

**MINISTRY OF EDUCATION AND TRAINING
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**REPAIRS
IN ENGLISH AND VIETNAMESE
CONVERSATIONS**

Field: THE ENGLISH LANGUAGE

Code: 60.22.15

**M.A. THESIS IN THE ENGLISH LANGUAGE
(A SUMMARY)**

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CHAPTER 1

INTRODUCTION

1.1 RATIONALES

A conversation is communication between two or more people. It is a social skill that is not difficult for most individuals. Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other. However, an effective conversation is not always achieved. A communication breakdown occurs when a message is not properly carried among participants and as a result the conversation is blocked. However, these breakdowns in conversations may be overcome with various repair activities by either speakers or listeners.

Carrying out a contrastive study on conversational repairs in English and Vietnamese can help learners have a deep understanding of repairs so that they can successfully deal with communication problems in conversations and therefore their language acquisition can be promoted. For teachers, better understanding of how people treat communication breakdowns will provide further insights into the complexity of student talk and will provide them with more experience on how to construct better English speaking lessons.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

- Find out the features such as positions, strategies and functions of repairs in English and Vietnamese conversations.
- Find out the similarities and differences between features of repairs in English and Vietnamese conversations.

1.2.2. Objectives

- To find out and analyze the features of repairs in English and Vietnamese conversations in terms of positions, strategies and functions.
- To compare and contrast the features detected to define the similarities and differences in English and Vietnamese conversational repairs.
- To suggest some implications for the teaching and learning English conversations.

1.3. THE RESEARCH QUESTIONS

1. How are repairs represented in English and Vietnamese conversations in terms of *positions, strategies and functions*.
2. What are the similarities and differences between repairs in English and Vietnamese conversations in terms of positions, strategies and functions.
3. What are the implications of the study to teaching and learning English conversations?

1.4. THE SIGNIFICANCE OF THE STUDY

The study finds out the ways of repairing in English and Vietnamese conversations. It is hoped to contribute to the teaching and learning of English speaking, especially to help the Vietnamese learners of English correctly express ideas in conversations to increase their English communicative efficiency. The study is also useful for English speaking people learning Vietnamese conversations.

1.5. THE SCOPE OF THE STUDY

The study finds out the ways of repairing in English and Vietnamese conversations. It is hoped to contribute to the teaching

and learning of English speaking, especially to help the Vietnamese learners of English correctly express ideas in conversations to increase their English communicative efficiency. The study is also useful for English speaking people learning Vietnamese conversations.

1.6. ORGANIZATION OF THE STUDY

This study is divided into five chapters as follows:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methods and Procedures

Chapter 4: Findings and Discussion

Chapter 5: Conclusion and Implications

CHAPTER 2

LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES RELATED TO THE TOPIC

In English, Eric and Warner [12] introduced the main ways to help speakers of English to express what they are trying to say and to make their conversations sound more natural and more confident. Whitney [30] mentioned repairing and restructuring speech in ways to either make it more intelligent or to make it easier for the learner to take turns at talk. Seong [25], Seo [26] and Cho [4] had researches on repairs.

In Vietnamese, Nguyễn Thị Mỹ Phượng [19] dealt with gambit types that are useful not only for preventing a conversation from a sudden closure but also for opening functions. Nguyễn Cung Trầm [18] identified the strategies of opening a conversation in English and

Vietnamese. Đoàn Nguyễn Nghi Nghi [9] investigated ways of relexicalisation in English and Vietnamese to maintain conversations and the relationship between relexicalisation and the topic of the conversation. Trịnh Ngọc Xuân Thảo [29] examined the pragmatic as well as cultural aspects of the verbal techniques which native speakers of English and Vietnamese employ to keep their conversations flowing.

2.2. THEORETICAL BACKGROUND

2.2.1. Conversations as a Discourse Type

2.2.1.1. Concepts of Conversations

Finegan et al. said that “*Conversation can be used as a series of speech acts - greeting, enquiries, comments, requests...To accomplish the work of speech acts, some organization is essential: We take turns to speak, answer questions, mark the beginning and end of conversation, and make corrections when they are needed.*”[10, p.316]. In this definition, conversation corrections related to this thesis are mentioned.

2.2.1.2. Features of Conversations

- A conversation has personnel.
- A conversation is a social activity
- Getting involved in a conversation means that people want to do something.
- A prominent focus to realize conversations as a spoken discourse is the language used.
- Thoughts are either misused or unclear.

2.2.1.3. *The Organization of Conversations*

a.1. *Turn*: “A turn is a time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them” [17].

a.2. *Turn-taking*: In most cultures, generally speaking, only one person speaks at a time: speakers take turns, first one talking and then another

a.3. *Strategies for Taking a Turn*

Signal turns: Intonation, Body motion, Sociocentric sequences, Paralanguage, Syntax.

b. *Adjacency Pair*: According to Schegloff and Sacks (cited in Levinson, [17, p.303]) adjacency pairs are sequences of two utterances that are: (1) adjacent; (2) produced by different speakers; (3) ordered as first part and second part; (4) typed, so that a particular first part requires a particular second (or range of second parts)- e.g: offers require acceptances or rejections, greetings require greetings, and so on.

2.2.1.4. *Conversational Principles*

Normal conversations proceed so smoothly because they are supported by conversational principles such as *cooperation*, *relevance* and *politeness*.

2.2.1.5. *Conversation Analysis*

Conversation analysis aims to trace the development of intersubjectivity in an action sequence. It shows that trouble in communication occurs in natural conversation, and that speakers and hearers have specific ways of dealing with the trouble.

2.2.2. *Repairs in Conversations*

2.2.2.1. *Definition of Repair*

Repair is defined as “a sequence of turns in a conversation during which a previous utterance is edited, corrected, or clarified” (Finegan & Bejnier [10]).

According to Schegloff, Jefferson, and Sacks [22], the basic structure of repairs consists of three components: *trouble - source*, *repair initiation*, and *repair completion*.

a. *Trouble source*: Trouble source refers to any elements in conversation which cause communication breakdown to the participants. [4, p.8]

b. *Repair Initiation*: A trouble-source is 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 to use the repair strategies to repair it or to ask for repairing. [30, p.22]

Self/ other: Self is the party who produces the trouble source in his/her talk and the other is any other interlocutor [4, p.8]

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 or initiate repair that another interlocutor will complete the repair [4, p.8]

c. *Repair completion*: After a trouble source is identified, it can be repaired by the self-initiator or by the other-initiators. [30, p.22]

2.2.2.2. *Types of Repairs*

a. *Self-Repair*

Self-repair ordinarily involves the speaker of the trouble-source initiating repair and prosecuting it to conclusion in the same turn or the listener will help him/her to repair.

b. *Other-Repair*

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.

2.2.2.3. *Features of Self- Repair*

a. *Positions*

a1. *Within the same turn*: the speakers realizes the trouble source in their utterance and they initiate repair by themselves.

a2. *After the Next Turn*

* *Third Turn Repair*: A third turn repair is a self-repair in a third conversational turn of the interlocutor.

* *Third Position Repair*: It is preceded by an initial turn in which the repairable item occurs and another turn in which the addressee or audience prompts for repair or produces an inadequate response.

b. *Strategies*

b1. *Error correction*: this strategy corrects accidental errors including phonological, lexical and morphological errors [47]

b2. *Searching for a word*: this strategy helps the speaker to lengthen the time to find out the correct words he/she wants to mention.

b3. *Hesitation Pauses*: A hesitation pause is conversational silence that occurs within a turn [45].

b4. *False starts*: the speakers often start their utterance wrongly compared with their thoughts, so they must repair it.

b5. *Immediate Lexical Changes*: speakers will change the words when they do not use exact words or use some idioms that make listeners difficult to understand.

b6. *Repetition*: this strategy includes a lot of its subcategories *Repetitions of Personal Pronouns, Conjunctions, Indefinite Articles, Prepositions*.

c. *Functions*

c1. *Word Search*: Self-repair helps the speakers who cannot find the correct words to express their ideas or says the words wrongly.

c2. *Word Replacement*: Self-repair helps the speakers to choose the exact lexical items for their utterances.

c3. *Repair of Person References*: Speakers initiate repair when they think that the recipient may not hear from the name used or the name used may be unfamiliar to the recipient.

c4. *Repair of Next Speaker Selections*: Listeners cannot be sure about whether the person about whom the speakers are saying is the next speaker (listener), so they must ask for repair.

2.2.2.4. *Features of Other-Repair*

a. *Positions*

a1. *In Next Turn*: Listeners initiate to ask for repair and in the next turn (the second turn in a conversation), speakers initiate repair.

a2. *Past Next Turn Positions*: When the listeners/speakers do not initiate repair in next turn position. These positions include *Multiples*: repair is completed after many other-initiations; *Addressed Other Goes First*: One environment in which other initiations do indeed appear to be withheld from next turn position which involves

repair initiators who are not the addressed recipients of the trouble-source turn; *Delayed other-initiated within next turn* includes *Post trouble-source turn extension* is a kind of repair in which after the possible completion of the trouble-implicated turn-constructural unit, the same speaker adds one or more further information on the topic to extend the turn, so the other-initiation is delayed by the extended, post-trouble-source talk of the trouble-source turn's speaker.

b. Strategies

b1. A group of Turn-Constructural Devices (Huh, What?)

b2. Questions Words (Who, Where, Why...)

b3. A Partial Repeat of the Trouble Source Turn, plus a Question Word

b4. "You mean" plus a Possible Understanding of the Prior Talk.

b5. A Partial Repeat of the Prior Talk with Upward Intonation

c. Functions

c1. Clarification Request: When the information provided is insufficient or unclear, the listeners initiate repairs.

c2. Confirmation Check: When the listeners are afraid of misunderstanding the utterance from the speakers, they ask for confirmation.

c3. Comprehension Check: When the listeners cannot understand the utterance from the speakers, they ask for explanation.

CHAPTER 3

METHODS AND PROCEDURES

3.1. METHODS OF THE STUDY

This is a qualitative and quantitative study executed with a contrastive and analysis.

3.1.1. Description of Samples

300 English conversations and 300 Vietnamese conversations containing repairs with the different features are collected.

3.1.2. Data Collection and Data

3.1.2.1. Data Collection

The data in English are mainly taken from English short stories, novels in the 1970s up to now, some of them are downloaded from the internet and collected from the tapescripts. The data in Vietnamese are mainly taken from short stories and novels first published from 1970 to present time. The year of publication is carefully chosen with the hope that the utterances in conversations are modern and similar to what people say in daily conversations at the present time.

3.1.2. 2. Data Analysis

On the basis of collecting conversations in English and Vietnamese, we carry out the following steps:

- Finding and classifying the ways of repairs
- Identifying the positions, strategies and functions of each way of repairs
 - Examining the differences between repairs under the influences of age, sex and social status
 - Comparing the representation of repairs and its frequency in English and Vietnamese conversations
 - Making a summary after analyzing and comparing the different features of repairs.

3.2. RESEARCH PROCEDURES

The steps involved in the study are as follows:

- Choosing the topic for our investigation by reviewing previous studies thoroughly.

- Collecting samples of repairs in English and Vietnamese conversations from English and Vietnamese short stories and novels.

- Presenting, describing and analyzing samples of repairs in English and Vietnamese conversations.

- Comparing the similarities and differences of repairs in conversations between English and Vietnamese.

- Discussing the findings.

- Suggesting some implications for teaching and learning language.

3.3. RELIABILITY AND VALIDITY

Comparing the features of repairs in English and Vietnamese conversations requires the reliable collection of data to be studied and analyzed. Since the whole work relies on the data, the materials are carefully read and the quoted examples are carefully selected in order to obtain satisfying results. The study follows strictly the research design. The data collection will play an important in finding the result of the research to obtain a qualified study.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. SELF-REPAIR IN ENGLISH AND VIETNAMESE CONVERSATIONS

4.1.1. Self-Repair in English Conversations

4.1.1.1. Positions of Self-Repair in English Conversations

a. *Within the same turn*

b. *After the Next Turn*

4.1.1.2. Strategies of Self-Repair in English Conversations

a. *Error Correction*

a.1. *Phonological Error Repair (PER)*

a.2. *Lexical Error Repair (LER)*

a.3. *Morphological Error Repair*

b. *Searching for a word*

c. *Hesitation Pauses*

d. *False Starts*

e. *Immediate Lexical Changes*

g. *Repetitions*

g2. *Conjunctions*

g3. *Indefinite articles*

g4. *Prepositions*

4.1.1.3. Functions of Self-Repair in English Conversations

a. *Word search*

b. *Word replacement*

c. *Repair of Person References*

d. *Repair of Next Speaker Selections*

4.1.1.4. Summary

Table 4.1. Positions of Self-Repair in English Conversations

Positions		Occurrence	%
Within the same turn		53	46.9
After the next turn	Third turn repair	15	13.3
	Third position repair	45	39.8
Total		113	100

Table 4.2. Strategies of Self-Repair in English Conversations

Strategies	Occurrence	%
1. Error correction	13	11.5
2. Searching for a word	12	10.6
3. Hesitation pauses	24	21.2
4. False starts	8	7.1
5. Immediate lexical changes	6	5.3
6. Repetitions	50	44.3
Total	113	100

Table 4.3. Functions of Self-Repair in English Conversations

Functions	Occurrence	%
Word search	55	48.7
Word replacement	28	24.8
Repair of person references	23	20.4
Repair of next speaker selections	7	6.1
Total	113	100

4.1.2. Self-Repair in Vietnamese Conversations**4.1.2.1. Positions of Self-Repair***a. Within the Same Turn**b. After the Next Turn**b1. Third Turn Repair**b2. Third Position Repair***4.1.2.2. Strategies of Self-Repair in Vietnamese Conversations***a. Error Correction**b. Searching for a Word**c. Hesitation Pauses**d. False Starts**e. Repetitions**e2. Conjunctions***4.1.2.3. Functions of Self-Repair in Vietnamese Conversations***a. Word Search**b. Word Replacement**c. Repair of Person References**d. Repair of Next Speaker Selections***4.1.2.4. Summary****Table 4.4. Positions of Self-Repair in Vietnamese Conversations**

Positions	Occurrence	%	
Within the same turn	30	25	
After the next turn	Third turn repair	22	18.3
	Third position repair	68	56.7
Total	120	100	

Table 4.5. Strategies of Self-Repair in Vietnamese Conversations

Strategies	Occurrence	%
1. Error correction	10	8.3
2. Searching for a word	15	12.5
3. Hesitation pauses	48	40
4. False starts	0	0
5. Immediate lexical changes	0	0
6. Repetitions	47	39.2
Total	120	100

Table 4.6. Functions of Self-Repair in Vietnamese Conversations

Functions	Occurrence	%
Word search	66	55
Word replacement	12	10
Repair of person references	8	6.7
Repair of next speaker selections	34	28.3
Total	120	100

4.2. Other-Repair in English and Vietnamese Conversations

4.2.1. Other-Repair in English Conversations

4.2.1.1. Positions of Other-Repair

a. Other- repair in Next Turn

b. Other-Repair Past Next Turn Positions

b1. Multiples:

b2. Addressed Other Goes First

c. Delayed other-initiated within next turn

c1. Post trouble-source turn extension

4.2.1.2. Strategies of Other-Repair in English Conversations

a. A Group of Turn-Constructional Devices

b. Question Words

c. A Partial Repeat of the Trouble Source Turn, plus a Question Word

d. "You mean" plus a Possible Understanding of the Prior Talk

e. A Partial Repeat of the Prior Talk with Upward Intonation

4.2.1.3. Functions of Other-Repair in English Conversations

a. Clarification Request

b. Confirmation Check

c. Comprehension Check

4.2.1.4. Summary

Table 4.7. Positions of Other-Repair in English Conversations

Positions		Occurrence	%
In next turn		123	65.8
Past next turn	Multiples	16	8.6
	Addressed other goes first	21	11.2
	Delayed other-initiated within next turn	27	14.4
Total		187	100

Table 4.8. Strategies of Other-Repair in English Conversations

Strategies	Occurrence	%
1. A group of turn-constructional devices	40	21.4
2. Question words	38	20.3
3. A partial repeat of the trouble-source turn, plus a question word	33	17.7
4. You mean plus a possible understanding of the prior talk	50	22.7
5. A partial repeat of the prior talk with upward intonation	26	13.9
Total	187	100

Table 4.9. Functions of Other-Repair in English Conversations

Functions	Occurrence	%
Clarification request	50	26.7
Confirmation check	72	38.5
Comprehension check	65	33.8
Total	187	100

4.2.2. Other-Repair in Vietnamese Conversations

4.2.2.1. Positions of Other-Repair

a. Other-Repair in Next Turn

b. Other-Repair Past Next Turn Positions

b1. Multiples

b2. Addressed Other Goes First

c. Delayed Other-initiated Within Next Turn

c1. Post Trouble-source Turn Extension

4.2.2.2. Strategies of Other-Repair in Vietnamese Conversations

a. A group of Turn-Constructional Devices

b. Question Words

c. A Partial Repeat of the Trouble- source Turn plus a

Question Word

d. “You mean” plus a Possible Understanding of the Prior

Talk

e. A partial Repeat of the Prior Talk with Upward Intonation

4.2.2.3. Functions of Other-Repair in Vietnamese Conversations

a. Clarification Request

b. Confirmation Check

c. Comprehension Check

4.2.3.4. Summary

Table 4.10. Positions of Other-Repair in Vietnamese Conversations

Positions		Occurrence	%
In next turn		143	79.4
Past next turn	Multiples	16	8.9
	Addressed other goes first	9	5
	Delayed other-initiated within next turn	12	6.7
Total		180	100

Table 4.11. Strategies of Other-Repair in Vietnamese Conversations

Strategies	Occurrence	%
1. A group of turn-constructional devices	18	10
2. Question words	25	13.9
3. A partial repeat of the trouble-source turn, plus a question word	73	40.6
4. “You mean” plus a possible understanding of the prior talk	12	6.6
5. A partial repeat of the prior talk with upward intonation	52	28.9
Total	180	100

Table 4.12. Functions of Other-Repair in Vietnamese Conversations

Functions	Occurrence	%
Clarification request	63	35
Confirmation check	50	27.8
Comprehension check	67	37.2
Total	180	100

4.3. Similarities and Differences between Repairs in English and Vietnamese Conversations

4.3.1. Self-Repair in English and Vietnamese Conversations

4.3.1.1. Similarities and Differences between Positions of Self-Repair in English and Vietnamese Conversations

Table 4.13. Positions of Self-Repair in English and Vietnamese Conversations

Positions		English		Vietnamese	
		Occurrence	%	Occurrence	%
Within the same turn		53	46.9	30	25
After the next turn	Third turn repair	15	13.3	22	18.3
	Third position repair	45	39.8	68	56.7
Total		113	100	120	100

4.3.1.2. Similarities and Differences between Strategies of Self-Repair in English and Vietnamese Conversations

Table 4.14. Strategies of Self-Repair in English and Vietnamese Conversations.

Strategies	English		Vietnamese	
	Occurrence	%	Occurrence	%
1. Error correction	13	11.5	10	8.3
2. Searching for a word	12	10.6	15	12.5
3. Hesitation pauses	24	21.2	48	40
4. False starts	8	7.1	0	0
5. Immediate lexical changes	6	5.3	0	0
6. Repetitions	50	44.3	47	39.2
Total	113	100	120	100

4.3.1.3. Similarities and Differences between Functions of Self-Repair in English and Vietnamese Conversations

Table 4.15. Functions of Self-Repair in English and Vietnamese Conversations

Functions	English		Vietnamese	
	Occurrence	%	Occurrence	%
Word search	55	48.7	66	55
Word replacement	28	24.8	12	10
Repair of person references	23	20.4	8	6.7
Repair of next speaker selections	7	6.1	34	28.3
Total	113	100	120	100

4.3.2. Other-Repair in English and Vietnamese Conversations

4.3.2.1. Similarities and Differences between Positions of Other-Repair in English and Vietnamese Conversations

Table 4.16. Positions of Other-Repair in English and Vietnamese Conversations

Positions		English		Vietnamese	
		Occurrence	%	Occurrence	%
In next turn		123	65.8	143	79.4
Past next turn	Multiples	16	8.6	16	8.9
	Addressed other goes first	21	11.2	9	5
	Delayed other-initiated within next turn	27	14.4	12	6.7
Total		187	100	180	100

4.3.2.2. Similarities and Differences between Strategies of Other-Repair in English and Vietnamese Conversations

Table 4.17. Strategies of Other-Repair in English and Vietnamese Conversations

Strategies	English		Vietnamese	
	Occurrence	%	Occurrence	%
1. A group of turn-constructive devices	40	21.4	18	10
2. Question words	38	20.3	25	13.9
3. A partial repeat of the trouble-source turn, plus a question word	33	17.7	73	40.6
4. You mean plus a possible understanding of the prior talk	50	26.7	12	6.6
5. A partial repeat of the prior talk with upward intonation	26	13.9	52	28.9
Total	187	100	180	100

4.3.2.3. Similarities and Differences between Functions of Other-Repair in English and Vietnamese Conversations

Table 4.18. Functions of Other-Repair in English and Vietnamese Conversations

Functions	English		Vietnamese	
	Occurrence	%	Occurrence	%
Clarification request	50	26.7	63	35
Confirmation check	72	38.5	50	27.8
Comprehension check	65	34.8	67	37.2
Total	187	100	180	100

4.3.3. General Remarks on the Similarities and Differences between Repairs in English and Vietnamese Conversations

4.4. Summary

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. SUMMARY OF THE RESEARCH

After collecting and making statistics on the features of repairs, there comes the conclusion that *other-repair* is the most common in English conversations. Other repair also occupies the highest percentage in Vietnamese conversations. These results prove that the interlocutors often have conversational problems such as they cannot hear clearly, do not understand and misunderstand. Self-repair in English and Vietnamese conversations take up the lower rates. Among the strategies, repetitions in two languages take up the highest rate. Among the functions of self-repair, word search takes up the highest percentages in English. Vietnamese conversations have no the strategies of *false start* and *immediate lexical changes*.

5.2. IMPLICATIONS

In order to teach speaking well, teachers must speak clearly and loudly enough so that the whole class can listen to them. In

addition, they must have a lot of vocabularies to avoid the lexical errors which may confuse students. During the lessons, teachers need to master the strategies of repair so that they can use them to initiate repair if necessary or to ask for repair from the students. If teachers cannot find a right word to tell students, they can use strategy “*hesitation pauses*” to get more time to think or they can use the strategy “*immediate lexical change*”. They can also use “*repetitions*” when they want to change their ideas. Teacher had better explain unfamiliar names if they are included in the lessons so that students will not ask for *repair of person references*. Moreover, teachers tell students to avoid the phonological, morphological and lexical errors. Firstly, teachers must help students to pronounce the vocabularies correctly. Secondly, teachers ask students to speak in a short and direct form, not beating around the bush. Thirdly, teachers need to divide students into small groups or pairs so that they can make a lot of conversations. Teachers can find out the trouble sources from students’ conversations or students may confront with the breakdowns. In these situations, teachers ask students to use the suitable strategies to overcome the trouble-sources. There are many strategies for other-repair, so teacher need to explain which strategies students should use for friends or for teachers and the elders. Lastly, teachers can prepare more speaking activities than usual for students to practise.

For students, they should learn to have a large number of vocabularies so that they can use the strategy “*immediate lexical change*” if necessary. Besides that, they must pronounce the words correctly. In English, the subject “*you*” is used for every one, so it is easy for Vietnamese students to choose the strategies of asking for

repair. They can use the strategies “*A group of turn- constructional devices*”, “*Question words*”, “*You mean plus a possible understanding of the prior talk*” to initiate repair even with the elders or the people have higher social positions but they must use the suitable intonation and facial shows towards the older interlocutors. Without carefulness, students may become impolite with the elders. Eventually, students should practise speaking with their friends every day so that they can know in which communicative situations, they are easy to have trouble sources. As a result, they can know how to choose the suitable strategies to initiate repair or ask for repair so that they can overcome breakdowns in conversations.

5.3. LIMITATIONS

Due to the limitation of time and data collected, there will be unavoidable weakness in the study.

- The repairs in this thesis focus only on ordinary conversations in stories, novels and tapescripts which are not very authentic.

5.4. SUGGESTIONS FOR FURTHER RESEARCHES

Whatever effort has been made in conducting the research, there is still room for other studies. The thesis has focused on the features of repairs such as positions, strategies and functions and frequency to show the similarities and differences between the two languages. The following ideas need more consideration and investigation.

- Non-verbal Strategies for Repairing English and Vietnamese Conversations.

- Repairs in classroom.