- did not- because  
rén hǎo duō o, yào qù rén hǎo duō o.  
people very many PRT, want go people very many PRT.  
*He currently, currently did not, did not, because there are so many people, there are so many people who want to go there.*

0387 Dela: 你說((Jin))那個?  
nǐ shuō Jin nàge?  
you say PN that?  
*You mean that Jin?*

Cora and Dela are talking about which brokers' activities they participated in, and the first syllable of the two-syllable word 目前 *muqian* 'currently' in 0386 is cut off, followed by recycling it to articulate the word at the same turn.

## 5.4.2 Interactional Import of Recycling

The example below shows that recycling is employed to address troubles in fluency.



### Example 5-21

D19-thesis (第三次) [p.35/00:47:43-00:48:05]

- 1307 Evan: 騎<MIN ou dou mei (機車) MIN> ((手模仿騎機車的樣子)).  
qí jīchē ((shǒu mófǎng qí jīchē de  
ride motorcycle ((hand imitate ride motorcycle PRT  
yàngzi)).  
shape)).
- 1308 然後載她, 突然間出車禍, 然後車倒了, 她也倒. 然後你先站起來,  
ránhòu zài tā, tūránjiān chū chē huò,  
and load she, suddenly occur car accident,  
ránhòu chē dǎo le, tā yě dǎo.  
and car topple over PRT, she also topple over.  
ránhòu nǐ xiān zhàn qǐlái,  
and you first stand CMP,
- 1309 你會先去扶車還是先扶人?  
nǐ huì xiān qù fú chē háishì xiān fú rén?  
you will first go lift car or first lift person?  
*Ride motorcycle, and load her, and suddenly a car  
accident occurs, and the car topples over, and she  
also topples over, and then you stand up first. Then  
will you lift the car first or lift the person first?*
- 1310 Finn: 啊當然先扶人啊.  
a dāngrán xiān fú rén a.  
ah of course first lift person PRT.  
*Ah of course lift the person first.*
- 1311 Evan: 喔哈哈還好你先說扶人, 你扶車你就是垃圾 ((用手指著 Finn)).  
ō hāhā háihǎo nǐ xiān shuō fú rén, nǐ fú  
INT haha good you first say lift person, you lift  
chē nǐ jiù shì lèsè ((yòng shǒu zhǐ zhe Finn)).  
car you ADV CPL garbage ((use hand point PRT Finn)).  
*Oh, haha it is good that you said lifting a person  
first, if you lift the car then you are garbage.*
- 1312 Finn: 等一下等一下 ((手指著 Evan)) 我-我有一個狀況就是我如果她先  
děng yíxià děng yíxià ((shǒu zhǐ zhe Evan)) wǒ- wǒ  
wait CMP wait CMP ((hand point PRT Evan)) I- I  
yǒu yíge zhuàngkuàng jiùshì wǒ rúguǒ tā xiān  
have one situation ADV I if she first





- 1313           ->    被車壓著我一定要先-先把車拉起來。  
 bèi chē yā       zhe wǒ yīdìng       yào xiān- xiān  
 PRP car press PRT I definitely will first- first  
  
 bǎ chē lā       qǐlái.  
 PRP car pull CMP.  
  
*Wait a minute wait a minute, I, I have a situation  
 that if she is pressed by the car, I will definitely  
 lift the car first.*
- 1314 Evan:        對啊對>這當然這當然<  
 duì a       duì >zhè dāngrán       zhè dāngrán<  
 yes PRT yes >this of course this of course<  
  
*Yes, yes, of course, of course.*
- 1315 Finn:        對啊。  
 duì a.  
 right.  
  
*Right.*

Evan is asking Finn whom to save first if he had a motorcycle accident, Finn's girlfriend, or his motorcycle. Finn answers that he will lift the motorcycle first if his girlfriend is pressed by it. The adverb 先 *xian* 'first' in line 1313 is recycled at the same turn when he has trouble with fluency.

## 5.5 Reordering

### 5.5.1 Organization of Reordering

Reordering can take two forms: reordering elements of TCU-in-progress, and reordering TCUs in a turn (Schegloff, 2013). According to Zhang (2016), reordering TCUs in a turn shares similarities with the form of parenthesizing: TCUs in a turn are halted with a cut-off, and then resumed after the insertion of additional clauses.

Example 5-22 shows the case of reordering elements of TCU-in-progress.

#### Example 5-22

- D20-boyfriend(第三次) [p.25/00:27:53-00:28:12]  
 0912 Gary:        還是::, 是-因為我們老了所以就是(.)  
 hái shì::, shì- yīnwèi wǒmen lǎo le suǒyǐ  
 or::,           CPL- because we       old PRT so  
  
 jiù shì (.)  
 ADV       (.)



- Or, because we are old so it is,
- 0913 Hana: (h).
- 0914 Gary: 腦容量變得比較少呢?(h)  
nǎo róngliàng biàn de bǐjiào shǎo ne? (h)  
brain volume become PRT relatively small PRT?(h)  
*Did the brain volume become smaller?*
- 0915 Hana: -> 不要講這樣-不要這樣講嘛, [這樣好悲傷。  
búyào jiǎng zhèyàng- búyào zhèyàng jiǎng ma,  
do not talk like this- do not like this talk PRT,  
[zhèyàng hǎo bēishāng.  
[this way very sad.  
*Do not like this talk, do not talk like this, this is so sad.*
- 0916 Gary: [因為有時候,因為有時候我會想說到底  
[yīnwèi yǒushíhòu, yīnwèi  
[because sometimes, because  
  
yǒushíhòu wǒ huì xiǎng shuō dào dǐ  
sometimes I would want say after all
- 0917 是我,你知道,就是記憶力變差,  
shì wǒ, nǐ zhīdào, jiùshì jìyìlì biàn chà,  
CPL I, you know, ADV memory become bad,  
*Because sometimes, because sometimes I would want to say my, you know, memory becomes bad,*
- 0918 Hana: 嗯嗯嗯。  
ēn ēn ēn.  
um um um.  
  
*Um um um.*
- 0919 Gary: 還是因為那個情境下真的會讓人,想不到,話題?(.)原本有很多話  
háishì yīnwèi nàge qíngjìng xià zhēnde huì ràng  
or because that situation PRT really would let  
  
rén, xiǎng bu dào, huàtí?(.) yuánběn yǒu  
people, think not CMP, topic?(.) originally have  
  
hěn duō huà  
very many word
- 0920 想講的嘛。  
xiǎng jiǎng de ma.  
want say PRT PRT.  
  
*Or is it because the situation really makes people speechless originally in the beginning, there were a lot of words want to say.*

Gary and Hana are talking about the reasons why they suddenly forget what to say (not shown in this example). Gary assumes that their memory has deteriorated with age, and Hana thinks his remarks went too far. The position of the verb 講 *jiang* ‘talk’ and the adverb 這樣 *zheyang* ‘like this’ in line 0915 is reordered with the pre-frame 不要 *buyao* ‘do not’ at the same turn, since the Chinese adverb should be placed before the verb.

The next example shows the case of reordering TCUs in a turn.

### Example 5-23

D19-thesis (第三次) [p.20-21/00:28:21-00:28:50]

- 0744 Finn: 對,她男朋友就是學弟,因為我們同一個-同一所學校。  
 duì, tā nánpéngyǒu jiù shì xuédì, yīnwèi  
 yes, she boyfriend ADV CPL male junior, because  
 wǒmen tóng yige- tóng yìsuǒ xuéxiào.  
 we same one- same one school.  
*Yes, her boyfriend is my male junior, because we attended the same, same school.*
- 0745 Evan: 所以那學弟密你?  
 suǒyǐ nà xuédì mì nǐ?  
 so that male junior follow you?  
*So did that male junior follow you?*
- 0746 Finn: 學弟主動密我。  
 xuédì zhǔdòng mì wǒ.  
 male junior active follow I.  
*The male junior actively followed me.*
- 0747 Evan: 密你幹嘛?  
 mì nǐ gànma?  
 follow you why?  
*Why did he follow you?*
- 0748 Finn: 我不知道啊他到底[密我要幹嘛。  
 wǒ bù zhīdào a tā dàodǐ [mì wǒ yào  
 I not know PRT he after all [follow I want  
 gànma.  
 why.  
*I do not know why he wanted to follow me.*
- 0749 Evan: [喜歡你喔?  
 [xǐhuān nǐ ō?  
 [like you PRT?



- Did he like you?*
- 0750 Finn: 不是(h),你聽我講完(h).  
búshì (h), nǐ tīng wǒ jiǎng wán (h).  
no (h), you listen I talk CMP (h).  
*No, you listen to me.*
- 0751 Evan: 喔喔喔.  
ō ō ō.  
INT INT INT.  
*Oh oh oh.*
- 0752 Finn: -> 他就說,他跟我講說::他說你還-你還知道我是誰嗎?然後我-,  
tā jiù shuō, tā gēn wǒ jiǎng shuō:: tā shuō nǐ hái-  
he ADV say, he PRP I talk say:: he say you ADV-  
nǐ hái zhīdào wǒ shì shéi ma? ránhòu wǒ-,  
you ADV know I CPL who PRT? and I-  
*He said, he talked to me, he said do you still, do you still know who I am? And I, because his profile photo was not, was not that, was not, his, his profile photo was a fake one. And, and I wanted to say who are you, and,*
- 0753 -> 因為他大頭貼不是,不是那個::不是他-他大頭貼就用-用一個假  
yīnwèi tā dàtóutiē búshì, búshì nàgè:: búshì  
because he profile photo not, not that:: not  
tā- tā dàtóutiē jiù yòng- yòng yīgè jiǎ  
he- he profile photo ADV use- use one fake  
*He said, he talked to me, he said do you still, do you still know who I am? And I, because his profile photo was not, was not that, was not, his, his profile photo was a fake one. And, and I wanted to say who are you, and,*
- 0754 -> 照片.然後我就想說到底是誰,然後-  
zhàopiàn. ránhòu wǒ jiù xiǎng shuō dào dǐ shì  
photo. and I ADV want say after all CPL  
shéi, ránhòu-  
who, and-  
*He said, he talked to me, he said do you still, do you still know who I am? And I, because his profile photo was not, was not that, was not, his, his profile photo was a fake one. And, and I wanted to say who are you, and,*
- 0755 Evan: 然後就說你哪位啊?  
ránhòu jiù shuō nǐ nǎ wèi a?  
and ADV say you who CLS PRT?  
*And said who are you?*
- 0756 Finn: 真的是你哪位啊,哪位然後-然後-然後你-你也沒有,沒有任何  
zhēnde shì nǐ nǎ wèi a, nǎ wèi ránhòu- ránhòu-  
really CPL you who CLS PRT, who CLS and- and-  
ránhòu nǐ- nǐ yě méiyǒu, méiyǒu  
and you- you also did not have, did not have  
rènhe  
any

0757 私人生活的照, 然後你的(.) 你的共同好友其實也就是-我就是我  
sīrén shēnghuó de zhào, ránhòu nǐde(.) nǐde  
personal life PRT photo, and your (.) your

gòngtóng hǎoyǒu qíshí yě jiùshì- wǒ jiùshì wǒ  
mutual friend actually also ADV- I ADV I

0758 比較不熟的那幾個, 啊我真的不知道他到底是誰。  
bǐjiào bù shú de nà jǐgè, a wǒ zhēnde  
relatively not familiar PRT that some, ah I really

bù zhīdào tā dàodǐ shì sheí.  
not know he after all CPL who.

*Really who are you, who are you and, and, and you also did not have, did not have any personal photos, and your, your mutual friends were actually, relatively were not familiar with me, ah, I really did not know who he was.*

Finn is telling a story about one of his male juniors at school, who was the ex-boyfriend of Finn's female junior, and complaining that he contacted Finn through the messenger with a fake profile photo. 然後我 *ranhou wo* 'and then I' in line 0752 is cut off, followed by Finn's several attempts to keep the conversation going. After inserting the sentence in lines 0752 to 0753, he resumes the segment 然後我 *ranhou wo* 'and I' in line 0754 at TRP.

The order of turns is adjusted to make the cause and effect of events clear by inserting a turn that explains the cause of an event. Finn is telling Evan that he got a call from his college junior's ex-boyfriend or another college junior, and he did not notice who he was, as he did not set his profile picture as his picture. The clause 然後我 *ranhou wo* 'and I' in line 0752, after which Finn explains how he replied after he got a message from him, is halted, and the sentence which explicates that he set his profile picture with a fake one is inserted after the discontinued clause in line 0752 and 0753. The ceased one continues with Finn's asking him who he was in line 0754.

It can be said that reordering TCUs in a turn can be referred to as global insertion proposed by Luke and Zhang (2010) since clauses are added after the discontinued TCUs

or the frame before the discontinued TCUs.

### 5.5.2 Interactional Imports of Reordering

A syntax error is corrected by reordering elements in TCUs (example 5-22).

Causal relations (example 5-23) and orders of events (example 5-24) can be clarified by reordering TCUs in a turn.

#### Example 5-24

D20-boyfriend(第三次) [p.39-40/00:46:44-00:47:24]

1466 Gary: 還有盧一起去吃::,吃那個(1.0)摩斯。  
háiyǒu lú yìqǐ qù chī::, chī nàge (1.0) mósi.  
also PN together go eat::, eat that (1.0) Moss.

*And Lu also went to eat together, eat Moss.*

1467 Hana: 嗯哼。  
ēnhēng.  
uhuh.

*Uhuh.*

1468 Gary: 然後就大家聊天[聊聊聊嘛,  
ránhòu jiù dàjiā liáotiān [liáo liáo liáo ma,  
and ADV everyone chat [chat chat chat PRT,

*And everyone chatted,*

1469 Hana: [嗯嗯嗯。  
[ēn ēn ēn.  
[yes yes yes.

*Yes yes yes.*

1470 Gary: 然後盧就上-上洗手間了。  
ránhòu lú jiù shàng- shàng xǐshǒujiān le.  
and PN ADV go- go bathroom PRT.

*And Lu went, went to the bathroom.*

1471 Hana: 嗯嗯。  
ēn ēn.  
yes yes.

*Yes yes.*

1472 Gary: -> 然後呢:: (2.0)李,就說(.)你是-,噢-噢,我-我也去上  
ránhòu ne:: (2.0) lǐ, jiù shuō (.) nǐ shì-,  
and PRT:: (2.0) PN, ADV say (.) you CPL-,

ō- ō, wǒ- wǒ yě qù shàng  
INT- INT, I- I also go go



- 1473 -> 廁所,然後盧也去上廁所,然後回來之後,我先回來嘛。  
 cèsuǒ, ránhòu lú yě qù shàng cèsuǒ, ránhòu  
 bathroom, and PN also go go bathroom, and  
 huí lái zhīhòu, wǒ xiān huí lái ma.  
 back come after, I first back come PRT.  
 And Li said you, oh, oh, I, I also went to the  
 bathroom and Lu also went to the bathroom, and  
 after he came back, I also came back.
- 1474 Hana: 嗯哼。  
 ěnhēng.  
 uhuh.  
 Uhuh.
- 1475 Gary: -> 然後我就說啊?你們在講什麼啊?這樣子.然後李就說,你是  
 ránhòu wǒ jiù shuō a? nǐmen zài jiǎng shénme a?  
 and I ADV say ah? you PRT talk what PRT?  
 zhèyàngzi. ránhòu lǐ jiù shuō, nǐ shì  
 like this. and PN ADV say, you CPL
- 1476 不是(0.5)喜歡,就是這個女生。  
 búshì (0.5) xǐhuān, jiùshì zhège nǚshēng.  
 not (0.5) like, ADV this girl.  
 And I said, what are you talking about? Like this.  
 And Li said, do you like this girl?
- 1477 Hana: 嗯哼哼(h)  
 ěnhēnghēng.  
 uhuh.  
 Uhuh.
- 1478 Gary: 我說喔?(h)為什麼?就我不懂為什麼到底,從哪裡看得出來,因為  
 wǒ shuō ō? (h) wèishénme? jiù wǒ bù dǒng  
 I say INT?(h) why? ADV I not understand  
 wèishénme dàodǐ, cóng nǎlǐ kàn de chūlái,  
 why after all, PRP where see PRT CMP,  
 yīnwèi  
 because
- 1479 我也-,我也是跟每個人都是好來好去[這樣。  
 wǒ yě-, wǒ yě shì gēn měigerén dōu shì  
 I also-, I also CPL PRP everyone ADV CPL  
 hǎoláihǎoqù [zhèyàng.  
 friendly [like this.  
 I said, oh, why? I do not understand why, where can  
 I see it, because I also, I was also friendly with  
 everyone.

1480 Hana:

[嗯嗯。  
[ēn ēn.  
[yes yes.



Yes yes.

1481 Gary:

對啊.但我不知道為什麼就是 (0.5) 有這麼明顯嗎?但是我覺得  
duì a. dàn wǒ bù zhīdào wèishénme jiùshì (0.5)  
yes PRT. but I not know why ADV (0.5)

yǒu zhème míngxiǎn ma? dànshì wǒ juédé  
PRT this obvious PRT? but I think

1482

他們可能只是瞎猜啦。  
tāmen kěnéng zhǐshì xiā cāi la.  
they maybe only wild guess PRT.

*Yeah, but I do not know why was that obvious. But I think they maybe just made wild guesses.*

Gary is telling Hana that his classmates asked him whether he liked a girl he was rumored to be with when he went back from a toilet in a diner, and he did not understand why the rumors only spread around him and her while he got along well with everyone. Since the time he went to the bathroom was before the time his classmates asked him the question, and the clause 然後呢:::(2.0)李,就說,你是-ranhou ne:::(2.0)Li, jiu shuo, ni shi- 'and Li said, you' in line 1472, which shows that his classmates asked Gary the question, is cut off, and the clause which indicates he came back from the toilet is inserted after the non-lexical item 噢 o 'oh' in line 1472 at the same turn. Hana's reply 嗯哼 *enheng* 'uhuh' in line 1474 is between Gary's inserted turns, which indicates that the repair is operated at the third turn.

## 5.6 Chapter Summary

This chapter analyzes the organizations and the interactional imports of five SISR operations: inserting, searching, parenthesizing, recycling, and reordering.

The organization of the five operations in this chapter is as follows: frames are used to operate inserting. Non-lexical items and the repair initiator are used to operate searching. Parenthesizing and reordering TCUs in a turn are operated by stopping TCUs-



in-progress, followed by inserting clauses and resuming the halted one. Repair initiator cut-off is used to operate recycling. Elements in TCU-in-progress are reordered to correct syntax errors.



Concerning the interactional imports of the five operations, specifying, intensifying, correcting errors, and adjusting speakers' epistemic authority can be done by inserting. In addition to modifiers to specify references to persons in Wilkinson and Weatherall (2011), references to time, places, or persons can also be specified by inserting prepositional phrases or objects. Adding, through which a new reference additional to one already formed in the previous turn is inserted according to Wilkinson and Weatherall (2011), is shown to function to show speakers' estimation in this paper. Speakers operate searching for trying to remember specific names of adjectives or countries, which refer to 'precises' in Schegloff (2013). Delicates, which are unclear for speakers to search (Schegloff, 2013), are not found in this data. Parenthesizing can mark coherence between the repairables and the inserted segments. The information speakers want to highlight can also be emphasized by parenthesizing. Recycling deals with trouble in fluency by repeating repairables or completing words. Finally, words that are put in grammatically wrong ways can be reordered. Also, TCUs can be reordered to clarify causal relationships or orders of events.

As can be seen above, grammatical errors can be corrected by both inserting and reordering elements in TCU-in-progress.

## Chapter 6 Conclusion



### 6.1 Chapter Summary

Two research questions raised in Chapter 1 have been addressed in the previous chapters. First, the organization of SISR operations in Chinese daily conversation is investigated. Replacing, inserting, and deleting can be operated with pre- or post-frames. Repair initiators, such as sound-stretch or 什麼 *shenme* ‘what’, and the non-lexical item like 呃 *e* ‘uh’ are employed to operate searching. Parenthesizing and reordering are operated similarly: TCUs-in-progress are halted, followed by inserting clauses, and the discontinued TCUs are resumed. Aborting can be operated with a repair initiation like a cut-off, discourses markers (對 *dui* ‘yes’, 反正 *fanzheng* ‘anyway’, or 其實 *qishi* ‘in fact’), and non-lexical items. Speakers can employ non-lexical items (喔 *o* ‘oh’, or 欸 *ei* ‘hey’), repair initiators (cut-off or sound-stretch), or a discourse marker (好啦 *hao la* ‘okay’) to operate sequence-jumping. Both recycling and reformatting are operated with a repair initiator cut-off.

Second, the interactional imports of each SISR operation are examined. Replacing can be used to correct errors, adjust the degree of repairables, or adjust the scope of references. Speakers can insert items to correct errors, adjust speakers’ epistemic stances, specify references, or intensify the degree of repairables. Correcting errors, increasing speakers’ epistemic stance, or implying generality can be done by deleting operation. Speakers address troubles by searching when they encounter difficulties in remembering certain times, or names for persons or locations. Parenthesizing can specify the time of events, ensure the consistency of the conversation, and highlight the information that speakers want to emphasize. Speakers operate aborting to return to the main course of the storytelling or to respond in a coherent way to the recipient. The

conversation topics can be changed by operating sequence-jumping. Troubles in fluency can be addressed by recycling repairables. Reformatting can be employed to modify the tone of speakers or to redirect the emphasis to a different focus. Lastly, syntax errors can be corrected by reordering elements in a TCU, and TCUs in a turn are reordered to make causal relations or orders of events clear.

As can be seen above, some identical interactional functions have been found in different SISR operations. For example, replacing, inserting, deleting, and reordering can correct errors. In addition, speakers' epistemic stances can be adjusted by inserting or deleting. Also, the scope of references can be modified by replacing or inserting.

The organization and the interactional import of SISR operations in Chinese daily conversation are addressed in this paper and the research gaps of previous English SISR operation studies and Chinese SISR operation studies are filled.

Schegloff (2013) analyzes ten types of SISR operations at the same turn, but proposes that interactional effects of each operation should be further examined in detail. This paper investigates the interactional import of operations at different repair locations in Chinese daily conversation based on Schegloff's (2013) framework. Some important findings are listed below:

1. While Chui (1996) and Zhang (1998) have provided a solid basis for examining repairs in Mandarin Chinese conversations, their coverage is limited to certain operations and does not specifically address the interactional actions being performed. This study extends the analysis to include additional operations such as deleting, sequence-jumping, reformatting, searching, and parenthesizing, investigating both their organization and interactional import. Interactional import for ten operations are listed below:

Replacing: correcting errors, adjusting the degree of the repairables, and adjusting

the scope of references

Deleting: increasing the degree of the speaker's epistemic status, and implying generality

Aborting: returning to the main course of the storytelling and responding coherently to the recipient

Sequence-jumping: changing a conversation topic

Reformatting: adjusting the tone of speakers, and shifting the focus of emphasis

Inserting: correcting errors, adjusting speakers' epistemic stances, specifying, and intensifying

Searching: addressing trouble in remembering time and proper names for a person or location

Parenthesizing: providing additional information, specifying the time of events, and putting the focus on the information speakers want to emphasize.

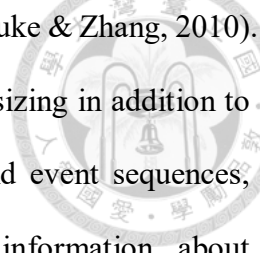
Recycling: addressing troubles in fluency

Reordering: correcting syntax errors, and clarifying causal relations and orders of events

2. This paper examines the relationships among ten SISR operations in Chinese conversation. These operations are divided into two categories based on whether the repairables are discarded after operation SISR or not; replacing, deleting, aborting, sequence-jumping, and reformatting in one category, through which trouble sources are abandoned; inserting, searching, parenthesizing, recycling, and reordering in the other, through which repairables are still present.

3. This paper suggests that parenthesizing and reordering of TCUs in a turn





proposed by Schegloff (2013) can be referred to as global insertion (Luke & Zhang, 2010). This paper uncovers additional functions of reordering and parenthesizing in addition to Zhang's (2016)'s findings. Reordering clarifies causal relations and event sequences, while parenthesizing in this corpus provides supplementary information about discontinued TCUs, specifies the timing of events, and emphasizes important information for speakers.

4. For insertion repairs, in addition to modifiers proposed in English (Wilkinson & Weatherall, 2011), this study found that prepositional clauses are also possible elements to be inserted to specify time, place, and person in Mandarin Chinese.

## 6.2 Limitations of the Study and Suggestions for Future Studies

This study provides an overview of ten SISR operations based on Schegloff (2013), but multi-type operations, which refer to two or more different operations being employed by the same speaker, are not investigated yet. In addition, the organization and the interactional import of each SISR operation need more analysis based on other Chinese conversation recordings. The functions of discourse markers employed to operate SISR operations also need to be further explored. It would be beneficial for future studies to examine the functions when more than one type of operation is employed, as well as the influence of various discourse markers on an ongoing conversation.

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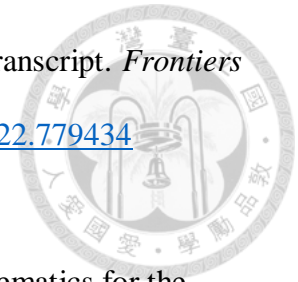
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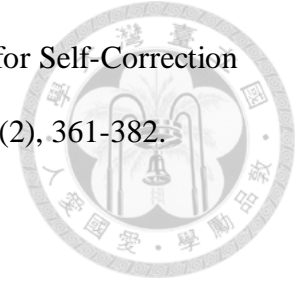
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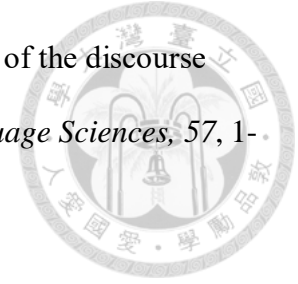
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