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## Delayed self-repairs as a structuring device for complex turns in conversation\*

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This paper looks into the interactional basis of the grammatical format of parentheticals. It will be claimed that such a basis can be found in abandoned or broken off units of talk in conversation which are not immediately recycled (repaired) but whose activity status is attended to at some later point of the emerging talk. These abandoned/broken off units, then, are not erased or "overwritten" by the subsequent structure, but their projectional force remains valid and needs to be attended to by recipients. On the interactional plane, I will focus on those post-break-off structures which introduce subsidiary elements of talk (often materials qualifying or specifying the upcoming main point of the turn) and after which the speaker returns or attempts to return into the broken-off/abandoned structure.

It will be argued that this interactional format crucially depends on the strength of the projection in the broken-off or abandoned unit fragment. Arguably, this projectional force increases when it is supported by formal means – particularly by syntax. From here, so I will show, a process of grammaticalisation sets in which leads to the grammatical format of parentheticals.

### 1. Introduction

Conversation analysis and interactional linguistics share an interest in the temporal unfolding of units of speech in time. Nonetheless, the temporality of speech is still little understood. Psycholinguistic research, which is more advanced in this respect, provides evidence that our memory for on-line syntactic processing is limited; far-reaching syntactic projections in time tend to fail, both in production and reception (cf. Dijkstra & Kempen 1993; Townsend & Bever 2001). The same cannot be said of our pragmatic memory; although possibly distorted, pragmatic experiences can be kept in memory for a long time. We tend to remember *what* somebody said (and above all, what *s/he* meant by it, i.e. what kind of action was performed), but not *how* it was said. Our memory seems to disattend form, and it is for this reason that Charles Hockett listed "rapid fading" among the "design features" of (spoken) language (Hockett & Alt-

mann 1968). But how long exactly can we store linguistic structures in memory? One way of answering the question (chosen by psycholinguists) is to look at complex syntax (centre-embedding constructions or the like) and analyse at what point and under what conditions speakers and hearers fail to process it adequately. Another way, chosen in this paper, is to ask whether participants in an interactional encounter make use of the formal structure of speech events in the more or less distant 'conversational past' for their present formulations. It is beyond question from such a point of view that syntactic form *can* remain relevant beyond the termination of a syntactic construction (i.e., after a syntactic projection has been dealt with); it does so, for instance, in some so-called elliptical utterances which can only be understood if they are processed against the background of a prior syntactic construction. Often it is the immediately preceding utterance which provides the structure on which the 'elliptical' follow-up is modeled, be it produced by the same or another speaker. However, speakers can also refer back to non-adjacent utterance parts, as in the following example:<sup>1</sup>

(1) (('Big Brother'/German Reality TV show))

- 01 Sbr: lebensmittel weg das is ne SÜNde.  
           *food away that is a sin*  
           throwing food away is a sin
- 02 → Jrg: also das mag=isch au nisch.  
           *well that don't I like either*  
           well I don't like that either
- 03 Sbr: nee-  
           no
- 04 Jrg: da werd=isch au fuchsteufelswild.  
           *there become I also fox-devil-wild*  
           it really drives me mad
- 05 | Adr: die uta au nich.  
           *the Uta also not*  
           neither does Uta

The syntactic structure of Jürgen's utterance in line 2 *das mag isch au nisch* provides the pattern on which Andrea builds her own utterance (line 5) *die uta* ('ellipsis': *mag das auch nich*).<sup>2</sup> What mechanisms exactly of 'ellipsis' in German syntax are responsible for the fact that it is possible to build one utterance on the pattern of another, and to hear them as being related, is not an issue here and has been described in detail by syntacticians (cf. for German, e.g., Klein 1993). But since Andrea's utterance is two turns away from Jürgen's original utterance, there is evidence that coparticipants keep in mind syntactic patterns at least for a short time.

Another syntactic format in which past syntactic events need to be kept in memory in order to process future ones are parentheticals in which the post-parenthetical continuation continues the pre-parenthetical beginning without retracting to it:

(2) ((job interview))

- 01 I: <<acc> es Is natürlich immer SO;> (1.0)  
           *it is of-course always like-that*  
           of course it's always like that
- 02 → .h als klEine regionalbank, (-)  
           *as small regional-bank*  
           for a small regional bank
- 03 auch w:enn denn ab und zu immer noch  
           *even though PRT now and then always once*  
           ma:l- (.) n=paar geGRÜNdet werden,  
           *(in a) while a couple founded are*  
           even though now and then one is founded
- 04 | hat man das schOn SCHWER;  
           *has one it PRT difficult*  
           it is rather difficult
- 05 im [europäischen WETTbewerb.  
           *in-the European competition*  
           among the European competitors
- 06 B: [h:m,

The interviewer in this job interview self-interrupts in line 2 after the noun phrase *als kleine Regionalbank*; after a parenthetically inserted concessive clause in line 3, he continues the interrupted clause with the finite verb due after the initial noun phrase (4). Again, both speaker and recipient need to build on the utterance in line 2 in order to process that in line 4, i.e. the former cannot be deleted immediately since the latter reuses it structurally. As in the case of 'ellipsis', the phenomenon provides evidence that language users keep formal aspects of utterances in memory for some time since they need them for the interpretation of future conversational events.

In this paper, I will deal with delayed self-repairs of which (2) is a special case in more detail. The question I want to ask is: when a speaker self-interrupts and thus produces a fragment of talk (i.e. an utterance that does not constitute a well-formed syntactic gestalt), under what conditions can recipients overwrite this fragment and when do they need to keep it in memory for further processing?

## 2. The phenomenon: Delayed self-repairs

In conversational German (but presumably in other languages as well), a recurrent pattern is this: an emerging syntactic pattern is broken off by the speaker; he or she then starts a new turn constructional unit (TCU) which introduces a different line of thought, subtopic, or argument; having finished this unit, the same speaker returns to the broken-off structure and recycles it syntactically and/or semantically.<sup>3</sup> In the course of this delayed repair, a complete (turn constructional) unit is produced. Ex-

tract (3) is an example in which the delayed repair of the fragment is easy to recognise on formal grounds:

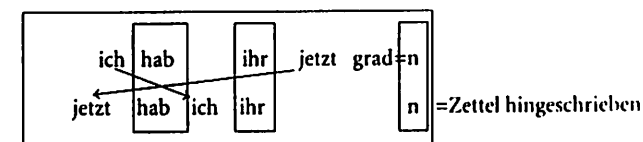
(3) ((father M and daughter F, telephone conversation, father is caller))

- 01 M: ja und (-) is MAMmi da?  
yes and is mommy there  
and (-) mommy is at home?
- 02 F: nein die is NICHT da;  
no she is not there  
no she isn't
- 03 M: bist du kurz nachHAuse gekommen?  
did you briefly home come  
so you came home for a short while?
- 04 F: ja (.)  
yes
- 05 ich hab ihr jetzt grad=n=  
I have her PRT just= a:CLIT  
I just left her a
- 06 =weil sie hatte gesagt ich soll mal  
because she had said I shall PRT  
hEinkommen oder,  
come-home TAG  
because she said I should come home, right?
- 07 {(hoffentlich) is sie jetzt nich DAgewesen.=  
(hopefully) has she now not there-been  
(I hope) she hasn't been here (already)}
- 08 M: [ja SEHR schön  
yes very nice
- 09 F: =jetzt hab ich ihr n= ZETtel  
now have I to-her a:CLIT =note  
hingeschrieben;  
written  
I left her a note now
- 10 M: ja is auch RICHTig  
yes is PRT correct  
yes that's good

The father (M) has called his teenage daughter (F) when she has just come home from celebrating carnival in the streets of a southwest German town but is going to leave again soon. After the father has mentioned the mother in line 1, and reformulated the daughter's previous statement (not shown in the extract) that she dropped in at home (line 3), the daughter starts a turn constructional unit in line 5 (*jetzt hab ich ihr grad=n*, 'I just left her (i.e., the mother) a...') which remains incomplete in many ways: syntactically, it lacks the obligatory non-finite form of the verb, in this case a participle which can be predicted on the basis of the auxiliary *hab(en)*, as well as, on a lower level of syntactic projection, the object noun due after the clitic indefinite article *n* (clitic form of

*ein 'a'*); prosodically, it is marked as incomplete by hovering intonation and the lack of a nuclear pitch movement, and semantically, it is hearably unfinished since we do not know what the daughter 'just did'. Note, however, that in all three domains – syntax, prosody and semantics – certain continuations can be projected:<sup>4</sup> syntactically, a noun is predictable, which in turn will be followed by a right brace non-finite verb form;<sup>5</sup> prosodically, a nuclear accent will follow, and semantically, '...left a note' is in the given context more or less predictable. Having thus abandoned a turn constructional unit at a point at which numerous projections are in play, the daughter starts a new unit which gives a *weil*-prefaced account ('because, she said I should come home'). It is not entirely clear whether this utterance gives an account of why the daughter 'did come home briefly' or of why 'she just left her (... a note)' at this point. (We will return to this issue in Section 4 below.) In overlap with the father's enthusiastic but somewhat paternalizing agreement in line 8 (*ja sehr schön*) the daughter expresses her concern that the mother might have been home before in line 7; in that case, her note would have come too late to prove that she has complied with the mother's request. Only after that does she return to the broken-off TCU in line 5 and recycles most parts of it in what now becomes a well-formed syntactic, prosodic and semantic unit in line 9 (*jetzt hab ich ihr n=Zettel hingeschrieben*). Self-repair is delayed by one turn-constructional unit which intervenes between the reparandum and the repair itself.

The fragment and the recycled/completed version can easily be linked to each other on formal grounds, since the speaker re-uses the lexical materials of the former in the latter (with the exception of the particle *grad*, all words are repeated). The only difference is that within the same syntactic pattern, two constituents change places: while the personal pronoun *ich* 'I' was sentence-initial (i.e. in the pre-verbal position) in the first version, the adverb *jetzt* 'now' takes its place in the second version, moving the pronoun into post-verbal position (see figure below).



We have therefore good structural grounds in order to identify the reparandum and the repair. But what is the semantic relationship between the two? As has been shown many times in conversation analysis (starting with Schegloff, Jefferson, & Sacks 1977), repair work does not necessarily imply correction of a mistake. In repair, some speaker retracts to a prior point in the utterance or sequence and 're-does' it. This also applies to the present case. Arguably, speaker F does not aim at correcting some faulty word or construction in this example; otherwise it would be hard to explain that she repeats the first part of the construction in an almost identical way. Rather, the format of a delayed self-repair in this cases relates to the linearisation problem in language: how to translate complex, hierarchically structured information into the linearity of speech.

'The daughter can be heard to break off her first report on what she did on the grounds that this report came too early, i.e. at a point in which her recipient would have needed some subsidiary information in order to understand what she is about to say. More concrete: telling the father that 'she left a note' for her mother is no relevant news unless he knows that she had promised the mother to come home in-between. So even when 'because she said I should come home' is understood as an account of why the daughter did come home, it is at the same time necessary to know about the mother's wish in order to understand why the daughter left her a note.

One could argue (and it has been argued, cf. Zimmermann 1965; Givón 1988) that in spontaneous speech speakers are caught in a permanent cognitive conflict between, on the one hand, the tendency to formulate first what to them appears to be the most important information (which in the present case would for the daughter be the fact that she has just left a message for the mother), and, on the other hand, the necessity to establish common ground on which this information can be processed (understood and appreciated) by the recipient (in this case, the information that the mother had asked the daughter to come home briefly). According to this view, the break-off and delayed repair would reflect some kind of dilemma about what is the most urgent business to attend to at that moment in the conversation. The shift from a speaker-oriented to a hearer-oriented perspective would leave a trace in the speaker's speech production – the repair phenomenon –, but essentially take place in the speaker's mind. For the recipient, the resulting break-off would be irrelevant at best, at worst it would render the utterance messy, thereby impeding understanding. As a consequence, it would seem to be a reasonable strategy for the recipient to delete such broken-off materials from cache memory immediately. And indeed, it is possible in the present case to arrive at a well-formed sequence after such a deletion:

- M: and (-) mommy is at home?  
 F: no she isn't  
 M: so you briefly came home?  
 F: yes (-)  
 because she said I should come home right?  
 (I hope) she hasn't been (already)  
 M: I yes very good  
 F: I left her a note  
 M: yes that was right

In this paper, I will propose a different view. It starts from the linearity problem in language as well, but it looks at it, not in terms of the speaker's cognitive processing, but in terms of speaker-hearer interaction in the on-line production of conversational speech. More precisely, I will argue that it can be useful for the recipient not to delete structural fragments from memory immediately but to monitor the speaker's production with some time-depth; and that for the speaker, delayed self-repairs can be a technique for structuring complex turns.

### 3. On-line syntax and syntactic break-offs

In spontaneous speech, fragments of TCUs occur quite frequently. Roughly following Jaspersen (2002) and Selting (2001), they can be classified (a) by the way in which the speaker continues after the broken-off/abandoned fragment, and (b) by the way in which the non-continuation of the emerging pattern is locally organised. Disregarding syntactically complete but otherwise incomplete utterances which are outside the scope of this paper, the first criterion gives a three-fold classification:

- the present speaker may repair the syntactic structure immediately after the break-off by retracting either to its beginning or to some suitable point in it;
- the present speaker may continue the broken off structure without retraction;
- or, if neither of these possibilities are chosen, the present speaker may quit the syntactic structure entirely.

The second criterion provides an additional two-fold classification between cut-offs, in which the non-continuation of an emergent structure is marked (in English as in German) by segmental phonetic means (particularly by glottalisation, Jaspersen's "closure cut-off", according to the GAT system transcribed by ' in the following), by prosodic means (non-complete phrasing plus prosodic reset) and/or by the use of certain particles/repair markers, and abandonments in which no such cues occur. Schematically:

|          | CUT-OFF | ABANDONMENT |
|----------|---------|-------------|
| QUIT     | ✓       | ✓           |
| RETRACT  | ✓       | ✓           |
| CONTINUE | ✓       |             |

Figure 1. A simple model for dealing with fragments in conversation

(Continuations offer no choice between abandonment and cut-off since only a hearable break-off justifies speaking of a fragment.)

The following examples illustrate some of these possibilities:

#### (i) quit/abandon

(4) ((bulimia therapy session; Swabian dialect))

- 01 A: s=isch aber SO:, (2.0)  
 it is however so  
 but it is like this  
 → 02 dass i des IT unbedingt so- (1.0)  
 that i that not necessarily so  
 that I always like  
 03 gefühl setz i man(ch)mo GLEICH mit eme  
 feelings do I sometimes equate with a

GRUND zum esse; (2.0)  
 reason for eating  
 I sometimes equate feelings with a reason for eating

The abandoned TCU is syntactically, prosodically and semantically incomplete, although hovering intonation is observed at the point of abandonment. Neither the proposition (or any other compatible with this TCU fragment) follows, nor is the syntactic construction taken up immediately or later in the conversation. The break-off itself is not marked locally by glottal constriction on the last segment.

(ii) cut-off/retraction

(5) ((Big Brother - reality TV show))

|                           |      |                     |
|---------------------------|------|---------------------|
| 01 Sbr: sladdi und thomas | warn | auf de:r'           |
| (name) and (name)         | were | on the              |
| Sladdi and Thomas         | were | on the:             |
| 02                        | warn | nominiert. ne,      |
|                           | were | nominated. PRT-NEG  |
|                           | were | nominated. you see? |

The break-off of the emerging syntactic pattern is marked by elongation and glottal constriction on *der*. The speaker then retracts to the left sentence brace constituent (the finite verb *war(e)n* 'were', marked by the box) and brings the TCU to completion, replacing *auf der...* by *nominiert*.

(iii) cut-off/continuation

(6) ((job interview))

|   |                   |
|---|-------------------|
| 01 I: <<acc>ich weiß jetzt                | zwar=im=moment    |
| I know right-now                          | PRT in-the moment |
| NICH ob sie'> (1.0)                       |                   |
| not whether you                           |                   |
| right now I don't know whether you (1.0)  |                   |
| 02 sich (.) in ROSTock, oder in schwerIN, |                   |
| yourself in Rostock or in Schwerin,       |                   |
| applied in Rostock, or in Schwerin,       |                   |
| 03 oder in HAMBurg beworben haben, (.)    |                   |
| or in Hamburg applied have                |                   |
| or in Hamburg                             |                   |

In this example, the speaker cuts off the syllable *sie* by glottal constriction, but continues to produce the projected TCU nonetheless, without retraction.

The model of Figure 1 can neither deal with delayed repairs as in extract (3), however, in which the options 'quit' and 'retract' are combined, nor with parenthetical insertions as in extract (2), in which the option 'abandon' is combined with 'continue'. In order to capture such cases, a temporal dimension has to be included. *Immediate* recycling of a broken-off structure (the option 'retract immediately') overwrites (deletes) the reparandum, such that the fragment can be disregarded for further on-line processing of the meaning of the emerging utterance by the recipient.<sup>6</sup> But this possibility of instant erasure is not available for cut-offs and abandonments which are not immediately followed by a repair of the fragment, but may be dealt with through *delayed* recycling (ex. (3)) or a *delayed* continuation (ex. (2)). The recipient has to keep these fragments in mind since they may foreshadow what the speaker is about to say at a later point. This is obvious for 'smooth' post-parenthetical continuations as in (2), but it also holds for recyclings as in (3). Here, the repetition of the materials preceding the insertion may help a 'forgetful' recipient to retract to the precise syntactic position in which the emerging syntactic construction begins; however, there is no way for the recipient to predict whether the speaker will choose the option of 'retraction' or that of 'continuation'. In addition, as will be argued below, the fragment plays an important role for indicating that a complex subject matter (often in an extended turn) is under production and is therefore highly functional in foreshadowing some non-next utterance.

From the point of view of the on-line processing then, a more adequate model is that of Figure 2 which summarises the recipient's options for recognising and dealing with repair.

#### 4. The directionality of delayed self-repairs

At this point, a basic distinction needs to be introduced. The format of delayed self-repairs can be retrospectively oriented; in this case, the materials inserted after the break-off and before the repair in some way or other elaborate or correct materials produced *before* the fragment. Or it can be prospectively oriented; in this case, the materials inserted after the break-off lay the ground for, contextualise, frame etc. what is going to come *after* the repair.

The retrospective type is exemplified by the following extracts:

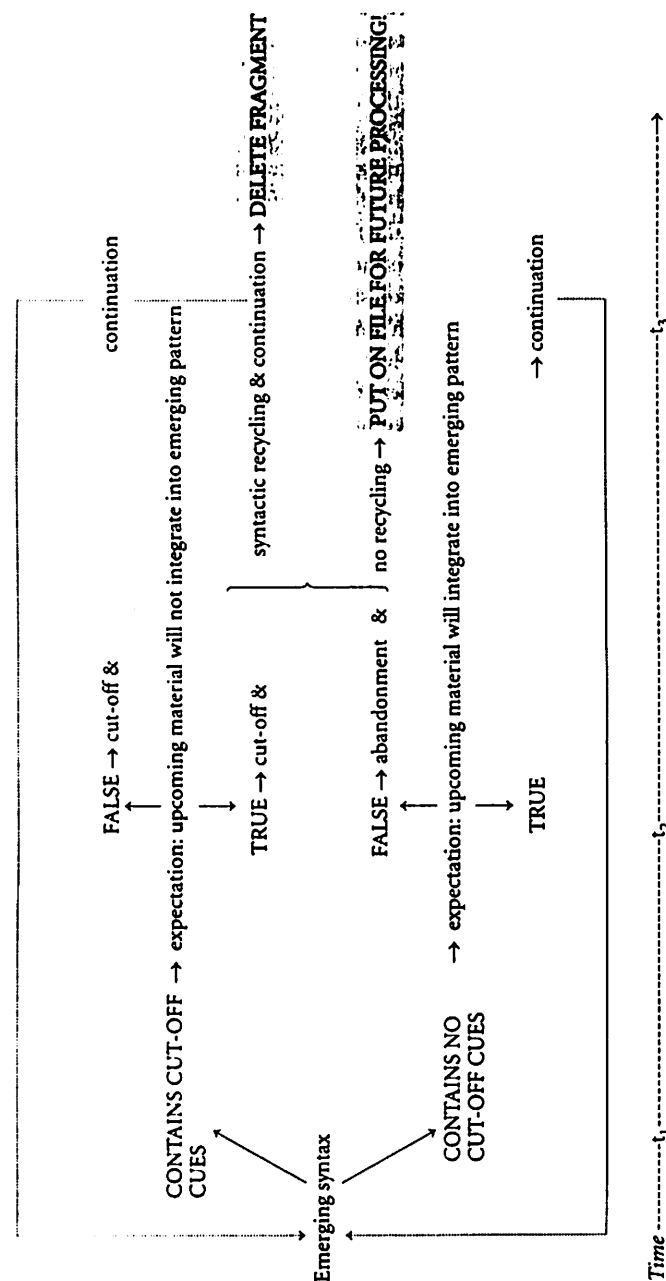



Figure 2. A revised model for dealing with fragments in conversation

## (7) ((bulimia therapy group session))

- 01 M: weil .h ich ess auch MEISTens SO viel  
because I eat PRT mostly so much  
02 bis=es mir richtig WEHtut. (0.5)  
until it to-me really hurts  
until it really hurts  
→ 03 ich kann da SELten  
I can there rarely  
I can rarely  
04 Oder bis des ganze zEUG das ich  
or until that whole stuff which I  
mir gekAUft hab WEG is.  
for-me bought have away is  
or until the whole stuff which I bought is gone  
→ 05 .h und ich kann da SELten vorher  
and I can there rarely before  
AUFhörn.=  
stop  
and I can rarely stop before that

## (8) ((Job interview; interviewer I talks about the fusion of his own bank with another one which in his opinion was a friendly take-over in order to avoid an unfriendly one; the old state of affairs was not as positive as it may have looked like, since:))

- 01 I: <<f>das birgt immer die  
this includes always the  
geFAHR?> (-) .hh e:hm (.)  
danger?  
this ((i.e., being independent)) always includes the risk uhm  
02 <<rall> dass IRgendwann mal-> (-)  
that at-somewhen time  
that at some point  
03 größere pakete AUFgekauft  
larger packages ((of shares)) bought-up  
werden, (.)  
get  
somebody will buy larger packages ((of shares))  
04 [und ZACK? (.)  
and bang  
05 B: [h:m,  
06 I: schon sind wir <<rall> in  
already are we in  
irgendeiner;>(-) v versicherungshand?  
some in insurance's hand  
we are in some in insurance's hand

- 07 (.)oder in irgendeiner (.) .h AUSländischen  
 or in some foreign  
 bank, (.)  
 bank('s)  
 or in some foreign bank('s)
- 08 <<f> HAND?> (.)  
 hand
- 09 oder wieauchIMmer, (.)  
 or whatever
- 10 DAS is (.) .h  
 this is
- 11 <<acc,mp> oder auslandsBANKhand,> (.)  
 or foreign bank's hand
- 12 DAS=is=eh (.) geFÄHRlich.  
 this is uhm dangerous
- 

As the double arrows on the right side indicate, we are actually dealing with two delayed repair processes here which are intertwined. Only the second reparandum shows a breakoff/abandonment. The first repair has as its reparandum the TCUs *bis es mir richtig weh tut* 'until it really hurts' in extract (6), line 2, and *in irgendeiner ausländischen Bank Hand* 'or in some foreign bank's hand' in extract (7), lines 7–8. Repair is semantically motivated in the first example (the reparandum is refined by the addition of a second possibility: *oder bis des ganze zeug das ich mir gekauft hab weg* is 'or until the whole stuff which I bought is gone'). It is due to a syntactic problem in the genitive construction<sup>7</sup> in *irgendeiner ausländischen bank hand* 'in some foreign bank hand' in the second example (which is corrected into the compound *auslandsbankhand*). Both repairs are delayed until well into the next TCU (*ich kann da selten \ vorher aufhören* 'I can rarely \ stop before that', lines 3–5, and *das is \ gefährlich* 'this is \ dangerous', lines 10–12). This second TCU is interrupted in order to produce the delayed repair of the first TCU at a point where its misplacement is hearable. After the repair of the first reparandum, the speaker returns to the broken-off second TCU and brings it to completion as well.

More interesting, perhaps, are forward oriented (prospective) delayed repairs as in extract (3), to which we now turn.

##### 5. Types and functions of prospectively oriented delayed self-repairs

In Section 2 I have argued that delayed self-repairs are a strategy to handle the linearity problem in language: how to translate complex information into the linearity of speaking. This tentatively formulated functional description of delayed repairs now needs further discussion.

Consider the following extract from a bulimia group therapy session:

- (9) ((M talks about her feelings of guilt when she eats 'heavy' food; TW = therapist))
- 01 TW: DAS müsstn sie AUSHaltn könn;=hm?  
 that should you stand can:INF TAG  
 that you should be able to stand, huh?
- 02 dass andre DENkn, (-)  
 that others think
- 03 M: j[a]  
 yes
- 04 TW: [si]e sind gierig.  
 you are greedy
- 05 M: .h vor allem weil ICH' (0.5)  
 above all since I
- 06 also (1.0) ich denk ja geNAUso über  
 well I think PRT the-same-way about  
 andere; (0.5)  
 others
- well (1.0) after all I think the same way about others
- 07 aso ich hab ma mit einer  
 you see I have once with one(FEM)  
 zuSAMmgewohnt,=  
 together-lived  
 well I once lived together with a woman
- 08 und .h die hab ich EH nich so leidn  
 and her have I PRT not so-well stand  
 könn un sie mich AUCH nich,  
 can:INF and she me either not  
 and I couldn't really stand her and neither could she me
- 09 und dann hab ich IMmer so .h (0.5)  
 and then have I always like  
 and then I always like
- 10 und (-) DIE: is schon wesentlich DICke als  
 and she is PRT really bigger than  
 ich;=  
 I  
 and she really is a lot bigger than I am
- 11 und dann hab ich ECHT immer gedacht (0.5)  
 and then have I really always thought  
 and believe me I always thought
- 12 ich hab so alles des (-) AUF se  
 I have like everything that on her  
 projiziert  
 projected  
 I projected like all that on her
- 13 und wenn se viel geGESSn hat,  
 and when she a-lot eaten had,  
 and when she was eating a lot

- 14 =die hat sich .h SAHne n ganzn becher SAHne  
*she put herself cream a whole cup-of cream*  
 mit Apfelschnittchen drin gegessen  
*with slices-of-apple in-it eaten*  
*she put cream a whole cup of cream she ate with slices of apple*  
*in it*
- 15 =und das war für mich ECHT der ABScheu.  
*and that was to me really the disgust*  
*and to me this was really disgusting*
- 16 <<fast>n hab ich gedacht>  
*then have I thought*  
*then I thought*
- 17 .h des is ja wohl (1.0) des is  
*this is PRT PRT (1.0) that is*  
 FURCHTbar; (1.0)  
*appalling*  
*isn't that that is really appalling*
- 18 wie KAMmer denn sowas ESSn un auch  
*how can-one Q-PRT such-a-thing eat and PRT*  
 noch mit gUtm geWISsn.  
*even with a-good conscience*  
*how can you eat anything like that and without even feeling*  
*guilty*

In this example, the speaker is about to make a point which is relevant in the framework of the therapeutic session – in the present case, the major point of her contribution is already stated in the very beginning of her turn in line 6 ('after all I think the same way about others'). This turns out to be the preface for a story which M starts in line 7 ('I once lived together with a woman...'). She now faces the problem of having to show that the story is relevant to her point, and thus to the therapeutic session in general, while, at the same time, producing a convincing and (perhaps) entertaining narrative which needs some kind of elaboration. How can she do both things at the same time despite the fact that language requires a linearisation of information? The answer is: by doing one thing while the other is hearably 'under work'. In the extract, the link between the preface and the story is established by the fragment *und dann hab ich immer so...* 'and then I always did like...' (first arrow, line 9), foreshadowing the punchline of the story. Although it is not possible at this stage to guess precisely what M is about to say, the syntactic format in which this turn component is started projects some kind of formulation of a mental or real-world action by the teller: the first person pronoun *ich* combines with the auxiliary *haben* 'to have' which is used to form the perfect tense of transitive verbs that mostly require an agent. This unit is broken off in favour of more details about the antagonist and her obesity (line 10). After that, the fragment is recycled for the first time: it is now made to include an infinite verb form of the verbum sentiendi *und dann hab ich echt immer gedacht* 'and believe me I always thought', line 11. But this is not a syntactically complete unit yet; rather,

a complement phrase (expressing M's thoughts) is projected. Once more, the speaker interrupts herself now in order to first provide the therapeutically relevant term (*projiziert* 'projected') and then narrative details about the way in which the antagonist consumed cream and the teller's emotional response to it (lines 14–15). Only then, and after the initial fragment has been recycled another time (*hab ich gedacht*), does the speaker describe her thoughts (and feelings) about the antagonist and complete the syntactic construction, establishing in this way the link to her story preface in line 6, i.e. her own feelings of guilt when eating 'heavy food' being identical to what she thinks about others.

It is clear that in a case such as this, the materials inserted between the fragment and its recycled version do not elaborate or correct some utterance preceding the fragment, i.e. they are not retrospectively oriented. Instead, they prepare (frame) the central point of M's turn in the therapeutic context (lines 16–18), i.e. they are prospectively oriented.

This example also gives us a better idea about the functions of delayed self-repairs. By using the format, the speaker is able to prove to her recipients that she is approaching her main point. At the same time, she is able to prepare this point by numerous details which authenticise the story and justify her behaviour. The recipient needs to keep both the semantic and syntactic projection of the fragment and the materials inserted between the break-off and the recycling in mind: taken together, they put him/her on the right track in the interpretation of what the speaker is about to say. In somewhat more general terms, I want to suggest that by the format of a (prospectively oriented) delayed recycling, a speaker can achieve a particular kind of coherence in a larger turn in which a complex matter is to be formulated. This coherence is hierarchically structured. The fragment is semantically superordinated to the utterances inserted after the break-off. Since the hierarchically superior information is projected to come, the recipient knows more or less precisely what she or he must wait for and attend to.

Here is another example from the bulimia group therapy session:

- (10) ((In the following sequence, P mentions as an example M's problems of seeing the therapist 'as a man' rather than a therapist in order to prove her statement made before the extract begins that each participant's problems are different.))

- 01 P: vielleicht ganz konkret,  
*perhaps quite concretely*  
 to be quite specific perhaps
- 02 .h der Herr (NAME) als Mann,  
*the mister (NAME) as (a) man*  
 Mister X ((the therapist's name)) as a man
- 03 ich hab ihn irgendwie NIE a' (0.5) als  
*I have him somehow never a as*  
 MANN (-) als PROBLEM empfunden  
*(a) man as (a) problem perceived*



- oder .hh (-) so; (0.5)  
 or so  
 as a man I never ((saw)) him as a problem  
 04 die Trennung MANN MENSCH, .hh (-)  
 the division man human-being  
 the division between the man and the person  
 → 05 irgendwie des hab ich (-) VORher (-)  
 somehow that have I before  
 somehow I had this earlier  
 06 des=s=so= n problEm;  
 this is a kind of a problem  
 this is one of those problems  
 07 des hab ich Auch WIEdererkannt bei mir.  
 that have I also recognised with me  
 which I recognised in me as well  
 → 08 .h das hab ich aber VORher  
 that have I however before  
 schon (-) .h ver  
 already over  
 but that I somehow over-  
 → 09 GLAUB hab ich (0.5)  
 believe-I have I  
 I think I  
 10 oder so BILD ich mirs ein,  
 or so imagine I to-me-it VERB-PREFIX  
 or I imagine it to be like that  
 → 11 (-) n stückweit (-) WETTgemacht;  
 a degree-to compensated  
 compensated for it to a certain degree

Once more, a fragmentary TCU (line 5: *des hab ich vorher...*) projects a syntactic (a participle) as well as a semantic continuation (in the present context, where the speaker wants to argue that M's problems of separating the man from the therapist are an issue she herself was never particularly suffering from, one might for instance expect a continuation like 'I had already ... dealt with that before'). This utterance remains fragmentary (first arrow, line 5). The speaker now inserts some materials which provide a relevant background for the statement-in-progress, i.e. that the problem itself was not unknown to her. After that, the utterance fragment is hearably recycled in line 8 (a repetition of the first fragment to which the verb prefix *ver-* is added; a fitting verb would be *ver-arbeiten* 'overcome', 'digest') but broken off again (second arrow). A repair follows almost immediately (after *glaub*) in which this prefix and thereby the projected verb is overwritten and the fragment recycled from the position after the pronominal noun phrase *das* onwards. After a parenthetical (see below, Section 7) utterance with modalising function in line 10, the fragment of 8 is finally brought to completion in line 11, using a different verb than the one projected by the prefix *ver-*, namely *wettmachen*:

das *hab ich* aber vorher schon ver'  
*glaub hab ich* n stückweit wettgemacht

The TCU 'I ... compensated for it to a certain degree' contains the main contribution to the ongoing verbal struggle between P and M. The argument is that M's problem, the attraction she feels towards the therapist as a man, is not P's problem any longer, and that therefore it needs not concern her. Between the first fragment and the repairing completion (*das hab ich vorher schon n Stück weit wettgemacht*), P inserts a topically subordinated but nonetheless important information which lends credibility to her statement (lines 6–7). Again, the speaker hearably undertakes to make a point which contributes to the ongoing interaction, while, almost at the same time, inserting subsidiary materials. In this sense, example (9) resembles the previous example (8) in functional terms.

But (9) is also well-suited to make an additional point. In written German the complex concessive information structure which is conveyed in this turn in lines 5–11 through the delayed repair format could have been rendered differently, i.e. by a hypotactic *obwohl*-construction such as

*obwohl ich dieses Problem bei mir auch wiedererkannt habe, hatte ich das vermutlich vorher schon ein Stück weit wettgemacht.*  
 'although I know this problem myself, I presume that I had come to grips with it before to a certain degree.'

This concessive construction expresses the same kind of hierarchical structure as does P through the format of the delayed repair, but by means of grammatical hypotaxis. In both versions (written and spoken), a subsidiary information ('the problem is known to P') is introduced which highlights the relevance of the main point ('P has come to grips with the problem'). However, the delayed repair pattern establishes this hierarchical relationship in a much looser way.<sup>8</sup> The speaker does not encode explicitly one particular semantic relationship (concessivity), and she can do without the embeddings formally marked by hypotaxis as they would be unavoidable in written language. The delayed repair format therefore is a non-grammaticalised way of doing hierarchically structured linearisation in spoken language. Considering that linearisation is the essence of syntax, we may speak of a non-grammaticalised syn-taxi typical of oral communication.

So far I have discussed examples in which the broken-off TCU was eventually followed by some kind of syntactic repair in which the structure of the fragment was re-used. This is not always the case. The relationship between the fragment and its delayed repair may be of a purely semantic kind, i.e. the fragment may project both syntactically and semantically, but the speaker may pick up and tie back to the semantic projection in his or her delayed repair only. Consider the following example:

- (11) ((Another quarrel between P and M; before the extract starts, P has attacked M by reproaching her of not accepting the group's arguments. P defends herself:))

- 01 P: also ich=es=is=ja NICH so dass ich des  
well I=it= is=PRT not so that I that  
einfach .h NICH Annahme und WEGschiebe;  
simply not accept and push-away  
well I after all it is not the case that I reject that ((what the others  
say)) and push it away
- 02 aber ich MUSS des doch (1.5)  
but I must that PRT  
but after all I have to
- 03 JA:, ich muss des doch auch verDAUN  
well, I must that PRT also digest  
könn;  
can  
well I have to be able to digest it
- 04 M: JA; =aber ich hab immer n Eindruck  
yes; =but I have always an impression  
dass du des NICH  
that you that not  
sure but my impression always is that you don't
- 05 .h also (-)  
well
- 06 auf ALles was mer SAGT kommt  
to everything what one says comes  
irgendwie ne prompte erWiderung von dir.  
somehow a prompt reply from you  
you have a reply ready for everything that is said
- 07 nd DANN (.) DANN denk ich ja öh (-)  
nd then then think I yes uhm  
and then then I think well
- 08 eigentlich m lässt du GAR nix auf  
actually let you quite nothing on  
dich einwirken.  
you act  
actually you don't let anything act on you

After M has reproached P of not accepting any critique of her, P counters 'I have to be able to digest it'. Now M starts a turn which hearably uses an opposition format (yes – but), i.e. it projects disagreement (first arrow, line 4). However, the utterance is broken off before the finite verb has been produced. After the break-off, M inserts evidence for her previous reproach that P does not let the group criticise her: she always has an answer ready (line 6). Then the repair of the fragment follows, but the fragment's syntactic format is not taken up and recycled: 'actually you don't let anything act on you' is only semantically a paraphrase of the projected negation of 4 ('you don't \ digest

it'), and can therefore be heard as another version of the fragment produced earlier, but its syntactic form bears no relationship to it.

## 6. A projection that fails

So far, I have tried to show that fragments of TCUs have the potential of solving the conflict between hierarchical complexity of information and the linearisation requirement of spoken language. The conversational format of delayed repairs can now be summarised as follows:

### the delayed repair format

- 1st component: fragmentary TCU → projects more to come  
= semantically superordinate structure
- 2nd component: non-projected syntactic/semantic unit  
= semantically subordinate structure
- 3rd component: repair/completion of fragment  
= semantically superordinate structure in toto

The conditions under which this kind of processing is possible are:

- 1st condition: the fragment is not immediately followed by a repair (which overwrites the fragment)
- 2nd condition: the fragment is (in its context of occurrence) capable of projecting some continuation.

Evidence for the projective force of fragments can be taken from those cases in which the 3rd component of the format is absent. In the following case, the fragment foregrounds a statement of intention or perhaps a suggestion. However, the speaker cannot actually produce this projected activity because the recipient's intervening activities remove the basis for it. The non-delivery of the projected continuation requires an account:

- (12) ((Telephone conversation between two lovers in the late afternoon. M has to meet some business partners after the phone call.))

- 01 F: .hhh und wann musst du DORT sein? (-)  
and when must you there be  
and when do you have to be there?
- 02 M: oh in=na halbn STUNde <<creaky> ETwa;>  
oh in a half hour roughly  
oh in half an hour roughly
- 03 F: halbe STUNde;=  
half hour  
half an hour
- 04 M: =<<pp>hm,>

- 05 i wart da noch auf den (.) ANruf,  
I wait there still for the call  
I have to await their phone call
- 06 und dann fahr ich LOS.  
and then drive I off  
and then I'll drive off
- 07 F: <<breathy voice> ahn,>  
uhm
- 08 (0.5) .hhh also um:: (-) m:  
so a:t  
so at
- 09 <<f> wann kannst du dich dann  
when can you:NOM you:AKK then  
wieder auf MICH kontentriern?>  
again on me concentrate?>  
so when will you be able to contentrate on me again?
- 10 M: (-)m:: <<high pitch> so um ZEH:N;>  
around at ten  
mm at around ten
- 11 (-) [HOFF=ich  
hope I  
I hope
- 12 F: [hm um ZEHN;=  
uhm at ten  
uhm at ten
- 13 M: =ja.  
yes
- 14 F: .th also pass=auf;=  
so pay-attention  
now listen
- 15 ich möchte so bis um: (-) eh bis (.)  
I want around until at uhm until  
I want to until at around eh until ten
- 16 gehst Du dann GLEICH ins bett?  
go you then immediately to-the bed  
will you go to bed immediately then?
- 17 M: ich HOFFe;  
I hope  
I hope so
- 18 F: du HOFFST;=  
you hope  
you hope so
- 19 M: =<<p>ja.> (-)  
yes

- 20 F: na dann kann ich nicht mal n WHISKi  
well then can I not even a whiskey  
trinken mit dir heute;  
drink with you today  
well then I won't even be able to drink a whiskey with you today
- 21 M: DOCH:  
yes  
yes you will
- 22 F: ja?  
yes  
I will?
- 23 M: mhm, merk ich(s) TROTZdem;  
mhm realise I (it:CLIT) nevertheless  
mhm, I'll notice nonetheless
- 25 F: ja?=  
yes
- 26 M: =mhm,
- 27 F: <<p>also; (-)  
so  
well then (-)
- 28 .hhh dann denk ich so um ZEHN,  
then think I around at ten  
I'll think around ten
- 29 (-) gAnz fest an DICH;  
really strongly of you  
of you very much

This extract is taken from the closing phase of the telephone conversation between M and F. In closing sections, arrangements for future meetings are regularly on the agenda. Time therefore is an important matter. In this context (and after a previous question regarding time in lines 1–3) F's fragment *also um...* ('well at...', line 8, first arrow) clearly projects a temporal expression, since the preposition *um* is typically used to formulate time. Instead of producing this temporal phrase fully, F self-interrupts and asks a question ('when will you be able to concentrate on me again?', line 9) which is subsequently answered by M (line 10) and the answer is modified by a stance phrase (line 11, *HOFF=ich* 'I hope'). On the basis of this information, F now recycles the fragment *also um...* and includes it into a more complex turn which she introduces by the pre-to-pre formula *pass auf* ('now listen', lines 14, 15). The following utterance (line 15, second arrow) starts as a delayed repair in line 8: the temporal phrase *so um X Uhr* ('at around X o'clock') is now integrated into a declarative sentence indicating F's wish or intention (*ich möchte so um...* 'at around ... I want to...'). But once more the TCU remains unfinished: the semantically central part arguably is what F intends to do (*möchte...*) at what time (*so um...*), and both are left unspecified. In the projection space created by this second broken off TCU, F once more asks a preliminary question: is M going to go to bed after he has come back from the meeting with his business partners (line 16)? M answers positively through another stance phrase (*hoff*

*ich* 'I hope', line 17) which is echoed by F (line 18) and reaffirmed by M (line 19). The following comment by F 'well then I can't even drink a whiskey with you today' (line 20) marks the cancellation of a proposal or suggestion which F has been projecting for quite a while (since line 8): the suggestion which F has been trying to prepare by various preliminary activities turns out to have been *ich möchte so um 10 mit Dir 'nen Whiskey trinken* 'at around 10 I want to have a whiskey with you'. (The couple has a ritual of having a drink individually at the same time of the day when they are separated, thinking of each other.) It can no longer be produced since M won't have the time for it. M's answers to her preliminary questions have made it impossible for her to continue with a full version of the broken-off TCU. Therefore, the fragments cannot be taken up and no delayed repair follows. Nonetheless, we (and M) learn through F's account in line 20 that such a projection was hearably in play.<sup>10</sup>

## 7. Delayed self-repairs and parenthesis

Quite a few instances of break-offs followed by delayed self-repairs span a small stretch of speech only. The delay is minor, i.e., the subordinated utterance short:

- (13) (reality TV show)

((Andrea has just been at the hairdresser's. Sabrina talks to Andrea while combing her hair.))

01 Sbr: das is so schön hier hinten,  
*this is so beautiful here in-the-back*  
 it is so nice in the back here

02 .h <<gently> hier-  
 here

03 ((giggles))>

04 ((cheeping noise))

05 .h nee.  
 no

06 du hast echt nen schönen hinterkopf;  
*you have really a beautiful back-of-head*  
 you really have a beautiful back of head

07 hat=er rischtisch schön so';  
*has he really beautifully like*  
 he ((the hairdresser)) has really beautifully

08 .hhh musste ma gucken mal im  
*have-you PRT to-look PRT in-the*  
 spiegel.  
*mirror*  
 have a look in the mirror

```
→ 09      hat er rischtisch so schön  
           has he really like beautifully  
           HOCHgestuft.  
           layered  
           he really beautifully layered it
```

Sabrina's insertion (line 8) between the fragment (7) and the delayed repair (9) suggests to Andrea to look into the mirror in order to support her (Sabrina's) evaluation that the hair-dresser did his job really well. The insertion is clearly subordinated (and supportive) to the main point.

Insertions of this kind are frequently treated in the syntactic literature under the heading of parenthesis or parentheticals.<sup>11</sup> It may therefore be asked how the delayed repair format relates to this notion. There is some evidence<sup>12</sup> that parenthesis is a concept that belongs to written language (cf. the metonymic use of the term for punctuation in English). In written language, parenthesis is marked by '( xx )' or '- xx -', and in its prototypical grammatical form characterised by the insertion of material into an unrelated syntactic frame which does not require the inserted materials. As a consequence deletion of the parenthetical materials will leave the structure of the surrounding sentence well-formed.

Prototypical parentheses can also be observed in spoken language (where prosodic phrasing takes over the role of punctuation marks). Extract (2) above is an example, which is repeated here for convenience:

- (2) ((job interview))

01 I: <<acc> es Is natürlich immer SO;> (1.0)  
it is of-course always like-that  
of course it's always like that

02 .h als klEine regionALbank, (-)  
as small regional-bank  
for a small regional bank

03 auch w:enn denn ab und zU immer  
even though PRT now and then always  
noch ma:l- (.) n=paar geGRÜNdet werden,  
once (in a) while a couple founded are  
even though now and then one is founded

04 hat man das schOn SCHWER;  
has one it PRT difficult  
it is rather difficult

05 im [europäischen WETTbewerb.  
in-the European competition  
among the European competitors

06 B: [h:m,

This structure bears an obvious resemblance to the delayed repair format: a 'fragment' (first arrow) is followed by a semantically and pragmatically subordinated TCU and

taken up in the following segment (second arrow). However, there are also important differences.

- i. First of all, there is of course no repair involved; the pre-parenthetical utterance is abandoned and continued post-parenthetically.
- ii. This means that the post-parenthetical segment resumes and continues the fragment without backtracking, i.e. no materials contained in the fragment are repeated and recycled. From a cognitive point of view, this makes it more difficult to identify the predecessor to which the continuation needs to be tied in order to result in a well-formed frame. While this is unproblematic for written language, research on parenthetical insertions in spoken language has shown that the longer the parenthesis, the more likely is a non-smooth continuation (recycling, backtracking; cf. Schönherr 1993; Stoltenburg 2002).
- iii. The syntactic position in which the first utterance is broken off in the delayed repair format is usually close to the end of the clause (often before the right bracket, and always at a point where the nuclear pitch movement of the intonational phrase is imminent). It may occur within a phrase (as in (12), where the break-off is after *so*, an adverbial modifying the following participle *hochgestuft*). In contrast, parentheses usually occur early in the clause, often between the front-field and the left sentence brace (the finite verb *hat* in extract (13)). As shown by Stoltenburg (2002), there is a systematic correlation between smooth continuation vs recycling after the inserted materials on the one hand, and the syntactic position of the break-off on the other. This suggests that there are canonical syntactic environments for prototypical parentheses (parenthesis niches). In German, they exclude break-off within a phrase, and highly favour (if not require) placement before or immediately after the left sentence brace. The break-off in (12) occurs outside a parenthesis niche.

## 8. Conclusion

In order to come to an understanding of how grammar and interaction are linked in conversation, the temporal unfolding of language in time needs to be taken seriously. This requires a new way of looking at linguistic structure which I have called on-line analysis elsewhere (Auer 2000): a kind of analysis that emphasises the projection, emergence and termination of syntactic patterns in real time. Projection is intimately linked to hierarchy, for what makes a given stretch of talk (structurally or content-wise) predictable is, in all domains of linguistic structure, some kind of superordinate, not-yet-complete pattern the production of which is 'under way'. In order to recognise projections, we rely on the hierarchical organisation of language. On-line analysis as a consequence cannot be based on a 'flat' conception of language (such as the naive idea of language as a step-wise concatenation of elements into strings through strictly local transitions, e.g. from one word to the following). Rather, we need a rich

hierarchy of dominance relationships (syntactic, semantic and prosodic) in order to account for projections. These hierarchical relationships reach out beyond the scope of the sentence, proposition, or intonational phrase.

In this paper, I have applied the on-line approach to a particular format, that of delayed repairs. There are various ways in which linguists have been dealing with the phenomenon of syntactic repair in conversation. The best-known of them is also the most questionable one: it assumes that repair work makes natural language unsuited for acquisition since it makes it impossible for children to extract the necessary information about wellformed structures of their mother tongue from their caregivers' verbal input (see, e.g., Pinker 1994). In this approach, repair work is looked upon as the debris of language (production). An empirically more interesting approach holds against this position that the way in which repair phenomena are handled in natural conversation is highly structured and can be described in syntactic terms. This implies that doing repair in syntax requires syntactic knowledge, presumably of the same kind as in syntax elsewhere. Monitoring repair can therefore be quite useful for the language learner; in fact, some central features of the syntactic structure of a language can be extracted from the syntax of repair (cf. Levelt 1983; Uhmann 2001). One might add in support of this position that the prosodic make-up of repairs often makes it easy to disentangle the 'good' from the 'bad' structures and therefore guides the learner through the actual speech data, separating the 'debris' from the valuables.

I have sketched a third position which goes one step further and claims that repair in spoken syntax offers ways of putting complex and hierarchically structured information into sequentially/linearly ordered speech without using the hypotactical structures of written language. The format of delayed self-repair is a technique of dealing with the linearisation problem of language. It should not be looked upon as a remedial device correcting some deficiency in the way in which a speaker translates complex ideas into linear speech (which may or may not be the case), but rather as part of the solution to this problem.

In line with this interpretation, it can be noted that the delayed repair format often occurs in extended turns in which complex matters need to be talked about; and more often in speakers with some rhetorical skills than in linguistically unexperienced ones. (For instance, in job interviews it is more often used by the interviewers and by applicants for managerial posts (bank trainees) than in less verbose speakers for blue collar jobs; in therapeutic interviews it is more frequent than in reality TV – Big Brother – data.) Thus, the social and situational distribution of the uses of this repair format make clear that it is not typical of linguistically unskilled persons who do not know how to express themselves any better. In fact, the format is not 'deficient' in any way, but an efficient and non-imposing way of bringing across complex pieces of information with a high degree of hierarchical organisation.

## Notes

\* This paper has profited from comments by many colleagues of which the two editors of this volume – Auli Hakulinen and Margret Selting – deserve special mentioning for their extensive and careful feedback on the first version of the text. Karin Birkner and Geli Bauer pointed out some essential flaws in an earlier version which I have tried to eliminate. Needless to say that the now published version does not necessarily coincide with the point of view of any of the above-mentioned, and that responsibility for it remains entirely my own.

1. All transcriptions follow GAT (cf. Selting et al. 1998).
2. *Nisch* is a regional variant of *nich(t)* 'not', *au* a regional variant of *auch* 'also'.
3. Same-speaker self-repair in which the repair occurs in the same TCU as the reparandum has been extensively discussed in conversation analysis (cf. Schegloff 1987; Fox & Jasperson 1995; Fox, Hayashi, & Jasperson 1996 and many others). Equally, delayed other-repair (initiations) have received some attention (cf. Schegloff 1992, 1997). However, self-repair which is delayed by at least one TCU as in the format discussed here has not been discussed in the conversation analytic literature so far.
4. On projection in interactional linguistics see Auer (2005, with further references) as well as Ford, Fox and Thompson (1996).
5. For a short summary of the fundamental clause structure patterns of German see for instance Auer (1996: 62–63).
6. This is not to say that it may not have interactional meaning, particularly when produced in turn-competitive environments; cf. Goodwin (1979).
7. Left-branching embedded genitives such as ((*des Ministers*)<sub>NPgen</sub> *Leibwache*)<sub>NP</sub> are stylistically marked and subject to strong grammatical restrictions; indefinite feminine prepositioned genitives such as \*((*einer Bank*)<sub>NPgen</sub> *Hand*)<sub>NP</sub> are impossible presumably because of processing difficulties: the first NP cannot be parsed unequivocally as a genitive NP since it is also open to a dative reading. In the case at hand, the dative reading is even enforced by the preceding preposition *in* which requires a dative NP such that in on-line processing (*in* (*einer Bank*)<sub>NPdat</sub>)<sub>PP</sub> is much more likely than *in* (((*einer Bank*)<sub>NPgen</sub> *Hand*)<sub>NPdat</sub>)<sub>PP</sub> but leaves the second noun *Hand* unattached.
8. This is the reason why an equivalent hypotactic format is not always available, as, for instance, for example (1).
9. Spoonerism (*kontentriern* instead of *konzentriern*) in the original.
10. M's in his reply that 'he will notice nonetheless' (despite being in bed sleeping?) tries to argue somewhat clumsily against this conclusion, redressing the safe-threat inherent in this declination of F's proposal. However, the lack of hesitation with which this counterargument is produced may indicate that he was well anticipating the failure into which his answers to F's preliminaries will lead her.
11. Cf. Berrendonner (1993), Simon (2004), Schönherr (1993).
12. Cf. Stoltenburg (2002).

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## Pivot constructions in spoken German\*

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### 1. Anakoluta and pivots

By advocating a "Syntax-for-Conversation," Schegloff (1979) affirms the importance of repairs in oral communication. A pivot element may be seen as a special case of a preferred place for repairs: "If there is a convergence between the first element of a repair and some element of the ongoing turn-in-production, the shared element is often used as the place to initiate repair" (275). In the example that Schegloff quotes, this repair function is obvious, clearly marked by hesitation, repetition and pauses:

- (1) M is looking at a picture of V and his family [Schegloff's (17), 276]

M: I saw it but I never looked yihknow et did-eh-deh-deh-  
middle one looks // just like

Therefore, according to Schegloff, the phrase *the middle one* is a pivot element shared equally by the "ongoing turn-in-production" and by the repair sentence: "The phrase *middle one* is potentially syntactic with what precedes; it turns out to be the 'subject' of a new sentence" (Schegloff 1979: 276). Schegloff analyzes another example in a similar manner:

- (2) [Schegloff's (16), 276]

'hhh Whad about uh:: (0,8) Oh yih go f:::- you- How many  
days? you go **five** days a week. Ri//ght?

*You go* is interpreted here as a pivot element: on the one hand, it belongs to the question *how many days you go*, and on the other hand, to the answer *you go five days a week*. The end of the projected question serves simultaneously as the beginning of the answer it elicits.

These examples evoke several unanswered questions. Could it not be the case that in (2) we are merely dealing with the syntactically regular sequence of a question and a self-attempted answer? After the actual break after *what about*, the speaker begins a question, albeit with a few problems: *yih go [...]* *how many days?*, and he attempts a hypothetical reply to it: *you go five days a week, right?* In this case, we would

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### Volume 17

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