

Some Aspects of Self-Repair Initiation in Wichita Conversation

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Armik Mirzayan

CSIL, University of Colorado, Boulder, CO 80309

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0. Abstract

The main goal of this study is to explore some of the phonetic, morphological, and syntactic resources of same-turn self-repair initiation that are available to speakers of Wichita, a North Native American language from the Caddoan branch. The immediate goals of this study are descriptive, focusing on a form-based analysis that illuminates the possible means for self-repair initiation in the language, as well as giving insight into some of the phonetic and prosodic aspects that accompany self-repair initiation. In doing so the study also touches on a few morphological issues by considering the nodes within complex “words” where self-repairs are initiated. This detailed form-based analysis yields some interesting conclusions about same-turn self-repair initiation in a morphologically complex language.

1.1 Definitions

- **Repair:** Refers to a variety of ways of handling troubles that arise in the process of speaking, understanding, and communicating in an interactional setting (Schegloff, Jefferson, and Sacks, 1977).
- Turn Constructional Units, **TCUs**, in talk.
- **Same-Turn Self-Repair** is repair that is,
 1. initiated by the speaker in a given Turn Constructional Unit (TCU), and
 2. if not abandoned, it is completed by the same speaker.
- **Cutoff:** An interruption - oral, glottal, pulmonic or other ... - of the flow of air through the vocal tract by means of some articulatory gesture.

1.2 Assumptions

1. Conversational interaction is sequentially organized by turns-at-talk, and participants are oriented to this structure (Schegloff, Jefferson, Sacks; 1977).
2. Repairs are orderly and describable across different languages, but may be subject to language specific rules.

1.3 Language, Data, Methodology

1. **Language:** Wichita, Caddoan, N. America (Oklahoma, Anadarko)

2. Data:

Conversation between 3 participants, recorded in 1966 by David S. Rood.

3. Methodology:

Fieldwork, ELAN + Praat, CA Transcription style, Self-Repair, Functions (?).

2. Results

2.1 Forms of Same-Turn Self-Repair Initiation

| Means of Self-Repair Initiation | Number of Tokens |
|---------------------------------|------------------|
| cutoffs | 68 +/- ? |
| lexical perturbations | 36 +/- ? |
| lexical delay | 3 +/- 2 (!!) |
| syllable lengthening (Vs or Cs) | 15 +/- 3 |
| micropauses | 3 |

Table 1.1: Types and Tokens of Self-Repair Initiation

[1] Cutoff Initiation

(1)

360 Pickard a[nckwa:- anckwa:r Bertha
361 (I told Bertha ??)
362 Provost [(eh-) ((throat clearing))
363 (??)
364 1.1
365 Pickard khá-7i::
366 (
367 0.9
368 Pickard atikíra:k7áka:7as7ih a- ti7ih akikíya7- =
369 our grandmother told me this umm-
370 =kíkí:csir7o:k7iye7e
371 story
372 0.9
373 Pickard (hinn)
374 and
375 1.1
376 Pickard kha7akirá:skih tackwá:ris (??) =
377 seems like she's singing, I told her,
378 =kíri7icka:taso:k7a
379 you're not lying

[II] Lexical Perturbations

(2)

17 Pickard ka7asá:r7i:
 18 remember?
 19 1.2
 20 Pickard istá:hi7iskah i::kiks
 21 town, umm
 22 0.2
 23 Pickard wakhi:s7akha:r7a[()
 24 church
 25 Provost [mhmm
 26 aha
 27 1.4
 28 Pickard wé::h
 29 yea
 30 2.9

[III] Lexical Delay (Code-Switching)

(3)

536 Provost Carnegie naki:ckh:r7ih =
 537 at the Cargengie town,
 538 =kiyahakité7era:wiris7ah né:rika:h =
 539 when you go around the curve, over threr,
 540 =katáskira: tiriwa:c7i hinnih nahe:hárih
 541 by the field, the pasture, where it's big by the river
 542 0.3
 543 Provost wá:sita:h
 544 Washita [river]
 545 0.4
 546 Provost how do I pronounce (that) í:kí7ichátirih
 547 how do you say that, that's where they danced
 548 0.9

[IV] Syllable Lengthening (+ Pause)

(4)

262 Pickard chiyari:kss(s)(.=50ms) né:rikic7ih
 263 the little girl
 264 0.9
 265 Pickard khiyaskiyakí:riha:s
 266 poor thing was crying
 267 0.5

(5) Syllable Lengthening for a dramatic effect

185 Pickard hiyacka7a:ko:khárih á:kiri7íyari (.=40ms) =
 186 in a few minutes she looked,
187 =hí::raka:wakiyaki:his wíyasakssare:riki7ih
 188 he was going way off, the little boy
 189 1.12

(6) Syllable lengthening for delay (holding a turn, etc ...)

911 0.34
912 Pickard (ne7a to:kháti:ki::)
 913 (??)
 914 0.33
 915 Pickard hisse:7iskwa:rih he:tar7a:tih
 916 (??) turn around
 917 1.18
 918 Provost mhm
 919 mhm

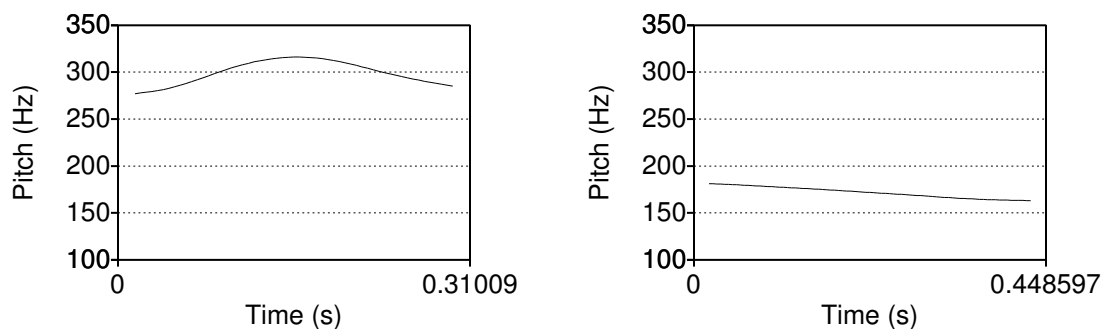


Figure 1.1: Pitch tracks for *emphatic lengthening* in [hí::] in (5) and *delay lengthening* [i::] in (6)

[V] MicroPauses (in +overlap context)

(7)

97 Provost ickirih isi:wakha:r[7i:ti (to:7i:cka:h)
 98 YOU tell about it
99 Pickard [wíyasaks (.) =
 100 a boy,
 101 =wíyasaks k7í:s e- k7í:s chakiyakiré:r7i(hin)
 102 a boy, a boy was the youngest one and

3. Some Phonetic Aspects of Cutoff Self-Repair Initiation

3.1 In what environments do these cutoffs occur? Are there restrictions?

| Vowels | | Consonants | | Code-Switched Environment | |
|--------|----|------------|---|---------------------------|---|
| V | f | C | f | (C or V) | f |
| a | 7 | c(=ts) | 1 | (f) | 2 |
| a: | 6 | k | 4 | (n) | 2 |
| a:: | 1 | 7 | ? | | |
| e | 3 | s | 7 | | |
| i | 13 | r | 2 | | |
| i: | 1 | h | 2 | | |
| i:: | 1 | | | | |
| o | 1 | | | | |

Table 1.2: Wichita Cutoff Environments with their respective Frequencies

3.2 Vocalic Environments

(i) Fading Vowel: Decrease in Intensity +/- Vowel Devoicing

(8)

| | | |
|------------|---------|--------------------------------|
| 115 | | 1.4 |
| 116 | Pickard | íka7a(ki)- í:ka7a[ko:7e:ki () |
| 117 | | ?? |
| 118 | Other | [((microphone noise)) |
| 119 | | 0.3 |

Interesting Observation: production evidence for /VwV/ ->[o:].

(ii) Vowel with Glottal Cutoff +/- sound perturbations and micropauses

(9)

| | | |
|------------|---------|---------------------------------|
| 173 | Other | [((noise)) |
| 174 | Pickard | [kiyaki- i- i- (kiyakiwísska:s) |
| 175 | | ?? |
| 176 | | 0.2 |
| 177 | Pickard | ta- (tó:7ícka:) |
| 178 | | he thought a little bit |
| 179 | | 1.1 |

There are many ambiguities in deciding whether a cutoff is a glottalized or if the glottal stop is organic to the word, illustrated below.

(10)

228 Pickard a:kikiri- a:kikhir7a:=
229 umm, he stood in it
230 =á:kike7e:ki [(a:-) a:kikhir7a:
231 he sat down in it (??) he stood in it
232 Pickard [a:- a:kik(hir7a:)
233 he stood in it
234 0.2

(iii) Anticipatory (or Opportunistic) Cutoffs

(11)

474 Provost ti7ih niya- ne:: (ka7)a:kihi7ncawi7ah ha:rí:h=
475 whoever it was that came here, that one
476 =(ka7kiro wakíro:kha:r7a) 7a:kíre:wakhára7ah
477 it was that brought this song

3.3 Consonantal Environments

(i) Stop Cutoff +/-Glottalization [+/- other pharyngeal perturbations]

(12)

89 Pickard karasí:wak- e- e- ()
90 you should tell-
91 0.2
92 Pickard karasí:wakha:r7í::c 7a- nac7ak7askih kiya =
93 you should tell about what I said (?)
94 =has7i:7akirikic7i7i7aci7i
95 there were two little sisters
96 1.2
97 Provost ickirih isí:wakha:r[7i:ti (to:7i:cka:h)
98 YOU tell about it

(Note: the ambiguity with respect to homo-organicity of the glottal cutoff also appears in these contexts.)

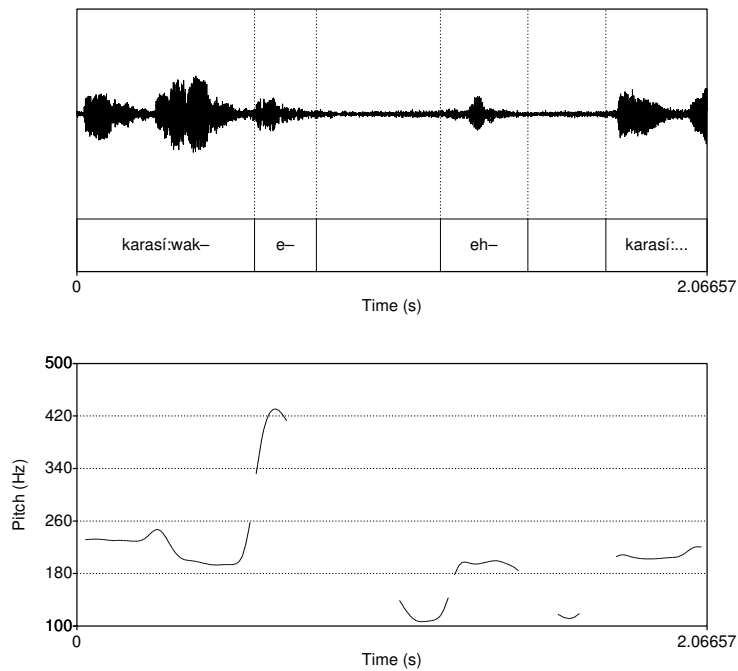


Figure 1.2: Cutoff at the velar stop [k] followed by some glottal (?) perturbations in (17). Note that frequency becomes irregular.

(ii) Fricative and Affricate Cutoffs: decaying +/- anticipatory coarticulation

(13)

- 474 Provost ti7ih niya- ne:: (ka7)a:kihi7ncawi7ah ha:ri:h=
 475 whoever it was that came here, that one
 476 =(ka7kiro wakíro:kha:r7a) 7a:kíre:wakhára7ah
 477 it was that brought this song
 478 2.4
 479 Provost wá:kwicinn ni:7írih wéah há[raka:h
 480 Sioux country, or maybe over there
 481 Grace [s- ss- =
 482 -
 483 =sá:ri7itika7a ([)
 484 the Arapaho ()
 485 Provost [sá:ri-[sá:ri7itika7a =
 486 the Arapahos,
 487 Pickard [sá:ri7itika7a
 488 Arapaho

4 Projection and Timing: How does an item get perceived as “cutoff”?

Precise timing seems to play a major role in what counts as a cutoff and what does not. The *temporal characteristics* of closures and releases and how events are aligned is very important. If an event is delayed to a point beyond which its occurrence is not projected, then it will be perceived as a cutoff.

(14)

| | | |
|-----|---------|--|
| 303 | | 1.3 |
| 304 | Pickard | niya:hkwiri |
| 305 | | there was a tree |
| 306 | | 0.4 |
| 307 | Pickard | [() naka7ariki:h wíyasakssare:rikic7ih kiya:ki7i- |
| 308 | | he was standing in there, the little boy it was |
| 309 | Provost | [() |
| 310 | | (??) |
| 311 | | 0.5 |
| 312 | Pickard | (i:7- um) |
| 313 | | umm |
| 314 | | 0.7 |
| 315 | Pickard | has ti7isakari:c7a |
| 316 | | let it be this way |

5 Morphology in Cutoff followed by Recycling

5.1 Locations of Cutoff In Words And Recycling: Is there a preference?

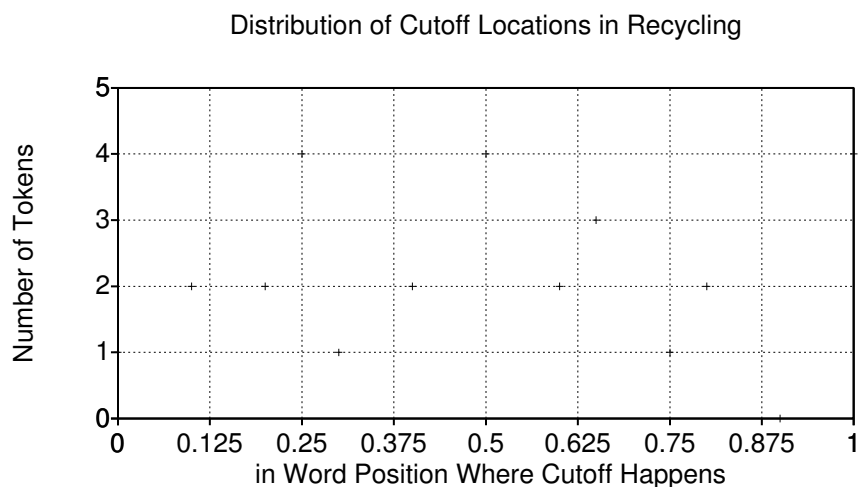


Figure 1.3: Where in the word does self-repair cutoff tend to happen? The result shows that most locations in the polysynthetic word are available for cutoff when the speaker recycles the item.

5.2 The Nature of Recycling

(15) Usually speakers stop, go back to beginning of the phonological (syntactic?) word, and recycle.

888 Pickard °a:ko:k7a Roland é:kinnakiro:kh(a)- é:kinnarékiro:khárik(h)°
889 Roland said “what kind of songs has she done?”
890 Other (())
891 Provost (ta7a)ckiro:ckha:r(7a)
892 ??
893 Pickard (ta7a)ckiro:kha:r7a
894 ??
895 0.34

(16) Can you stop in the middle of a complex word, pause, and then resume with no recycling?

215 0.5
216 Pickard 7isa:has 7a:k- 7isa:has 7a:ki:7a a::
217 that way, um .. it was that way, umm
218 0.4
219 Pickard kíya7a
220 ??
221 0.3
222 Pickard wíyasakssaré:r7ikic7ih a:7áki-
223 the little boy he climbed up -
224 0.2
225 Pickard -kita7a
226 - climbed up
227 0.2
228 Pickard a:kikiri- a:kikhir7a:=
229 umm, he stood in it
230 =á:kike7e:ki [(a:-) a:kikhir7a:
231 he sat down in it (??) he stood in it

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