

Organizing TCUs in a turn

Reordering and parenthesizing as operations for self-initiated same-turn repair in Mandarin conversation

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This paper examines two self-initiated same-turn repair operations, namely reordering and parenthesizing, in Mandarin conversation. Although both are initiated within a TCU, they often operate on global trouble sources instead of local ones internal to that TCU. On the surface, the two operations seem to share a similar formal pattern in which a TCU is first self-interrupted, and non-projected clausal materials are then produced before the interrupted TCU is resumed. What differentiate the two operations are their distinct roles in organizing TCUs in multi-unit turns. Reordering addresses the tension between the temporal sequence of the events being recounted and the temporal arrangement of the recounting. The clausal material added through reordering becomes an integral part in the rearrangement of the TCUs in that turn. Parenthesizing addresses the tension between the linearity of speech production and information management. It also addresses potential interactional problems to maintain intersubjectivity.

Keywords: reordering, parenthesizing, self-initiated same-turn repair, conversational repair, conversation analysis, Mandarin conversation

關鍵詞：重新排序，插入，自我啟動同話輪修補，會話修補，會話分析，普通話會話

1. Introduction

Conversational repair has been a major research issue in the field of conversation analysis (CA) since its early days (Schegloff, Jefferson and Sacks 1977), and is recognized as one of the basic infrastructures for organizing human social interaction (Levinson 2014). Studies on repair have generated an increasing body of

literature which contributes to our understanding of the formal features of repair as a mechanism for dealing with recurrent problems of speaking, hearing and understanding in conversation (e.g., Schgloff et al 1977; Schegloff 1979; Hayashi et al 2013; Kitzinger 2012; etc.), of its close relation to the other basic infrastructure for conversation, namely turn-taking (e.g., Schegloff 1987; Kendrick 2015; etc.), of its capacity as interactional resources and vehicles for implementing social actions (e.g., Drew et al 2013; Gene and Kitzinger 2012; Goodwin 1979; Jefferson, 1974; Wilkinson & Weatherall 2011; etc.), and of its organization, and its relation with linguistic structures such as syntax and prosody across languages (e.g., Moreman 1977; Schegloff 1979; Fincke 1999; Fox et al 1996; Fox et al 2009; Fox et al 2010; Laakso and Sorjonen 2010; Selting 1988; etc.). Cross-linguistic comparisons have been made (Fox et al 1996; Fox et al 2009; Fox et al 2010; Enfield et al 2013; etc.), and how repair works in Chinese have also been studied (Chen 2011; Chui 1996; Lin 1996; Luke and Zhang 2010; Tao Liang 1995; Wu 2006; Zhang 1998; Zhang and Chan 2013).

Due to its positioning (i.e., before the end of an ongoing TCU), same-turn self-repair is the most frequent among the repair types, as described in Schegloff et al (1977). It is often initiated to deal with a local trouble source within an emerging TCU. For instance, a word already produced or in the process of being produced may be 'cancelled out' through replacements, modifying elements may be added through insertions, or the TCU-in-progress may be abandoned midway. However, some same-turn self-repairs, although initiated in a TCU, are not necessarily targeted at trouble sources internal to that TCU, but at how that TCU can be better arranged or understood in relation to other TCUs in a multi-unit turn, e.g., the 'global insertion' examined by Luke and Zhang (2010) based on Mandarin conversation. To illustrate, in the following two examples self-repair is initiated within an emerging TCU, targeting a 'local' and 'global' trouble source respectively.

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