

Original Paper

Forms and Functions of Conversational Repair in Mandarin Corpus from the Perspective of Interactional Linguistics

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Abstract

Repair frequently appears in our daily conversations as a vital mechanism sustaining effective communication. The purpose of this study is twofold: one is to investigate the specific forms and functions of self-initiated repair and other-initiated repair in Mandarin corpus; the other is to examine, from the perspective of interactional linguistics, how various forms of repair can affect the ongoing dialogue between the speaker and the recipient in Mandarin conversation. Through a thorough examination of repair instances extracted from the speech corpora of naturally occurring, face-to-face Mandarin interaction, findings suggest that self-initiated repair takes the form of word searches and complement, cut-off and correction, as well as recycling and replacement, while other-initiated repair takes the form of interjection, yes-no question, and specific interrogation. Moreover, repair in Mandarin dialogue has the functions of turn maintenance, ambiguity elimination, speculation verification, information confirmation, problem location, and inquiry implementation. This study can not only help readers better understand the forms and functions of repair mechanisms in Mandarin corpus but also contribute to contemporary academic research, offering valuable insights into the dynamics of linguistic interaction.

Keywords

repair, self-initiated repair, other-initiated repair, mandarin Chinese, interactional linguistics

1. Introduction

It is well known that interactive conversations are constructed by the speaker and the recipient, and they cannot run successfully without the effective participation of either party. However, the conversations that take place in our daily lives are certainly not as smooth as we might ideally like to imagine. In the cases where the expression of speakers are not so clear or the corresponding knowledge

of recipient is deficient, the dialogue is more likely to break down owing to the lack of instant and accurate resolution, then the quality of the turns, inevitably, will drop significantly in the aspect of smooth communication, knowledge exchange, mutual comprehension etc. Occasions when the speaker or recipient may wish to revise something they have said or heard, or fail to hear or comprehend something the other says, are common and omnipresent in interaction. As Schegloff et al. (1977) have shown, the ways in which we remedy such everyday trouble in talk-in-interaction are highly organized: taken together they are known as the practices of “repair” (Couper-Kuhlen & Selting, 2018, p. 182).

Therefore, the application of the repair strategy is even more important at this point. As for the speakers, for instance, they may encounter and deal with the problems of overcoming hesitancy, difficulty in finding words, and repairing broken or incomplete utterances. In addition, the receiver should respond with repetitions, paraphrases, clarifying requests, and use explicit markers to appropriately indicate a need for repair, so that the conversation can be guaranteed to continue at a high rate of efficiency.

In this essay, the author delves into the realm of interactional linguistics, specifically focusing on repair phenomena in Mandarin Chinese spoken corpus, examining the classification, forms and functions of repair in facilitating smooth communication and preventing misunderstandings in spoken language interactions with sufficient cases, which helps understand the strategies and significance of self-initiated repair and other-initiated repair in spoken language interactions.

2. Studies of Repair in Interactional Linguistics

The following sections 2.1 and 2.2 introduce briefly the previous research that focused on self-initiated repair and other-initiated repair. Section 2.3 provides a review of previous studies discussing the phenomenon of repair in Mandarin interaction.

2.1 Self-Initiated Repair

Self-initiated Repair (SIR) is a pivotal component of conversational interaction, enabling speakers to autonomously detect and rectify linguistic errors. In the field of interactional linguistics, researchers have conducted numerous studies to investigate the mechanisms and functions of SIR in various linguistic contexts.

Following Jefferson’s first work on error correction, Schegloff et al. (1977) argued for the preference for self-correction laid the groundwork for understanding SIR within the framework of interactional linguistics. Their study revealed that speakers exhibit a preference for self-correction, often autonomously initiating repair to address errors or ambiguities in their own speech. Through detailed analysis of naturalistic conversations, Schegloff et al. (1977) elucidated three main types of SIR’s position, within the same turn as their trouble source, in that turn’s transition space, and in third turn to the trouble-source turn, emphasizing its role in maintaining conversational coherence (p. 366).

Lerner’s (1991) work contributes to the understanding of self-initiated repair within the context of syntactic structures, showing how speakers use specific linguistic structures to signal the initiation of a

repair, for example, speakers often project the trajectory of an utterance, which provides opportunities for self-initiated repair when the speaker recognizes a need to correct or adjust their contribution (p. 449).

Gardner and Wagner (2004) investigated SIR in second language conversations, focusing on the strategies employed by learners to correct their own linguistic errors. Their study revealed that SIR plays a crucial role in language learning, allowing speakers to monitor and improve their proficiency through self-correction. Gardner and Wagner identified various SIR strategies, including repetition, reformulation, and clarification requests, underscoring the adaptive nature of SIR in multilingual contexts (Shehadeh, 2006, p. 288).

In Tsuyoshi Ono and Elizabeth Couper-Kuhlen's (2007) study, they explore that increments, a form of self-initiated repair, are used to manage social actions and relationships in conversation by extending the prior unit and promoting further talk (p. 506).

2.2 *Other-Initiated Repair*

Other-initiated Repair (OIR) plays a critical role in conversational interaction, allowing interlocutors to correct each other's errors and maintain clarity in communication. In the field of interactional linguistics, numerous studies have explored the dynamics of OIR, revealing insights into the mechanisms and social processes involved.

Schegloff, Jefferson, and Sacks (1977) conducted a foundational research on conversational repair, focusing on turn-taking and the structure of conversational sequences. They identified key patterns in how participants initiate repair for errors or ambiguities in each other's speech, often signaling the need for clarification through specific strategies like using question words or partially repeating the trouble-source turn (p. 368). This seminal work has shaped subsequent studies on OIR, emphasizing its collaborative and orderly nature within conversational interactions.

Drew's (1997) work underscores the systematic organization of conversational repair and the distinct role played by OIR within this framework. The study meticulously explores the turn-taking mechanisms, which are instrumental in the strategic placement of "open" class repair initiators such as "What?" or "Pardon?" at transition relevance places. This placement is significant as it not only signals the need for repair but also leaves the specifics of the repairable trouble open to be articulated by the speaker who initiated the repair (p. 72). Drew's study further investigated the diverse sequential sources of trouble within conversational interactions that prompt the need for OIR, including instances of unclear speech or misunderstandings. The study also scrutinized the social and interactional functions that OIR serves, such as the face management of and understanding display, which are crucial for maintaining the interpersonal dynamics and the flow of conversation.

Mark Dingemanse and N. J. Enfield (2015) provided a focused examination of OIR, enhancing our understanding of the intricate coordination of conversational repair across different linguistic communities. The study illustrates how qualitative analyses of individual cases and their embedding in

local linguistic systems can be combined with a quantitative and comparative perspective, bringing into view the organizational details of a possibly universal system for other-initiated repair. The finding that three basic types of other-initiated repair, including the open request type, the restricted request type, and the restricted offer type, are universal in all languages involved in the study, which contributes to the conclusion that the ways in which people signal communicative problems and resolve them in the flow of conversation appear to be part of a universal system, grounded in human sociality (p. 110).

2.3 Studies of Repair in Mandarin Chinese

Studies of repair in Mandarin Chinese corpora has enriched our understanding of interactional linguistics by focusing on how language-specific and culture-specific factors shape conversational practices.

Kawai Chui's (1996) study provides a fundamental framework for understanding the systematic repair patterns in Mandarin conversations. Chui established six major patterns of repair, focusing on elements such as morphemes, words, phrases, or clauses that characterize how repair source is redone, as well as the strategies employed, including repetition, replacement, addition, or abandonment of the original construction. Chui's study emphasizes that repair is not governed by syntax or repair patterns but is subject to constraints related to quantity and lexical-form complexity, reflecting the speech preferences of Chinese speakers (p. 343).

Tseng's (2006) work provides a descriptive study of speech repairs, considering the prosodic features of repairs, such as articulation rate, duration, and pitch, and the unique linguistic characteristics of Chinese, such as the lack of inflectional morphology and flexible word order, offering insights into how these elements contribute to the smooth progression of conversation. In the case of Chinese speech repairs classified into four types including substitution, repetition, addition and deletion repairs, findings suggest that "people are more likely to add (totally 60/325 repairs involve addition) or to substitute (54/325 repairs) something than to delete (11/325 repairs) something in Mandarin conversation", which has implications for the design of speech recognition systems and our understanding of spoken language processing (p. 96).

The comparative study by Chen (2015) reveals cross-linguistic differences in the acoustic realization of repair initiation, and underscores the importance of considering language-specific practices in the study of conversational repair. Chen's work highlights that Mandarin speakers tend to use quick cut-offs for repair initiation, followed by immediate repair, whereas French speakers may incorporate lengthening and filled pauses (p. 105).

Xu and Ge's (2023) research delves into the strategic use of same-turn self-repair in Chinese civil courtroom interactions, highlighting the role of epistemic stance in these exchanges. They demonstrate how participants, including judges, plaintiffs, defendants, and their lawyers, employ repair operations to assert or adjust their epistemic stance ranging from conveying certainty to indicating a lack of knowledge. Their study reveals that same-turn self-repairs are not merely about correcting errors but

are also utilized to enhance precision, increase credibility, emphasize points, evade questions, and confirm information. This dynamic use of repair operations serves to manage the epistemic stance, which is crucial for establishing the credibility and persuasiveness of one's claims within the legal context.

Together, through empirical investigations and theoretical analyses, these theses illuminate the intricate, orderly mechanisms of SIR and OIR, and paint a relatively comprehensive picture of repair in Mandarin Chinese, highlighting the interplay between syntactic, prosodic, and interactional aspects of conversation. They collectively advance our knowledge of how Mandarin speakers navigate repair in real-time language use, providing a solid foundation for further research in interactional linguistics and related fields.

However, there is still a lack of systematic classification of the various forms of self-initiated and other-initiated repair in Mandarin corpus, as well as a lack of attention to the detailed analysis of the repair's function in Mandarin Chinese from the perspective of conversational interaction in current studies. This study will explore the specific forms and functions of repair combining with an in-depth interpretation of spontaneously generated instances of the Mandarin Chinese corpus.

3. Forms of Repair

3.1 Forms of Self-Initiated Repair

3.1.1 Word Searches and Complement

Self-initiated repairs in the form of word searches are common indicators of trouble, often marked by sound stretches, cut-offs, intra-turn pauses, etc. They may also include markers like “that, uh, m” or similar, and self-addressed questions such as “What was it” (Couper-Kuhlen & Selting, 2018, p. 191).

In Figure 1, the speaker repeats “I just” with a 0.6-second pause, followed by a self-addressed query “What day of the week was it?” before resolving the issue with “Friday”.

91 琳琳：我上次@@，我就才(.)我就才那个(...)星期几来着(..) 星期五。

Lin Lin: I last time I just I just that What day of the week was it Friday

Lin Lin: Last time.. I just.. What day of the week was it? Friday.

Figure 1. Word Searches and Complement

3.1.2 Cut-Off and Correction

Cut-off, a form of self-initiated repair, occurs when a speaker interrupts their incomplete or erroneous utterance mid-sentence to initiate a correction. This happens when the speaker detects an error, experiences uncertainty, or anticipates audience misunderstanding. Cut-off can lead to various repair actions: replacing, inserting, or abandoning the current utterance and starting a new TCU (Couper-Kuhlen & Selting, 2018, p. 200).

In Figure 2, the speaker identifies the repairable segment and uses a cut-off, indicated by “nope”, signaling self-recognition of the error. Subsequently, the speaker corrects it to “a pork fillet and hamburger”.

93 琳琳: 买了一个土豆片 and_uh 不是,

Lin Lin: bought one potato no

Lin Lin: I bought a potato... nope

94 圆圆: @@

95 琳琳: @@里脊肉夹馍:

Lin Lin: a pork fillet and hamburger

Lin Lin: A pork fillet and hamburger.

Figure 2. Cut-off and Correction

3.1.3 Recycling and Replacement

Recycling and replacement denote self-initiated repair where the speaker revisits or rephrases their prior utterance, supplementing it with additional details for clarification or modification. Upon detecting a discrepancy in meaning or form, the speaker pauses discourse construction and may reprocess the problematic speech fragment to convey a new message or provide additional information (Liu & Zhou, 2023, p. 96).

In Figure 3, Yuan Yuan initially says “tourism”, which is reiterated and subsequently substituted with “Tourism School of English”, meticulously corrected and reformulated. Ultimately, Yuan Yuan asserts that “the English major of the School of Tourism should be relatively good”, refining the previously substituted phrase.

171 圆圆: 对。他是咱们学校 旅游, 旅游, 旅游英语学院的。

Yuan Yuan: Yes He is our school tour tour College of English for Tourism School of Tourism Study

Yuan Yuan: Right. He is from the English School of Tourism, Tourism, Tourism in our school.

旅游学院 应该 英语(.)专业 还是(.)比较好。

School of Tourism should English major still is relatively good

The English major of the School of Tourism should be relatively good.

Figure 3. Recycling and Replacement

3.2 Forms of Other-initiated Repair

3.2.1 Interjection

In everyday life conversations, interjections like “ah?”, “huh?” or “en?” with upward intonation is widely used constitute as an integral part of the repair initiations, displaying the least grasp of the

problematic utterance while being strong enough to stimulate the response of others (Schegloff, 1997, p. 506).

In Figure 4, Yuan Yuan utters, “I eat oranges to quench my thirst”. Due to external noise and delayed response, Lin Lin fails to grasp the message, prompting her interjection “Ah?”, signaling a lack of comprehension. This leads Yuan Yuan to repeat, “I eat these oranges to quench my thirst”.

110 圆圆: 我吃吃橘子 解解渴(.) 哈?
Yuan Yuan: I eat orange quench thirst Ha?
Yuan Yuan: I eat oranges to quench my thirst (.) Ha?
111 琳琳: 昂?
Lin Lin: Ah?
Lin Lin: Ah?
112 圆圆: 我吃这 橘子 解解渴。
Yuan Yuan: I eat this orange quench thirst
Yuan Yuan: I quench my thirst by eating this orange.

Figure 4. Interjection

3.2.2 Yes-No Question

Other-initiated repair also takes the form of yes-no question in the conversation. The recipient usually adds a question such as “yes?” or “right?” after his or her own speculation, seeking confirmation from the speaker, syntactically manifested as a yes-no question (Sidnell, 2007, p. 240).

In Figure 5, Yuan Yuan introduces “Xi’an Tian Jiabing Senior Middle School” for the first time. In line 49, recipient Lin Lin narrows down the reference, aided by personal knowledge, asking “Was that school donated by Tian Jiabing?” Yuan Yuan confirms this with a definitive “yes”, validating Lin Lin’s inference.

46 圆圆：就是它 叫 西安市田家炳中学， 但是它 在 我们县里呢。

Yuan Yuan: is it name Xi'an Tian Jiabing Senior Middle School but it locate our county

Yuan Yuan: It's called Xi'an Tianjiabing Senior Middle School, but it's in our county.

47 琳琳：[噢：：：]

Lin Lin: Oh

Lin Lin: Oh.

48 圆圆：[噢：

Yuan Yuan: Oh

Yuan Yuan: Oh.

49 琳琳：田家炳 捐的 那个学校吗？

Lin Lin: Tian Jiabing donate that school?

Lin Lin: Was that school donated by Tian Jiabing?

50 圆圆：噢对对对， 就是那个(.)台湾的那个慈善家。

Yuan Yuan: Oh yes yes yes is that Tai Wan that philanthropist

Yuan Yuan: Oh yes, it's that philanthropist in Taiwan.

Figure 5. Yes-No Question

3.2.3 Specific Interrogation

Sometimes, the recipient chooses the form of specific interrogation as a clarification request by relying on the interrogative pronouns “what”, “where”, “how much”, “why”, etc. to ask questions or repeating the interrogative points in the speaker's turn, and asking for explanation (Couper-Kuhlen & Selting, 2018, p. 242).

In Figure 6, Yuan Yuan mentions EAST BUY, a new live streaming platform conducted by New Oriental. Without further context, Lin Lin initiates, “What is EAST BUY?” The speaker responds to this explicit request by providing an additional explanation.

156 圆圆：说到 江西哈 hh 我刚才才刷到了一个东方甄选的，关于它旅游的视频。
Yuan Yuan: speak of Jiangxi ha ha I just brush one East Buy about it tourist video
 Yuan Yuan: Speaking of Jiangxi, ha ha, I just swiped a video about it's tourism on East Buy.

157 琳琳：东方甄选是什么？
Lin Lin: East Buy is what
 Lin Lin: What is East Buy?

158 圆圆：东方甄选的就是(.)就是推一些文旅产品 之类的，
Yuan Yuan: East Buy is is push some cultural tourism product so on
 Yuan Yuan: East Buy is (..) It's to recommend some cultural tourism products and the like,
 它有很多(X)有很多那种，嗯(.)就是一种抖音上的产品销售 类似的感觉。
it have many have many the sort of um is the sort of on Tik Tok product sales similar feeling
 it has a lot (X) a lot of that, um (..) It's a similar feeling of selling products on Tik Tok.

Figure 6. Specific Interrogation

4. Functions of Repair in Mandarin Corpus

4.1 Turn Maintenance and Ambiguity Elimination

Self-initiated repair is commonly used by speakers in the form of word searches and complement, cut-off and correction, as well as recycling and replacement for turn maintenance and ambiguity elimination in mandarin corpus.

For example, in Figure 1, the speaker uses the strategy of word searches, including “I just” so as to achieve the goal of extending more thinking time, planning for the subsequent self-initiated repair and holding the turn of the moment in this conversation. According to the following lines shown in Figure 7, Yuan Yuan, the recipient perceives the intention of Lin Lin to maintain the current turn, and simultaneously says “Ah” to wait for the subsequent information without interrupting the speaker in conversation, which makes the repair work successfully.

91 琳琳：我上次@@，我就才(.)我就才那个(...)星期几来着(.) 星期五。
Lin Lin: I last time I just I just that What day of the week was it Friday
 Lin Lin: Last time.. I just.. What day of the week was it? Friday.

92 圆圆：= 啊。
Yuan Yuan: Ah.
 Yuan Yuan: Ah.

Figure 7. Figure 1's Follow-Up Conversation

Moreover, in Figure 2, adopting the strategy of cut-off and correction, the speaker pauses for sudden seconds and then utters the lexical filler words “nope”, implying the repair is being initiated by speaker herself, which not only fills the time of the interruption but also playing the role as a signal to guide self-initiated repair. During the process, the recipient receives such signals and extends the responding time in order to wait for the repair initiated by the speaker. Thus, the turn can be guaranteed to keep on going successfully. As Figure 8 shows that Yuan Yuan eliminates the ambiguity resulting from the unclear expression in speaker’s initial expression, then raises relevant question to obtain detailed information, “is it also at the west gate”, further promoting the run of the next turn.

96 圆圆：也 是 那个 啥 西门儿 那边的嘛。

Yuan Yuan: also is that what west gate yonder

Yuan Yuan: Is it also at the west gate?

97 琳琳：对

Lin Lin: yes

Lin Lin: Yes.

Figure 8. Figure 2’s Follow-Up Conversation

Figure 3 reveals that with the awareness of speech self-monitoring and the employment of recycling and complement, once the speaker observes the problems within the verbal expression which may cause misrepresentation or misunderstanding, the first thing is to pause the construction of the current discourse, then the speaker cognitively processes the problematic fragment of speech information to create a new message or additional information. After the supplement and replacement take place, the speaker finishes self-initiated repair and provides more accurate and appropriate information for the recipient. In Figure 9, the recipient finally responds with an affirmative “Oh”, which supports the idea that self-initiated repair indeed has the function of contributing to a smoothly carried turn.

172 琳琳：^哦。

Lin Lin: Oh

Lin Lin: Oh.

173 (2. 0)

174 琳琳：旅游英语。

Lin Lin: Tourism English

Lin Lin: English for Tourism.

Figure 9. Figure 3’s Follow-Up Conversation

Cases have shown that by initiating repairs on their own, speakers can provide additional clarification or emphasis on certain words or phrases, making their message more understandable to the listener. Various forms of self-initiated repair demonstrates the speaker's awareness of their own communicative difficulties, their commitment to eliminating ambiguity and promoting mutual understanding during the conversation, and their active engagement in clarifying and reformulating their message to ensure effective communication.

4.2 Speculation Verification and Information Confirmation

There is no denying that the application of other-initiated repair in the form of yes-no question embodies the interactive subjectivity of language during daily conversation, and exerts the function of speculation verification and information confirmation.

In Figure 5, after the speaker mentions the name of her senior high school, the recipient perceives the intention of her words and the lack of information, then puts forward a detailed question for verification. The recipient first locates the repairable in a relatively specific range, and then addresses an inquiry with personal guesswork and the expectation of verification from the speaker. The recipient raises the question, "Was that school donated by Tian Jiabing?" Receiving the affirmative answer "yes", Lin Lin confirms the specific information, and facilitates the following conversation to further information exchange in Figure 10, namely that her middle school also has a building donated by Tian Jiabing.

51 琳琳: 噢: 他之前(...)是(...), 我我原来原来 是(.)江西的嘛, [然后

Lin Lin: Oh he before was I I origin origin is Jiangxi's then

Lin Lin: Oh, he was, I was originally from Jiangxi, then

52 圆圆: [噢

Yuan Yuan: Oh

Yuan Yuan: Oh.

53 琳琳: 我们学校那个(.)好像 也 有 他 捐的 楼。

Lin Lin: our school that seem also have he donate building

Lin Lin: Our school also seems to have a building donated by him.

就是还有一个什么(.)就是什么 感谢仪式 还是什么的, 我 有 点 忘了。

is also have one what is what thanksgiving ceremony or something I have a bit forget

It's just what else... There's a thanksgiving ceremony or something, I kind of forgot.

Figure 10. Figure 5's Follow-Up Conversation

To sum up, other-initiated repair allows listeners to seek clarification when they encounter ambiguous or unclear utterances. At the same time, it also prompts the speaker to provide additional information or rephrase their message for better comprehension. In this process, sometimes the recipient may assume a

yes-no question targeting at certain words mentioned by the speaker in order to confirm accurate information through verification, which contributes to furthering deep and lasting interaction between both sides. Therefore, other-initiated repair does play a crucial role of speculation verification and information confirmation, and furthermore, ensures the continuation of the follow-up dialogue.

4.3 Problem Location and Inquiry Implementation

The deployment of repair in the form of interjection and specific interrogation helps problem location and inquiry implementation in Mandarin Chinese conversation.

In Figure 4, after the speaker, Yuan Yuan expresses that she would like to eat oranges to quench her thirst, Lin Lin says, “Ah?” The interjection reveals the problem that Lin Lin may not clearly hear the words said by the speaker because of the noisy conversational environment, or she finds difficulty in semantic comprehension. With the application of interjection, the speaker roughly locates the problem source, and chooses to repeat the original words as a kind of response to the inquiry of the recipient. Then, in Figure 11, receiving the repetition, the recipient understands the intention of the speaker, eating oranges to quench her thirst, and stretches the conversation to eating oranges does not quench hunger.

113 琳琳：但是不能 解饱@@(...) 还是 得 吃饭。

Lin Lin: But can't quench hunger still have to eat

Lin Lin: But you can't quench your hunger. Still have to eat.

114 圆圆：嗯。

Yuan Yuan: Huh

Yuan Yuan: Huh.

Figure 11. Figure 4's Follow-Up Conversation

In Figure 6, after the speaker mentions the platform, East Buy, the recipient asks, “What is East Buy?” The specific interrogation makes a request for inquiry and locates precisely the problem source in the previous sentence, that is, the definition of East Buy, which naturally leads the speaker to give a detailed explanation in order to solve the problem. In the following lines shown in Figure 12, Lin Lin captures the information provided by the speaker, and asks a further question in the form of yes-no question to verify her speculation and confirm the precise information. During this process, other-initiated repair in the form of specific interrogation contributes to problem locating, inquiry implementing and finally problem solving.

- 159 琳琳：哦(…)哦！我好像知道，就是一个直播间吗？ 还是什么？
Lin Lin: Oh Oh! I seem know is one live streaming room? Or what?
- Lin Lin: Oh (...) Oh! I seem to know, it's just a live streaming room? Or something?
- 160 圆圆：[对，就是一个直播间 类似的。
Yuan Yuan: Yes is one live streaming similar
- Yuan Yuan: Yes, it's similar to a live broadcast room.

Figure 12. Figure 6's Follow-Up Conversation

According to the above two examples, recipient are likely to initiate repair in forms of interjection and specific interrogation when encounters mishearing or misunderstanding for lots of reasons, such as the influence of noisy environment, unclear pronunciation, slow response etc. At the same time, the initiation of repair helps the speaker quickly notice the doubt from the recipient, roughly or precisely locate the source of problem and take action of responding to inquiries as much as possible by repeating the original sentence or providing an explanation.

It is therefore of supreme significance to repair for problem location and inquiry implementation.

5. Conclusion

The findings suggest that both self-initiated and other-initiated repair, manifested in diverse forms, hold significant roles in facilitating ongoing conversation from an interactive point of view. Self-initiated repair takes the form of word searches and complement, cut-off and correction, as well as recycling and replacement, while other-initiated repair takes the form of interjection, yes-no question, and specific interrogation. Combined with a detailed analysis of repair organization in Mandarin Chinese corpus, the study reveals that repair indeed gives play to the function of turn maintenance, ambiguity elimination, speculation verification, information confirmation, problem location, and inquiry implementation. The implications of these findings extend to contemporary academic research, providing valuable insights into the dynamics of linguistic interaction. This study contributes to a deeper understanding of conversational repair mechanisms and provides practical relevance in enhancing public understanding of repair mechanisms in Mandarin Chinese conversations.

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