Conversation Repair in the Class with Chinese as Foreign Language

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Abstract—Conversation repair was used constantly to ensure the successful communication in foreign language class. This study focused on the repair forms, functions and effect in the class with Chinese as a foreign language. The recording from three dialogue classes participated in by 3 native speaker teachers and 50 students whose Chinese level ranged from HSK-3 to 4, was transcribed and analyzed. It was showed most repair forms were self-initiation/self-repair and other-initiation/ self-repair, which was not only consistent with face-saving theory, but also good to bring as far as possible initiative of students into full play. Secondly, the teachers should be required more accurate target language input by strong self-monitoring consciousness to reduce error output, because most of trouble source appeared in teacher's self-initiation/self-repair was caused by a slip of the tongue which would affect students' enthusiasm and teaching quality. Thirdly, high frequency of interrogative sentence, repetition or interrogative sentence plus repetition was used to initiate the clarity of problem production which called participants' self-repair. Actually multiple ways of initiation were suggested for exclusion of communication problems.

Index Terms—class conversation, Chinese as foreign language, trouble source, repair, initiation

I. INTRODUCTION

Interaction is the main form of information transmission in class teaching. However, in the foreign language class, the foreign students are Non-native Chinese learners, and class activities between teachers and students are carried out by using the target language. The students still have limited knowledge of the target language, therefore, the communication between teachers and students will be hindered by some inappropriate words or linguistic errors. To ensure the class mission to be accomplished efficiently, teachers and students will use some interaction strategies constantly to repair conversation trouble source.

The repair phenomenon in the class with teacher oriented teaching activities is different from daily conversation repair, where the more trouble sources are from the student participants (Jefferson and sacks, 1974). Jefferson (1988) divided conversation repair into three categories: correction, confirm, and extension. Then Schegloff (1988) modified into four categories: self-initiation/self-repair, self-initiation/other-repair, others-initiation/self-repair and other-initiation/other-repair, based on repair initiation /execution behaviors. The repair position in utterance could be found in first turn, second turn, third turn or fourth turn. It was found that the first turn repair was normally self-initiation/self-repair; the second turn repair could be self-initiation/other-repair or other-initiation/other-repair; the third turn repair was other initiation-self-repair by the ways of repeat (recycling), substitution (replacing), addition (insertion) or reconstruction (restarting). (Drew, 1984)

Li Yue'e (1996) found some factors to be related to the ways the participants choose to be repaired and the techniques undertaken to repair them after comparison of three types of conversational repair phenomenon using the method of quantitative analysis for the daily conversation, classroom interaction and group working. The operation of the repair system was based on communicative aspects such as what to repair, how to repair, why to repair, and who was to undertake repair. Discourse problem could be solved by self or other, whereas understanding problems were usually repaired by the trouble producer after other-initiation (Heritage, 2002). It was found that the frequency of self-initialed and self-repair in the conversation between native speakers (NS) and native speakers was higher than in the native speakers and non-native speakers (NNS), which was consistent with the Schegloff's proposal. Analysis showed that repair was a resource for modified output as well as modified input in content-based German as a foreign language class settings, where repair differed from mundane conversation and differently used by the teacher and student, because of incomplete L2 usage (Grice, 2003). Dai Yunjuan(2006) believed that the less trouble-sources accounted for the lower repair frequency in NS/NS and NNS/NNS conversation. Drew's study (2005) of classroom environment showed more teacher-initiated repair in class focused on accuracy, more student-initiated repair in class focused on task completion, but the repair ways were more flexible in class focused on content fluency. Yang Xiaojian (2008) compared native and non-native teachers' class found the former favorites

teacher-initiation/student-repair, and the latter favorites teacher-initiation/self-repair. Zhao Xiongli (2012) pointed out English learning students in group work preferred self-initiation/self-repair.

Yu Guodong (2008), Drew *et al.* (2013), Levinson (2013) reviewed repair in their writings, and most of them were referenced from the abroad English corpus or mainly focused on the class with English as a second language teaching, The repair phenomenon in class with Chinese as a foreign language should be paid more attention to, especially the repair forms, function and effects. Hopefully this study will be able to make a small contribution to improve the communication and teaching efficiency in class with Chinese as a foreign language.

II. METHODOLOGY

A. The Participants in This Study

The total of 50 students and three teachers of dialogue classes in the college of international education (CIE), Shanxi University took part in the recording. The reason why these three classes were chosen for the present study is that the author herself happens to be a teacher in charge of this class and it is worthwhile for her to do some research on a similar group to acquire a better understanding of them, besides, it is convenient and economical to conduct research. The detailed description of three classed of students is omitted for individual privacy. All students are foreign students in the CIE. Chinese is a foreign language for them. Their Chinese level ranged from HSK-3 or 4, and they are aged between 22 to 28 years. At the same time, they represented a wide range of different nationalities and engaged in different subjects of study. Three of native speaker teachers in these classes have been teaching Chinese as a foreign language to overseas students of different levels for several years. The recording course lasted for 16 weeks. The permission of all parties was obtained for recording session. It was agreed that all teachers would not change their regular plan because of recording. Full freedom was given to the teacher, without the presence of the presence of researcher during recording, so that the data could not be collected as unobtrusively and naturally as possible. All the classes lasted for 50 minutes.

B. Transcription

The recording were transcribed by the analyst and finally checked by the teacher who taught the classes. The transcription conventions proposed by Jefferson (1978) were adapted, with a few additions and simplifications that are convenient for interaction. The transcription symbols used in this study is showed in Table1. The gloss abbreviation is showed in Table2.

TABLE1
TRANSCRIPTION CONVENTIONS

[	One above the other on two successive lines with utterances by different speakers, indicates a point of overlap onset, whether at the end of an utterance or later.
]	One above the other on two successive lines with utterances by different speakers, indicates a point at which two overlapping utterances both end, where one ends while the other continues, or simultaneous moments in overlaps which continue.
=	Ordinarily come in pairs: one at the end of a line and another at the start of the next line or one shortly thereafter, which means there is no break or pause or discernable silence between two utterances.
(number)	Numbers in parentheses indicates silence time calculated by second.
(.)	A dot in parentheses indicates a micro-pause, ordinarily less than 2/10 of a second.
.	The punctuation mark isn't used grammatically, but to indicate intonation. The period indicates a falling, or final, intonation contour, not necessarily the end of a sentence.
?	A question mark indicates rising intonation, not necessarily a question.
,	A comma in indicates continuing intonation, not necessarily a clause boundary.
?,	A combined question mark and comma indicates a rise stronger than a comma, but weaker than a question mark.
:::	Colons used after a word or a letter indicate the prolongation or stretching of the sound just preceding them. The more colon, the longer the stretching.
word	Underlining is used to indicate some form of stress or emphasis, either by increased loudness or higher pitch.
↑↓	The up and down arrows mark sharper rises or falls in pitch.
><	The combination of 'more than' and 'less than' symbols indicates that the talk between them is compressed or rushed.
(( ))	Double parentheses are used to mark transcriber's description of events, rather than representations of them.

TABLE 2
GLOSS ABBREVIATIONS

T	teacher
S	student
DEM	Demonstrative
NOM	Nominalizer
QPN	Question pronoun
QAD	Question adverb
QMP	Question modal particle
TA	Tense auxiliary
SP	Structure particle

C. Data Analysis

The transcribed data were analyzed to investigate the forms and functions of repair.

1. Forms

Repair in this paper refers to a mechanism to remove trouble sources produced in speaking, listening, and understanding in dialogue class interaction with Chinese as a foreign language, to ensure the successful communication. Class repair were classified into eight forms according to the faithfulness of the model utterances and analysis of data, as shown below.

(1) self-initiation / self-repair by teacher.

(2) self-initiation / self-repair by student.

(3) other-initiation by teacher / self-repair by student.

(4) other-initiation by student / self-repair by teacher.

(5) self-initiation by student / other-repair by teacher.

(6) self-initiation by student / other-repair by other student.

(7) self-initiation by student / other-repair by other student.

(8) other-initiation by teacher / other-repair by teacher.

2. Functions

Repair of the different six forms were examined in the class conversational discourse to determine their communicative functions.

Word-searching. Speaker searches a word for prepositioned (signaled by cut-off, pause, sound stretching, standing in the place) or post-positioned (already produced disjunctive syntactically interrupt) self-editing to modify his/her utterance.

Insertion. Speaker tries to make utterance more clear and colloquial by inserting more elements into original phrase or clause.

Rejection. Other-initiation can be done by simply rejecting what has been said in previous utterance, which is mostly used together with clue.

Complementation. Complementation for insufficient information in interaction as self-repair.

Replacement. Speaker tries to make more precise and specific utterance by replaces one item or structure by another to make it correct.

Comment. Repair on non-understanding or misunderstanding problems associated with sound problems, language problems or shared knowledge.

III. RESULT AND DISCUSSION

A. Word-searching.

The word-searching in L2 learner interaction involved a frequent search for all kind of vocabulary items. Word-searching refers to the phenomenon that the speaker knows the words in communication, but for some reason couldn't remember and then tries to recall them. The speaker usually self-initiates by sound stretching, pause, or cut-off and self-repairs by searching a word or phrase. The word searches are constructed in such a way that speakers confer with their auditors to come a agreement on connecting a word with its exact meaning, which is not only a means to achieve completion of the utterance in on-going communication, but also a tool for building a unit together.

Extract 1 (*self-initiation/self-repair*)

```
01   T:   ni xihuan kan xinwen ma
          you like watch news QMP
          Do you like watch news?
02   S:   xihuan
          like
          (I) like
03   T:   xihuan kan xinwen. ni xianzai kan ma?
          like watch news    you now watch QMP
          (You) like to watch news. Do you watch it now?
04   S:   a:: xianzai a: kan
          Now     watch
          (I) watch news now
05   T:   xianzai a: zen me kan ne?zai wangshang haishi zai dianshi shang?=
          now ah QAD look QMP      online    still   on TV
          By what means do you watch news? On line or TV?
06   S:   =zai wangshang
          online
          On line
07   T:   zaiwang shang kan, kan de shi zhongwen de hai [shi:::
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            online            look   SP be Chinese    SP still be
            Online. News in Chinese or…?
08   S:    [a: bushi
            no
            No
09   T:    bu shi?=
            no
            No?
10   S:    =ao, wai
            foreign
            Foreign (language news)
11          (3.0)
12   T:    [wai guo de
            foreign country SP
            International (news)
13→S:    [a   zi   ziji]a::>zi ji   yi   ji< ziji ziji?,↓ wo wang le, ouch, what news
            self self        self already self self self   I foget TA      what news
            'ziji'or 'ziyi' I forgot how to pronounce.
```

In extract 1, the student tried to find an accurate word 'ziji' (line 13) in Chinese to tell the teacher she watched the news of her own country, Because the Chinese character 'ji' and 'yi' had very similar font, finally she failed to recall the pronunciation (' wo wang le' means 'I forgot' in English).

B.   Insertion

It can be the case that a speaker substitutes a word or phrase by another to make it more precise. Substitution and self-correction both involve changing one item to another. The difference between them lies in the substitution both items are linguistically acceptable, and the change is just a matter of preciseness or appropriateness in the context, whereas the self-correction only one item is acceptable or correct, the other is not. We found certain amount of self –initiated insertion repair, as seen in extract 2, 3, 4.

Extract 2(*self-initiation/self-repair*)

```
01→T:    da le  ji  ci  dianhua? Youmei gei Jimmy da le  ji  ci  dianhua?
            call TA few time phone    Youmei give Jimmy call TA few time phone
            How many times did (she) call? How many times did Youmei call Jimmy?
02   S:    wu ci
            five time
            Five times
```

Extract 3 (self-initiation/self-repair)

```
01 → T:   duo chang shijian?    da    ping pang qiu duo chang shi jian?
            many long time       play pinpang ball many long time
            How long? How long did he play table tennis?
02   S:    yige xiaoshi duo↓
            one hour more
            More than one hour.
```

Extract 4 (self-initiation/self-repair)

```
01→T:    ta shenme shihou huilai a? hui sushe, Jimmy    shenme shihou?
            he what time come back back to dormitory Jimmy what time
            When did he come back to dormitory, Jimmy? When?
02   S:    a:: ba dian a: shihou
            8 o'clock time
            8 o'clock time
```

When teacher enquired students to answer her/him, the teacher would ask in a simple sentence to make the question topic very clear at first, and then she/he will add some essential definitive words or phrases to make question more exactly. Two constituents 'Youmei' as the subject and 'gei Jimmy' as the adverbial were added in extract 2; The 'verb+noun' phrase 'da ping pang qiu' was added as predicate and object in extract 3; 'Jimmy' as the subject and 'sushe' as object were added in extract 4. All these constituents added mean to make the question clearer by supplements of sentences' structure.

C.   Rejection

Repair can be done by simply rejecting what has been said in previous utterance, which is different from disagreement where different opinions are expressed. It is frequently preceded by a pause, and sometimes asserted emphatically in the form of 'no+correction' in self-initiation/self-repair (in extract 5, 6), but sometimes gives the correction directly in other-initiation/other-repair by teacher or other student (in extract 7, 8, 9).

Extract 5 (*self-initiation/self-repair*)
The teacher asked a student to give a description about the characteristics of his/her classmate.
01   T: Meilin, nijue de Chrina you shenme tedian?
             Meilin you think Chrina has what characteristics
             What characteristics Chrina has, do you think, Meilin
02→S：   Chrina? en:: hen kaixin (0.5) kailang ((laughter))
             Chrina   very happy   optimistic
             Chrina? (I think she is) very happy, (no) optimistic.
03   T: en, ta hen kailang
             she very optimistic
             She is very optimistic.
04   S: tade tade uhm:: yǒu ((wrong tone)) mo
             her   humor
             Her humor.
05   T: you ((The teacher gave the right tone)) mo
             humorous
             humorous
06   S: a: you ((right tone)) mo, zenme shuo youmo, hen?
             humorous   how to say humorous very
             How to express (the degree of) humor, very (humorous)?
07   T: hen youmo
             very humorous
             Very humorous.
08→S: ao hen ao. you youmo, NO, hen youmo
             very   has humorous no   very humorous
             Has humorous, NO, very humorous.

Two different kinds of self-initiation/self-repairs were found in extract 5. At first, when Meilin used 'kaixin (happy)' (line2) as the first characteristic about Chrina, after a 0.5-second pause, she corrected to 'kailang (optimistic)', because 'kailang' was more accurate to characteristic description, while 'kaixin' was normally used for feeling. Secondly, in last sentence, Meilin wanted to say Chrina was very humorous, but she used a 'verb + noun' structure 'you youmo (has humor)' which was not an adjective phrase to be a predictive. She realized this immediately, and corrected with 'NO + humorous (*adj.*)' (line8).

Extract 6 (*self-initiation/self-repair*)
The teacher asked the students to read the text, and one student read the second paragraph, while he should read the third one. He found his mistake once after the first sentence, then he said 'NO' and moved to the right paragraph started with 'chexiang li…'.
01→S: wo zuowei shi, NO, chexiang li yige pang nǚren zheng::((cough))
              my   seat is   NO carriage inside a fat lady is
             My seat (number) is, NO, (I came into) carriage, (I saw) a fat lady
02   T: ＞you＜
             leisure
             Nonsense (just   a pronunciation)
03   S: youranzide
             leisurely
             Leisurely
04   T: dui
             right
             Right
05   S: youxianzide de zuozai 13 hao zuowei shang.
             leisurely   SP sitting 13 number seat upper.
             sitting leisurely in the 13 seat.

Normally teacher would like to leave self-repair chance to students in consideration of face-saving and to encourage their enthusiasm of Chinese learning. In extract 7, the teacher found a grammatical error, she initiated the repair by repeating the student's wrong expression with a question 'bang wo yihui'r?'. Thereafter a 0.5-second pause meant to let student self-repair, but finally the teacher had to give the correction and explanation instead of keeping waiting. Obviously teacher's prompt correction to students' unknown knowledge is also necessary in a second-language acquisition class.

Extract 7 (*other-initiation/other-repair*)
01   S: bang wo yihui'r
             help me a while

> Help me for a while
02→T: bang wo yihui'r? (0.5) bang wo yixia↑
> help me a while   help me one time
> Help me for a while? (Just) help me.
03 S: yi xia↑
> one time
> In a short while
04 T: bang wo yixia, nage shi yixia, bushi yihui'r yihui'r shi ge shijian duan
> help me once DPN is once not a little while 'yihui'r' is a time duration
> Help me. 'yixia' instead of 'yihui'r' which means a little while.

Similarly, in extract 8, the teacher found student's misstatements 'yingyu yinyue…deyu yinyue', but she didn't correct it immediately. After a 1.0-second silence, which meant student truly could self-repair, then she gave the right expression 'yingwen ge…dewen ge'.

Extract 8 (*other-initiation/other-repair*)
01 T: ni xihuan ting yinyue ma?
> you like listen music QMP
> Do you like music?
02 S: wo xihuan ting yinyue=
> I   like   listen music
> I like music.
03 T: =ni xihuan ting shenme yinyue?
> you like listen what music
> What kind of music do you like?
04 S: a::: yingyu, yingyu de yinyue↑(0.5) haiyou: deyu?,
> English English SP music   and German
> English and German music?
>   (1.0)
05→T: a::jiushi ting yingwen ge, ting yingwen ge huozheshi dewen ge deyu ge
> just listen English song   listen English song or German song German
> Just English song, listen English or German songs

Besides, other-repair could be possibly from other student in class as in extract 9. The first student (S_1) gave a wrong answer 'san wu tian' to teacher. The second student (S_2) corrected it 'si wu tian' right away, which differed from teacher's other-repair pattern 'pause (waiting) + correction'.

Extract 9 (*other-initiation/other-repair*)
01 T: name ta qu le jitian?
> so   he go TA how many days
> So, how many days has he been there?
02 S1:   san si a: san wu tian
> three four three five days
> Three or five days
03→S2: si wu tian
> four five days
> Four or five days

D. Complementation

Complementation refers to the situation where the speaker tries to make his/her utterance more specific, precise, clear and/or colloquial by inserting more elements into the original phrase or clause, at the beginning or end of the utterance. The important point is that original utterances without modifiers can stand by themselves without losing their essential meaning, but in class, teacher would like to complement students more information or explanation by self-initiation/self-repair.

In extract 7 above, teacher corrected 'bang wo yihui'r' to 'bang wo yixia', and then explained why 'yihui'r' could not follow 'bang'.

→T: bang wo yixia, nage shi yixia, bushi yihui'r yihui'r shi ge shijian duan
> help me one time DPN is one time not a little while 'yihui'r' is a time duration
> Help me. (We use) 'yixia' instead of 'yihui'r' which means a little while.

Extract 10 (self-initiation/self-repair)
01 S: gei
> give
> give.
02→T: gei a women keyi shuo gei liwu shibushi gei liwu ((writing on board))
> give we can   say give present right or not give present

            We can say give present,right?
01   03   zhege gei zai zheli shi ge jieci.keyi shuo women keyi shuo songgei
         this   give here is a prop. can say we   can say give
         Here this 'gei' is a proposition, so we can say give…
    04   zaijia yigeci song song shi ge dongci shiba ta jiushi ge jieci zaizheli
         add a word give give is a verb   right it is a proposition here
         Add a verb 'give', there is 'give to'. 'gei (to)' is a proposition here.

A little difference here in extract 10, teacher's supplementation 'gei zai zheli shi ge jieci' was not correction, but an analysis for the class.

    Extract 11 (*self-initiation/self-repair*)
01   T: shiyi dian, women keyi shuo shiyi dian duo, xianzai shiyi dian duo=
         11 o'clock we   can say 11 o'clock more   now   11 o'clock more
         11 o'clock, We can say more than 11. (e.g.) It is more than 11 now.
02   S: =suoyi keyi shuo xianzai shi shiyidian ban ma?
         so   can say now is   11:30   QMP
         So, Can (we) say (it) is more than 11:30 now?
03→T: ye keyi, shiyidian ban duo ye keyi, jiushi sanshi duo fenzhong sishi lai fenzhong de
         also right   11:30 more also right just 30 more minutes 40 less minutes   SP
         (We can say) more than 11:30 which means it is between 30 and 40 minutes.
    04   yangzi, zhege duo women keyi yongzai shijian shang, biaoshi dagai de yige shijian.
         like this more we can use to time upper means probably SP a time
         This 'more than + time' means a period duration around this time quantum.

Here in this extract, teacher interpreted structure 'more than + time' with an additional category 'jiushi…'.

E.   Replacement

Replacement were found in two types: self-correction in extract 12 and reformulation in extract 13. Self-correction refers to the situation where replaces one item by another to make it correct. Here replacement is essential to the on-going communication, which depends on it to avoid misunderstanding.

    Extract 12 (*self-initiation/self-repair*)

In class teacher and students were talking about the scenery characteristics in Taiyuan, Shanxi province. One student gave a description 'laode (old)' which was normally used for somebody, but she self-repaired to 'gulao de (age-old)' which was better use for something, even there was not much difference between these two words in English.

   →S: shi zui laode, a:: zui gulaode
         is most old   most age-old
         (It) is the oldest, no, the most age-old.

Reformulation refers to the situation where the speaker on language structure by another to make if more appropriate.

    Extract 13 (*other-initiation/self-repair*)
01   S: youdeshihou wanshang wo yihui'r kanshu
         sometimes   night   I a little while read
         Sometimes, I read now and then at night.
         (1.0)
02→T: youdeshihou kankan shu zhege ci yao=
         sometimes read   book this word shold
         Sometimes (I) read, (here) this word should…
03→S: =ao↑kan, kan yihui'r shu
         read read a little while
         Yes, read for a little while.
    04   T: hao, yidingyao ba kanshu fenkai, youde shihou wanshang wo kan yihui'r shu
         very good   should   prep. read divided sometimes online I watch a little while
         Very good. Time should follow 'read', (We can say,) I read for a little while.

When the teacher found student's grammar mistake, she initiated a close classic question to help the student aware of this and repair herself. A good teacher always bring as far as possible initiative of students into full play, foster students' innovation sense and ability.

F.   Comment

The repetition of the trouble source or partial repetition plus WH question word, clarification request, confirmation check, comprehension check, indicate that it can be treated as understanding problem, which means a lack of confidence in the hearer's understanding of the utterance or difficulty in understanding the relevance, clarity or certainty of the utterance in context.

    Extract 14 (*self-initiation/self-repair*)

In class , one student told the teacher she liked to listen to the music while she was ready to sleep, the teacher meant to check if student has already got the use of 'yibian…yibian…'grammatical structure, then she asked the student first question in extract 14.

```
01   T:   na wo keyi shuo ni yibian shuijiao yibian ting yingyue ma?
          so I can  say  you as    sleep    as   listen to music QMP
          So, can I say, you listened to the music while I was sleeping?
          (2.0)
02   T:   bukeyi=
          no
          No
03   S:   =yi bian
          as
          As
04→T:    women buneng zheyang shuo,yinwei shuijiao jiushi biaoshi ni shuizhao le
          we    can't    this say because sleeping just means you asleep TA
          We can't say like that, because sleeping means you were already asleep.
05        shuizhao le jiu buneng zai ting yinyue le.
          asleep TA then can't are listen to music SP
          While you can't listen to the music at that time.
```

There was a 2.0-second silence between the teacher's interrogative utterance and her own answer, which lead to the inference that students might need more comment, then the teacher interpreted with a structure '…yinwei (because)…' (line4).

IV. CONCLUSION

Repair played an important role no matter in daily conversation or classroom teaching activities. The repair forms and functions were analyzed in class interaction with Chinese as a foreign language. While most of forms were teacher other-initiation/student self-repair, teacher self-initiation/teacher self-repair, or student self-initiation/student self-repair. High self-repair occurrence frequency would put some positive influence on class atmosphere according to the Levinson's theory of face threaten (1983), which was consistent with this study. The other-repair meant disagreement or denying to speaker's point, that's why it would lead to students' class anxiety and less self-confidence in foreign language learning. The self-repair would improve students monitor their own language output, which is a great opportunity for the foreign student second language acquisition (Heritage, 2011).

Secondly, the teachers in second language teaching class should successfully self-monitor their language output, which were major sources of comprehensible target language input for students (Pomerantz, 2000). The data we collected showed that most of trouble source appeared in teacher's self-initiation/self-repair were caused by a slip of the tongue, instead of real error corrections, which would affect the students enthusiasm and teaching quality. Therefore, the teachers should be required more accurate target language input by strong self-monitoring consciousness to reduce error output.

It was also found the Interrogative sentences, more than vocabulary or vocabulary ways (Schegloff, 2000), were used by students' self-initiation repair, which could be regarded as the signals sent to teacher for help. While other-initiation were mainly used by teacher with question sentence or interrogative repetition to make the trouble source easier to be identified. The high frequency of interrogative sentence, repetition or interrogative sentence plus repetition was used in this study to initiate the clarity of problem production which called attention to participants self-repair. The exclusion of communication problems sometimes needed to be initiated several times. In this case, multiple ways of initiation were better able to identify trouble source uttered to be repaired.

Concerned with repair functions, the analysis revealed the supplementation and comment were two ways favorite in Chinese as a foreign language class, which indicated the understanding problems were the main trouble source to block the successful spoken discourse. The problem of non-understanding and incomplete understanding were solved by immediate initiation and repair, but he problem of misunderstanding delayed the repair procedure and was treated retrospectively in a way similar to that of a production problem.

The most clearly observed limitation of this study was the limited amount of data examined for the analysis. Secondly, no attention has been made to examine the relationship between repair and the realization of language structure, which could provide fruitful results.

Finally, the framework developed from the data and used for analysis in every study is not perfect, so 'repair' is necessary (Li Yue'e, 1996).

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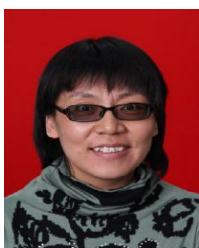
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