

Syntactic features of other-repair in conversations from English television films

Đặc điểm ngữ pháp của lời điều chỉnh do người tham gia hội thoại thực hiện trong
phim truyền hình tiếng Anh

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Abstract

Conversation - the verbal communication between people is indispensable in daily life. However, interlocutors cannot always understand all the utterances during their conversations because of some trouble sources causing communication breakdown. Repairing the trouble sources is necessary for the interlocutors to get an effective conversation. With the aim of discovering the main grammatical structures and their parts of speech of other-repair in English, data for the investigation is 262 extracts of 23 English film conversations containing other-repair. The result shows that hearers (H) in English film conversations (EFCs) repaired 05 syntactic components such as noun, verb, adjective, clause, preposition.

Key words: Conversations; syntactic features; other-repair; English television films.

Tóm tắt

Hội thoại - giao tiếp bằng lời giữa người với nhau, là điều không thể thiếu trong cuộc sống hằng ngày. Tuy nhiên, không phải lúc nào người tham gia hội thoại cũng hiểu được tất cả phát ngôn trong hội thoại vì những cản trở gây tắc nghẽn hội thoại. Việc điều chỉnh những yếu tố gây cản trở là việc cần thiết để người tham gia hội thoại đạt hiệu quả giao tiếp. Với mục đích tìm ra những cấu trúc ngữ pháp và các từ loại được điều chỉnh do người nghe, dữ liệu khảo sát gồm 262 trích đoạn hội thoại từ 23 bộ phim truyền hình tiếng Anh có những lời điều chỉnh hội thoại do người nghe thực hiện. Kết quả cho thấy người nghe trong phim truyền hình tiếng Anh đã điều chỉnh 05 thành phần ngữ pháp là danh từ, động từ, tính từ, mệnh đề và giới từ.

Từ khóa: Hội thoại; đặc điểm cú pháp; lời điều chỉnh do người nghe thực hiện; phim truyền hình tiếng Anh.

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1. Introduction

Utterances in conversations from English television films are regarded as sayings between the interlocutors in their daily conversation. During communication, the speakers cannot sometimes clearly express their thoughts in their utterances. As a result, they make the hearers unable to understand their sayings. Sometimes, the hearers can hear clearly the speakers' utterances but they are afraid of misunderstanding them. All of those problems are factors that disrupt the conversations and lead to the lack of communication efficiency. To overcome the factors causing communication breakdowns, the speakers/hearers must use some strategies of repairs to ask for correcting the ideas in the utterances. Therefore, it's necessary to consider syntactics so that the grammatical features of other-repair will be identified. There has not been a research on syntactic features of other-repair in English conversations yet, so the study is carried out with the aims of finding out the grammatical realization of an utterance in English.

2. Theoretical framework

2.1. Repair in conversation

According to Schegloff et al.[5], "repair" is the treatment of trouble occurring in interactive language use or "a mechanism that operates in conversation to deal with problems in speaking, hearing, and understanding the talk in conversation". Repair in this study is considered as a speech act. Repair in film conversations in this study had the direct speech acts such as *representatives* as Searle [7] classified. In some contexts, repair had the indirect speech act such as *expressives*.

Schegloff et al.[5] classified repair into two types: self-initiated repair and other-initiated repair. Each type consists of three components,

namely *repair initiator/ Pre-repair or trouble source* and *repair completion* or *Post-repair*.

Trouble source refers to any elements in a conversation which cause communication breakdowns. It could be found anywhere during conversational interactions and any element could be repaired by participants in conversations, even it is grammatically correct form or pragmatically appropriate expression.

Repair completion: After a trouble source is identified, it can be repaired by the self-initiator or by the other-initiator. [4, p.22].

2.2. Other-repair

Other: The self is the party who produces the trouble source in his/her talk and the other is any other interlocutor.

Other-repair generally involves a recipient of the problematic talk initiating the repair, but either he/she leaves it for the speakers of the trouble-source to deal with the trouble themselves in the ensuing turn or he/she will repair it. Other-repair created the sequences of listening/asking, listening/repairing

(1) S: *Were you uh you were in therapy with a private doctor?*

H: *Yah*

S: *Have you ever tried a clinic?*

H: *What?*

S: ***Have you ever tried a clinic?***

H: *((sigh)) No, I don't want to go to a clinic.*

[5, p.367]

Instead of answering S's question after H's turn is finished, H initiates repair in the fourth line by using wh-question word "what" that displays his/her trouble in hearing or understanding S's prior talk. In the fifth line, S repeats his prior utterance in response to H's repair initiation.

2.3. Syntactic features of other-repair

Syntactic features of verbal other-repair were analyzed on the basis of lexical, grammatical realization of repair via the main structures and their parts of speech.

In this research, analyzing grammatical structures of an utterance was the realization of an utterance via a word, phrase, sentence or a lot of sentences. A sentence was a simple or complex sentence and its elements were a subject, predicate, complement which were realized by a noun, verb, adjective, adverb phrase. For the utterance of repair beginning with only one question word *what*, the study used the way of reconstruction to find out which element of the utterance repaired.

Many grammaticians divided grammatical structures of a sentence into different ways with different names. However, this study used the classification of grammatical features of a sentence of Downing [3]. Grammatical parts of a clause consist of syntactic elements such as Subject (S) which is realized by Nominal group, Predicator (P) which is realized by Verbal group, Direct Object (O), Indirect Object (O), Subject Complement (Cs), Object Complement (Co), Locative/Goal Complement (C_{loc}), Circumstantial Adjunct (A), Stance Adjunct (A), Connective Adjunct (A) [1, p.19].

The research used the theory of conversation analysis and repair of Schegloff et al. [5]. In addition, the syntactic features of other-verbal repair were analyzed on the basis of the viewpoints of functional grammar by Halliday [3] and then they were concretized by Downing [1]. Syntactic features of other-repair were also described in terms of repairing techniques such as *recycling*, *replacing* [2, p.230]. All these formulate the analytical framework of the study.

3. Research methods and data description

3.1. Research methods

The descriptive method was the dominant method used to describe the grammatical structures repaired in English film conversations. In addition to that, the research used the quantitative analysis of other-repair to show the differences and similarities of syntactic features of other-repair in English film conversations.

3.2. Data collection and analysis

Data sources came from 262 daily conversations from 23 English films with three topics such as Love, Family life and Social relationships. The years for the films' release are from the 1990s to the 2010s. The data were coded according to syntactic features as follows:

Italics + underline + one asterisk (*): denoted the point of repair initiation for other-repair recycled.

Italics + underline + two asterisks (**): denoted the point of repair initiation for other-repair replaced.

Boldface + *Italics* + underline: denoted the syntactic component (s)/structure (s) repaired.

4. Findings and discussion

The analysis shows that there are 262 extracts of English film conversations containing other-repair. Based on the concretization of syntactic features of verbal repair by Downing [1] the result showed that hearers (H) in EFCs repaired 05 syntactic components such as noun, verb, adjective, clause, preposition and the result was presented in the following table.

Table 1. Syntactic Features of Verbal Other-Repair in EFCs

Order	Syntactic features of other-repair	Conversations from English television films	
		Occurrences	Percentage
1	Other-repair initiated after a Clause	120	45%
2	Other-repair initiated after a nominal group	102	39%
3	Other-repair initiated after a Verbal group	28	11%
4	Other-repair initiated after a Prepositional phrase	08	3%
5	Other-repair initiated after an Adjective group	04	2%
	Total	262	100%

The analysis shows that there are 262 extracts of English film conversations containing other-repair. Among them, there are 120 instances of other-repair after a clause, 102 instances of other-repair after a N/NG, 28 instances of other-repair after a verb/VP, 08 instances of other-repair after a clause and 04 instances of other-repair after a preposition/PP.

4.1. Other-repair initiated after a clause

4.1.1. Replacing a simple sentence for giving information by using an ellipited wh-interrogative sentence to ask for clarification

There were 36 instances of replacing a simple sentence for giving information by using an ellipited Wh-interrogative sentence to ask for clarification. The syntactic structure of the utterance was as follows: NG + VG + Od + PP + Oi.

(2) S: *I got some bad news for you*

H: ***What**?***

S: *I'm not going to be able to go to the game on Friday.*

[Remember Sunday, 07:00]

In (2), S and H were friends. H felt so worried when S told H he got some bad news for him. Therefore, H asked for giving more information so that H could understand what the bad news was. H repaired an affirmative

sentence with the syntactic structure NG (I) VG (got) Od (some bad news) PP (for) Oi (you) from S by using an ellipited Wh-interrogative sentence to ask for clarification (What?).

4.1.2. Replacing a simple sentence for clarifying by using an ellipited yes/no interrogative sentence to confirm information

There were 32 instances of replacing a simple sentence for clarifying by using an ellipited yes/no interrogative sentence to confirm information. The syntactic structure of the utterance was as follows: NG + VG + Cs.

(3) S: *No, I – I – I ...There's a problem. Uh...This is not where we're staying**.*

H: *Hey, **you wanna check the address?***

S: *Joao booked it for me. I don't know.*

[The Florida Project, 25:21]

In (3), S was the traveller and H was the receptionist at a hotel. Thinking that there might be something wrong with the address of the hotel S came, S said *There's a problem* and then S repaired it by saying clearly about what problem was by using the clause *This is not where we're staying*. H asked for clarification. H repaired a simple sentence for clarifying with the syntactic structure NG (This) VG (is not) Cs (where we're staying) from S by using an ellipited yes/no interrogative sentence to confirm information (you wanna check the address?).

4.1.3 Recycling a wh-interrogative sentence for clarification and using a wh-interrogative sentence for confirmation

There were 17 instances of recycling a wh-interrogative sentence for clarification and using a wh-interrogative sentence for confirmation. The syntactic structure of the utterance was as follows: Wh word + aux + NG + VG.

(4) S: *She left a message on your what's it, recorder thing, she sent a note to your workplace, how much more do you need to know*?*

H: **How much more do I need to know?**

S: *Alright, look, you had an aneurysm, alright, your short term memory is gone, you lost a lot. Thankfully, you're still alive. And you can remember all the important stuff from before your brain crashed. Like me.*

[Remember Sunday, 29:57]

In this conversation (4), H was the man who had got some abnormalcy in his brain, so he easily forgot everything after short time. He had an accident and was sent to the hospital. His girlfriend left a message on the recorder and S, the patient in the hospital gave him and talked to him. H repaired a wh-interrogative sentence for clarification with the syntactic structure Wh word (*How much more*) aux (*do*) NG (*I*) VG (*need to know*) by recycling a wh-interrogative sentence for confirmation (*How much more do I need to know?*).

4.1.4. Recycling a simple sentence for clarification and using an ellipted yes/no-interrogative sentence including the nominal group in the simple sentence

There were 13 instances of recycling a simple sentence for clarification and using an ellipted yes/no-interrogative sentence including the noun group in the simple sentence. The syntactic structure of the utterance was as follows: NG + VG + Cs.

(5) S: *It wasn't me. It was the burglars*.*

H: ***The burglars?***

S: *Who do you turn to when you feel this way?*

H: *Yeah. And I recognized the one guy. Marv*

[Home Alone, 29:20]

In this conversation (5), S was the son and H was the to-be stepmother. Coming back home, H found her house messy, so H asked S. However, S explained everything wasn't his fault. It was the burglars. H asked for clarification by using repair. H repaired a simple sentence for clarification with the syntactic structure NG (*It*) VG (*was*) Cs (*the burglars*) by using an ellipted yes/no-interrogative sentence including the noun phrase in the simple sentence (*The burglars?*).

4.1.5. Replacing a yes/no interrogative question for confirmation by a wh-interrogative sentence for clarification

There were 10 instances of replacing a yes/no interrogative question for confirmation by a wh-interrogative sentence for clarification. The syntactic structure of the utterance was as follows: Wh- word + Axu + NG + VG.

(6) S: *And do you have a support system*?*

H: **What do you mean?**

S: *Who do you turn to when you feel this way?*

H: *No one, I guess.*

[Lady Birds, 56:15]

In this conversation (6), S and H were friends. S wanted to ask H about the person who helped H when she was in need, but H didn't understand what S was asking, so H used repair to ask for explaining. S₁ repaired a yes/no interrogative question for confirmation with the syntactic structure Axu (*do*) NG (*you*) VG

(have) Od (a support system) by a wh-interrogative sentence for clarification (What do you mean?). What do you mean is designed as a wh-question that can be used as an information-seeking question.

4.1.6. Recycling an imperative sentence and using an ellipted wh-interrogative sentence

There were 07 instances of recycling an imperative sentence and using an ellipted Wh-interrogative sentence. The syntactic structure of the utterance was as follows: VG + Wh-word.

(7) S: *We talked about this before. Cover up**.

H: *Cover what up?*

S: *I do not know.*

H: *These kids don't need...*

[*The Florida Project, 21:36*]

In (7), H repaired an imperative sentence (cover up) from S by recycling an imperative sentence and using an ellipted Wh-interrogative sentence (*Cover what up?*).

4.1.7. Replacing a finite clause by a wh-interrogative sentence inserting an exclamative hedge

There were 03 instances of replacing a finite clause by a wh-interrogative sentence inserting an exclamative hedge. The syntactic structure of the utterance was as follows: Wh- word + Wh- word + VG.

(8) S: *Yeah, I'm Fridge. Who are you?*

H: *I'm Spencer**.*

S: *What? The hell you are. What is going on?*

H: *I think... We're in the game.*

[*The Greatest Showman, 17:22*]

In (8), S and H were friends at school. However, when they were at the science room, they pushed a button of a machine and then they became other people and flew and dropped down into the forest. They started talking about themselves. H repaired S's affirmative clause

with the syntactic structure NG (I) VG ('m) Cs (Spencer) by replacing a finite clause/a simple sentence by a Wh-interrogative sentence inserting an exclamative hedge (What?) (What is going on?).

4.1.8 Replacing an ellipted sentence for giving information by an ellipted wh-interrogative sentence to ask for clarification

There were 02 instances of replacing an ellipted sentence for giving information by an ellipted Wh-interrogative sentence to ask for clarification. The syntactic structure of the utterance was as follows: Wh word.

(9) S: *Where's the Ipad?*

H: *Sold***

S: *What?*

H: *I had to sell it.*

S: *Why?*

H: *Whatever, Mooonee, this room costs money. [*The Florida Project, 1:21:14*]*

In (9), S was the daughter and H was the mother. H had an unstable job, so she decided to sell the Ipad to get money. Her daughter (S) liked playing games on the Ipad, so S asked her mother about it. S felt too surprised when her mother informed that she sold the Ipad. S repaired an ellipted sentence with the syntactic structure (NG) VG (sold) (Od) from H by using an ellipted Wh-interrogative sentence to ask for clarification (*What?*).

S in EFCs used other-repair initiated after a clause to ask for clarification and confirming information.

4.2. Other-repair initiated after a nominal group

4.2.1. Recycling a (subject) nominal group

There were 08 instances of recycling a (subject) nominal group. The syntactic structure of the utterance was as follow: NG + VG + Od.

(10) S: *Listen, Mrs Bing* needs her brooch soon. Can you get to it?*

H: *Mrs Bing?*

S: *Mrs Bing is the lady who uses too much perfume.*

H: *Yeah, I –I wouldn't know.*

[*Hannah Montana, Episode 19, 00:06:17*]

In (10), S and H were working in the theatre. Mrs Bing was the new actress whom S₁ hadn't known her yet. So, H used repair to ask for more information when S mentioned the name Bing repaired the subject NG (*Mrs Bing*) in the syntactic structure S (*Mrs Bing*) VG (*need*) O (*her brooch soon*) by recycling that NG in interrogative form to assert the information.

4.2.2. Replacing a (subject) nominal group by using an ellipted wh-interrogative sentence

There were 08 instances of replacing a (subject) nominal group by using an ellipted Wh-interrogative sentence. The syntactic structure of the utterance was as follows: NG + VG + PP + A.

(11) S: *Ben** came in at 7 this morning and did it.*

H: *Who?*

S: *Ben, your intern.*

[*Lady Birds, 45:18*]

In (11), H was the manager and S was her office worker. H was asking about who tidied up her office this morning and S told her about Ben (the new internship of her company). H felt too surprised and H asked for asserting and showing her feelings. H repaired the subject NG (*Ben*) in the affirmative sentence with the syntactic NG (*Ben*) VG (*came in*) PP (*at 7*) A (*this morning*) by using an ellipted Wh-interrogative sentence (*Who*).

4.2.3. Replacing a (subject) nominal group in a verbless clause by a yes/no interrogative

sentence/clause including a (modifier) nominal group

There were 05 instances of replacing a (subject) nominal group in a verbless clause by a yes/no interrogative sentence/clause including a (modifier) nominal group.

(12) S: *Okay, yeah. The girl** in there, she's got something of mine I...I want it back.*

H: *The six - year - old?*

S: *The...the mom.*

[*The Florida Project, 1:40:33*]

In (12), S was the man who was walking on the street and his mobile phone was stolen. A woman with her child stole his mobile phone and ran away. S ran after and he came to the flat where the woman lived. Here, S was stopped by the guard of the flat (H). S showed his hand and told the woman to the guard. However, H thought S was talking about the daughter of the woman. Therefore, H repaired the subject NG (*The girl*) in the verbless clause NG (*the girl*) A (*in there*) by a yes/no interrogative sentence/clause including a (modifier) noun group (the six-year-old) to ask for asserting the information.

4.2.4. Replacing a (subject) nominal group by a nominal group

There were 02 instances of replacing a (subject) nominal group by a nominal group.

(13) S: *Your ears** are blue, I like the ocean.*

H: *No! Eyes, ears, ears, ears, eyes.*

S: *Oh, oh, oh, Ok, Ok, Er...Your eyes are blue, I like the ocean.*

[*Extra English, Episode 15, 00:00:34*]

In (13), two roommates (S and H) were practising the way to give a commitment on a beautiful woman. H guided S to use beautiful words to say to a woman. But when hearing S's

utterance had something wrong (instead of saying eyes, S said ears), H repaired S's utterance by using another word *eyes*. H repaired a subject NG (*ears*) in the syntactic structure S (*your ears*) VG (*are*) C (*blue*) by replacing the subject NP (*eyes*).

4.2.5. Recycling a (subject complement) nominal group by using an ellipted wh-interrogative sentence

There were 02 instances of replacing a (subject) nominal group by a nominal group. The syntactic structure of the utterance was as follows: NG + VG + PP + Cs.

(14) S: *And all we want is for your dream* to come true.*

H: **What dream?**

S: *You're now the only person running for Student Body president.*

H: *So, you'll win for sure.*

[*Hannah Montana, Episode 12, 00:01:45*]

In (14), S and H were classmates. S knew H could win to be the Student Body president in their school, so S talked about it to H. However, H asked S to give more information to help S know what dream S was talking. H repaired a (subject complement) nominal group (*dream*) in the affirmative sentence with the syntactic structure NG (*And all we want*) VG (*is*) PP (*for*) Cs (*your dream*) by using an ellipted Wh-interrogative sentence (*what dream*).

4.2.6. Replacing a (subject complement) nominal group by inserting 'You mean' + an ellipted yes/no interrogative sentence

There were 06 instances of replacing a (subject) nominal group by a nominal group. The syntactic structure of the utterance was as follows: NG + VG + Cs.

(15) S: *But the only thing I don't like about oranges is the lid**

H: **You mean the peel?**

S: *The lid.*

H: *Yeah, that's called a peel.*

[*The Florida Project, 21:36*]

In (15), S and H were friends and S was talking about the thing S didn't like about the orange was the lid. H used repair to ask for asserting the information. H repaired the (subject complement) nominal group (*lid*) in the negative form with the syntactic structure NG (*The only thing I don't like about oranges*) VG (*is*) Cs (*the lid*) by inserting *You mean + an ellipted yes/no interrogative sentence* (*you mean the peel?*).

4.2.7. Recycling a (subject complement) nominal group by using an ellipted yes/no interrogative sentence

There were 11 instances of recycling a (subject complement) Nominal group by using an ellipted yes/no interrogative sentence. The syntactic structure of the utterance was as follows: NG + VG + Cs.

(16) S: *What's this?*

H: **Flower***.

S: **Flower?**

H: *Well, Charlotte said you have to put some flower in the cake.*

[*The Intern, 01:33:59*]

In (16), S was the girl who was working with H in the bakery. S felt too surprised because H prepared some flowers before making cakes that morning. So, S tried to ask H. After H answered, S repaired a (subject complement) Nominal group (*flower*) by using an ellipted yes/no interrogative sentence (*flower?*).

4.2.8. Replacing a (direct object) nominal group by an ellipted interrogative sentence including the same nominal group

There were 39 instances of replacing a (direct object) nominal group by an ellipted

interrogative sentence including the same nominal group. The syntactic structure of the utterance was as follows: Co + NG + VG.

(17) S: *Breakfast time.*

H: *Anything**special you'd like?*

S: *Anything?*

H: *Anything.*

[*Home Alone, 29:20*]

In (17), S was the housewife and H was the nephew of the owner of the house. In the morning, S called H to wake up and have breakfast. H was so surprised when knowing that he could eat anything he liked. H used repair to assert S's utterance and showed his surprise. H repaired a (direct object) noun group (anything) in an interrogative sentence with the syntactic structure Co (*Anything special*) NG (*you*) VG (*'d like*) by using an ellipted interrogative sentence including the same noun group.

4.2.9. Recycling a (direct object) nominal group by an ellipted yes/no interrogative sentence/clause

There were 09 instances of recycling a (direct object) nominal group by an ellipted yes/no interrogative sentence/clause. The syntactic structure of the utterance was as follows: NG + VG + Oi + Od.

(18) S: *How long will it take to get them out?*

H: *Several days. A year* at the most.*

S: *A year?*

H: *Oh, I managed to save this.*

[*16 wishes, 58:02*]

In (18), H was the girl who could turn her dreams into the truth because she was helped by the magician with 16 wishes. She was another girl with a lot of success at school and her friend (S) wanted to know how long the wish existed with her (H). After H said to S the

time was a year, S used repair to ask for asserting and showing her surprise. S repaired a (direct object) nominal group (*a year*) in an affirmative sentence with the syntactic structure NG (*it*) VG (*took*) Oi (*them*) Od (*a year*) by using an ellipted yes/no interrogative sentence/clause (*A year?*).

4.2.10. Replacing a (direct object) nominal group by an ellipted wh-interrogative sentence/clause

There were 04 instances of replacing a (direct object) nominal group by an ellipted wh-interrogative sentence/clause. The syntactic structure of the utterance was as follows: NG + VG + Od.

(19) S: *I choose bimbos**.*

H: *What?*

S: *Hey. LiLy, bimbos make me happy. Bimbos make me feel alive. Bimbos make me want to pretend to be a better man. This whole thing with Robin was just a fling, but at the end of the day, my heart belongs to bimbos.*

H: *No, no, this is just a defense mechanism because you're afraid of getting hurt.*

[*Proposal, 03:41*]

In (19), S and H were talking about the way to relax. S₁ was completely when S said that S chose bimbos. Therefore, H used repair to ask for giving more information and showing the feelings. H repaired a (direct object) nominal group (*bimbos*) in an affirmative sentence with the syntactic structure NG (*I*) VG (*choose*) Od (*bimbos*) by an ellipted wh-interrogative sentence/clause (*What?*).

4.2.11. Recycling a (direct object) nominal group in a yes/no interrogative sentence by an ellipted yes/no interrogative sentence including the nominal group

There were 03 instances of recycling a (direct object) nominal group in a yes/no interrogative sentence by an ellipted yes/no interrogative sentence including the nominal group. The syntactic structure of the utterance was as follows: NG + VG + Od.

(20) S: *You forget your place*, Phillip?*

H: *My place? Mother, if this is my place, then I don't wanna be a part of it.*

[*The Greatest Showman, 1:13:01*]

In (20), S was the mother and H was the son. They were talking about the old days and S reminded of their hometown. However, H didn't want to remind of it. Therefore, H used repair to show his feelings. H repaired a (direct object) nominal group in a yes/no interrogative sentence (*place*) with the syntactic structure NG (*You*) VG (*forget*) Od (*your place*) by an ellipted yes/no interrogative sentence including the nominal group (*my place?*).

4.2.12. *Recycling an (direct object) nominal group (gerundial group) and using an ellipted yes/no interrogative sentence including the nominal group*

There were 03 instances of recycling an (direct object) nominal group (gerundial phrase) and using an ellipted yes/no interrogative sentence including the nominal group. The syntactic structure of the utterance was as follows: (NG) + VG + PP + Oi.

(21) S: *Just calm down and quit acting like a crazy woman**.

H: *Oh, acting crazy ? I don't think you understand.*

S: *I've gotta open the bar. I've got some things to do.*

H: *Oh, you've gotta open the bar. Yeah, you go do that.*

[*Friday Night Lights, Part 5, Episode 5, 27:44*]

In (21), S had just run the bar, but H (S's friend) came here and had a big argument with her friends. Therefore, S advised H to keep calm and not to act like a crazy woman. However, H used repair to show her feelings. H repaired an (direct object) nominal group (gerundial phrase (*acting*) in an ellipted subject with the syntactic structure (NG) VG (*calm down and quit*) PP (*like*) Oi (*a crazy woman*) by using an ellipted yes/no interrogative sentence including the nominal group (*acting crazy?*).

H in EFCs used other-repair initiated after a nominal group to ask for giving more information and asserting information and showing the feelings.

4.3. *Other-repair initiated after a verbal group*

4.3.1. *Recycling a (predicate) verbal group and using an ellipted yes/no interrogative sentence including the verbal group*

There were 19 instances of recycling a (predicate) verbal group and using an ellipted yes/no interrogative sentence including the verbal group. The syntactic structure of the utterance was as follows: (NG) + VG.

(22) S: *I resign**.

H: *Resign? But..why?*

S: *Because as a wise young man once said, "Life's too short".*

H: *Peter, do something.*

[*Extra English, Episode 1, 00:05:18*]

In (22), S was the guard in H's house and he wanted to stop his job. So, S said to H *I resign*. H used repair to ask for asserting from S and showed her surprise when S made this decision. H repaired the verb (*resign*) in an affirmative sentence with the syntactic structure NG (*I*) VG (*resign*) by using an ellipted yes/no interrogative sentence including the verbal group (*resign?*).

4.3.2. Replacing a (predicate) verbal group by an ellipped yes/no interrogative sentence

There were 02 instances of replacing a (predicate) verbal group by an ellipped yes/no interrogative sentence. The syntactic structure of the utterance was as follows: NG + VG + Od.

(23) S: *You have to **finish your tour.*

H: **Must I?**

S: *It will ruin me.*

H: *When you're careless with other people Mr Barnum, you bring ruin upon yourself.*

[*The Florida Project, 14:54*]

In (23), S was the wife and S₁ was the husband. S advised H not to stop his work when it had not been finished. H used repair to ask for asserting. H repaired the verb group (*have to finish*) in an affirmative sentence from S with the syntactic structure NG (*you*) VG (*have to finish*) Od (*your tour*) by replacing a (predicate) verb group by an ellipped yes/no interrogative sentence (*Must I?*).

4.3.3. Recycling a (predicate) verbal group by using a wh-interrogative sentence

There were 07 instances of recycling a (predicate) verbal group by using a wh-interrogative sentence. The syntactic structure of the utterance was as follows: NG + VG + Tag question.

(24) S: *You won*, didn't you?*

H: **Won what?**

S: *The football. Argentina beat England, didn't they?*

H: *Nick, I promised you I wouldn't say anything.*

[*Extra English, Episode 20, 00:12:48*]

In (24), S and H were friends and S knew H had just earned a lot of money from a football bet. S asked for this but H didn't know what S

wanted to mention. So, H used repair to ask for more information. H repaired the verb (*won*) in the question of S with the syntactic structure NG (*you*) VG (*won*) Tag question (*didn't you*) by using a wh-interrogative sentence (*won what?*).

H in EFCs used other-repair initiated after a verbal group to ask for giving more information and asserting information and showing the feelings.

4.4. Other-repair initiated after a prepositional phrase

4.4.1. Recycling a (an adverbial) prepositional phrase and using an ellipped yes/no interrogative sentence including the prepositional phrase

There were 06 instances of recycling a (an adverbial) prepositional phrase and using an ellipped yes/no interrogative sentence including the prepositional phrase. The syntactic structure of the utterance was as follows: NG + VG + PP.

(25) S: *Because we put up collateral.*

H: *We don't have any collateral.*

S: *Sure we do – in the South China Seas**.

H: **In the South China Seas?**

S: *Deep in the South China Seas.*

[*The Greatest Showman, 1:02:53*]

In (25), H repaired the prepositional phrase (in the South China Seas) in S's affirmative sentence with the syntactic structure NG (We) VG (do) PP (in the South China Seas) by recycling a (an adverbial) prepositional phrase and using an ellipped yes/no interrogative sentence including the prepositional phrase (in the South China Seas?).

4.4.2. Replacing an omitted (indirect object) nominal group by an ellipped yes/no interrogative sentence

There were 02 instances of replacing an omitted (indirect object) nominal group by an ellipted yes/no interrogative sentence. The syntactic structure of the utterance was as follows: NG + VG + Oi + PP.

(26) S: *You know what you said about** ...*

H: **Talking chance?**

S: *Yeah.*

[*Friday Night Lights, Part 5, Episode 7, 14:27*]

In (26), two friends (S and H) were talking together. H helped S to finish S's turn. H helped S repair to complete S's turn with the syntactic structure NG (You) VG (know) Oi (what you said) PP (about) by replacing an omitted (indirect object) nominal group and using an ellipted yes/no interrogative sentence (taking chance?).

H in EFCs used other-repair initiated after a Prepositional phrase to ask for asserting information.

4.5. Other-repair initiated after an adjective group

4.5.1. Recycling an adjective group by using a wh-interrogative sentence including the adjective group

There were 02 instances of recycling an adjective group by using a wh-interrogative sentence including the adjective group. The syntactic structure of the utterance was as follows: NG + VG + A + Adj.

(27) S: *It'll only be temporary*, okay?*

H: **What's temporary?**

S: *Temporary means just for a little bit of time. Can we do that?*

H: *I guess so.*

[*The Florida Project, 1:40:33*]

In (27), S was the woman who lived in the flat and H was the guard here. According to the rule, people who lived in the flat didn't permit

any one to come in their room. But S let her boyfriend come in and S tried to explain by saying It'll only be temporary. H asked S to explain the word temporary. H repaired the adjective in S's affirmative sentence with the syntactic structure NG (It) VG ('ll be) A (only) Adj (temporary) by using a wh-interrogative sentence including the adjective group (What's temporary?)

4.5.2. Recycling an (subject complement) adjective group and using an ellipted yes/no interrogative sentence including the adjective group

There was 01 instance of recycling an (subject complement) adjective group and using an ellipted yes/no interrogative sentence including the adjective group. The syntactic structure of the utterance was as follows: NG + VG + Adj.

(28) S: *I said don't be late**.

H: **Late?** *I'm not late.*

S: *When you host your dinner here, not being late means getting here a half hour early.*

H: *Aha. So what made you change your mind?*

[*Suits, Episode 1, Part 4, 2:28*]

In (28), S was the husband and H was the wife. S was angry when H had not come to the dinner party as early as expected. H repaired the adjective (*late*) in S's question with the syntactic structure NG (*I*) VG (*said don't be*) Adj (*late*) by Recycling an (subject complement) adjective group and using an ellipted yes/no interrogative sentence including the adjective group (*Late?*).

4.5.3. Replacing an adjective phrase by some other adjectives

There was 01 instance of replacing an adjective group by some other adjectives. The

syntactic structure of the utterance was as follows: NG + VG + Adj.

(29) S: Nick, why do you always use our number? You're so, so...**?

H: **Idiotic? Stupid? Vain.** Choose one.

S: I've just got an audition for the new...Ricky Chung film!

[The Notebook, 13:26]

In (29), S and H were roommates and S became angry when H used the telephone to call to S's office. S showed his anger in his turn but S could not finish his turn. H used repair to help S complete the turn. H repaired the adjective in S's incomplete question with the syntactic structure NG (You) VG ('re) Adj (so...) by replacing an adjective group by some other adjectives (*Idiotic? Stupid? Vain?*).

The result showed that there were 04 cases of other-repair initiated after an Adjective group. H in EFCs used other-repair initiated after an Adjective group to *ask for asserting* information, giving more information and *show* their feelings.

5. Conclusion

With the aim of discovering the syntactic features of other-repair from 262 extracts of English television film conversations, the result showed that there were 222 cases (nearly 85%) H used other-repair after a noun/NG and clause while there were only 40 cases (more than 15%) H used other-repair after a verb/VG, adjective group and a prepositional phrase. However, English hearers used the repairing techniques of recycling and replacing at the same rate because they could use recycling or replacing to ask for asserting information, to ask for giving more information or to ask for explaining and to show their feelings, depending on their communicative purposes. Teachers need to show which syntactic structures in the utterances which

speakers/hearers often use to repair and encourage learners to use other-repair in their conversations when they want to get effective communicative purposes.

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