

REPAIR STRATEGIES IN ENGLISH CONVERSATIONS AND THEIR APPLICATION IN TEACHING ENGLISH INTERACTION SKILL TO B2 LEVEL LEARNERS

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Abstract

Conversation – a form of verbal communication between people is an integral part of daily life. Conversations demonstrate the transactional and interactional functions of language. In conversations, interlocutors have to engage in communicative language activities in which they alternate their roles as producers and receivers, often with several turns. During their interaction, interlocutors do not always find it possible to obtain what they have expected due to occasional communication breakdowns. In order to prevent potential incidents that may occur in conversations, interlocutors tend to make use of an interaction strategy called “communication repair”, as stated in [1].

According to Schegloff et al. in [6], “*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. It includes processes for mutual comprehension such as word search as well as a replacement or correction on hearable errors or mistakes”. Hence, it is obviously necessary to provide English learners with a good knowledge of repair strategies so that they can improve their spoken interaction skill in case of communication breakdowns. Among the 6 levels of language competence in the Common European Framework of Reference for Languages (CEFR) [1], level B2 is probably the first one which enables learners to flexibly use the relevant repair strategies to successfully deal with trouble sources from their own utterances as well as from the other participants in their conversations.

Based on an investigation into 100 conversations taken from English films which centre on every day familiar topics, the paper is aimed at presenting some important repair strategies and making some suggestions for applying these strategies to the teaching of the English spoken interaction skill to B2 level learners.

Key words: repair strategies; English conversations; application; teaching; English interaction skill; B2 level learners; CEFR.

1. Introduction

Conversation - a form of verbal communication between people is indispensable in daily life. However, interlocutors cannot always understand all utterances from speakers. Sometimes the speakers cannot clearly express their thoughts in their utterances due to some reasons. For example, the speakers are searching for a suitable word to use or are looking for the right word in a specific situation. As a result, they make the hearers misunderstand or fail to understand what they mean. All of those problems are factors that disrupt the conversations and result in lack of communication efficiency. To overcome the factors that cause communication breakdowns, the speakers must make use of some interaction strategies.

This paper presents an investigation into the strategies of repair in conversations from English films. Based on an examination of 100 conversations taken from English films which centre on everyday familiar topics, the paper is aimed at highlighting some important repair strategies and making some suggestions for applying these strategies to the teaching of the English spoken interaction skill to B2 level learners in accordance with the CEFR criteria. It is hoped that the results of this research can contribute to the realization of the goals set by the National Foreign Languages Project 2020.

2. Theoretical Background

2.1. Emanuel Abraham Schegloff ‘s Theory of Repair

Born in 1937 in New York, Schegloff is a distinguished professor of Sociology at the University of California at Los Angeles. With Harvey Sacks and Gail Jefferson, Schegloff was one of the principal creators of the field of Conversation Analysis. His work in interactional linguistics is similarly foundational. Paper after paper, whether single authored or co authored with Sacks and Jefferson, identifies major structural axes of interaction: *turn-taking, sequence organization, repair, overall structural organization of conversation, word selection, turn organization*, etc. There have been many authors dealing with the theory of repair but Schegloff is considered the first outstanding figure in this realm. In 1977, in the article “*The Preference for Self-Correction in the organization of Repair in Conversation*”, Schegloff et al. investigated repairs because they were well aware of the roles of repairs as a “self-righting mechanism for the organization of language in social interaction”. They focused on, for the first time, self-repair and other-repair with their positions and strategies. Since then, many studies have applied the theory of self-repair and other-repair from Schegloff et al. in conducting their conversational analyses, for example, Rogers S.[4], Levelt W.J.M [3], Serge B.[6], Hosoda [2], Wong [7]... In this paper, we applied this theory to discover strategies of repair in English conversations taken from English films and make some suggestions to B2 level learners of English with a view to improving their spoken interaction skill.

2.2. Repair in Conversations

According to Schegloff et al. [5, p361], “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”. It includes processes for mutual comprehension such as word search as well as a replacement or correction on hearable errors or mistakes.

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

- *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.

In example (1), the trouble source is caused by **the speaker (S)**, as in the following example:

(2.1) Ken: *Sure enough ten minutes later the bell r - the doorbell rang...* [5, p.363]

This example shows that **S** produces the trouble source “r..”. Then Ken finds out the trouble source and initiates repair by using the word “*the doorbell rang*”.

- *Repair initiation*: A trouble source can be identified by the speaker in his/her own talk (i.e., self-initiated) or by the recipient in someone else’s talk (i.e., other-initiated), and then the speaker (self-initiator) or the listener (other-initiator) initiates the use of repair strategies to repair it or to ask for repairing.

(2.2) Ken: *Sure enough ten minutes later the bell r - the doorbell rang...* [5, p.363]

In (2.2), after saying, **S** finds out that he makes a mistake when saying *bell*, so he initiates repair.

(2.3)A: *Actually I didn’t use, uh...*

B: *chopstick?*

A: *chopstick yet.* [5, p.363]

In this example (2.3), **S** has trouble speaking as he/she could not find the exact word needed, so he/she tries to initiate repair by the pause *uh...* and **the hearer (H)** helps him/her to solve this problem.

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

(2.4) Ken: *Sure enough ten minutes later the bell r - the doorbell rang...* [5, p.363].

In (2.4), the trouble source is produced by the “self” (**S**).

(2.5) A: *Actually I didn't use, uh...*

B: *chopstick?*

A: *chopstick yet.* [5, p.363]

In (2.5), **H** finds out the trouble source. **H** is the “other”.

-*Repair strategies* include the interlocutor's verbal responses to another interlocutor's wrong, incomplete, or silent responses. They also include interlocutors' responses that either repair the trouble directly in the same turn-taking or initiate repair that another interlocutor will complete.

(2.6) Olive: *You know Mary uh... oh...what was it...uh...Thompson* [5, p.363].

In the above example, **S** uses a strategy called *hesitation pause*. Hesitation pauses occur when the speakers cannot express themselves or find it difficult to express their thoughts at the moment of speaking, or when they want to mention another thing.

In (2.6), **S** hesitates because she could not find the exact word she wants to say.

- *Repair completion*: After a trouble source is identified, it can be repaired by the self-initiator or by the other-initiators.

(2.7) Ken: *Sure enough ten minutes later the bell r - the doorbell rang...* [5, p.363]

In (2.7), the trouble source “the doorbell rang” is identified and then it is repaired by Ken (**S**).

(2.8) Ken: *'E likes waider over there,*

Al: *Wait-er?*

Ken: *Waitress, sorry* [5, p.377]

In this example (2.8), **H** (Al) hears what **S** (Ken) has just asked, but **H** (Al) wants to make it clearer, so **H** (Al) initiates a repair and in the next turn-taking, **S** (Ken) himself completes the utterance.

2.3. Repair Strategies

2.3.1. Self-Repair Strategies

According to Sack, Schegloff and Jefferson [5], “self-repair” consists of two types: self-initiated repair and other-initiated repair. Self-initiated repair ordinarily involves the speaker of the trouble source initiating repair and prosecuting it to the conclusion in the same turn-taking. Schegloff et al. [5] investigated and systematically described *self-repair in conversations*. It involves a particular set of repair strategies such as *error correction, searching for a word, hesitation pauses, immediate lexical changes, false starts, and instantaneous repetitions*.

+ *Trouble source correction*: this strategy corrects accidental trouble sources including phonological, lexical and morphological trouble sources.

(2.9) Ken: *Sure enough ten minutes later the bell r - the doorbell rang...* [5, p.363]

This is an example of lexical trouble source. **S** knows that *good* without *-s* will confuse the listener, so he/she initiates repair by saying *goods*.

+ *Searching for a word*: this strategy helps the speaker to lengthen the time to find out the correct words he/she wants to mention.

(2.10) Olive: *You know Mary uh... oh...what was it...uh...Thompson* [5, p.363].

In (2.10), **S** cannot think out a word he needs for the first time of speaking, but in the same turn-taking after the hesitation marker *uh, oh*, **S** can find the right word “*Thompson*” and initiates the repair of his utterance.

+ *Hesitation pauses*: A hesitation pause shows *conversational silence that occurs within a turn*. The conversational silence happens when the speakers cannot express themselves or find it difficult to express their thoughts at the moment of speaking, or when they want to mention another thing.

(2.11) Olive: *You know Mary uh... oh...what was it...uh...Thompson* [5, p.363].

In (2.11), **S** hesitates because he cannot find the right word he is in need of. After his hesitation pause “...”, he initiates repair *Thompson*.

+ *False starts*: the speakers often start their utterance wrongly compared with their thoughts, so they must repair it. This strategy helps the speakers to gain more time to rethink about what they are saying and find the words or phrase to repair.

(2.12) S: *Were you uh you were in the room when it happened?*

H: *Yeah.*

In this example, **S** also starts his/her utterance wrongly with *were you* and initiates a repair at once in the same turn.

+ *Immediate lexical changes*: the speakers will change the words when they have not used exact words or they have employed some idioms that make listeners difficult to understand.

(2.13) Roger: *We're just working on a different thing, the same thing* [5, p.370].

S (Roger) finds out that the word “*different*” is not the word he wants to mention, so “*same*” is immediately used to replace “*different*” in the same turn of speaking.

+ *Repetition*: this strategy includes a lot of its subcategories like *Repetitions of Personal Pronouns, Conjunctions, Indefinite Articles, Prepositions*.

(2.14) A: *You know, I – I mean th – he – they, y'know* [5, p. 371].

In this example, the pronoun *I* is repeated so that **S** can have more time to think about what he/she is going to say.

(2.15) Ben: *They got a – a garage sale* [5,p369]. Here is an example of the repetition of the indefinite article when **S** (Ben) wants to gain more time to form his idea.

To sum up, there are six strategies of self-repair indicated in the theory of Schegloff and his colleagues.

2.3.2. Other-Repair Strategies

According to Sack, Schegloff and Jefferson [5], 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. There are four strategies for other-initiators, which are meticulously illustrated as follows.

+ *Questions Words (Who, Where, Why...)*

(2.16) 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]

In (2.16), instead of answering **S**'s question after **S**'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.

+ *A Partial Repeat of the Trouble Source Turn, plus a Question Word*

(2.17) S: *Well, I'm working through the Amfat Corporation.*

H: *The who?*

S: *Amfat Corporation, that's a holding company.* [5, p.368]

In the above example (2.21), **H** repeats a part of **S**' utterance plus the question word “What” to show the wish for **S** to repair his/her utterance more clearly.

+ *“Judging ideas from the speaker's utterance*

(2.18) S: *Why did I turn out this way?*

H: *You mean homosexual?*

S: *Yeah* [5, p.368].

In (2.18), **H** gives the judgement of what **S** has just said for the purpose of confirming information or repair it to make its meaning more explicit.

+ *A Partial Repeat of the Prior Talk with Upward Intonation.*

(2.19)S: *Well Monday, let me think, Monday, Wednesday and Fridays”. I'm home by one ten.*

H: *One ten?*

S: *Two o'clock. My class ends one ten* [5, p.368].

H specifies the trouble source by repeating a partial part of the prior talk *One ten* with an upward intonation in the second turn. S completes the repair by confirming the utterance.

2.5. Common European Framework of Reference and its requirements of interaction skill and repair for B2 level learners

The Common European Framework of Reference for Languages (CEFR)[1] provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to communicate effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

By providing a common basis for the explicit description of objectives, content and methods, the Framework enhances the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provision of objective criteria for describing language proficiency facilitates the mutual recognition of qualifications gained in different learning contexts, and accordingly aids European mobility.

The overall aim of CEFR is to achieve greater unity among its members and to pursue this aim by the adoption of common action in the cultural field.

The Common European Framework of Reference is so necessary because it promotes and facilitates co-operation among educational institutions in different countries. Up to now, it has become a popular and valuable guideline not only within European countries but also in other countries including Vietnam. It also provides a sound basis for the mutual recognition of language qualifications. Finally, it assists learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.

There are six levels in the CEFR: *Basic User* consists of two levels - A1 and A2; *Independent User* contains two levels - B1 and B2; *Proficient User* has two levels - C1 and C2.

According to CEFR [1], there are some following requirements of the interaction skill and the repair sub-skill for B2 level learners of English:

Table 1: Requirements for B2 level learners in interaction and repair

Requirements for B2 level learners	
Interaction skill	<ul style="list-style-type: none"> - The interlocutors can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. They can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. - They can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. They can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. [1, p.74]
Communication Repair	<ul style="list-style-type: none"> - The speaker can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. He/she can make a note of 'favourite mistakes' and consciously monitor speech for it/them.

In the book of CEFR [1], the authors claim that in interactive activities, the language user acts alternately as the speaker and the listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the co-operative principle in conversational discourse. During their interaction, they are sometimes interrupted by

communication breakdowns. Therefore, they must use repair strategies to ask for repair or to self-repair so that they can gain more effectiveness in their conversations. For this sake, B2-level learners are most appropriate because they have already accumulated a relatively wide vocabulary and a considerable amount of linguistic knowledge, so they can flexibly and effectively employ the strategies of repair and make regular interaction with native speakers or English-speaking foreigners.

3. Methodology

This study adopted descriptive and analytic methods. Two criteria to select data from English films were established: 1-the samples have to be *conversational utterances that contain self-repair and other repair*, 2- the samples are taken from four English films whose specific information is shown in the following table:

Table 2: Four films as sources of data in the research

Order	Names of films	Types of films	Languages of subtitles	Directors	Episodes	Year of publication
1	<i>Friends</i>	American television sitcom	English	Kauffman, M., Crane, D., Burrons, J.	2/236	1994
2	<i>Extra English</i>	Language Education television	English and Vietnamese	Bethell, A.	13/30	2002
3	<i>Hannah Montana</i>	American musical comedy	English and Vietnamese	Poryer, M., Correll, R., O'Brien, B.	18/98	2006
4	<i>The Intern</i>	American comedy	English	Meyers, N.	No episode	2015

The episodes of four films are randomly chosen. The years of the films' release are from 1990s to 2010s; hence, the utterances in conversations are up-to-date and similar to what people say in everyday life conversations.

With the above set criteria, 100 English conversations from four English films were collected to build up the data. Such a number of conversations can be reliable enough to represent various strategies of repair.

4. Findings and discussion

Based on the theory of repair of Schegloff et al. [5], the survey of strategies of self-repair and other-repair in conversational utterances from English films have been carefully carried out and its results are presented in the following subsections.

4.1. Strategies of Self-Repair in English Conversations

The strategies of self-repair as the results of the research are shown in the following table.

Table 3. Strategies of Self-Repair in English Conversations

Strategies	Quantitative Results	
	Occurrence	Percentage (%)
1. Lexical trouble source correction	6	19
2. Searching for a word	1	3
3. Hesitation pauses	8	26
4. False start repairing	4	13
5. Immediate lexical changes	7	23
6. Repetitions	5	16
Total	31	100

Table 3 shows that there are six strategies of self-repair in English conversations. Among them, the strategy *Hesitation pauses* is used more frequently than other strategies. This strategy helps speakers gain more time to think and express their thoughts more clearly. The strategies of *Immediate lexical change* and *Lexical trouble source correction* are also employed a great deal in conversations. These two strategies help speakers repair their ideas so clearly and avoid possible misunderstanding from the hearers.

4.1.1. Lexical Trouble Source Repair

Many English words have nearly same sounds, so the speakers sometimes produce the trouble sources during their conversations.

(4.1) 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*, episode 5, 00:10:40]

In (4.1), the speaker (S) has trouble speaking when he says *ears*, so the hearer (H) helps him to solve this problem.

4.1.2. Searching for a Word

(4.2) S: *Well, this is a new type of yoga – dog yoga.*

[*Extra*, episode 1, 00:06:15]

In (2), S cannot think out a word he needs for the first time of speaking, but in the same turn-taking after the hesitation, S can find the right word “*dog yoga*” and initiates the repair of his utterance.

4.1.3. Hesitation Pauses

Hesitation pauses occur when the speakers cannot express themselves or find it difficult to express their thoughts at the moment of speaking, or when they want to mention another thing.

(4.3) S: *No, I mean we should...see other people.*

[*Extra*, episode 20, 00:12:35]

(4.4) S: *And this button ... this button is missing. I mean, it's loose, so...*

[*The Intern*, 01:19:15]

In (4.3), S hesitates because she finds it difficult to express her real thoughts to her boyfriend at the moment of speaking. After lengthening her silence by “...”, she initiates the repair in her same turn with *see other people*.

Or in (4.4), S hesitates because she is afraid that her husband will misunderstand her if she says about the button. Her hesitation pause “...” shows her worry and her difficulty to express her idea. But finally, in the same turn, the S also initiates the repair.

4.1.4. False Start Repairing

(4.5) S: *It's a dog show. I like that!*

H: *I didn't know you liked dogs.*

S: *I don't like dogs. I like those women with their dogs.*

[*Extra*, episode 1, 00:01:48]

In this example, S starts his saying wrongly with what he is thinking, but he does not recognize that. When H expresses his surprise about the speaker's favourite thing, S recognizes that he starts his utterance with false subject and in the next turn, S initiates a repair at once.

4.1.5. Immediate Lexical Changes

(4.6) S: *Well, is that your old manager, Marty Klein?*

[*Hannah Montana*, episode 12, 00:52:27]

S finds out that the H will find it difficult to know who the *old manager* is, so the S immediately initiates repair by using a proper name in the same turn of speaking.

4.1.6. Repetitions of Personal Pronouns

The repetition of personal pronouns occurs when the speakers want to postpone a possible transition-relevance place and to gain additional time [1].

(4.7) S: *They – they just want the experience.*

[*The Intern*, 01:49:44]

(4.8) S: *They are...they are...horrible.*

[*Extra*, episode 1, 00:04:16]

In these examples, the pronoun *they* is repeated so that the **S** can have more time to think about what he is going to say.

4.2. Strategies of Other-Repair in English Conversations

Compared to the occurrence frequencies of self-repair strategies in conversational utterances from English films, strategies of other-repair occupy higher proportions. The findings are presented in the following table.

Table 4. Strategies of Other-Repair in English Conversations

Strategies	Quantitative Results	
	Occurrence	Percentage (%)
1. Using question words	18	26
2. Repeating a part of the trouble source turn plus a question word	15	22
3. Judging ideas from the speaker's utterance	14	20
4. Repeating a part of the speaker's talk with upward intonation	22	32
Total	69	100

The above statistics indicate that there are four strategies of other-repair in English conversations namely *Using question words*, *Repeating a part of the trouble source turn plus a question word*, *Judging ideas from the speaker's utterance*, *Repeating a part of the speaker's talk with upward intonation*. The strategy of *Repeating a part of the speaker's talk with upward intonation* takes up 32%. Next, the strategy of *Using question words* is used with a percentage of 26%. This shows that the hearers want to confirm the information from the speakers or they want to show some feelings to the speakers' utterance.

4.2.1. Using question words

Question words in English consists of "what", "who", "where..."

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

H: *Who?*

S: *Ben, your intern.*

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

(4.10)S: *Simple. We just went to the B of D.*

H: *What's that?*

S: *The Bank of Dad.*

[*Hannah Montana*, episode 19, 00:13:30]

In these above examples, **Ss** produce the trouble-sources because **Hs** cannot know who Ben is, what the B of D is, so **Hs** initiate repairs on these trouble-sources by using question words "Who?", "What?" and in the next turn, **Ss** complete themselves.

4.2.2. Repeating a part of the trouble source turn plus a question word

(4.11) S: *Sweet niblets, that girl's done it again.*

H: *Done what?*

S: *My daughter has a little bit of an overactive imagination.*

[*Hannah Montana*, episode 14, 00:03:21]

(4.12) S: *Aren't you going to ask me about my lunch?*

H: *What lunch?*

S: *My lunch with Leonardo.*

H: *Leonardo who?*

S: *Leonardo Dicaprio, of course.*

[*Extra*, episode 3, 00:05:36]

In these two above examples, **Hs** repeat a part of **Ss'** utterances plus question words “what” and “who?” to show the wish for **Ss** to repair their utterances more clearly.

4.2.3. *Judging ideas from the speaker's utterance*

(4.13) S: *Well, I'll tell you what, I'll get Franklin to bring you boys some fresh towelettes.*

H: *You mean towels?*

S: *Okay*

[*Hannah Montana*, episode 23, 00:15:17]

In (4.13), **H** gives the judgement of what **S** has just said for the purpose of confirming information or repair it to make its meaning more explicit.

4.2.4. *Repeating a part of the speaker's talk with upward intonation*

(4.14) S: *Look, I've made you a cake.*

H: *A cake? Really? (ngạc nhiên)*

S: *Here, try a piece.*

[*Extra*, episode 20, 00:07:07]

(4.15) S: *And don't forget to blink.*

H: *Blink?*

S: *Yeah.*

[*The Intern*, 01:44:09]

Hs specify the trouble sources by repeating a partial part of the prior talk *A cake, blink* with an upward intonation in the second turn. **Ss** completes the repair by confirming the utterances.

5. Some suggestions for applying these strategies to the teaching of the English spoken interaction skill to B2 level learners

Based on the requirements of the interaction skill and the repair sub skill for B2 level learners from the CEFR [1], in combination with the above findings of this research, some suggestions for applying these strategies of self-repair and other-repair to the teaching that correspond to the requirements can be put forward as follows:

Requirements	Suggestions
<p>- The interlocutors can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas [1, p.74].</p> <p>- They can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances [1,p.74].</p>	<p>- Teachers prepare a lot of speaking activities with different topics for learners. The teachers ask the learners to discuss their topics with their different partners. The speakers are advised to use strategies of self-repair such as <i>immediate lexical change</i> or <i>trouble source correction</i>. Besides, the speakers can employ the strategy <i>Hesitation pause</i> or <i>Repetitions</i> when they wants to gain more time or to mention another thing.</p> <p>- The hearers can use the strategy of other-repair such as <i>Repeating a part of the speaker's talk with upward intonation</i> if they want to have confirmation from what the speaker has just said or if they want to express their feelings.</p> <p>- These two other-repair strategies <i>Using question words</i> and <i>Judging ideas from the speaker's utterance</i> are advisable when the hearer needs some clarification from what the speaker has just mentioned to her/him. In addition, the strategy <i>Repeating a part of the trouble source turn plus a question word</i></p>

<p>- They can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. They can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments [1, p.74].</p>	<p>should be used when the hearer wants to get the exact information from the speaker.</p> <p>- Teachers guide learners in reading more newspapers, books or watch more TV to enrich their background knowledge so that they can provide examples, explanations for their talks. Learners are advised to use all of the above strategies of repair, depending on contexts or their circumstances, to make their conversations become effective as expected.</p>
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In conclusion, the learners should be well-equipped with the above strategies so that they can not only know how to maintain their conversations smoothly but also know what they should do when the interlocutors use these strategies.

6. Conclusion

The results of the survey show that conversations from English films contain nearly all of the features of strategies of repair according to the repair theory of Schegloff et al. There are six self-repair strategies namely *Lexical trouble source correction*, *Searching for a word*, *Hesitation pauses*, *False start repairing*, *Immediate lexical changes* and *Repetitions*. For other-repair, there are four strategies namely *Using question words*, *Repeating a part of the trouble source turn plus a question word*, *Judging ideas from the speaker's utterance* and *Repeating a part of the speaker's talk with upward intonation*.

All these ten repair strategies, if properly applied, can be of great significance in teaching the spoken interaction skill, especially to B2-level learners of English. The features of the strategies of self-repair and other-repair provide learners with an insight into how to solve the problems causing communication breakdowns from the speakers and know how to employ relevant strategies to show their problems in hearing and understanding the speakers' utterances. It is clear that making good use of repair strategies can facilitate and promote learners' fluency, accuracy and effectiveness in their conversations, thereby contributing to the methods of teaching the English speaking skill.

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