

Flirting with trouble

*Examining 'repair' in English
conversation*



Sally Jones

Nagoya University

My story

PhD motivation



What is conversation analysis

Importance

Research method

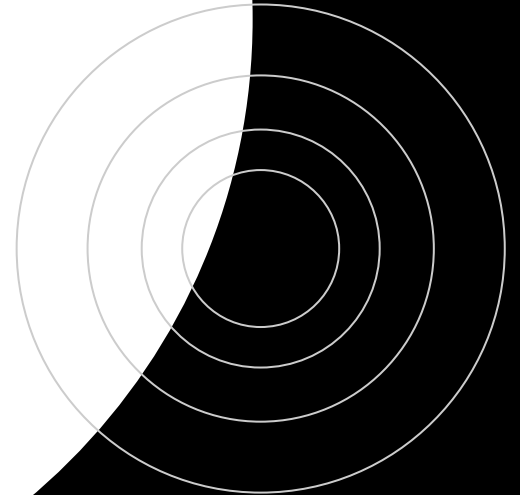
Research topic



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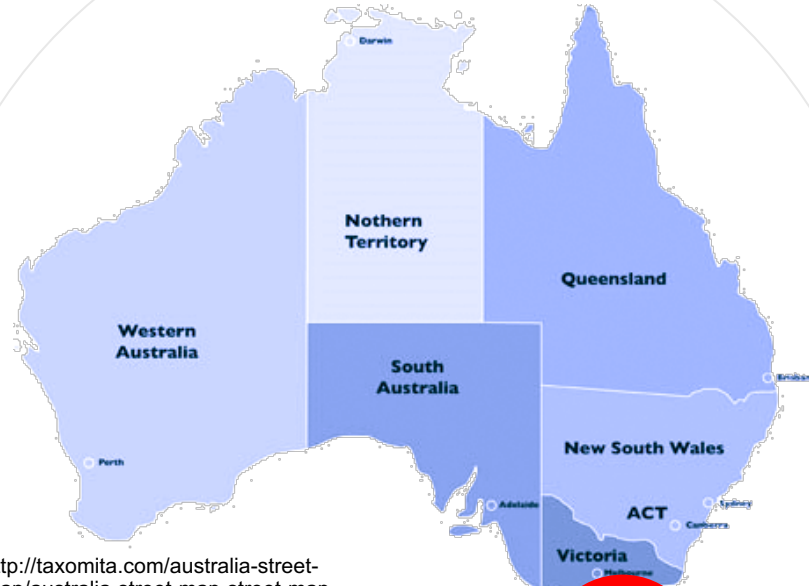
My story

(Why is Sally in Japan?)



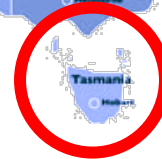


Nagoya:
2,240,000



<http://taxomita.com/australia-street-map/australia-street-map-street-map-australia/>

TASMANIA



Hobart: 222,000





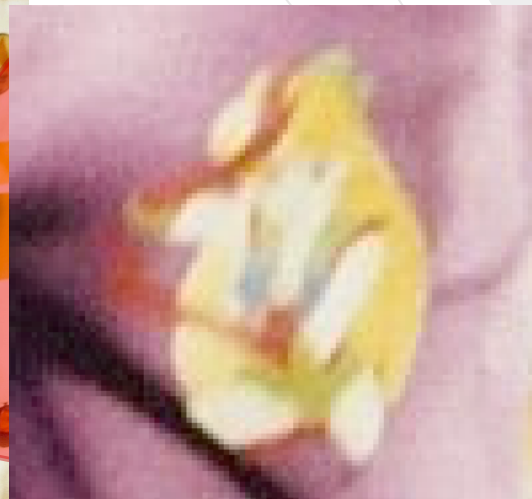
<http://www.thinkstockphotos.jp/image/%E3%82%B9%E3%83%88%E3%83%83%E3%82%AF%E3%83%95%E3%82%A9%E3%83%88-%E3%82%BF%E3%82%B9%E3%83%9E%E3%83%8B%E3%82%A2%E3%83%B3%E3%83%87%E3%83%93%E3%83%AB/499656952/pup?sq=undefined>



1990s



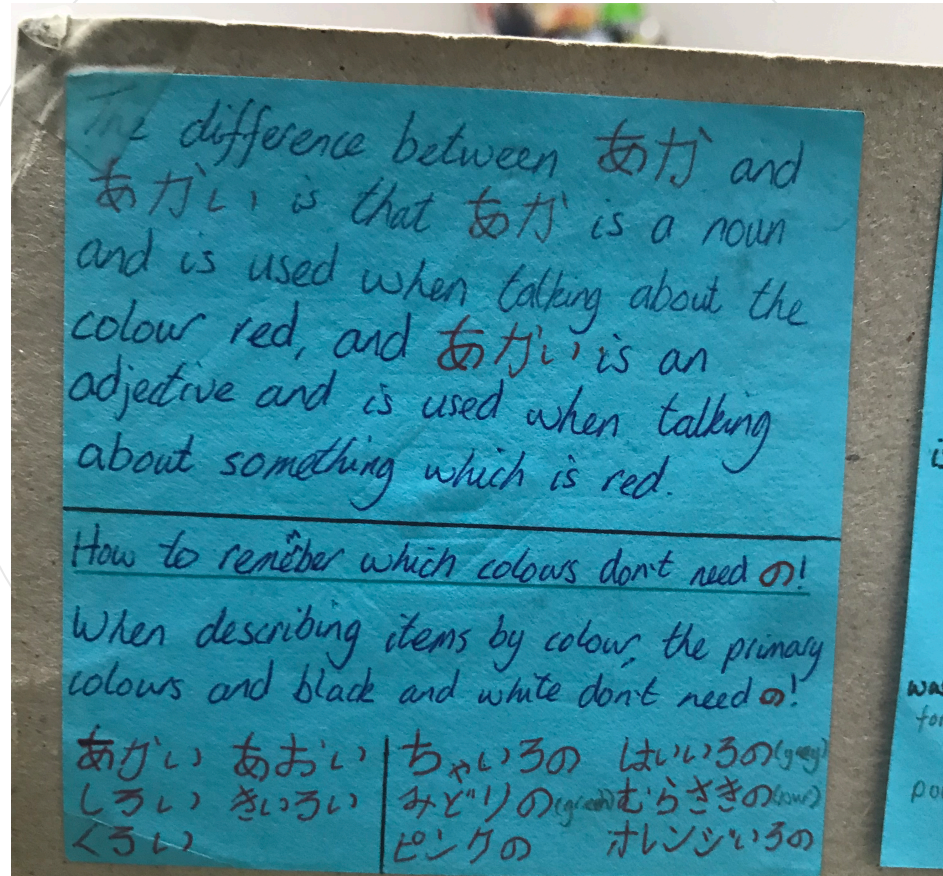
2000s



東映動画制作 原作 武内直子 『美少女
戦士セーラームーン part1』 北米版
DVD

著作権上の理由により削除
Pokemon GO の画面

Learning Japanese since 2000



2009



The Australian National University
*Majors: Mathematics & Statistics, Japanese
Language, Japanese Linguistics*



2012



Nanzan University





2013





Bachelor of Asia-Pacific Studies (Honours)
Bachelor of Science
Field: Conversation Analysis

2014



Nagoya University

2016

Master of Arts
*Field: Second Language
Acquisition*



2016-

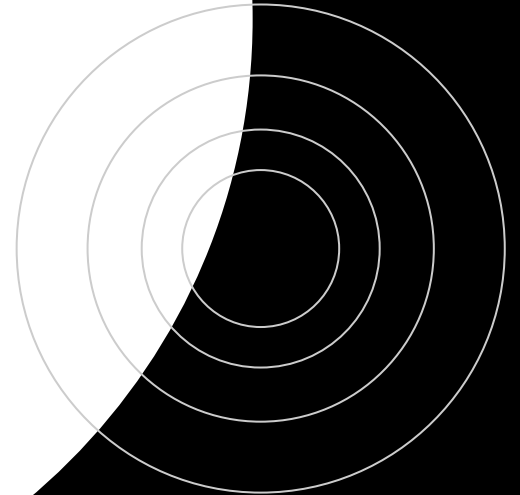


Doctor of Philosophy (PhD)
Field: Conversation Analysis



https://www.freepik.com/free-vector/emoji-collection_4265862.htm

Why a PhD?



Only reason...

I want to be a Dr Jones too!



Indiana Jones and the Last Crusade ©1989 Lucasfilm Ltd,
created by Steven Spielberg

But I do love discovering new things!



Indiana Jones and the Last Crusade ©1989 Lucasfilm Ltd, created by Steven Spielberg



I like taking apart conversation

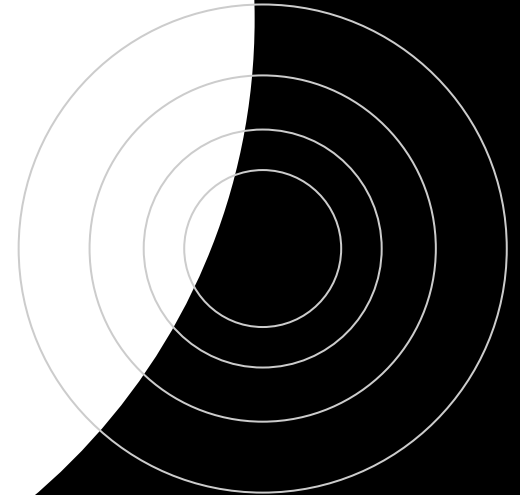


Indiana Jones and the Last Crusade ©1989 Lucasfilm Ltd,
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https://www.freepik.com/free-vector/emoji-collection_4265862.htm

What is conversation analysis?





Study of **social** **interaction**



How we **understand** and
respond to one another



Context is important!

Talk is understood as responding to immediately prior talk or action





How we achieve actions



Data is

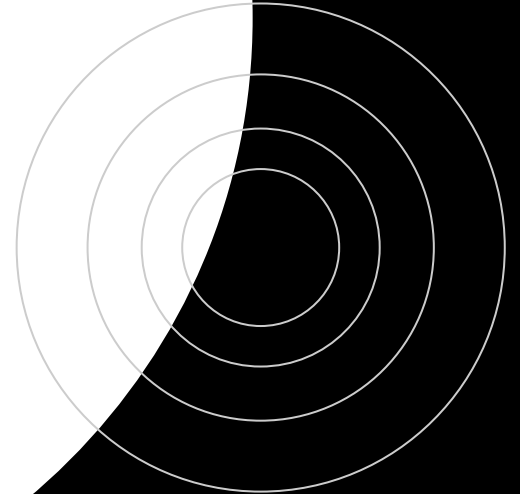
- Naturally occurring
- Everyday talk





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**Why is
researching
interaction
important?**





Language is *social!*





Learn language skills



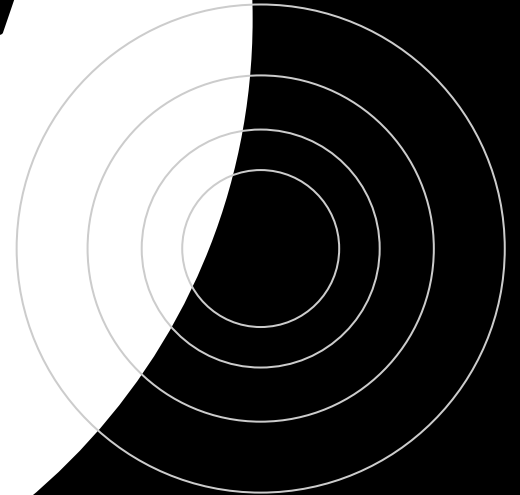
Learners need to learn the structure of conversation



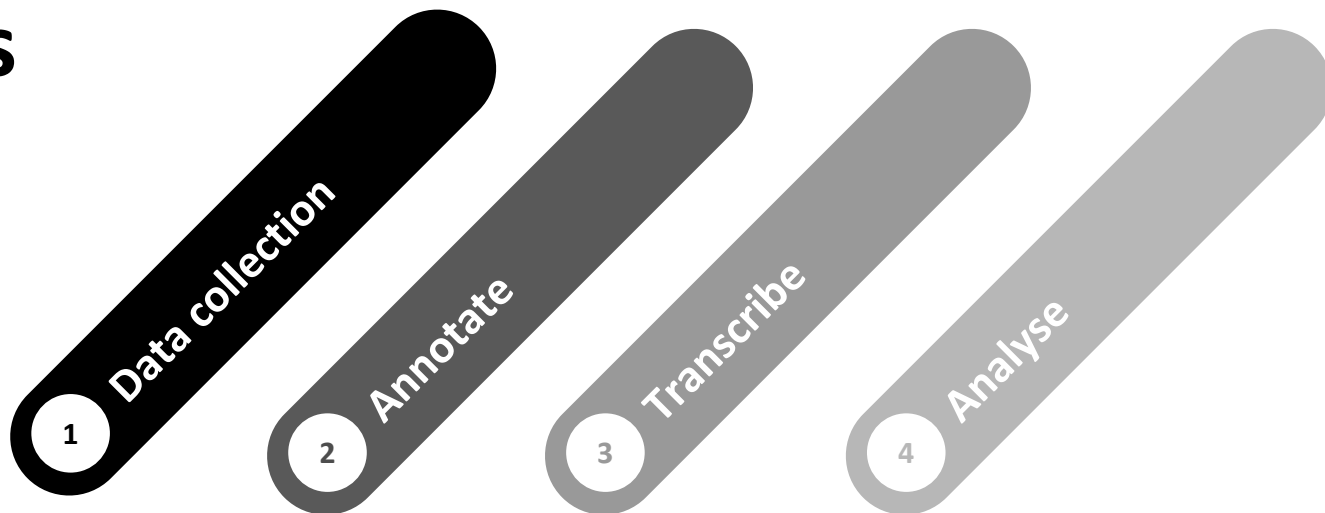


https://www.freepik.com/free-vector/emoji-collection_4265862.htm

How do I do my research?



Four steps



Indiana Jones and the Last Crusade ©1989 Lucasfilm Ltd,
created by Steven Spielberg

1) Data collection

Naturally occurring

Audio/video recorded





Collect lots of data

Find something
interesting



Indiana Jones and the Last Crusade ©1989 Lucasfilm Ltd,
created by Steven Spielberg

FROM THE CREATORS OF "TANGLED" AND "WRECK-IT RALPH"

76 times

Disney
FROZEN
IN CINEMAS SOON

IN 3D AND REAL D 3D
www.disney.com/frozen

470

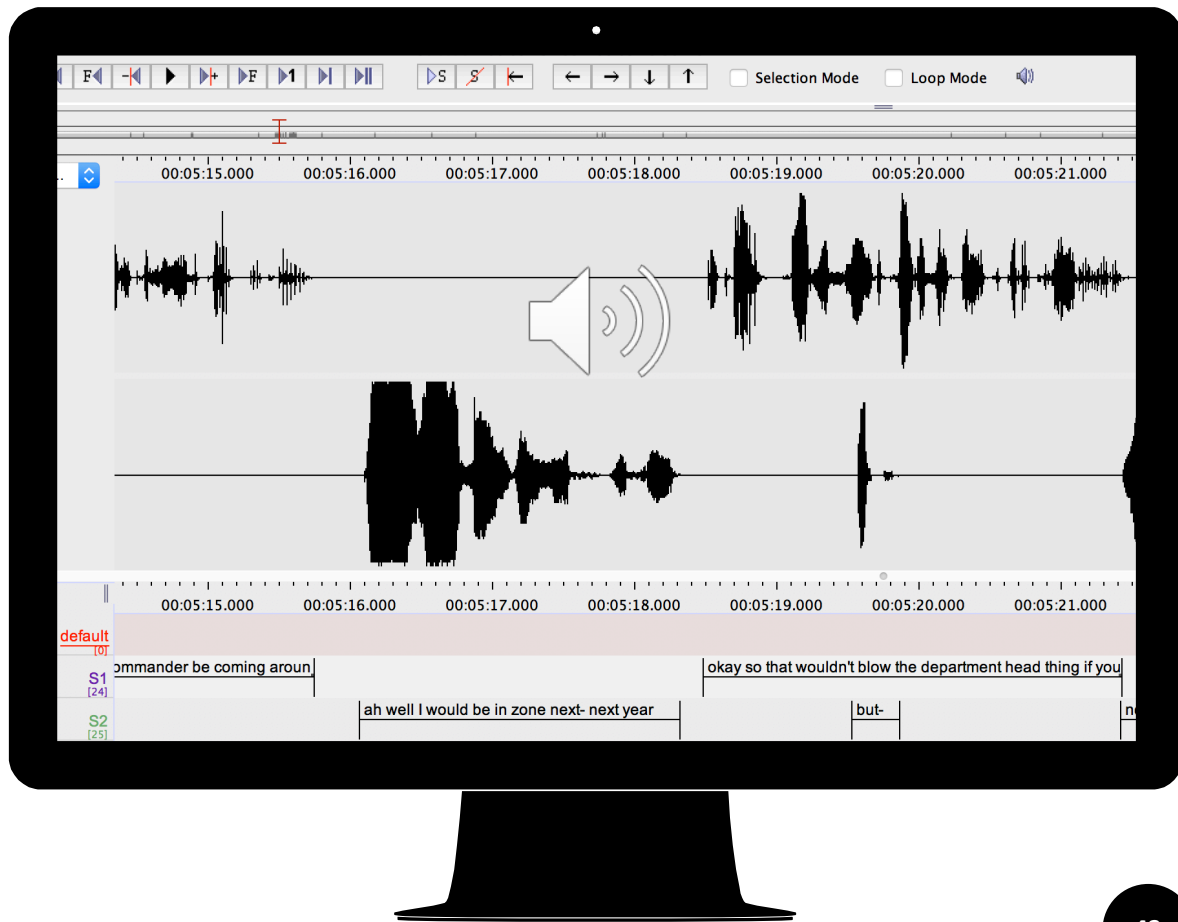
conversations

138

hours

FROZEN ©Walt Disney Animation Studios
2013 directed by Chirs Buck

2) Annotate



3) Transcribe



1 Dave: >well I was going to say cos< I know you are stil:l <lieutenant
2 commander right?>
3 (0.6)
4 Alex: yeah.
5 (0.2)
6 Dave: okay ah- you are looking towards ho- (.) hh how soon
7 would commander be coming around the pike for you Alex.
8 Alex: a:h wel:l I'll be in <zone> next- next year.
9 (.)
10 Dave: okay, so that wouldn't [blow the d]epartment head thing if you=
11 Alex: [but-]
12 =pick up commander would it?
13 Alex: no no a:h but guess who got deep selected.
14 (0.3)
15 →Dave: for commander?
16 (.)
17 Alex: ye:ah.

Why does it take so long?

It is not just what you say,
but how you say it too

Sequencing

- [overlapping talk onset
-] overlapping talk termination
- = ‘latching’; no gap or overlap between the completion of one utterance and the beginning of another utterance

Timed intervals

- (x.x) elapsed length of silence; measured in tenths of seconds
- (.) very short pause or micropause (less than 0.2 seconds)

Speech production

- ; continuing intonation; continuing contour with a slight fall
- , continuing intonation; continuing contour with a slight rise
- continuing intonation; level pitch
- . final intonation; falling terminal contour
- ? final intonation; rising contour
- ¿ final intonation; contour that rises more than a continuing contour but less than a rising contour
- xxx contour of the syllable moves initially at level tone
- x_:x contour of the syllable falls and then rises
- xx: contour of the syllable rises and then falls
- word stress in talk through pitch or amplitude or both
- ° word° quieter in comparison with surrounding talk
- WORD louder than surrounding talk
- : prolongation of immediately prior talk; multiple colons indicate further prolongation
- ↓ ↑ marked shifts into lower or higher pitches

>word<	faster than surrounding talk
<word>	slower than surrounding talk
word	creaky voice
-	cut-off
hh	audible aspirations; outbreath
.hh	audible inhalations; inbreath
(h)	within speech plosive, for instance laughter, crying etc.
\$word\$	laughing while talking, which is audibly detectable
<i>Transcriber comments</i>	
()	blank within the parentheses indicates the transcriber could not identify what was being said
(word)	possible hearing
.../...	hearing is one of two alternatives
(())	transcriber's commentary
word	feature of interest

VERY COMPLICATED

**Let's take a look at
'for what'!**

1 Emma: a tremendous success, in fact she's also
2 bee:n (.) i:n >um< Israeli just ah couple of weeks ago,
3 (0.3)
4 *Lily: **for [wha]t;**
5 Emma: [at]
6 Emma: ed- e- the Israel teachers association at in Jerusalem.
7 (.)
8 Lily: mm h:m.



1 JOY: we think we are just [goi]ng to have [that craw]fish boi:l=
2 ZOE: [h] [hh]
3 JOY: =in the fro:nt under the carport (0.9) cos their
4 back[yar]d i[s n]ot big enou:gh
5 ZOE: [h] [h]
6 (1.1)
7 ZOE: ↑>what do you mean< not big enough?
8 (.)
9 JOY: [we] just looked at it and it's not near big enough
10 ZOE: [H]
11 (.)
12 *ZOE: ↑**for what.**
13 (.)
14 ZOE: hh (.) [h
15 JOY: [for a crawfish boil
16 (.)
17 ZOE: ↑w:hy hh
18 JOY: it's just not.





4) Analyse

Put the data excerpts into
categories!

Excerpt (1): CHM4569

1. Emma: al- although they come from homes also poverty stricken and
2. so on and so on, you know they serve breakfast and lunch
3. in the schools now.
4. (.)
5. Lily: mm
6. (.)
7. Emma: .h
8. Emma: <so ah> (0.4) anyway she squeezes in this writing of a book.
9. (0.3)
10. Lily: mm hm;
11. Emma: and this first book has been really a tremendous success.
12. Lily: o:h grea::[t.]
13. Emma: [a] tremendous success. In fact, he's also
14. been (.) in >um< Israeli just ah couple of weeks ago,
15. (0.3)
- 16. *Lily: for [wha]t;**
17. Emma: [at]
18. Emma: ed- e- the Israel teachers association at in Jerusalem.
19. (.)
20. Lily: mm h:m.
21. Emma: and there she again presented her book. and so they see
22. they (.) feel very confident it's going to be a big order.
23. (.)
24. Lily: m:m

Excerpt (1): engn5635

1. Phil: alright then you can go in and if there are some questions.
2. Lily: m:kay=
3. Phil: =uh I: can do it.
4. Phil: .h and I got a bill from them ((clears throat)) for eight hundred
5. dollars. .h[h ah] but I'll probably do is maybe I'll may
6. ***Lily:** [oh what]
7. Phil: call to see if I can just put it on my credit card for now .hh=
8. Lily: =what's it for?=
9. Phil: =.h=
10. Lily: =>eight hundred dollars=what for<
11. Phil: ((clears throat)) it's for part of the: tuition for
12. ne:xt (.) [semester;]
13. Lily: [oh okay.]
14. Lily: alright
15. Phil: and the first payment is eight hundred dollars
16. Lily: okay

Excerpt (1): CHM4365 10:48:00

1. Ada: u:m (0.9) u:m (0.3) .h so: (.) I I was thinking of sending mom and
2. dad (.) u:m about a hundred bucks,
3. (0.9)
4. Ada: does that sounds reasonable to you?=
5. *Max: =for what;
6. (1.1)
7. Ada: half of what I owe them.
8. (1.1)
9. Max: is this a recent amount or your original loan a[mount.
10. Ada: [my original=
=loan amount.
11. (0.7)
- 12.

SURPRISE (REPAIR)

Excerpt (1): CallFriend - Southern US English Corpus (ENGS6910)

1. JOY: we think we are just [goi]ng to have [that craw]fish boi:l=
2. ZOE: [h] [hh]
3. JOY: =in the fro:nt under the carport (0.9) cos their
4. back[yar]d i[s n]ot big enou:gh
5. ZOE: [h] [h]
6. (1.1)
7. ZOE: †>what do you mean< not big enough?
8. (.)
9. JOY: [we] just looked at it and it's not near big enough
10. ZOE: [H]
11. (.)
12. *ZOE: †**for what.**
13. (.)
14. ZOE: hh (.) [h
15. JOY: [for a crawfish boil
16. (.)
17. ZOE: †w:hy hh
18. JOY: it's just not.
19. (0.9)
20. ZOE: >use [that table-<] hh
21. JOY: [>†I don't know<]
22. JOY: why they went and bought a house <with no dang yard.>

CHALLENGE

Excerpt (1): Santa Barbara Corpus of Spoken American English (SBC005)

1. Darryl: you can read books about it=and you can .h °talk about it°
2. (1.0)
3. Darryl: but the most pragmatic thing to do is to just (.) live it.
4. (1.7)
5. Pamela: °mm.°
6. (0.8)
7. Darryl: learn the rules of the game; (0.4) play the game=
8. ***Pamela:** =↑↑**for what**
9. (0.9)
10. Darryl: ↑for whatever you wa:nt
11. (0.8)
12. for whatever ↑you want
13. (2.5)
14. be: a: doctor or a screen writer or an actress or a
15. philanthropist or an explorer
16. (3.4)
17. Pamela: °<an explorer>°

CHALLENGE

And so on...

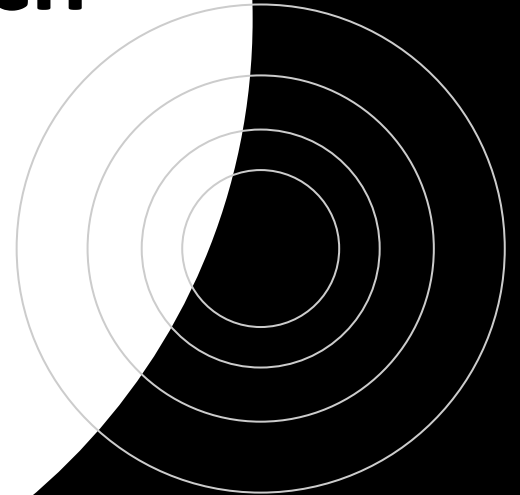
4) Analyse

Alex's first pair part question is "but guess who got deep selected" in line 13. The 'guess + WH-word' format can be used for pre-announcements (Schegloff, 2007), but Dave treats this as a question. This is evidenced by the lack of a go-ahead or blocking response. He instead uses the appendor question "for commander?" in line 15. Alex's question is pragmatically incomplete for Dave as it is not response-ready for him. He has been, however, able to infer from the prior talk that the unexpressed element of Alex's question is "commander" (as the terminology "deep-selected" refers only to ranks in the army). This question would have marked a shift in topic from Alex's future job and possibly becoming commander in the military. After receiving confirmation from Alex in line 17, Dave explicitly tells Alex that he is searching for the answer ("let me think") before finally giving it in line 19. Thus, there was



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**What is my research
topic?**



Repair

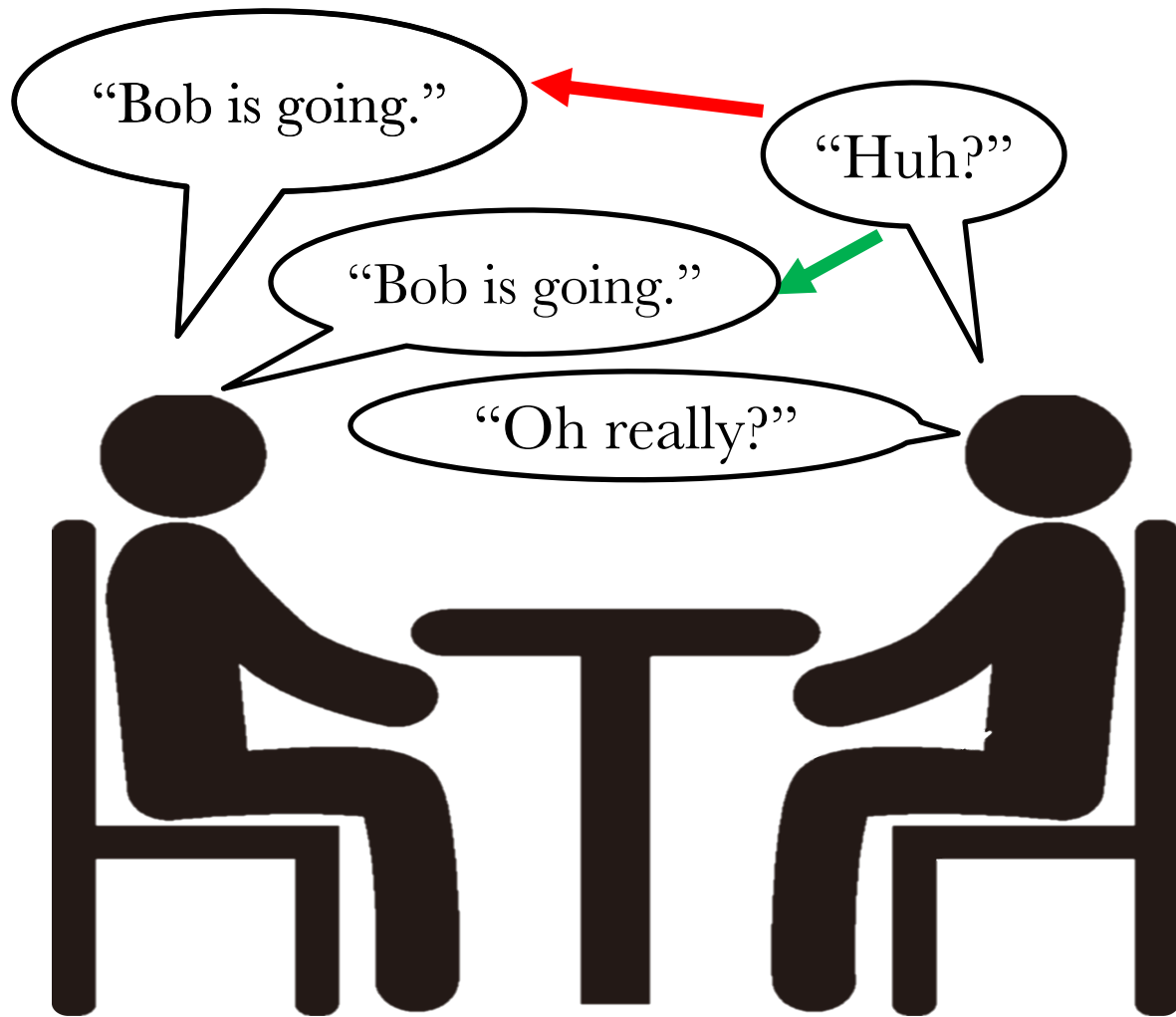


***It's something we
all do!***

***(But we don't know that
we do!)***



**Repair
sequence**



Another person
indicates a
trouble



Interactive tool for:

Hearing problems

Understanding problems



[Adobe stock](#)

<https://stock.adobe.com/jp/images/confused-bald-guy-scratch-his-head/162645482> 7/24

When repair occurs, the
conversation comes to a....



But when repair is completed, it lets
the conversation...



again

Repair is *not* necessarily
correction

(Not all errors are repaired)

No grammar mistakes!

1 Harry: Bob is going.

2 Sally: Huh?

3 Harry: Bob is going.

4 Sally: Oh really?

Work together!

No grammar mistakes!

ほらそっちいつ出るか分かんないしさ

06 a-> Kumi: .hh hora socchi itsu deru ka wakannaishi sa:::,
y'see your.way when move.out Q don't.know FP
.hh See, ((I))'m not sure when you would pick up the phone,

07 (0.2)

08 b-> Saya: nani:?
what

ほらサヤちゃんもいつ出るか

09 c-> Kumi: hora:, saya chan mo itsu deru ka
y'see Saya TL also when move.out Q
See, ((I)) wasn't sure when you would...

**Repair is *not* necessarily
correction**

Repair has different
formats





1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check





1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check



1) Open class

It indicates a problem
but doesn't locate/specify it



1) Open class

I'm sorry?

Hey?

What's that?

Excuse me?

Back up a minute?

What'd you say?

Say what?

What now?

Pardon?

“What”
“Huh”

Um?

Heh?

Again?

I beg your pardon?

Yes?

Say it again?

Sorry?

What was that?

Hm?

What did you say?

What do you mean?

I missed that?

Open class

Hearing problem ✓
Understanding problem ✓

- 1 Dave: you got the bomb you know?
- 2 Steve: **huh?**
- 3 Dave: do you got the bomb? (laughs)
- 4 Steve: yeah I got the bomb man
- 5 Steve: it's going off



Open class

Hearing problem ✓
Understanding problem ✗

Extract 9: ALLERGIES [N:17:02]

01 1 → NUR: What're=you here for today?
02 (.)
03 2 → PAT: I'm >sorry,<
04 3 → NUR: What are you here for tod[ay?]
05 PAT: [Uh:] allergies.



1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check



2) Wh-question word

Recognition trouble

or

Clarification request



2) Wh-question word

“Where”

“When”

“Who”

Hearing problem ?

Understanding problem (recognition) ✓

2) Wh-question word

- 1 B: did you know Karen? and Richard?
- 2 T: **who?**
- 3 B: Karen and Richard Fields
- 4 T: Fields? nah
- 5 B: you didn't know them?
- 6 T: nah



Hearing problem ✓
Understanding problem ✗

2) Wh-question word

- 1 B: [the day there]
2 A: [you know H]ugo and Shoshana
3 live there?
4 A: do you know them?
5 B: **who?**
6 A: Hugo and Shoshana?
7 B: I vaguely remember them.





1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check



3) Partial repeat + wh-question word

Partial repeat frames the trouble

Wh-question shows which category it belongs to

Hearing problem ✓
Understanding problem ✗

3) Partial repeat + wh-question word

1 A: so how did the class go?

2 M: the what?

3 A: the class go?

4 M: yeh good I missed the first one



2) Wh-question word

- 1 B: [the day there]
- 2 A: [you know H]ugo and Shoshana
3 live there?
- 4 A: do you know them?
- 5 B: **who?**
- 6 A: Hugo and Shoshana?
- 7 B: I vaguely remember them.



1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check



4) Partial repeat

Confirmation of their
understanding

hearing or

Hearing problem ?
Understanding problem ?

4) Partial repeat

- 1 JEFF: Well, give me the highlights.
- 2 JILL: **The highlights?**
- 3 JEFF: Yeah.
- 4 JILL: Of what we talk about you?
- 5 JEFF: Yeah.





1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

5) Understanding check



5) Understanding check

Seeks **confirmation** or **disconfirmation** of the speaker's understanding

Hearing problem ✘
Understanding problem ✔

5) Understanding check

1 Harry: do you need a partner?

2 Sally: to go there?

3 Harry: yeah.

4 Sally: no.



**But what about
Sally's research?**

I look at 'for what', 'like what',
when', 'at where' etc

'since

Preposition + wh-question

前置詞 + wh疑問文

Excerpt (1) : CHM4365

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3. bucks,
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8. Ada: half of what I owe them.
9. (1.1)
10. Max: is this a recent amount o:r your original loan
11. amount.
12. Ada: [my original loan amount.

It's still a work
in progress!



1) Open class

2) Question word

3) Partial repeat + question word

4) Partial repeats

<<< Preposition + wh-question

5) Understanding check

BUT!!!!!!

Actually,
'preposition + wh-
words' are mostly
not used in repair



They are mostly
questions that help
move a conversation
forward

Excerpt (1): CHM4569

1. Emma: al- although they come from homes also poverty stricken and
2. so on and so on, you know they serve breakfast and lunch
3. in the schools now.
4. (.)
5. Lily: mm
6. (.)
7. Emma: .h
8. Emma: <so ah> (0.4) anyway she squeezes in this writing of a book.
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12. Lily: o:h grea::[t.]
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14. been (.) in >um< Israeli just a couple of weeks ago,
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7. Phil: call to see if I can just put it on my credit card for now .hh=
8. Lily: =what's it for?=
9. Phil: =.h=
10. Lily: =>eight hundred dollars=what for<
11. Phil: ((clears throat)) it's for part of the: tuition for
12. ne:xt (.) [semester;]
13. Lily: [oh okay.]
14. Lily: alright
15. Phil: and the first payment is eight hundred dollars
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3. JOY: =in the fro:nt under the carport (0.9) cos their
4. back[ya]rd i[s n]ot big enou:gh
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10. ZOE: [H]
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12. *ZOE: †**for what.**
13. (.)
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15. JOY: [for a crawfish boil
16. (.)
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CHALLENGE

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8. ***Pamela:** =↑↑**for what**
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10. Darryl: ↑for whatever you wa:nt
11. (0.8)
12. for whatever ↑you want
13. (2.5)
14. be: a: doctor or a screen writer or an actress or a
15. philanthropist or an explorer
16. (3.4)
17. Pamela: °<an explorer>°

CHALLENGE

Research can take you in
different directions...
even in a couple of
months!





Where next?

After PhD...

... become a professor

... somewhere!



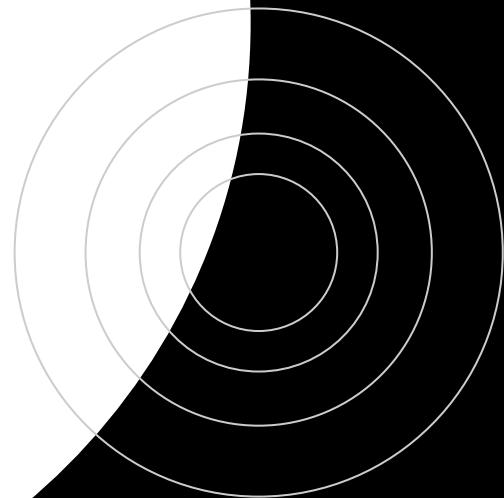
After PhD...

... or maybe chill!





Conclusion





Conversation analysis uses naturally-occurring, everyday interaction

Repair helps to keep the conversation on track



Thanks for listening!

Any questions?

sajones65356@gmail.com