

**REPAIR WORK:  
Attending to Talk Adequacy  
In One-to-One EFL Classroom Talk**

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## **ABSTRACT**

The findings of a detailed analysis of naturally-occurring, one-to-one 'English as a foreign language' classroom talk are presented in this thesis. Conversation analytic techniques were employed in order to elaborate the design of a chief business in which EFL participants routinely engage; attending to the adequacy of their talk. This enterprise involves the participants in focusing on the details of their mutually-created talk, and henceforth, on the target language.

Repair sequences built by the EFL participants are the main interest of the study. A range of devices utilised by EFL teachers and learners in order to deal with the problematic aspects of their talk are discussed. Their design is shown to be a consequence of the local and global agendas of the talk.

This thesis has highlighted the nature of the linguistic environment of the EFL classroom language learner. It has revealed the highly-organised and collaborative nature of repair work enterprises which are accomplished by EFL teachers and learners as they deal with issues related to the talk, target language and target language knowledge.

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## DECLARATION

The work in this thesis is that of the author. A part of the study has appeared in print in the following publication:

Iles, Z. L. 1995. Collaborative Repair in EFL Classroom talk. York Papers in Linguistics, 17:23-52.



## INTRODUCTION

The focus of this thesis is the design of conversational interaction between native speakers (NS) and non-native speakers (NNS) in the institutional setting of a one-to-one 'English as a foreign language' (EFL) lesson. The language learners encompassed in this study are adults learning an additional language to their native tongue in the tutored environment of the classroom. They are thus classed as foreign language learners. The term 'language teaching-learning' is employed in this thesis to refer to the co-production of language development which is the joint responsibility of both EFL teachers and learners. As Allwright observes, language lessons are:

co-produced events in which all participants are simultaneously involved in the management of interaction, and ipso facto, in the management of their learning. Following this line of thought we can look upon language lessons as sets of learning opportunities, some deliberate but many incidental, all created, through the necessary processes of classroom interaction.  
(Allwright 1984:5)

The language lesson is a context which is socially construed as being tailored to, and for, the formal instruction of a target language. EFL participants are differentially able to contribute to their particular interactional enterprise due to the asymmetries which result from their range of knowledge of the target language. The situation of the language lesson is unique in that the target 'subject' is what the learner is trying to develop and also the means through which this accomplished. The lessons included in the present study are conducted solely in the target language. This thesis aims to reveal how EFL learners and EFL teachers routinely construct their talk in order to come to terms with these states of affairs and achieve their interactional goals. It seeks to reveal how EFL participants build their talk with a view to working on issues concerning the target language. It also seeks determine how the participants, together, focus on aspects and construct displays of knowledge, of the target language through their talk. The analysis presented here reveals the highly organised nature of the talk.

The techniques of conversation analysis (CA) have been adopted in this study in order to identify and characterise patterns in the organisation and accomplishment of certain tasks which characterise one-to-one EFL classroom talk. These tasks are connected with the learner's developing linguistic abilities and are pursued and achieved over turns-at-talk by the participants. In choosing to embrace the techniques of CA, this study focuses on examining the structure of the co-created interactions in which EFL participants engage. This is with the view to providing an assessment of how, and to what extent, issues pertaining to the developing linguistic abilities of language learners are collaboratively 'worked on' by teachers and learners in their unfolding talk. 'Working-on-talk', (Tarplee 1993), refers to:

the ways in which talk may at times be directly addressed to the efficacy of its own construction. There are many ways in which participants in an interaction may be said to work on the talk they produce. Some features of adult-child talk, for instance, could be said to be bound up with working on the child's INTERACTIONAL skills, by explicitly attending to issues of turn-taking or intelligibility and repairing problems caused by breakdown in these areas.  
(Tarplee 1993:5)

The present study is concerned with the examination of some of the phenomena which are encompassed by the 'working-on-talk' mantle. Its attention is focused on the ways in which issues associated with the linguistic adequacy of the talk in particular, are dealt with, negotiated and resolved by EFL participants. Linguistic adequacy and working on linguistic adequacy are chief concerns in the business of one-to-one EFL classroom talk.

An account is built of some of the socially organised practices of the L2 classroom in which the identities of the participants as 'language teachers' and 'language learners' are consequential to, and so displayed in, the design of the talk. Such practices are for example, a) instances where the learner's talk displays an inadequacy which may emanate, ultimately, from a lack of knowledge or competence in the target language, and which therefore project opportunities for focusing on the nature of the talk or knowledge of the target language, and putting talk right, and b), where specific items of the target language are introduced by the teacher for the first time or re-introduced. Such activities ensure the progression of the on-going talk and are potentially involved

in the redressing of the balance of linguistic asymmetries and are negotiated by the teacher and learner. These negotiated and collaborative activities characterise the nature of EFL classroom interaction, the linguistic environment in which the learner's L2 develops.

A chief means through which the types of activities described above are accomplished is REPAIR. Repair is the organisational mechanism, identified and exemplified by Schegloff et al. (1977), through which conversation keeps itself going when faced with problems. This thesis here reveals how the structural organisation of repair operates in EFL classrooms. The analyses provided in this thesis demonstrate how what is traditionally envisaged as a prime concern and responsibility of one interactional party, correction, is essentially a collaborative activity between both teacher and learner as they work on their developing talk. The teacher may hold the knowledge which the learner does not have, but this knowledge is given access through their mutually constructed talk; for the:

'design' of the instruction by the expert is primarily dependent upon his/her interpretation of the communicative situation. This interpretation is, at least in part, dependent on the recipient's contributions. Thus the interpretation of the situation is not static but changes in the course of the dialogue.

(Wintermantel, 1991:130)

In their 1977 paper on repair, Schegloff et al. suggest that a different preference organisation may prevail in such contexts exemplified by the EFL classroom. Norrick (1991) and Seedhouse (1995) have also made proposals concerning the organisation of repair in the EFL context. These three proposals are considered in the analysis of EFL data presented in this thesis.

The present study demonstrates the multifunctionality and interactional resource of repair organisation in one-to-one EFL classroom talk. For example, it shows: (a) how repair operates in the establishment of intersubjectivity, mutual comprehension and understanding between EFL participants, (Schegloff 1992a); (b) that repair enterprises occasion a focus on knowledge of the target language and issues concerning competency and linguistic adequacy; (c) that different forms of repair, e.g. minimisation

or maximisation of exposed and embedded correction (Jefferson 1987) orient to the nature of the teaching activity, and (d) how repair forms index the levels of cognitive, linguistic and interactional competence of learners.

The focus on the design of interaction in the EFL classroom at the centre of the present study is largely motivated by the following three concerns. Firstly, examples of institutionalised discourse, for example in the doctor's surgery, in courtrooms, in classrooms and political interviews etc. have more recently become popular contexts for CA analysis. CA analyses have elaborated the nature of the activities that occur in these forms of institutionalised talk, for example, by exploring how talk in various 'specialised' settings accomplishes its work, for example, what it is to do cross-examining, interviewing or consultancy. CA studies of institutional data, for example, Atkinson and Drew (1979) and McHoul (1978), have accumulated evidence which shows that:

institutional interaction tends to involve two related phenomena: (1) a selective reduction in the full range of conversational practices available for use in mundane interaction; and (2) a degree of concentration on, and specialization of, particular procedures which have their 'home' or base environment in ordinary talk. These findings support the view that not only is mundane conversation the richest available research domain, but also that comparative analysis with mundane interaction is essential if the 'special features' of interaction in particular institutional contexts are to receive adequate specification and understanding.  
(Heritage, 1984a:239-240)

As noted previously, differences in the organisation of repair in contexts involving 'not-fully-competent' speakers have been suggested by Schegloff et al. (1977) themselves. Analysis of the EFL data in the present study suggests that there may be alteration involving initiation rather than self-correction. This same feature was also suggested by findings of another example of context including a 'not-yet-competent' speaker; that of adult-child talk (Tarplee 1993). All forms found in the context of everyday talk are found in the EFL data.

EFL interaction has, in the main, been neglected and is thus relatively new to the mode of examination offered by CA. It is anticipated that a CA analysis of actual instances of

EFL classroom talk will also enlighten the activity of one-to-one EFL language teaching-learning in the classroom.

Secondly, the focus on the EFL conversational interaction is motivated by the simple fact that “interaction is the process whereby everything that happens in the classroom gets to happen the way that it does” (Allwright 1984:69). And lastly therefore, if realistic assumptions about the relationship between interaction and second language development are to be made, by the belief that it is necessary to understand the nature of teacher-learner interaction as fully as possible. Developing an understanding of this relationship has been a major concern of classroom second language (L2) acquisition research to date.

However, the present study is distinct from such L2 acquisition research literature in the following respect. A large number of studies in second language acquisition (SLA) research which have sought to examine the language that is used in L2 classrooms have been predominately concerned with examining the speech of the learner or the participant who they envisage as being ostensibly the more powerful interactant: the teacher. The L2 classroom learning context and the nature of its interaction is largely defined as being constituted by the linguistic input which second language learners receive from language teachers.

SLA studies which have focused on language use in the EFL classroom have thus been primarily geared to the following: describing and making some assessment of the nature of the linguistic input provided by teachers and its role in facilitating the progress of the L2 learner’s language development. The role of the learner in interaction has typically been downgraded and regarded as receptive and passive. Additionally, much work has focused on specific features displayed in teacher-learner interaction. As a result, this work has concentrated on only part of what is an unequivocally joint process. Where specific features are picked out for examination, conversational items are disassociated from their unique and context-dependent environments. Sense and understanding of how talk-in-interaction works is therefore forfeited. Analyses which adopt such a view of interaction are regarded by the present study as being fundamentally flawed; the analytic claims they make are skewed.

CA principles such as the analytic importance of the sequential basis of talk, recipient design<sup>1</sup> and the belief that no detail of conversation can be dismissed *a priori* underpin the present study (Heritage 1984a:241). This thesis seeks to generate a holistic analysis of teacher-learner interaction in which teachers and learners are considered as co-participants involved in the co-management of language learning through their mutually created conversation. The contribution of the language learner, no matter how quantifiably small it may seem, is essential to the understanding of L2 interaction and should not be overlooked or marginalised.

This study establishes that by employing the analytic techniques of CA in a detailed examination of EFL classroom data we can gain a more sophisticated and insightful view of EFL classroom talk than has previously been achieved in traditional SLA classroom research. It is through the collaborative work by teachers and learners over sequences in talk that the matrix for language acquisition is created. Through talk linguistic knowledge is displayed and made available, target language is experienced and asymmetries are potentially redressed. The analysis of the interplay and sequentiality of this collaborative work reveals how teachers and learners routinely construct their talk as they orient to their interactional tasks. This type of analysis may also help to illuminate some aspects of the process involved in the development of second/foreign language competencies by generating a sophisticated understanding of one-to-one EFL classroom talk. In order to reveal and understand the finer details of the mechanisms at work within one-to-one EFL classroom talk, the current study is, therefore, addressed to an interactional analysis of a collection of fragments of this type of talk. A body of fragments taken from eleven one-to-one EFL lessons form the basis of the analysis presented.

**Chapter One** contextualises the analysis of one-to-one EFL classroom talk provided in this study by giving an account of some relevant work conducted in second language acquisition research. A reworking of the conceptualisation of EFL teacher and learner

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<sup>1</sup> "Conversation permits detailed analysis of how participants employ general, abstract procedures to build the local particulars of the events they are engaged in. One key aspect of this process is **recipient design**, the multiplicity of ways in which participants take into account the particulars of who they are talking to, and the events they are engaged in, in the organization of their action." (Goodwin and Duranti 1992:192)

interaction offered by SLA research is proposed in this thesis. This reconceptualisation is generated by having adopted a CA approach. Fundamental CA insights which have enlightened the nature of talk-in-interaction are considered.

In **Chapter Two**, repair, the core organisational mechanism which is central to this thesis is presented and discussed. The results of an examination of repair organisation in subject classroom talk conducted by McHoul (1990) are then considered. Issues relevant to the context of the EFL classroom suggested by these studies are highlighted and examined. Finally an outline of the present study is provided.

**Chapter Three** presents the data used in this study. It provides a description of the data, its collection and representation. Issues related to the status of contextual matters in the kind of study which has been undertaken here are also discussed.

Five analytical chapters then follow. Together they present a corpus of data analysis which examines the design of talk as EFL participants in a one-to-one classroom situation work on their talk. The chapters present and discuss the collaborative aspects of one-to-one EFL classroom talk and their orientations to: (a) interactional goals; (b), agendas; (c) pedagogical focus; (d), capacity to project a focus on the form of the talk or display linguistic knowledge; (e), asymmetries, and (f) the establishment and updating of intersubjectivity and understanding.

The first of these chapters, **Chapter Four**, begins the examination of collaborative ‘working-on-talk’ by outlining the range of basic repair frameworks to be found in the data corpus. Fragments which exemplify this range are presented and discussed. The chapter begins the analysis of collaborative ‘working-on-talk’. It starts with repair ventures which are accomplished by learners without involvement of their teachers and then continues with instances where teachers become more and more involved in repair of the learner’s prior talk and where different levels of investment are made in repair work. The explicit and not so explicit design of the repair ventures and their cost to the apparent business of the talk is exemplified. The examination also elaborates the range of ‘feedback’ or follow-up treatments which are actioned by teachers.

**Chapter Five** is concerned with repair trajectories which begin by a learner action. The actual accomplishment of the subsequent repair may then be performed by the learner him/herself, or by the teacher. In either case, in these repair trajectories, learners demonstrate that they have recognised problematic aspects of their talk, may make attempts at putting it right and project assistance from their co-participants. The learner has initiated repair and the teacher shares in the work required for its accomplishment. The analysis shows that the most common action following displays of inability, or inadequate repair attempts, is an ‘isolated’ correction; a correction which comprises the specific repair item and no accompanying talk. This type of correction is routinely observed to promote a quick accomplishment of the repair business in the light of previous learner inability and therefore limits further risk. It maintains a ‘by-the-way’ quality to the repair enterprise and this means there is a more restricted cost to the apparent business of the talk.

**Chapter Six** and **Chapter Seven** are complementary chapters which are focused on repair enterprises following no explicit displays of awareness of the need for repair from the learner. Chapter Six examines examples of next-turn teacher-initiated repair trajectories. Chapter Seven examines three types of next-turn teacher-correction.

Collaboration in the repair trajectories included in Chapter Six is projected by the teacher. Through next-turn repair-initiation teachers make learners aware of trouble-sources and the learner is afforded an opportunity to make an attempt at repairing talk for him/herself. The absence of learner-repair attempts is thus treated initially as though a ‘not-noticing’ event. The learner has not made a previous, unsuccessful attempt at repairing his/her talk for himself, so potential cost to the talk because of learner inability to action repair has not yet, in fact, been revealed. Initiation may also provide learners with ‘clues’ McHoul (1990) to increase the chances of ultimate learner self-repair. A range of initiation techniques employed by the teachers are presented and discussed. These techniques furnish the learner with different kinds of information about the repairable. Following next-turn teacher-initiation the eventual accomplishment of the repair may be actioned either by the learner or the teacher. Next-turn teacher-initiation is seen to promote the learner’s analysis and assessment of his/her prior talk.



In Chapter Seven teacher-repair actions which result in putting talk right and which do not necessitate learner involvement in the accomplishment of the repair enterprise are explored. Section 7.2 concentrates on exposed and ‘isolated’ forms of next-turn other-correction. The final group of teacher-correction examined in section 7.3 concentrates on an embedded form of teacher-correction found in the data; upshots. This last strategy enables the teacher to promote a focus on the learner’s prior talk without necessarily pinpointing specific details of the talk for work to be executed by the learner.

**Chapter Eight** focuses on occasions where candidate examples of target language are highlighted and modelled by EFL teachers and sometimes ‘practised’ by the learner. These activities occur in both repair and non-repair environments, for example where teachers correct specific details of the learner’s prior talk and thus provide target language models, and also where language, ostensibly new language, is presented to the learner as a ‘first mention’. Some overlap between these language-focused activities is seen, as in embedded corrections, for example in ‘upshots’ where teachers action work on learner prior talk, present candidate displays of target language, but do not necessarily involve the ‘correction’ of specifics of that prior talk. In strict repair environments learners routinely provide repeats or imitations of the repaired, candidate language. Where language is presented as a ‘first mention’ learners do not typically provide repeats, but provide displays of agreement and confirmation of understanding instead. The nature of target language modelling in one-to-one EFL classroom talk is compared with modelling found in other language development/proficiency contexts, i.e. those of speech therapy and picture-book labelling in adult-child conversation.

The examination which is presented in Chapters Four to Eight demonstrates the highly organised nature of an aspect of the talk built by one-to-one EFL classroom participants; repair work and the treatment of issues related to the adequacy of the talk. The final chapter **Conclusion** provides a summary of the work presented in the thesis, discusses the merits of the analysis presented in this thesis and makes suggestions for further work.

## CHAPTER ONE

### LITERATURE REVIEW AND METHODOLOGICAL FRAMEWORK

#### 1.1 INTRODUCTION

This thesis presents a novel examination of a key area of investigation in SLA classroom research; EFL classroom interaction<sup>2</sup>. This is achieved by adopting a CA analytical framework. A major concern of SLA theory and research which is reported in the literature is to explicate the relationship between classroom interaction and L2 development. One objective of the following review of SLA literature is to illustrate how the depth of understanding of this relationship can be viewed as restricted as a result of the conceptualisation of interaction. The consideration of SLA classroom language literature provided in section 1.2 is necessarily selective. Its aim is to locate and differentiate the work presented in this thesis in relation to particular strands of L2 classroom interaction theory and research.

Section 1.2 reviews examples of SLA work which concentrate on the nature of the linguistic environment in which L2 development occurs. SLA studies have tended to concentrate on aspects of the isolated linguistic productions of either learners or teachers. Focusing on specific and isolated aspects of the language used in L2 classrooms imposes artificial divisions on what is essentially a joint and collaborative activity. This inevitably culminates in the analysis of de-contextualised pieces of interaction. SLA studies which claim to be focusing on teacher-learner interaction can be seen to have adopted a quasi-interactive stance when compared with the examination of EFL talk which is presented in this thesis.

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<sup>2</sup> The interactions at the focus of the present study involve one teacher and one learner.

Section 1.3 is specifically addressed to a consideration of the treatment in SLA of activities which are commonplace in the language learning classroom situation; correcting errors and providing feedback on learners' use of language. Some of the shortfalls of the SLA categorisation and treatment of these activities are highlighted. In this thesis, these activities are envisaged as aspects of the broader 'working-on-talk' which is negotiated by participants in creating talk.

The methodological framework adopted in the analysis of EFL data in the present study is then introduced in section 1.4. CA insights concerning the nature of talk-in-interaction and central themes such as sequentiality, intersubjectivity, negotiation, collaboration and asymmetries, which inform the analysis of one-to-one EFL classroom talk presented in this thesis, are discussed.

## **1.2 ORIENTATIONS IN L2 CLASSROOM LANGUAGE RESEARCH**

### **1.2.1 Introduction**

SLA research which has investigated language in the L2 classroom has enveloped methodological principles from a multi-disciplinary origin; from applied linguistics, education, psychology, linguistics and sociology. Chaudron (1988) provides a detailed discussion of four principal research traditions adopted in SLA classroom research, psychometric, interaction analysis, discourse analysis and ethnographic, and considers their drawbacks and advantages. The three sub-sections which follow are directed to highlighting a range of approaches and findings which have informed, or distinguish, the analysis presented in this thesis.

### **1.2.2 Conceptualisation of the Linguistic Environment in SLA Classroom Language Research**

Three major viewpoints concerning the role and importance of the linguistic environment in which L2 language skills develop have historically guided SLA classroom language research; those of the behaviourist, nativist and interactionist:

The behaviourist view emphasizes the importance of the linguistic environment, which is treated in terms of stimuli and feedback. The nativist view minimizes the role of input and explains language development primarily in terms of the learner's internal processing mechanisms. The interactionist view sees language development as the result both of input factors and of innate mechanisms. Language acquisition derives from the collaborative efforts of the learner and his interlocutors and involves the dynamic interplay between external and internal factors.  
(Ellis, 1985:129)

Some researchers, primarily occupied with the evolving language system of the learner, have concentrated their examinations on the learner's speech productions. Investigation of learner language was initially motivated by the goal of discovering the nature of 'natural' routes in the order and development of L2 competence (Dulay and Burt, 1974). Later studies have focused on learning strategies; the cognitive operations that learners make use of in processing information in learning situations (see reviews in Chaudron, 1988; Pica, 1994a and 1994b).

Other researchers have focused their investigations on the speech directed at learners by teachers; their speech is envisaged as data 'input'. Additionally others have considered both teacher and learner contributions, motivated by the assumption that language development arises from the interaction between the learner's mental abilities and linguistic input (see Pica, 1994a and 1994b for reviews of such SLA studies). However, there are few examples of studies which have been explicitly concerned with providing a detailed examination of the interactional structure of the talk which is created by EFL participants. A detailed examination of the interactional structure of EFL talk will reveal how EFL participants co-construct their talk as they go about their EFL classroom business and may therefore elaborate qualities of L2 interaction which contribute to the

L2 acquisition process. The present study demonstrates that such an examination can be achieved by adopting a CA approach.

A large part of classroom-based SLA research since the 1960s has been chiefly motivated by the desire to develop an understanding of the following two concerns: (a) the contribution of interaction to L2 development and (b) the relationship between teacher-learner behaviour and identifiable learning outcomes. A fundamental aim of experimental research and the analysis of teacher and learner behaviour in L2 classrooms has therefore been to establish factors which contribute to:

efficient learning of the instructional content, so that empirically supported L2 teacher training and program development can be implemented.  
(Chaudron, 1988:1)

In their attempts to distinguish characteristics which induce successful classroom language learning researchers have centred upon the following aspects of language use in L2 classrooms: (a) the kinds and amounts of instructional/non-instructional tasks; (b) the functions and forms of language produced by both parties in the classroom, e.g. types and frequency of teacher questions (Long and Sato, 1983) amount of teacher-correction (Chaudron 1977); (c) phonological features; (d) lexical features; (e) interactional modifications (Long 1983); (f) the effects of individual/social factors, for example, age, motivation, personality and aptitude (Gardner and Lambert, 1972), and (g) the nature and relative amounts of teacher-learner participation and interaction. See Chaudron (1988) for an extensive review of investigations of language use in second language classrooms. The prevalence in SLA research of examination of isolated aspects of talk in the EFL classroom is highlighted in the following presumption that:

each characteristic of interaction that is considered to promote L2 development needs to be individually investigated for its contribution to communication and learning.  
(Chaudron, 1988:10)

There has been an inclination in SLA classroom research to treat contributions to interaction by participants as though they were independent of each other. This has meant that research has been conducted with a limited appreciation of the collaborative

nature of talk. This offers an impoverished representation of the nature of the context in which L2 development occurs. It is on this basis that SLA speculations about the relationship between interaction and L2 development have been made.

Accounts of the nature of the relationship between interaction, the matrix for language acquisition, and L2 development, in SLA research, have proved to be inconclusive in their findings, see for example Hatch (1978), Krashen (1985), Long (1983) and Swain (1985). Nevertheless, this research reflects the movement in SLA classroom research towards the acknowledgement that it is through the:

joint management of interaction in the classroom that language learning itself is jointly managed. The importance of interaction in classroom language learning is precisely that it entails this joint management of learning.  
(Allwright, 1984:158)

The next section reviews some examples of SLA research where the linguistic environment in which L2 development occurs is envisaged as mainly constituting input provided by teachers. As a consequence factors which concern, for example, the status, control and power of teachers in interaction and conversely, the relative lack of power, restricted interactional rights etc. of learners, have been over-emphasised. Although this thesis is also concerned with the examination of the nature of the linguistic environment in which the target language develops, a very different view is adopted. By adopting a CA approach to analysis, this thesis perceives participants as joint contributors. The analysis presented in this study is focused on the structure of the negotiated interactions which EFL participants build jointly. The analysis also examines the systematic ways in which the L2 learner's emerging linguistic competencies are worked on through the design of the talk.

### **1.2.3 Language Produced by EFL Teachers**

Early examples of SLA interest in the language used by teachers in classrooms, *teacher talk*, drew directly on empirical research into the speech addressed to children by adults.

Ferguson (1971) argues that simplified registers exhibited universal linguistic simplifications which are employed not only in speech addressed to children but also to linguistically incompetent adult speakers. Consequently much L1 research in the 1970s was focused on the identification of child directed speech which could be shown to facilitate language development. However as Ellis states “SLA research has not progressed as far as L1 research, particularly when it comes to considering the effects of input and interaction” (Ellis, 1985:132).

A ‘foreigner talk’ register, (language addressed to non-native speakers in naturalistic settings) and ‘teacher talk’ register, (language addressed to learners in classrooms), were isolated and examined in terms of properties such as modifications to: rate of speech; prosody; ‘segmental’ phonology; vocabulary; syntax and discourse (for examples of teacher talk studies, see Chaudron 1988 and references therein; Long 1983b and Long and Sato, 1983). As the present study is solely concentrated on an examination of L2 learning in the classroom situation, I will outline below some of the features which have been deemed characteristic of the talk of teachers in the L2 classroom situation.

Teacher talk has been shown to constitute about 61% of the talk in classrooms (Chaudron, 1988). Musumeci (1996:293) for example found that the three teachers in her study spoke for between 66-72% of the lesson time. The greater quantity of talk from teachers has been equated with having more control over the interaction and therefore that teacher input is of greater importance. It has been supposed that teacher talk is, in some way, disposed to the promotion of communication and to serve as an implicit teaching mode (Hatch 1983). Interaction was therefore typically considered in terms of ‘input’ from teachers to learners, with the role of the teacher maximised and that of the learner consequently minimised. In distinguishing and categorising properties of teacher talk, researchers hoped that features which can be construed as instrumental in successful language learning may have been identified and therefore have practical and pedagogical implications. A summary of the main characteristics of teacher talk is given below:

1. Speech rate appears to be slower
2. More frequent and longer pauses

3. Accurate, exaggerated, standard or simplified pronunciation
4. Basic vocabulary
5. Grammatical adjustments; generally, ungrammatical modifications do not occur, less subordination, fewer words per clause
6. Higher occurrence of declaratives and statements than questions
7. More use of display questions than referential questions
8. Interactional adjustments; frequent repeats, prompting, prodding, expansions, display questions, confirmation checks and clarification requests provide feedback after learner productions
9. Speech is oriented to the 'here and now'

The above summary is based on Chaudron (1988:85) and Ellis (1985:145). With regard to points number 6 and 7 in particular, Long and Sato (1983) in a study which focused primarily on the form and functions of question in teacher speech, found that teachers in their study used “significantly” more display questions than referential questions during target language instruction. The:

higher frequency and varied functions of questions are among the most significant and most consistent modifications made from NS-NS norms. In “foreigner talk discourse” (NS-NNS conversation in which the NS uses a modified register, foreigner talk, to address the NNS), questions are thought to facilitate and sustain participation by the NNS.  
(Long and Sato, 1983:269)

They also found that the teachers used fewer questions and more declaratives and imperatives overall when compared to native speakers outside the classroom.

However, the body of SLA research which has examined the language used by L2 teachers in classrooms has generated “conflicting findings across studies and factors .... it is evident that greater rigor and a well-defined research agenda are needed for future studies of L2 teacher talk” (Chaudron, 1988:89).

The global function that has been attributed to L2 teachers’ linguistic productions in SLA classroom language research is that of providing learners with data about the target language; *input*. A key question in SLA is:



whether the input shapes and controls learning or is just a trigger. Currently, there is considerable interest in the input, which is directed both at discovering how native speakers talk to L2 learners and what part is played in SLA by the way they talk.  
(Ellis, 1985:12)

One hypothesis accounting for the function of teacher language as input is Krashen's 'Input Hypothesis', (Krashen 1981 and 1982). This theory, which provided impetus for subsequent research into L2 classroom interaction is interpretative and not based on any direct evidence from empirical studies of classroom interaction. Krashen extrapolates from input and interaction studies conducted in L1 research. Attention is again essentially focused on the responsibility of the teacher in interaction and does not consider the role of the learner adequately.

Krashen's theory acknowledges that merely being exposed to the target language does not necessarily lead to language development. He argues that L2 development depended on the learner's being exposed to language beyond their current system (referred to as '*i* + *I*', with '*i*' being the learner's current level of language proficiency and '+ *I*' being linguistic forms or functions beyond his/her level) and that this language was made comprehensible to the learner through teacher adjustments and modifications. This 'optimal input' is (a) focused on meaning and not on linguistic form (b) must be of interest or relevance to the learners (c) must be comprehensible, e.g. not necessarily grammatically sequenced, and (d) sufficient in quantity, (Johnson, 1995:83). L2 teachers make adjustments to the complexity of their language and therefore create opportunities for learners to participate. Krashen "sees acquisition as taking place through comprehensible, message-focused input which is analyzed implicitly by the learner" (Jones, 1992:135-136).

From the CA viewpoint, taken in the present study, in adjusting and making their talk 'comprehensible', teachers are merely doing what is normal when participants create talk. This aspect of talk is highlighted in the CA notions of (a) recipient design i.e., "design your talk to another with an orientation to what you know they know" (Sacks, 1992, vol. 2/8, lecture 5, p.564). and (b) the generation of mutual intersubjectivity

which is realised through the sequential nature of talk as talk is built by participants. These notions are discussed in section 1.4.

Subsequent SLA work which sought to prove or disprove Krashen's theory of L2 development resulted in the growing appreciation of the importance of teacher-learner interaction in language development and not merely input. For:

it is not easy to see how mere exposure to input, even if comprehensible, actually promotes language development. One possibility is that it is the effort made by the learner to comprehend the input that fosters development. Where this effort is made in face-to-face interaction, we may suggest that it is the interaction itself which is productive.  
(Allwright and Bailey, 1991:121)

To differing extents SLA studies have considered the nature of language use not only by teachers, or learners, but between teachers and learners. A brief overview of further hypotheses and research work which considers language in L2 classrooms by focusing on the nature of teacher-learner interaction follows.

#### **1.2.4 Teacher-Learner Interaction in L2 Classrooms**

In comparison with its earlier work, more recent SLA classroom language research has ascribed greater importance to:

interactive features of classroom behaviors, such as turn-taking, questioning and answering, negotiation of meaning, and feedback, in contrast to a more traditional view of teaching and learning which conceptualizes classroom instruction as the conveyance of information from the knowledgeable teacher to the 'empty' and passive learner.  
(Chaudron, 1988:10)

The research focus has moved from the one-sided input source of language teachers to consideration of the nature of the negotiated interaction through which comprehension and understanding is accomplished by teachers and learners together. Long's 'Interaction Hypothesis', (1983) highlights the importance of 'the negotiation of comprehensible input'.

However the view adopted by Long is still very much primarily focused on what the teacher does in preparation for, and in reaction to, learner contributions to the talk. Consideration which is given to the learner's part in the interaction is justified by Long in the following manner:

Analysis of interaction necessitates taking the non-native speaker's participation into account, for identification of turns in conversation as, e.g. other-repetitions, confirmation checks, expansions and clarification requests, is only possible by considering the relationships which utterances enter into with those preceding and/or following them, including those by the non-native interlocutor.  
(Long, 1983:127)

Acknowledgement of the importance of the sequential placement in the analyst's identification of teacher actions is made, but the learner's active role in the generation of the talk is not.

Long identifies fifteen devices, employed by teacher's which are "some of the interactional resources open to native speakers in conversation with non-native speakers" (Long, 1983:138). The use of these devices leads to modifications of interaction and through this linguistic input is made comprehensible. Long argues that modifications to the interactional structure are of greater significance than mere input. Input is "the forms that the learner hears; analysis of interaction means describing the functions of those forms" (Long, 1983:127). Three kinds of devices employed by teachers to modify interaction are described: 'strategies' for avoiding conversational trouble, 'tactics' employed to repair the interaction in the event of trouble and 'strategies and tactics' which perform both these aforementioned functions. Examples of these devices are relinquishing control of the topic, making new topics salient, checking comprehension, requesting clarification, repetition and pausing before key words (Long, 1983:132).

The value of Long's study is restricted somewhat by problems associated with categorisation systems as he employs:

a mix of formally defined categories (repetition) and functionally defined ones (comprehension and confirmation checks). These categories partly overlap: for instance, one means of carrying out a comprehension check is by other-repetition.  
(Aston, 1986:132)

So, for example, the term repetition covers “partial or complete, and exact or semantic repetition (i.e. paraphrase) of any of the speaker’s utterances which occurred within five conversational turns (by both speakers) of the turn containing the repetition” (Long 1983:138). Long acknowledges that being able to differentiate between a repetition and a paraphrase might be consequential to “certain aspects of SLA” (Long 1983:138). Moreover, the purpose of Long’s 1983 paper is to demonstrate the frequency of occurrence of these fifteen devices. In contrast to the analysis presented in this thesis, a detailed examination of their construction and design is not provided by Long.

In Long’s hypothesis, it is supposed that as teachers make modifications and build comprehensible input, opportunities for L2 development are increased and maximised. These interactive modifications, orchestrated by the teacher, are held to be more significant to language development than, for example, teacher adjustments which result in simplified target language grammar and morphology. In contrast to Krashen, discussed above, Long’s theory does afford some importance to the joint nature of interaction and the negotiation of meaning that is conducted by both participants. However, the pro-active side of learner ‘contributions’ is not considered. Because this thesis employs a CA analytic approach, an analysis which does take into account all these aspects is possible.

Pica et al. (1987) and Pica et al. (1989) have further developed the SLA concept of ‘negotiation for meaning’ which refers to the adjustments that participants make in their talk in order to enhance understanding. Supported by their research findings they claim that better comprehension can be achieved by learners in interactions where they themselves seek clarification, confirmation and repetition of problematic target language. In Pica et al.’s study (1987), two groups of learners were given directions to enable them to arrange a picture. One group received modified directions and the other group did not. The second group was encouraged to negotiate with the person giving

instructions, and this group displayed a higher level of comprehension than the first group. The researchers suggest that negotiation between learners and their co-participants can produce a higher level of comprehensible input. The researchers found that:

NS-NNS interactional modifications in the form of comprehension and confirmation checks and clarification requests served as a mechanism for NS modification of input, either by encoding or, more frequently, by triggering repetition and rephrasing of input content, and thus played a critical role in comprehension.

(Pica et al., 1987:373)

The notion of ‘comprehensible output’ (Swain, 1985) proposes that in modifying their output to make themselves understood, learners may at the same time be internalising new language and therefore be involved in the process of acquisition. The examination of ‘working-on-talk’ which is presented and discussed in chapters Four to Eight inclusive of this study, focuses on actual realisations of modifications and adjustments which EFL participants make as they build their talk for, and in response to, each other and pursue their goal of L2 development.

Swain’s 1985 research on language use in Canadian immersion programmes highlights the importance of the learner in interaction. Swain states that merely hearing comprehensible input is insufficient to guarantee successful L2 development. Learners must have opportunities to be actively involved, produce language and revise their contributions; and in so doing, ‘comprehensible output’ is generated. Swain (1985) claims that attention on both meaning and form of the language are required in order for learners to be obliged to conduct semantic and syntactic processing of their linguistic output. The analysis in this thesis shows that these opportunities are collaboratively built in repair ventures. They are shown to be normal, not special, activities which are inherently produced as participants co-construct their talk.

In a recent article, Swain and Lapkin (1995) have expanded their consideration of comprehensible output and its place in the relationship of interaction and L2 development. They argue that:

in producing an L2, learners will on occasion become aware of (i.e. notice) a linguistic problem. Noticing a problem can 'push' learners to modify their output. In doing so, learners may be forced into a more syntactic processing mode than might occur in comprehension. Thus, output sets 'noticing' in train, triggering mental processes that lead to modified output. What goes on between the original output and its processed form, it is suggested, is part of the process of second language learning. (Swain and Lapkin, 1995:371)

Swain and Lapkin suggest that 'noticing' by the learner may be instigated by both self and other-triggering, e.g. the learner's own monitoring of his/her output or by external feedback from interlocutors, for example, via clarification requests. As learners produce talk and encounter problems, noticing precipitates conscious recognition of gaps in their linguistic knowledge and therefore of areas which need attention. Swain and Lapkin's 1995 paper poses the question of whether "the learner's own output does, on occasions, serve as an attention-getting device, and if it does, does it sometimes serve to stimulate the learners to engage in linguistic analysis" (Swain and Lapkin, 1995:373). The analysis of self-initiated repair in Chapter Four of this thesis demonstrates that this does happen. Learners show themselves to be aware of problematic talk and where they are unable to action repair for themselves explicit collaboration in a repair venture is initiated by them. The repair venture engenders a focus on specifics of the talk and therefore on the area of the target language which has just been displayed as being problematic.

Based on their research findings, Swain and Lapkin draw the following conclusions (a) that their group of learners did become aware of gaps in their knowledge of the target language as they produced the L2, and, that when problems were encountered, the learners engaged "in mental processing which may have generated linguistic knowledge that is new for the learner, or consolidated existing knowledge" (Swain and Lapkin, 1995:384), and (b) that the learners do this even when external feedback is not provided. They state that the cognitive processes identified by their study, for example the extension of L1 knowledge to L2 contexts, extension of L2 knowledge to new target language contexts and formulation and hypothesising of linguistic forms and functions, reflect those identified in other studies (see references in Swain and Lapkin, 1995:383-384).

Nobuyoshi and Ellis (1993) have also made the claim that ‘pushing’, which encourages language learners to produce more accurate output through teacher clarification, contributes to language acquisition. Their claim is supported by a small-scale experimental study in which two learner groups were provided with differing levels of post-error clarification. Improvements in accuracy were seen not only to be found in immediate production, but also in subsequent interaction, (Nobuyoshi and Ellis 1993:208).

A re-interpretation of activities termed in SLA as ‘noticing’, ‘pushing’, ‘negotiating meaning’ etc. is provided in this thesis. Such activities from the CA point of view, are aspects of ‘working-on-talk’, for example focusing on problematic areas of talk, putting talk right and establishing mutual understanding which are inherently achieved through the step-by-step construction of talk. A CA approach does not compartmentalise these activities. The CA understanding of the nature of talk, (discussed in section 1.6), demonstrates that fundamental characteristics of the basic, sequential properties of talk engender such types of activities as ‘pushing’ and ‘noticing’, ‘negotiating meaning’ and creating ‘comprehensible input/output’. In the sequence of talk, each turn offers some kind of assessment of its prior, for example that it was understood, not heard, accepted, rejected and so on. A next-turn reveals the speaker’s understanding of a prior turn and from that:

the doer of a first can see that what he intended was indeed understood ....  
It is then through the use of adjacent positioning that appreciations,  
failures, correctings, et cetera can themselves be understandably attempted.  
(Schegloff and Sacks, 1973:297-8)

In characterising the features of EFL talk which have been highlighted above, SLA has recognised and focused on what are, in CA terms, basic features and organisations in talk. SLA has hailed these aspects as being ‘special’; as being part of instruction. The analyses in chapters Four to Eight reveal that one-to-one EFL classroom talk displays the same interactional features that are observed in everyday talk. A CA analysis provides for a re-appraisal of SLA terms such as the ‘negotiation of meaning’ etc. They are not special activities which are only conducted by participants in an EFL classroom.

They are basic activities of creating talk. It may be the case though, that there is a concentration of these kinds of activities in EFL talk.

Analysis of the EFL data in the later chapters of this thesis, shows how teachers and learners display their understandings of each other's talk and how this leads to negotiation and collaboration in the construction of activities which attend to the nature of the talk itself, to 'working-on-talk', to displaying linguistic knowledge and to creating mutual understanding. Ways in which teachers and learners collaborate in tasks which are prompted from or involve activities described in SLA as 'noticing', 'pushing', 'negotiating meaning' and 'comprehensible input/output' are discussed. These activities involve the participants in (a) displaying their lack of mutual understanding and therefore, evidence of a linguistic asymmetry which exists between them (b) pin-pointing trouble (c) putting their talk right, and in doing so (d) focusing on different aspects of the target language. For example, in Chapter Six, after the occurrence of problematic talk in the learner's speech and no recognition of this state of affairs by the learner, teachers are seen to explicitly project attention on aspects of the prior talk and reveal various levels of information about the source of trouble through repair-initiation. This activity routinely results in the collaborative righting of the talk. The learner actions an opportunity to work on his/her prior talk and is assisted in this by the teacher. In Chapter Seven talk is displayed as having been problematic by being put right by the teacher in next-turn position. This action is then routinely acknowledged by the learner in the guise of an immediate repeat. The explicit nature of the righting activity is restricted, dealt with and talk continues.

Sections 1.3 below, is addressed to phenomena which are at the core of this thesis; error, correction and feedback. Definitions of these notions and their significance provided by SLA classroom language research are discussed and an alternative CA view of these commonly-occurring activities is then provided.



### **1.3 ERROR, CORRECTION AND FEEDBACK IN L2 CLASSROOM RESEARCH**

#### **1.3.1 SLA Notions of Error and Correction**

In SLA literature, an error is typically defined in restrictive terms as being “the production of a linguistic form which deviated from the correct form” (Allwright and Bailey, 1991:84); the correct form being that of the native speaker ‘norm’. As such, research into the treatment of errors in L2 classrooms has mainly been restricted to those errors related to accuracy. As second language teaching pedagogy has developed, the above notion has been deemed too narrow. One effect of the Communicative Approach to language teaching, (Brumfit and Johnson, 1979) has meant that teachers are also concerned with the effectiveness of their learners’ communication as well as with its formal accuracy. Ideas on what is ‘correct’, ‘acceptable’, ‘standard’ etc. may differ from one EFL context to the next.

It has been suggested that in the classroom situation, an error might be more usefully defined as being a form that does not match teacher expectations. George (1972) found that some learner responses are not accepted by their teachers because they were not what the teachers had anticipated.

In a study aimed at investigating the relationship between error types, (for example lexical, phonological and morphosyntactic), and native-speaker interlocutor responses, Brock et al. (1986) describe their definition of error and method of error classification as follows:-

errors were agreed on by the raters acting in consensus. “Error” was defined for the purposes of this study, following Richards, Platt and Weber (1985) as “the use of a linguistic item in a way, which, according to fluent users of the language indicates faulty or incomplete learning of the TL.”  
(Brock et al. 1986:231)

In a pilot study which examined teacher priorities in error-correction in Canadian immersion classes, Chaudron (1986) states that error identification was made according to two criteria. Errors were then categorised according to error type, i.e. phonological,

morphological, syntactic, content, discourse and lexical. The initial identification criteria used by Chaudron were described as follows:

(1) an objective evaluation of linguistic or content errors according to linguistic norms or evident misconstrual of facts, and (2) any additional linguistic or other behavior that the teachers reacted to negatively or with an indication that improvement of the response was expected.  
(Chaudron, 1986:67)

The above quotations from examples of SLA research reveal that error identification and classification have very often been dependent on investigator values and judgements. Their determining is therefore likely to be influenced by the expectations of the researchers. Consequently their reliability as reproducible analyses is determined by levels of inter-coder agreement. One coder may have a very different interpretation from the next. Lennon (1991:32) concludes that: “It is indeed likely that no universally applicable definition of L2 error can be formulated, and what is to be counted as error will vary according to the situation, reference group, interlocutor, mode, style, production pressures ...”. Definition, identification and classification of error along these lines, then, depend on judgements about variables made by those conducting the research. Their validity is therefore open to question.

The reciprocal activity of ‘correction’ has been defined by Chaudron as being:

any reaction by the teacher which transforms, disapprovingly refers to, or demands improvement of, a student’s behaviour or utterance. This conception allows the broadest range of possibilities.  
(Chaudron, 1986:66)

The related 'bucket' term, *feedback*, is used to include the range of corrective activities which are provided by EFL teachers, such as correction, providing acknowledgement, confirmation, clarification and target language models and so on. Feedback has its origin in behaviourist learning theory where it refers to the provision of positive or negative reinforcement. Cognitive views of learning have broadened this notion to acknowledge that feedback also provides learners with information with which they can modify their behaviour and may:

engage learners in a cognitive process by which they are searching for existing knowledge and linking it with new incoming information. In this respect, the additional information provided by feedback may help to generate or restructure concepts needed to understand the error of the initial response.  
(Brandl, 1995:196)

Feedback is traditionally distinguished in SLA literature as being either negative or positive information which alludes to the unacceptability or acceptability of turns-at-talk. A range of corrective feedback types has been identified by Allwright, (1975) according to the information that is provided. For example a) the occurrence of an error might be indicated (b) the site of the error might be indicated (c) a model might be provided (d) a remedy might be indicated, and (e) opportunities for further attempts might be allowed (Allwright, 1975).

Chaudron (1988) acknowledges the kinds of problems which may result from adopting a coding approach; “fuzzy” or overlapping categories. Allwright’s feedback types can be realised in “perhaps an infinite variety of ways to indicate several basic feedback functions or purposes” (Chaudron, 1988:144). The identification and categorisation of turns therefore provides only limited insight into the nature of the talk that is created in L2 classrooms. So, for example, in a study by Salica (1981) which utilised Chaudron’s ‘Model of Corrective Feedback’, ‘acts’ which were classed as repetitions in fact performed three different functions. Exactly what these repetitions are functioning as for the participants can only be established by in-depth analysis of their immediate sequential context. Categorisation risks failure to recognise the multifunctional nature of turns-at-talk. A turn may in fact be functioning in a variety of ways which can only be understood when it is seen in relation to the context within which it occurred i.e. to what has happened in prior turns and what comes after it. In coding talk:

one must take the trouble to know exactly WHAT one is coding. To do this, and to attempt to gain insight into the ways in which certain features of talk may be functioning for the talk’s participants, it is necessary to take a participant’s eye view of those features.  
(Tarplee, 1993:42)

The present thesis has adopted a CA approach to analysis. The conduct of the participants is therefore the basis of the analysis. It presents the results of a qualitative approach which uncovers the finer details of the collaboratively managed talk created by one-to-one EFL classroom participants.

The next section considers the interactional significance that has been assigned to learner errors, correction and feedback in SLA research.

### **1.3.2 The Interactional Significance of Learner Errors, Correction and Feedback**

One assumption about the relationship between errors and L2 development is that errors are the windows through which the level of the L2 learner's linguistic knowledge can be viewed. Errors are seen as manifestations of the learner's hypothesising about the target language. Consequently, learner errors have the following threefold significance for the learner, teacher and researcher, (Corder, 1974). For the researcher, errors provide evidence of how L2 development works and the learner strategies and procedures adopted in the process. For the teacher, they reveal how far the learner has progressed in pursuit of the goal of target language development and what is left to be achieved. And lastly, but most importantly, errors:

are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning.  
(Corder, 1974:25)

L2 research which has investigated correction and feedback have produced mixed results. L2 classroom studies by Allwright (1975), Chaudron (1977) and Swain and Carroll (1987), indicate that many errors are left untreated and that when feedback is provided it is inadequate in quality and in quantity. An experimental study by Carroll et al. (1992) demonstrated that feedback had a positive effect on the learning of vocabulary items, but the same could not be said about rules relating to lexical formation. Results of a study conducted by White et al. (1991) which investigated the

relationship between form-focused instruction and corrective feedback i.e. ‘input enhancement’ and accuracy in formulating questions, found that ‘input enhancement’ did have a positive effect. Their result indicated that “instruction contributed to syntactic accuracy and that learners who were exposed to (the) input enhancement activities significantly outperformed the uninstructed learners” (White et al. 1991:416).

On the other hand Brock et al. (1986) who conducted a small-scale study into the relationship between error types produced by non-native speakers and native speaker responses concluded that correction had little effect on interlanguage development. Although they little observable evidence of the effects of corrective feedback “in the short term”, they did not discount positive effects over time (Brock et al., 1986:236).

A lack of correction and feedback meanwhile may suggest to the learner that what is in fact a non-targetlike utterance is acceptable or accurate. Swain and Lapkin point out that for the learners included in their 1995 study:

at least, the substance of their thoughts was sometimes faulty, leading to incorrect hypotheses and inappropriate generalizations, suggesting that relevant feedback could play a crucial role in advancing their second language learning.  
(Swain and Lapkin, 1995:384)

The phenomena of error, correction and feedback are undoubtedly important aspects of the characterisation of the talk generated between EFL teachers and learners. And as such, a valid and accurate account of those aspects of EFL talk is of paramount concern to SLA. Correction is an activity which is commonplace in the L2 classroom, however, “so little is known about the nature of correction as it occurs in the classroom and its effect on the learning process” (Pica, 1994:70). A core goal of SLA classroom research has been to reveal the answer to the following question; “to what extent does error correction assist the L2 learner?” (Pica, 1994:51). But:

so far, research on the actual practice of classroom correction has shown it to be a highly diversified classroom phenomenon .... Correction can be focused sometimes on meaning, other times on structure. It can be provided

differentially and unsystematically to and across students, yielding confusing and, at times, contradictory results.  
(Pica, 1994:69)

The present study therefore seeks to provide an analysis of actual occurrences of error and correction in naturally-occurring EFL classroom data. In this thesis, errors, correction and feedback are viewed in the wider contexts of the concept of repair and the establishment of intersubjective understandings, i.e. as an interactional problem that is negotiated and resolved collaboratively by EFL interactants. The study is concerned with the question of what features of the talk, which is routinely built by EFL teachers and learners, may have some part to play in the L2 learner's target language development.

The view of 'working-on-talk' activities negotiated by EFL participants found in this thesis finds some closer alignment in the view of error correction in the following quotation from recent SLA research, that:

effective error correction and language learning depend crucially on mediation provided by other individuals, who in consort with the learner dialogically co-construct a zone of proximal development in which feedback as regulation becomes relevant and can therefore be appropriated by learners to modify their interlanguage systems. From this stance, learning is not something an individual does alone, but is a collaborative endeavor necessarily involving other individuals.  
(Aljaafreh and Lantolf, 1994:480)

Aljaafreh and Lantolf (1994) consider the Vygotskian notion of the 'zone of proximal development' and relate it to language development. This, in terms of the language learner, refers to the difference between the learner's actual level of linguistic development and his/her potential level in collaboration with "more capable peers" i.e. his/her conversational partner, the teacher.

The conceptualisation of error and error correction within the broader notion of repair advocated by conversation analysis is discussed fully in section 1.6. The CA approach ensures that errors and correction are not prone to the foibles of investigator judgements etc., neither are they variable according to contextual factors like those suggested by

Lennon (1991). Repair, (Schegloff et al. 1977) is the structural mechanism in conversation through which all types difficulties, or trouble-at-talk situations, are dealt with. Repair is a means by which interlocutors re-establish interaction after breakdown by working on details of the talk and in doing so may (a) reduce the effects of, or remove, asymmetries (b) display interpretations of prior talk, and (c) establish intersubjectivity, mutual comprehension and understanding. Repair organisation does allow for a universally applicable and workable conceptualisation of error and error treatment which is not based on researcher judgements, but on observation of interactant behaviour and orientations, and the structural properties of talk. Analysis of trajectories which encompass whole activities from error source to treatment to outcome is provided in this thesis. The portioning of EFL interaction into features and categories such as error, correction and feedback, misrepresents what are integral to an activity which involves dealing with problematic talk and ‘working-on-talk’.

### **1.3.3 Summary**

In the previous two sections, I have highlighted and discussed examples of SLA research and theory which have investigated the nature of language use and interaction in the classroom. The present study considers that, in comparison to the appreciation of interaction which is provided by a CA approach, much SLA research can be rated as quasi-interactional. Attention has often been centred on the identification, codification and quantification of conversational contributions in isolation, and often one aspect of the interaction is prioritised whilst others are ignored. SLA notions of error, correction and feedback have also been shown to be problematic. A CA approach fosters a view of these activities which means that they are seen in the wider context of ‘working-on-talk’ which is inherently actioned as participants contribute to the joint creation of talk.

Because of their concentration on certain aspects of interaction at the expense of others, for example, (a) power relations between teachers and learners, e.g., different rights that teachers exercise; turn-taking and topic-initiation rights (b) input from teachers (c) effects of specific variables and task-type on interaction, and (d) the examination of one isolated feature, SLA classroom researchers have failed to acknowledge a basic and

fundamental axiom pertaining to conversational interaction; conversational interaction is mutually and reciprocally created by co-participants. The dialogic nature of conversational interaction has thus been overlooked and the examination of teacher-learner interaction has been managed with a restricted understanding of interaction. Detailed analysis of exactly how teachers and learners routinely co-construct their talk in classroom language learning situations has not been engendered. This thesis holds that a more sophisticated representation of the nature of the linguistic environment through which L2 development takes place is produced by adopting CA analytic techniques. This is therefore, a more rewarding starting point from which to consider the relationship between interaction and L2 development.

Additionally, L2 acquisition-interaction theory is supported by much evidence which has been gleaned from data which has been derived from artificially induced interaction, for example through tests, examination of interaction in specifically contrived settings, interviews, conversation with researchers and impressionistic observation. Studies which have their basis in the inductive analysis and understanding of naturally-occurring L2 classroom conversation are few. This thesis provides a novel examination of naturally-occurring EFL talk which utilises an inductive and empirical approach.

The position adopted in this thesis is that an adequate understanding of the relationship between interaction and L2 acquisition can only be achieved when a representation of the nature of EFL interaction which takes into consideration all aspects of the mutual and reciprocal interactional accomplishment between EFL participants, is employed. SLA investigators of classroom interaction have tended to prioritise the contributions of teachers whilst down-grading or minimising the contributions of learners. Interaction has most often been regarded as an input source from teacher to learner. With interest focused on the teacher's relative power and role as orchestrator of the interaction, the role of the learner has been minimised. The implication has been, therefore, that learners somehow 'receive' or 'ingest' language, and the extent to which they do this has been regarded as depending on the type, quantity or quality of teacher input. In contrast, the present study acknowledges that:



interaction is not something you just do to people, but something people do together, collectively .... In choosing to co-operate (or not, as the case may be), the learners make a significant contribution to the management of the interaction that takes place in the classroom. And these contributions are crucial to the lesson itself as a social event in the lives of both teachers and learners.

(Allwright and Bailey, 1991:19)

The examination of one-to-one EFL classroom talk presented in this thesis has utilised the methodology of CA. The next section details the features of the CA approach to the analysis of talk which has informed examination of both everyday and institutionalised forms of talk.

## **1.4 CONVERSATION ANALYSIS**

### **1.4.1 Introduction**

The CA approach to the analysis of talk has not been utilised to any great extent by researchers investigating talk which is constructed in EFL classrooms. The previous section has already pointed to some of the reasons which recommend it as a particularly sensitive tool for analyzing talk. It has been suggested by McHoul (1990) that the (subject) classroom context is of special interest analytically because of Schegloff et al.'s (1977) speculation that there would be more instances of other-correction in adult-child talk than in other forms of talk. The L2 classroom is then of particular interest because of the additional dimension of linguistic asymmetry which exists between native and non-native co-participants. Problematic talk is a routine and frequent occurrences in EFL talk.

The analysis of L2 classroom talk presented in this thesis demonstrates that a CA approach, with its interest in the accomplishment of activities through talk, will engender a more accurate and therefore potentially more useful picture of what happens in real instances of EFL interaction. The nature and design of some of the recurrent practices that are employed in the talk of one-to-one L2 classroom situations is

revealed. These recurrent practices contribute to the creation of the linguistic context through which achieving the shared goal of target language development is realised.

In the next sub-section, I shall outline the grounds for choosing to adopt the techniques of conversation analysis in an examination of EFL talk, highlighting the principle concepts which underpin its value as an approach to the examination of conversational interaction. The appreciation and understanding of talk generated by the CA research tradition, offers a novel and insightful approach to the investigation of the linguistic context which forms the matrix for second language development. The reader is referred to the following published works for descriptions and critiques of the range of work undertaken by CA: Levinson (1983); Atkinson and Heritage (1984); Heritage (1984a and 1989) and Schegloff (1989).

#### **1.4.2 Fundamental CA Understandings of the Nature of Talk**

An initial reason which supports the choice of CA as an analytic tool in my examination of EFL classroom talk, is that it espouses an empirical and inductive approach to the analysis of naturally-occurring data. My objective in this thesis is to provide an examination of details of actual, routine EFL classroom talk. Experimentally-derived data would therefore be of limited significance and interest. CA methodology considers data from sources such as interviewing, observation and field notes, native intuitions and experimental methodologies as inappropriate, because “each of them involves processes in which the specific details of naturally situated interactional conduct are irretrievably lost and are replaced by idealizations about how interaction works” (Heritage, 1984a:236).

Secondly, a CA analysis of interaction and language use, which has its origins in the field of ethnomethodology, is individualised from those of other disciplines because of what Drew and Heritage, (1992) term its *activity focus*:

In contrast to perspectives that begin, at one pole of the analytic enterprise, with a treatment of culture or social identity or, at the other pole, with

linguistic variables such as phonological variation, word selection, syntax, etc., CA begins from a consideration of the *interactional accomplishments of particular social activities*. These activities are embodied in specific social actions and sequences of social actions. (Authors' emphasis)  
(Drew and Heritage, 1992:17)

A basic CA assumption is that interaction is structurally organised:

all aspects of social action and interaction can be found to exhibit organized patterns of stable, recurrent structural features ... Knowledge of these organizations is a major part of the competence which ordinary speakers bring to their communicative activities and, whether consciously or unconsciously, this knowledge influences their conduct and their interpretation of the conduct of others.  
(Heritage, 1984a:241)

The illumination and explication of the *collaborative* and “methodological ways in which members produce, recognise, and render accountable actions-in-context” is therefore the focus of empirical CA study (Zimmerman and Boden, 1991:7). For example, fundamental analytic insights have been achieved as a result of the recognition of the power of *adjacency*; “the natural relationship between any two utterances that happen to be adjacent” (Sacks 1992, vol. 2/8, lecture 4, p.554). Participants in talk depend on “the *positioning* of what they say to contribute to the *sense* of what they say as actions” (Heritage, 1984a:261). The *adjacency pair*, (Schegloff and Sacks, 1973) is held to be the strictest realisation of the adjacency relationship between two utterances. The term refers to a class of utterance sequences which display a special kind of sequential relationship, for example upon production of a question, greeting, or invitation, a following answer, return greeting or acceptance/refusal is *expectable*. So, for instance, the non-occurrence of an answer on production of a question, is oriented to by participants as being *accountable* in some way. “A first action creates a slot for an appropriate next action such that even the absence of that action can be perceived as a relevant and noticeable event” (Goodwin and Duranti, 1992:191). Consider the following two fragments which illustrate these phenomena:

### Example #1.1

(Atkinson and Drew 1979:52)

1 A: Is there something bothering you  
2 or not?  
3 (1.0)  
4 A: Yes or no  
5 (1.5)  
6 A: Eh?  
7 B: No

(Levinson, 1983:300)

In Example #1.1, speaker 'A' orients to the non-occurrence of an answer (there is an opportunity space in the 1.0 second pause in line 3) by pursuing a response through question reformulation until an answer is ultimately provided by speaker 'B'. The adjacency pair framework "describes a procedure through which participants constrain one another and hold one another accountable to produce coherent and intelligible courses of action" (Goodwin and Heritage, 1990:288).

Likewise, in #1.2 the accountability of a child's absent return greeting is explicitly detailed and pursued by her mother.

### Example #1.2 (Sacks 1992 vol 1/3 lecture 2, p.262)

1 Woman: Hi  
2 Child: Hi  
3 Woman: Hi, Annie  
4 Mother: Annie, don't you hear someone say hello  
5 to you?  
6 Woman: Oh, that's okay, she smiled hello.  
7 Mother: You know you're supposed to greet  
8 someone, don't you?  
9 Annie [hangs head] Hello

In the example extract which follows, #1.3, the first 'question and answer' adjacency pair parts, Q1 and A1 are not strictly adjacent, but are separated by what are themselves intervening question and answer pairs, Q2-A2 and Q3-A3. Nevertheless, the expectancy of a second pair part following A's first question is maintained across two question and answer insertion sequences. As Heritage (1984a:261) says, conversation is:

not an endless series of interlocking adjacency pairs in which sharply constrained options confront the next speaker. Rather conversation is informed by the general assumption ... that utterances which are placed

immediately next to some prior are to be understood as produced in response to or, more loosely, in relation to that prior.

Example #1.3 (Sacks 1992, vol 1/2 lecture 7, p.55)

Q1	A:	Hey did you talk Marcia into coming down here?
Q2	B:	Was she here?
A2	A:	Yeah
Q3	B:	When did she leave
A3	A:	About a half hour ago
A1	A:	Yeah, I talked her into living here with me

The significance of the relationship of adjacency between utterances for the observer is that it is:

analytically a great resource for us. That is to say, we're put in a position to be able to see what it is that some speaker A has done by reference to its being part of B's business to show what *he* sees that A has done.  
(Sacks 1992, vol. 2/1, lecture 3, p.43)

From the tight structuring of the adjacency pair concept a more generic notion of *next positioning* has been engendered. Next positioning acknowledges that current actions may “project, but not strictly require, one among a range of possible next actions” and therefore a wider range of actions than archetypal adjacency pairs are seen to function in similar ways (Goodwin and Heritage, 1990:288). For example, acknowledgement tokens, (Schegloff, 1982) for example ‘hm m’, which project, but do not require, the continuation of another speaker’s talk and at the same time displays the understanding that their co-participants talk is as yet incomplete (Goodwin and Heritage, 1990:288).

The following two important principles are engendered as a result of the CA view of talk that has been presented above (a) an appreciation of the sequential properties of talk, e.g. adjacency, and therefore (b) an approach to the classification of interactional objects which begins with the talk itself and which is not determined by analyst intuition. If we take the discourse analysis tradition as an example, (e.g. Sinclair and Coulthard, 1975) the relationships between units of discourse are typically envisaged as being dependent on their respective functions, which are drawn from investigator

judgements of how interactional objects function and group together. They are therefore susceptible to incongruity and inaccuracy. Typically:

the actual analyses offered within theories of this kind are often quite superficial and disappointing, involving an intuitive mapping of unmotivated categories onto a restricted range of data .... the analyses can often be shown to have obscured basic features of conversational organization.  
(Levinson, 1983:294)

The reliability of the categories established in these studies as a reproducible analytic framework must thus be questioned as “regrettably, much classroom research has neglected to fully report raw data with exclusive categories, so that few adequately rigorous contrasts can be made across teacher behaviors” (Chaudron, 1988:54).

A CA approach posits no set of pre-determined, unwarranted analytic categories to be mapped onto the data, and therefore it avoids premature theory construction which is based on the analyst’s own intuitions. It does not rely on the analysis of interactional conduct by virtue of a taxonomic system, but inductively seeks to identify, describe, and then make use of, the same procedures employed by participants, which can be shown to be oriented to by the participants themselves as they make sense of their talk and construct the activity in which they are engaged. In employing a CA approach, the analyst is therefore:

not required to speculate upon what the interactants hypothetically or imaginably understood, or the procedures or constraints to which they could conceivably have been oriented. Instead analysis can emerge from the conduct of the participants.  
(Heritage and Atkinson, 1984:1)

Consider, again, the example of the attempt to account for teacher-learner interaction by Sinclair and Coulthard (1975). This system for analyzing classroom talk is based on the description of sequential patterning. Interaction is specified in terms of a hierarchical set of categories which relate to the analyst’s view of how utterances function in the discourse, and rules for the sequencing of these categories to produce ‘well-formed’ and coherent discourse. Classroom interaction is envisaged as “just a temporal and

unidirectional sequence of acts from question to answer to evaluation” (Linell and Markova, 1993:182). The interaction between teachers and learners is segmented into discrete units, of which the most commonly occurring is identified as being a three part ‘initiation-response-feedback’ (IRF) sequence. This mode of analysis is aimed at classifying discourse units and does not fully explore the interactional accomplishments they perform.

In contrast CA does not conceive turns-at-talk as being discrete or uni-directional. Contributions to interaction are seen as being shaped by and reflecting preceding talk whilst at the same time creating the context for proceeding talk, (Heritage 1989). A turn-at-talk occupies a specific sequential location in the progression of talk and realises the interactional work that it does not only because of its form and content, but also on account of that sequential location. The “positioning is relevant to the activity of a given utterance” (Sacks 1992, vol. 2/8, lecture 4, p.558). A spate of talk cannot be identified as being an ‘answer’ or an ‘acceptance/refusal’ if it is examined in isolation from the surrounding context in which it occurred. Its identification as a certain object type is only possible when it is seen in relation to a specific kind of prior action i.e. a ‘question’ or an ‘invitation’.

Talk-in-interaction evolves as co-participants collaboratively manage interaction in *context-shaping* and *context-renewing* turns-at-talk (Heritage, 1989:22). Context-shaping acknowledges that the contribution of an utterance to the creation of the talk can only be understood with reference to the context within which it occurs. Participants design their conversational contributions in relation to preceding talk and in so doing, they display an analysis of the prior talk and establish intersubjectivity. Context-renewing refers to the fact that an utterance itself creates a context for the next utterance in the sequence of talk (Heritage, 1989:22).

A further valuable insight earned as a result of CA’s attention to the sequential properties of talk is recognition that when speakers produce their turn, they routinely display some understanding of the prior talk as:

Each next turn provides a locus for the display of many understandings by its speaker-- of what has immediately preceded ..., of what has occurred earlier or elsewhere which nonetheless figures in the turn's talk, etc. The understandings are displayed *en passant* for the most part ..., as by-products of bits of talk designed in the first instance to do some such action as agreeing, answering, assessing, responding, requesting, etc. (Schegloff, 1992a)

Displays of mutual understanding, or lack of understanding etc, are therefore inherently produced as a result of the sequential properties of talk, they are displayed "to use Garfinkel's term, 'incarnately' in the sequentially organized details of conversational interaction" (Heritage, 1984a:259). The 'next-turn position' is the location where a speaker may display problematic understandings and therein initiate or action repair on a problematic aspect of a prior turn. Turns-at-talk, then:

may be designed and fitted to one another in such a way that a current turn may be directly addressed to evaluating, investigating or correcting some aspect of a prior turn. (Tarplee, 1993:5)

As Tarplee (1993) notes, this particular CA observation advances a superior conceptualisation of the influence of one speaker's talk on that of their co-participant(s) than the notion of 'feedback', 'pushing', 'noticing' and the 'negotiation of meaning' which were discussed in section 1.3.2. In creating talk, participants are continuously displaying, "establishing, repairing and maintaining *intersubjective understandings* through the collaborative construction of their talk" (Tarplee, 1993:50). For speakers in everyday talk, it is suggested that "the issue of 'understanding' *per se* is only rarely topicalized at the conversational 'surface'" (Heritage, 1984a:259). From the analysis of EFL data presented in this study, it can be observed that explicit packaging and overt displaying of these understandings, for example. 'that's right', 'well done, you got the right tense', 'I don't understand' etc, are frequent activities in the talk that is produced by EFL teachers and learners. These features are relevant to the nature and character of the institutional activity which is being conducted by the participants; focusing on talk and knowledge of the target language:

By means of such a reliance on the reflexive accountability of actions situated in a sequentially ordered progression, actors may display their own



understanding and correct/confirm those of their interactants, thereby coming to construct a shared understanding sufficient for the practical purposes of the interaction.

(Taylor and Cameron, 1987:105)

The EFL context is characterised by its high potentiality for problematic talk and breakdown in communication, so the ways in which EFL participants routinely accomplish the establishment of mutual comprehension, understanding and intersubjectivity is of prime interest to this thesis. A CA approach to the analysis of EFL talk acknowledges that states of understanding are inherently built and rebuilt, step-by-step, as participants produce turns-at-talk:

The resources for mutual understanding are found in the fundamental nature of sequencing - that the elements of interaction are not merely serially realized "as once and for all" objects but are rather actions that are shaped and reshaped over the course of the talk. The initiation of an action and the response to it create the immediate sequential context of these events, and occasion as well as exhibits the participants' analysis and understanding of the unfolding course of the interaction. Mutual understanding is thus a methodical achievement employing the resources provided by the mechanisms of conversational interaction (Garfinkel 1967:38-42; Heritage 1984a:259)

(Zimmerman and Boden, 1991:10)

The examination of just one aspect of the mutually achieved talk, for example features of teacher talk or learner language, as propounded by some early examples of SLA research into classroom interaction, can therefore take no consideration of the import of the sequential environment in which these divorced contributions were created and designed. Contributions to conversational interaction are inextricably linked, inter-related, co-determined and co-created and cannot be defined independently of each other.

In divorcing conversational contributions, a de-contextualised examination of teacher-learner interaction has been applied and upheld in SLA research into classroom language. Where researchers have attempted to analyze the reciprocal nature of teacher-learner interaction, they have done so with a limited understanding of the implicitly sequential, collaborative and co-operative nature of conversational interaction. Judgements and conclusions about the importance and possible ways in which the form

of interaction may influence L2 development from this premise are restricted, because they are founded on an incomplete representation of the nature of talk-in-interaction. Analytic findings have been skewed as a result. Disregard or neglect of the mutual and co-creative character of interaction and failure to acknowledge the sequential properties of talk provides a limited insight into, and consequently a weakened understanding of, the ways in which interaction in the classroom setting may facilitate language acquisition. A CA approach fosters a view of EFL interaction which acknowledges these features.

Research from discourse analysis and interaction analysis perspectives has provided an overall picture concerning the behaviours of teachers and learners in language classrooms, albeit at a macro level of analysis. However, categorisation systems are inclined to handle the talk that occurs in classrooms as if it were:

discrete and isolated instances of verbal behavior rather than extended discourse. This treatment can result in a somewhat fragmented and even distorted view of larger communicative events.  
(Spada, 1994:687)

The position shared by conversation analysts towards the examination of talk provides for the possibility of analyzing language that unfolds in the EFL classroom situation holistically, rather than yielding a mere consideration of one half of the interaction or incidental consideration of participants who are often regarded as though minor contributors. One participant's conversational contribution is only part and therefore only symptomatic of the whole i.e. the mutually created talk. Quantitative analyses of EFL classroom language data needs to be prefaced or accompanied, at least, by detailed qualitative analysis. A CA approach acknowledges that conversation is a collaborative achievement negotiated by participants on a turn by turn basis, (Schegloff, 1982). 'Top down' discourse analysis theories, as described previously, fail to cater for this aspect. Additionally, successful communication is envisaged as being the joint responsibility of all participants involved in interaction, and not the responsibility of the party deemed to be, for example, more competent, powerful, demonstrative or who says the most.

The following section briefly considers the CA treatment of institutionalised forms of talk and notion of asymmetry.

### **1.4.3 The Analysis of Institutionalised Forms of Talk in Conversation Analysis**

Early CA research limited itself to the examination of everyday talk or so-called ‘mundane’ conversation between adult speakers. More recently, CA researchers have turned to examples of institutional forms of talk, where the basic patterns exhibited in everyday talk have been used as a point of exploration from which to examine and compare how talk in specialised settings accomplishes its specific activities. For example, analyses have been focused on the courtroom (Atkinson and Drew, 1979) doctor-patient encounters (Heath, 1986) news interviews (Greatbatch, 1986) and classrooms (McHoul, 1978).

Amongst the criteria used to identify and define what constitutes institutional interaction in conversation analysis are (a) that interaction within an institutional context is shaped by and reflects its task-related purpose or goal, and (b) that at least one of the participants involved represents formal authority in that setting (Drew and Heritage, 1993). In the EFL classroom the goal centres around the facilitation and process of target language acquisition and the teacher represents formal authority.

The interactional task at the centre of the specialised context of the EFL classroom is connected with language proficiency and language development. There is no absolute measure of these activities as different kinds of assessment criteria are used for different purposes. In the context of the EFL classroom, ‘language development’ involves a second language and not a first language. The non-native speakers involved in the interactions focused on in this thesis are adults who are competent users of language and a language, therefore the resulting interaction is seen to be very focused and the responsibility for accomplishing the ‘working-on-language’ is jointly shared by teacher and learner. The activity is collaborative and they therefore must show recognition that they both understand what is being done and what has been accomplished. This

transcends the fact that they are EFL classroom participants and reflects the principles for example the sequential nature etc. of talk, established by CA research and discussed in section 1.4.2.

Traditional views in SLA of teachers as being 'knower', supplier of knowledge and primary controller of interaction have resulted in clear-cut delineations of asymmetries and power. In CA, the identity "assumed by one party is ratified, not by her own actions, but by the actions of another who assumes a complementary identity towards her" (Goodwin and Heritage, 1990:292). Interactional control is not simply a consequence of status granted because of perceived power or superior knowledge, but:

is a property of sequence management and turn design and may, on occasion, be generated out of advantage one speaker has by virtue of participants' asymmetries of knowledge; but that advantage does not guarantee interactional control. 'Control' and asymmetry of knowledge are not conceptually co-terminous ... .  
(Drew, 1991:43)

Drew demonstrates that a lack of knowledge, or the state of not knowing, does not necessarily entail interactional inferiority and "a person who has no privileged access to authoritative knowledge may still manage to gain a good deal of interactional space" (Drew, 1991:6). In fact, conversational interaction flourishes on the tension created by the interplay of the exploitation of asymmetries by participants and the pursuit of equilibrium; asymmetries are seen as ubiquitous and intrinsic dialogic properties (1991). Drew and Heritage (1992) state that:

it is clear that the rules of conversation operate in ways that are, in principle at least, dependent of the extra-discursive identities of the participants.  
(1992:48)

See Drew (1991:21-48) for a discussion of the nature of asymmetries of knowledge in conversational interactions.

CA offers a very different interpretation and representation of asymmetrical relations and their interactional significance and outcomes. Asymmetries are regarded as normal,

even necessary, states of affairs in conversational interaction. Institutional interactions, of which the EFL classroom is just one example, are indeed:

characterised by role-structured, institutionalized, and omnirelevant asymmetries between participants in terms of such matters as differential distribution of knowledge, rights to knowledge, access to conversational resources ... .

(Drew and Heritage, 1992:49)

Construed in this fashion, asymmetries are inherent properties of all types of interaction.

In everyday conversation, native speakers have the luxury of assuming that they share common ground. Should trouble occur in their co-created talk, all parties are considered to have the means to address and redress any imbalances or asymmetries resulting from exogenic or endogenic factors influencing the interaction, for example power, knowledge, linguistic knowledge and strategic employment of interactional moves (Keppler and Luckmann, 1991:43). In the EFL classroom, the assumption is potentially quite the opposite; that at some point in the interaction, perhaps primarily because of asymmetrical linguistic knowledge, the participants will not share common ground. Through the co-construction of the talk, knowledge about the target language will be made available and worked on. The:

critical knowledge of one participant has to be brought into meaningful speech in a partner-oriented and context-sensitive way to the end that the other participant may share that knowledge.

(Wintermantel, 1991:126)

Consequently, linguistic imbalance is reduced or erased and shared knowledge and understanding is achieved. These insights are important because as language learners, “we do not receive language passively - we create it and construct it” (Brumfit, 1984:129). Through talk, EFL participants display their knowledge of the target language, cater for the possibility of communication upsets, put talk right in the event of problems, potentially align their knowledge of the target language based on the ‘working-on-talk’ activities they have conducted, and establish mutual understanding. The medium through which knowledge about the target language is realised and conveyed is mutually constructed by teachers and learners: their talk.

In concentrating on the design of the talk in EFL classrooms, this thesis will be concerned with how teachers and learners in naturally-occurring classroom conversations, routinely build their talk and make “critical knowledge” about the target language available; how EFL teachers and learners deal with an aspect of their task of second language development which concerns knowledge of, and proficiency in, the target language. I will also demonstrate the ‘nothing specialness’ of EFL classroom talk. I do this by showing that EFL talk and everyday talk share basic and common repair and ‘working-on-talk’ features.

The following chapter, Chapter Two, is concerned specifically with the presentation and discussion of the organisational mechanism identified in everyday talk by Schegloff et al. (1977) which is at the centre of the examination of EFL talk in this thesis; REPAIR ORGANISATION. The potential significance of repair for EFL participants is underlined. Repair allows for the focusing on details of the talk itself, a continuum of displays of understanding, for example more explicit to less explicit, and the establishment of intersubjectivity. Sub-section 2.1.4 considers the related aspects of EXPOSED and EMBEDDED forms of correction (Jefferson, 1987). In section 2.2, an example of a CA analysis of repair organisation in a subject classroom (McHoul, 1990) is presented and discussed. Comparisons and contrasts with McHoul’s study are drawn within the analytic chapters of this thesis. A summary and outline of the study of one-to-one EFL talk provided in this thesis is then provided.

## **CHAPTER TWO**

### **THE ORGANISATION OF REPAIR**

The aim of this chapter is to present and discuss the organisational mechanism which is central to the analysis of EFL talk provided in this thesis; repair organisation. In section 2.1, consideration is given to the organisation of repair in everyday talk (Schegloff et al. 1977). In section 2.2, the findings of a study of repair organisation in a classroom context conducted by McHoul (1990) are presented and examined. In both sections issues pertinent to the study of EFL data are raised and discussed.

#### **2.1 THE ORGANISATION OF REPAIR IN EVERYDAY TALK**

##### **2.1.1 Introduction**

In sub-section 1.3.1, it was reported that defining what constitutes an ‘error’ and identifying errors according to the approaches taken in SLA research, has not been straightforward. The determining of an error is:

clearly a difficult process that depends on the immediate context of the utterance in question as well as on an understanding of the context of the lesson, the intent of the teacher or student, and at times, the prior learning of the students.

(Chaudron, 1986:69)

From the point of view of CA, an error is just one possible manifestation of trouble-at-talk. The term ‘error’ refers to one possible instantiation of a wider range of trouble-at-talk events. The CA concept of repair organisation entails more than the replacement of an error or mistake by an alternative item, as with error and correction in SLA. CA views talk as an organisational mechanism with various strategies and possibilities to

keep itself going when confronted with all kinds of problems, for example non-hearing, non-understanding and wordsearching, as well as informational or grammatical errors. Consider the example of a wordsearch, where an item of language eludes a speaker. This type of activity does not involve any replacement of one item by another, but is included in the phenomena addressed by Schegloff et al. Word-searching is a trouble which can be observed frequently in EFL classroom talk. Repair allows for the broadest possible perspective of error and correction as “nothing is, in principle, excludable from the class ‘repairable’” (Schegloff et al., 1977:363).

Repair offers all-inclusive and thus potentially more useful notions of the terms ‘error’ and ‘correction’, referring to all instances of problematic talk and the trajectories which are involved in its treatment. Construed in this fashion errors can thus be seen as being more than the production of a deviant form by the language learner and hence as being specifically the learner’s problem. Errors and the subsequent trajectories which culminate in their repair, constitute an interactional problem which EFL participants, jointly, must overcome, and which involves the regeneration of the talk they are creating. The analysis of repair which is included in this thesis will show that repair activities entail making some aspect of language the attention of the talk to one degree or another. This may be accomplished in an explicit or not so explicit manner and may entail time-out from the initial topic or concern of the talk. For example, in the turn following the occurrence of a repairable, a speaker may pinpoint what is a source of trouble for him/her and in doing so bring the focus of attention onto that particular aspect of the talk.

Consider the following example of a repair trajectory from Schegloff et al.’s paper on the organisation of repair (1977:377). B’s first initiation does not result in a repair in next position by the speaker of the trouble source. The focus on the trouble-source is prolonged by a second initiation and then a self-repair is accomplished:

#### #2.1

```
([SPC:SP] Schegloff et al. 1977:377)
1   A:   It's just about three o'clock, so she's
2       probably free. I'll call her now.
3   B: → What time is it?
4   A:   Three, isn't it?
```



5 B: → I thought it was earlier.  
6 A: Oh, two. Sorry

In line 3, speaker B's question locates what is a source of trouble for him/her in A's prior turn; *what time is it?*. In A's next turn, s/he does not action any repair to the information given in her/his prior turn, but reproduces the already given information. Speaker B responds in next turn, not with a correction, but with further initiation, allowing A an additional opportunity to action a self-repair. B's turn in line 5 reveals his/her basis for identifying a trouble-source; *I thought it was earlier*. The site and nature of the repairable have thus been exposed by speaker B, and an ultimate self-repair is then accomplished by A, in line 6. The examination of the repair trajectory demonstrates how an aspect of the talk being built by speakers A and B gets focused on, worked on and is negotiated and collaboratively rebuilt by them. The source of trouble pin-pointed and treated in the above example emanates from the incorrect information supplied by speaker A.

In talk which is created by EFL participants, issues relating to correctness, L2 knowledge and competencies routinely arise. These may result from the on-line production of contributions to the talk, as opposed to those which are directly related to the specific focusing on aspects of the target language as part of the global agenda of the lesson; for example aspects of the language which are specifically pointed out for potential work in the lesson, for example 'today we're going to look at the third conditional'. For EFL participants, repair sequences provide the major context within which troubles concerning the target language and knowledge of the language are focused upon and exhibited to and for each other.

Repairables may be the product of either momentary lapses in knowledge or understanding by the learner or may indeed be manifestations of the learner's existing L2 knowledge and level of competencies. Aspects of the language which are revealed to be problematic for the participants may become the focus of the talk and may be worked on and clarified, for example through self-initiation and other-initiation activities which project the learner's working on his prior talk, assessment of that talk and which conclude in either self- or other-repair.

Repair sequences may also provide the context wherein potentially new knowledge about the target language is made available for the learner by the teacher, for example in next-turn other-correction, or correction after failed self-repair attempts, where the correction entails the novel presentation of linguistic information and/or items. The analysis of repair trajectories in this thesis demonstrates that they are environments, jointly created by teacher and learner, negotiated turn-by-turn, in which language is assessed, demonstrated, experienced, worked on, put right, practised and so on. They intuitively have a role in the instruction, and perhaps therefore, in the development of the target language.

Section 2.1.2 which follows, reviews the range of trajectories which constitute the organisation of repair which has been shown to operate in everyday talk (Schegloff et al.).

### 2.1.2 From Trouble-Source to Outcome: Repair Trajectories

In their 1977 seminal work, Schegloff et al. discriminate between the initiation of efforts to deal with trouble and the subsequent trajectory of such efforts which realise the successful, or otherwise, treatment of that trouble. Important distinctions are made; the differentiation of the party who identifies the trouble, either the originator of the trouble-source or not, how they locate the trouble-source and who subsequently deals with it. Example repair trajectories are given below.

1. Repair can result from initiation by the speaker of the trouble-source:

#2.2

([US:4] Schegloff et al. 1977:364)

1	V:	En- it nevuh <u>happen</u> . Now I could of wen'
2		up there en told the parents <u>myself</u> but
3	→	then the ma- the <u>husbin</u> liable tuh come
4		t'd' <u>doh</u>

In line 3, V does a self-correction, *the ma-* ends in cut-off and is immediately replaced by an alternative item, *the husbin*. The transcription indicates that the first syllable of the repair item is highlighted. The co-participant makes no contribution to the talk.

These same features are found in instances of same-turn, learner self-repairs in the EFL data.

2. Other-repair can result from initiation by the speaker of the trouble-source:

#2.3

```
([BC:Green:88] Schegloff et al. 1977:364)
1   B: → He had dis uh Mistuh W- whatever k- I
2           can't think of his first name, Watts on,
3           the one thet wrote // that piece,
4   A: → Dan Watts
```

In this example, speaker B's wordsearching does not result in a self-repair. An 'isolated' correction, i.e. production of the repair elements without accompanying talk, is provided. This type of other-correction is frequently actioned by teachers in the EFL data corpus. Routinely in the EFL data, in the next turn following a teacher 'isolated' correction, the learner provides a repeat of the repair.

3. Repair by the speaker of the trouble-source can result from other-initiation:

#2.4

```
([GTS:5:3] Schegloff et al. 1977:364)
1   K:   Is Al here today?
2   D:   Yeah.
3           (2.0)
4   R: → He is? hh eh heh
5   D: → Well he was
```

In #2.4, there is 2.0 second pause following speaker D's response. An extended opportunity space in same-turn for a self-repair by D is allowed for, but not actioned. Speaker R then initiates a repair.

Schegloff et al. identify distinct and systematic differences between repair that is initiated by *self* and repair initiated by *other*. They demonstrate that they are not equivalent alternative actions and conclude that there is a *preference* for self-initiated repair trajectories over other-initiated repair trajectories. Self-repair is a *preferred* activity; an action which is routinely executed in a straightforward manner, and without delay. In contrast, *dispreferred* actions are accompanied by delay, modulation and giving accountings, e.g. laughter, apologies and so on. The term 'preference' is not a

consequence of the psychological state of the speakers, but an aspect of the structure of talk, “of sequence and turn-organisational features of conversation” (Schegloff et al., 1977:362, footnote 4). Schegloff et al. argue that conversation is sequentially and structurally skewed so that opportunities for self-repair come before opportunities for other-repair, and, opportunities for self-initiation and self-repair are regularly actioned. Furthermore, when other-initiation is actioned, it is routinely performed so as to invite correction by the originator of the trouble-source; self-correction. Talk is routinely designed in such a way so that originators of trouble are allowed first opportunities to repair problematic talk. Below is a summary of Schegloff et al.’s repair organisation, starting with the most preferred and ending with the least preferred trajectory (based on Schegloff et al., 1977 and Norrick, 1991).

#### Self-Repair

- 1 in same-turn or in transition space
- 2 in turn after next

#### Other-Initiation

- 3 via clarification request in second turn
- 4 via guess at intended meaning in second turn

#### Other-Repair

- 5 in fourth turn (following other-initiation attempts, 3 or 4)
- 6 in next turn

It might be anticipated that as a result of the differing states of knowledge and competence between L2 learners and their co-participants, the organisation outlined by Schegloff et al. for ordinary talk cannot be applied without problem or alteration to talk that occurs in EFL classrooms. The traditional view of teachers and learners in classrooms is that teachers have responsibility for correcting, so instances of other-correction, the least preferred trajectory in everyday talk could be regular occurrences. That a different organisation applies in examples of talk between competent and pre-competent speakers such as in the EFL classroom, has been suggested by Norrick

(1991). He has suggested that when participants accomplish correction on each other's talk they:

negotiate such corrective sequences from one context to the next based on their respective abilities to complete the correction, rather than adhering to the so-called 'preference for self-correction' proposed by Schegloff et al. (Norrick, 1991:59)

Schegloff et al.'s account of repair is therefore regarded by Norrick to be a sub-case of his broader organisation.

Seedhouse (1995) has also advanced a framework for the analysis and evaluation of language classroom interaction contexts which ties pedagogical aims with interactional patterns. He proposes the following tripartite relationship to account for the organisation of repair in EFL classrooms. He makes a distinction between, for example, contexts where the focus is on formal linguistic accuracy and those where the focus is on "personal meaning" and proposes that:

each context has its own typical internal organisation of repair, and that a context-based approach to repair organisation may be more satisfactory than attempting to describe the organisation of repair in the L2 classroom as a monolithic whole. (Seedhouse, 1995)

Schegloff et al. (1977) state themselves that an exception in everyday talk to the constraint on other-correction might be found in adult-child interaction and other such forms of talk, which involve 'not-yet-competent' speakers. In these domains, they suggest that there might be a *relaxation* of the preference for self-repair, that other-correction may be employed as a "vehicle for socialization", and may operate as a:

device for dealing with those who are still learning or being taught to operate a system which requires, for its routine operation, that they be adequate self-monitors as a condition of competence. It is in this sense, only a transitional usage, whose supersession by self-correction is continuously awaited. (Schegloff et al., 1977:381)

L2 learners and their teachers can be equated with L1 learners and their caretakers in this respect. Tarplee's examination of adult-child talk, (1993), provides evidence to suggest that the organisation of repair detailed by Schegloff et al. is operational in adult-child talk. Rather than advocating alteration to the preference of self-repair, Tarplee states that in adult-child talk there is an "uncharacteristic organisation of repair initiation, such that opportunities for the self-initiation of repair by the child are reduced, and the design of other-initiation of repair by the adult is particularly self-explicit" (1993:330). Tarplee suggests therefore, that the didactic nature of adult-child interaction is partly realised by the explicit design of repair-initiation (1993:189). Opportunities for the child to perform self-initiated repair are reduced because of the frequency of other-repair initiation. This also means that there is a reduction in "the responsibilities left with the child for a self-monitoring of the adequacy of the talk produced" (Tarplee, 1993:330).

McHoul (1990) concludes from his examination of subject classroom talk that other-initiation is the most frequently occurring trajectory and the occurrence of other-correction could be specifically accounted for. The flexibility of the framework outlined by Schegloff et al. and its capacity to encompass all eventualities is highlighted and defended by these two studies. The findings of this thesis also provide evidence which confers with that of Tarplee and McHoul.

Activities which are shown to be 'preferred' in everyday talk, such as self-initiation and self-repair, may not be an attainable possibility for the L2 learner because of target language limitations. Should there be a predominance of other-correction by teachers in the EFL context, it might be explained as being indexical of the differential access to linguistic knowledge and competencies between the participants. It is not therefore that a different organisation is in operation. The analysis of one-to-one EFL talk presented in this thesis provides evidence to support the claim that preference for self-repair is the overriding priority of the talk, but, other-initiation is particularised, as in McHoul's and Tarplee's studies.

### 2.1.3 Characteristics of Initiation and Correction in Everyday talk

The following sections review characteristics of repair trajectories operating in everyday talk, according to Schegloff et al. (1977). The discussion highlights aspects which are pertinent to the examination of talk between EFL classroom participants. It also points out anticipated areas of comparison and contrast which feature in the examination of one-to-one EFL classroom talk which are found in the analytic chapters of this thesis. A discussion of types of initiation which have been identified in everyday talk follows.

#### Initiation Types

Schegloff et al. (1977) identify an ordering of five initiation types. The types are ordered according to their relative power i.e. their capacity to locate and provide information about the nature of the repairable, 'type 1' being the least specific and 'type 5', the most specific. A brief overview of the other-initiation types is warranted as their predicted employment in the talk of EFL classrooms has been of interest to the examination presented in this thesis. Initiation types have the potential to supply L2 learners with differing levels of information about the trouble-source and therefore the nature of the required repair. Below is a summary of the initiation types with examples from Schegloff et al. (1977):

Type 1 Turn-constructural devices such as 'huh?', 'what?':

#2.5

```
([CD:SP] Schegloff et al. 1977:367)
D:      Wul did'e ever get married 'r anything?
C:  →   Huh?
D:      Did jee ever get married?
C:      I have // no idea
```

Type 2 Question words, who, where, when

#2.6

```
([C-J:12] Schegloff et al. 1977:368)
J:      Tsk there's Mako:(hh)
C:  →   Where,
J:      There
```

### Type 3 Partial repeat of the trouble-source-turn plus question word

#2.7

([Carterette & Jones 1974:418] Schegloff et al. 1977:368)

A: I thought you had a date with your  
boyfriend to go to a party

B: No I went to a shower

A: → To a where?

B: I went to a shower

### Type 4 Partial repeat of the trouble-source-turn

#2.8

([TG:15-16] Schegloff et al. 1977:368)

A: ... I'm home by one ten.

B: → One ten?

A: Two o'clock. My class ends one ten.

### Type 5 'Y-mean' plus a possible understanding of prior turn:

#2.9

([SPC:SP] Schegloff et al. 1977:368)

A: Why did I turn out this way.

B: → You mean homosexual?

A: Yes.

These same devices are used in one-to-one EFL classroom talk to other-initiate repair. Fragments exemplifying next-turn initiation are presented and discussed in Chapter Six. Types 3 to 5 are found in the EFL data.

Schegloff et al. (1977) describe 'stronger' and 'weaker' types of repair-initiation. They demonstrate that weaker initiation types are routinely self-interrupted in mid-production and replaced by a stronger type. Also, where more than one initiation type is employed, they occur in order of strength. This is illustrated by the following example:

#2.10

([HS:FN] Schegloff et al. 1977:369)

A: I have a: -- cousin teacher there.

Type 2 D: → Where

A: Uh:, Columbia.

Type 4 D: → Columbia?

A: Uh huh



Type 5    D: → You mean Manhattan  
          A:    No. Uh big university. Isn't that  
                  in Columbia?  
          D:    Oh in Columbia.  
          A:    Yeah.

The above example also illustrates that differing levels of information about the trouble source is provided by the initiation types. Schegloff et al. Found there to be no correlation between error type and repair trajectory in everyday talk. The employment of one initiation type as opposed to another has consequences for the amount of work required from the learner. Where the learner makes no display of awareness of error after a trouble-source, it might be supposed that should a 'type 4' initiation be actioned as opposed to 'type 1', the initiation would be less instructive and so on, leaving the learner with more responsibility in the self-monitoring of their prior talk. Pitching the type of repair initiation at the right level, it would seem, could possibly serve to increase the chances of an ultimate, successful self-repair outcome.

Characteristics of repair discussed in Schegloff et al.'s 1977 paper that are pertinent to the context of the EFL classroom are reviewed in the following section. The italicised points provided below were adapted from Schegloff et al. (1977).

### **Characteristics of Repair in Everyday Talk**

1. *Self-initiation opportunities come before opportunities for other-initiation; in a) same turn position b) transition space, and c) next turn*

Within the context of the EFL classroom this procedure is dependent upon the learner's level of awareness of error. If the learner reveals no sign of error awareness or makes no attempt at repairing trouble, then the repair actions which remain for the participants are the least-preferred activities since opportunities for preferred actions have not been utilised. Should the teacher not action other-repair in next-turn a last site opportunity for the repair is left unactioned. The trouble-source does not get worked on by the participants. A third/fourth position repair by the learner, would depend on the learner's subsequent recognition that there was something problematic in his/her prior talk.

2. *Self initiation proceeds directly to the solution of the problem, i.e. self-repair*

This relationship between initiation and subsequent treatment of the trouble-source would clearly be dependent on the learner possessing the knowledge and competencies necessary to action successful self-repair.

3. *Other-initiations overwhelmingly yield self-corrections*
4. *Other-initiations provide speakers of trouble-sources with an opportunity to repair the trouble themselves, even when 'other' clearly 'knows' the repair or 'correction', and COULD use the turn to do it (1977:377)*

Characteristics 3 and 4 point to the observation that in everyday talk between fully competent speakers participants are afforded opportunities to self-repair even after initiation by other. Other-initiated repair leads to successful repair outcomes. Once more, learner competencies are an issue here. Other-initiation reveals a speaker's expectations that the other party has the ability to action a self-repair.

5. *Other-initiated-repair takes a multiple of turns*

Accomplishing repair has a premium for the participants themselves and for the talk they are creating. Repair activities require investment in the talk, for example there is a delay in getting back to and on with the topic. For this delay to be minimal, the originator of trouble must have the knowledge and competencies to be able to action the repair. For L2 learners, repair activities which project self-repair demands a show of their L2 competencies and level of knowledge. In everyday talk repair is seen to be dealt with economically and swiftly by participants. In EFL talk, there is a risk that other-initiation trajectories which overwhelmingly and routinely lead to self-repair in everyday talk but may result in failure to action self-repair by the learner, or further trouble-sources which result from the repair activity itself.

6. *Other-initiations are regularly withheld a bit past possible completion of the trouble-source turn*

In everyday talk, there is a noticeable gap which allows an extra opportunity in an expanded transition space for the speaker of the trouble-source to self-initiate repair. Are L2 participants routinely afforded this opportunity?

7. *Other-correction is downgraded by the use of confidence and uncertainty markers*

As with point 8 below, this aspect orients to the status of other-correction as a dispreferred activity. Whether these features observed in everyday talk are characteristics of EFL classroom talk needs to be determined.

8. *Other-correction is done jokingly or is not seriously proposed. It is packaged in an accommodating environment which tones down unmodulated other-correction*

Norrick's investigation (1991), of corrective exchanges in types of interaction said to favour correction, for example between parents and children, teachers and students, and native and non-native speakers, rejects the strict preference structure of repair organisation which has been outlined and discussed above. Norrick argues that Schegloff et al.'s preference for self-repair organisation is in fact a sub-case of a broader organisation. An organisation in which corrective sequences are negotiated by interactants on a turn-by-turn basis, and which are based on their capabilities to successfully complete correction. Norrick states that the participant who "feels more competent in the area crucial to an apparent error" (1991:61) decides if and how correction should be achieved. He also states that:-

a perceived asymmetry in responsibility for correctness and ability to achieve it overrides the usual organization of corrections.  
(Norrick 1991:63)

Norrick's interpretation provides an explanation of the arrangement to be found in the EFL classroom. However, criticism of this interpretation from the view of the present thesis, lies mainly with his use of terminology, "feels" and "overrides" and their implications. Norrick's interpretation also relies heavily on the equating of status and perceived power with interactional patterns. The notion of asymmetry has been discussed previously in 1.4.3. The view advocated by the present study is that the repair procedures adopted in EFL talk are not simply based on participant perceptions, but primarily on the concrete here-and-now display or evidence of lack of knowledge or competence between the participants revealed in the talk as their talk unfolds.

Schegloff et al.'s repair organisation (1977) is based on empirical observation of the structural properties of talk, the orientations revealed by participant behaviour, and is most importantly described as being outside the psychological influence of the participants. Repair is negotiated and collaboratively accomplished between teacher and learner as they construct their talk for, and in response to, each other's contributions. From this point of view, the option for self-repair is seen to be still the preferred action, but is not always operable, or operated, by the L2 learner. If the learner displays the inability to accomplish self-repair or unawareness of the need for repair, the self-repair option is either by-passed or shown to be unattainable. So with opportunities for self-repair in trouble-source-turn or in next turn etc. unactioned by the learner, other-initiation and other-repair opportunities, the next trajectories in the organisation are necessarily those that can be projected or actioned by the teacher. In the event, other-initiation may yet engender an ultimate self-repair by the learner. This is contingent on the learner's level of target language linguistic competence. These aspects of repair in EFL talk are described in depth in Chapters Four to Eight.

The next section considers aspects of the nature of repair organisation which have been identified by Jefferson (1987); EXPOSED and EMBEDDED correction. The analysis of one-to-one EFL classroom talk presented in the current study reveal these phenomena to be of particular consequence to the talk created in one-to-one EFL lessons. The extent of exposedness and embeddedness quality of the repair activities clearly affects the nature of the focus on details of the talk itself; whether it is explicitly or implicitly accomplished.

#### 2.1.4 Exposed and Embedded Correction

Jefferson (1987) identifies and describes two forms of other-correction observable in everyday talk which have different interactional consequences; exposed and embedded correction. Jefferson illustrates that correction by other-speaker is an activity which can either be (a) accomplished explicitly, where the correction becomes the interactional business, or (b) without it emerging to the conversational surface. Exposed correction has an interactional cost as the ongoing talk is interrupted and correction becomes the concern of the talk. It is demonstrated that with exposed forms of correction:-

correcting can be a matter of, not merely putting things to right .... but of specifically addressing lapses in competence and/or conduct.  
(Jefferson, 1987:88)

Jefferson demonstrates that after exposed correction giving an account of error is potentially relevant. Exposed correction may therefore be a means of specifically bringing a participant to account for their errors; as “once ‘correcting’ has become the business, there is room for ‘accounting’, regardless of how or by whom the correction is done” (1987:97). Accountings include activities such as explaining the error, laughing about the error and apologising for the error. These aspects are also seen in the case of correction which is initiated by other-speaker.

On the other hand, embedded other-correction is a way of handling problematic talk without invoking the apparatus of repair i.e. initiation attempts, repair markers, hesitation, lengthy trajectories and so on, which lead to the successful, or otherwise, treatment of the repairable. Embedded correction does not project accountings and does not discontinue the ongoing talk. Correction does not become the interactional business and therefore demands less interactional investment, less time, and talk stays on topic. Embedded correction is something which occurs along with the accomplishment of some other primary interactional business. The differences in the characteristics of these specific repair trajectories clearly have important interactional and cognitive consequences for the second language learner. The following examples, #2.11 to #2.16, from Jefferson’s 1987 paper, illustrate these two types of correction forms.

Example #2.11 involves an other-correction in next turn with no overt markers (in line 4), and an embedded receipt of repair (in line 5). No account of the error is given by Milly and she continues on topic. In next turn after the trouble-source turn, Jean does a correction. The repairable is isolated, redone without delay or overt repair markers. The initial consonant of the specific repair item is emphasised. The repair is embedded in Milly's next turn. Milly's redoing of the repaired item is also marked by a stressed initial consonant. Once again the correction has a restricted impact on the talk, and the participants do not make it the explicit focus of the talk. This trajectory is found in the EFL data, but more commonly, learners produce a repeat of the correction which is set off from their following continuation.

#### #2.11

1 Milly:           ... and then they said something about Kruschev  
 2                   has leukemia so I thought oh it's all a big  
 3                   put on.  
 4 Jean:           → Breshnev.  
 5 Milly:          → Breshnev has leukemia. So I didn't know what  
 6                   to think.

The following fragment includes an example of other-correction in next turn with no overt markers (in line 2) and a minimal receipt of correction (in line 3). The repairable is picked out and a repair, without any surrounding context or explicit repair markers, is actioned. The repair is imitated, marked by stress and is followed by an explicit receipt marker, *Right*. The correction does not become topicalised, it is executed without delay, involves no accounting for error and therefore the talk is minimally interrupted. The redoing of the repair is minimally receipted by Norm, in line 4, with a *M-hm*. A possible next could have been 'they told me they were going tomorrow', which could have potentially elongated the repair and intervention on the talk. Norm therefore acknowledges that the talk is back on track and signals that he makes no claim to take over speakership. Both participants do some receipting of the repair event. This is also seen in the EFL data. Larry continues on topic now that the trouble source has been dealt with successfully. The repair activity is kept to a minimum.

#### #2.12

1 Larry:          They're going to drive ba:ck Wednesday  
 2 Norm:          → Tomorrow.

3 Larry: → Tomorrow. Righ{t.  
 4 Norm {M-hm,  
 5 Larry: They're working half day.

This fragment includes an example of other-correction in next turn with no overt repair markers an explicit receipt of correction follows. There is an accounting for the error and extended focus on the repair activity.

In the next example, the repair involves a redoing of a part of the prior turn. Jo performs the repair without delay and without explicit repair markers in next-turn; *The Black Panthers*. The initial syllable of the specific repairable item is highlighted. Pat does a repeat of Jo's repair in next-turn. The initial syllable of the specific repair item in this redoing is also highlighted. These features were observed in #2.11 above. However, in #2.12 the participants do make the repair activity the continuing focus of the talk. The repair is immediately followed by a continuation of focus on the trouble and accounting activity (Jefferson 1987) is conducted; *what did I?*. Pat reveals that she was unaware of the need for repair. The repair activity is terminated in a joke by Jo (lines 8-9) thus orienting to the status of other-correction as a dispreferred activity. In this example correction becomes the concern of the talk, there is a focus on language specifics and there is a delay to the topic.

### #2.13

1 Pat: ... the Black Muslims are certainly  
 2 more provocative than the Black  
 3 Muslims ever were.  
 4 Jo: → The Black Panthers.  
 5 Pat: → The Black Panthers. What'd I  
 6 Jo: You said the Black Muslims twice  
 7 Pat: Did I really?  
 8 Jo: Yes you di:d but that's alright  
 9 I forgive you.

In extracts #2.11 to #2.13, the replacement of the repairable is isolated in the correction turn i.e. there is no surrounding syntactic context. There are no explicit repair markers and the repair is redone immediately by the originator of the trouble source in the following turn. The repair is executed quickly and there is little interruption to the ongoing talk. The 'isolated' nature of the repair is very significant in the data presented in this thesis.

The two forms of other-correction which are highlighted in the examples presented and discussed above do not correspond to two symmetrically distinct modes of correction. Jefferson (1987) shows that correction may be explicitly actioned by one participant, but be accepted in an embedded form by the co-participant, thus ignoring the potentially projected accounting for error. Likewise, a correction may take an embedded form but be brought to the conversational surface by an explicit receipt. This phenomenon is illustrated in the following example in which participants deal with racist language (example from Jefferson (1987)). The other-correction occurs in overlap (at 1) with explicit repair markers and embedded receipt of correction (at 2).

#### #2.14

Jim: Like yesterday there was a track meet at Central  
.Reese was there. Isn't that a reform school,  
(0.4)

Jim: Reese?  
(.)

Roger: Yes.  
Ken: {{Yeah.  
Jim: {{Buncha niggers and everything?  
Ken: Yeah.  
(0.3)

Jim: He went right down on that field and he was  
just sitting there talking like a nigger and all  
the guys (mean) all these niggers are all  
{up there in- }

1 Roger: → {You mean Negro: don't you.  
(.)

Jim: Well and {they're all-h-u}=  
Ken: {And Jig, }=  
Jim: =They{'re they're A:LL up in  
Ken: {hunh  
the stands you know all  
(.)

Jim: These guys (are) completely radical. I think I  
2 → think Negroes are cool guys you know,  
Ken: Some of them yeah.

In the above example, Roger's exposed correction, in 1, projects a potential accounting. The repair is not attended to by Jim in next turn. It is embedded into later talk, in 2, thus avoiding having to give an account of his 'error'. The repair is embedded into Jim's talk.



In the two examples of other-correction which follow, a speaker is having difficulty in coming up with a word to complete his talk. The issue of linguistic adequacy is a focus of the talk. Wordsearching is the type of problem which L2 learners often face. In #2.15, Charles, the trouble-source originator explicitly requests assistance from his co-participant in order to accomplish a repair and makes the repair activity an exposed and explicitly collaborative affair. The other-correction is itself minimally packaged; the corrector allows for the possibility of a minimal and embedded form of repair which will be executed quickly without necessitating a high interactional price.

### #2.15

1 Charles: I mean a- even actors are okay if you pick  
 2 the ones who are not all hung up in uh you  
 3 know — wanting — to — well I think you  
 4 → gyrate — not gyrate — is gyrate the  
 5 → right word?  
 6 Lee: → Gravitare.  
 7 Charles: → Gravitare! heh Gyrate hehh  
 8 Lee: hehh  
 9 Martha: heh ((zig-zag whistling))  
 10 Charles: → gravitate towards the people who are —  
 11 you know all involved in in ideas and  
 12 concepts...

Charles displays difficulty with a lexical item in his talk and is not be able to action a self-repair. In lines 4-5, Charles explicitly rejects his own attempts at producing a word and asks for help from his co-participant. In line 6, Lee provides a minimal other-correction, which consists of the isolated repair item. The correction is not prefaced by repair markers and is not highlighted for attention, for example by increased loudness or stress. The repair is redone by Charles in next-turn. The initial syllable of the repair is stressed, marking the accomplishment of the repair. The focus on the repair business is extended by Charles with an accounting, laughing at his inability to action a self-initiated repair. His co-participants show affiliation by joining in with laughter. In line 10, Charles then returns to the original business of the talk. The repair item is embedded in his continuation of the talk. It is anticipated that the nature of the repair business in the above fragment will be similarly negotiated by EFL participants in their talk. Charles' talk reveals his self-monitoring, recognition of the need for repair and

subsequent inability to put the talk right for himself. But, with the help of his co-participant the repair business is successfully treated and the talk continues.

The last example in this section given below, #2.16, also includes a minimally packaged other-correction. One of the participants, Diaz, has problems in coming up with a word to complete her talk. In this instance the correction is also minimally packaged.

#### #2.16

```
1 Diaz → she's the product of a:n incestuous::  
2 → :: °incestuous° I'm sorry hih .hhh  
3 → em::: a uh  
4 (2.0)  
5 Diaz °mm:::□°  
6 Carla:□ → °A{dul(trous)□°  
7 Diaz: {relationship with another woman,
```

Diaz displays recognition that an aspect of her turn is in need of repair; the trouble-source is highlighted by a lengthened final consonant and is then repeated (this repeat is noticeably quieter than the surrounding talk). An apology for the error and delay is produced. Carla ultimately produces a correction. The repair is isolated, there is no surrounding context and it is 'noticeably quieter than the surrounding talk'. Carla produces just the first syllable of the repair item before Diaz produces a continuation of her prior talk in overlap. It may be anticipated that if Carla had not provided the correction, this aspect of Diaz's prior talk would, possibly, have been left unrepaired. The fragment does not allow us to see if the repair accomplishment was subsequently received by Diaz.

Jefferson argues that the activity of correction is thus shown to be a collaborative enterprise as it is through the participants':-

collaborative, step-by-step construction that correction will be an interactional business in its own right, with attendant activities addressing issues of competence and/or conduct or that correction will occur in such a way as to provide no room for accounting.  
(Jefferson, 1987:99)

Thus for EFL interactants the extent to which the focus on the language itself is made the business of the talk is negotiable. In the EFL classroom context, the capacity for this co-operative enterprise is potentially constrained. Second language learners may not be aware of the need for repair or be in a position to action repair for themselves, and so the option for self-repair is not actioned. Consequently, forms of correction may prove to have further costs for the L2 teacher and learner. As with extended repair-initiation, exposed correction (initiation and treatment) and its accompanying activities can require the learner to focus explicitly and consciously on the form of the language s/he is trying to learn and lead to an increased risk potential for further troubles. The learner may not be in a position to be able to meet these projected demands. But, with the support of his/her interactional partner, through collaboration and negotiation in the building of their talk, issues connected with the talk and target language will be worked through and dealt with jointly.

It may be anticipated meanwhile that embedded other-correction empowers the EFL teachers and learners to attend to the repair of trouble-sources, but does not necessarily oblige an explicit or consciously motivated focus on language form. Repair is achieved, but the extent of explicit focus on language specifics is restrictable. For example where the learner displays no awareness of error or inability to action self-repair in their turns-at-talk, the EFL teacher may action other-correction in either an exposed or embedded form. What is projected as a relevant next is therefore controlled, to some extent or other, by the teacher and (subject to his/her level of competence) the learner. The L2 learner may, if in possession of the necessary knowledge, be able to accept the correction in an exposed receipt and even make the correction the continued focus of the talk him/herself.

Exposed forms of other-correction would, on the surface, seem to orient to the pedagogic goal of the type of EFL lesson or activity in an EFL lesson which entails the conscious analysis of aspects of the target language, one example being a grammar lesson. Teacher other-correction takes responsibility for the displaying of knowledge for the learner. In the context of a 'conversation-based' lesson, meanwhile, this form of correction would have a markedly different impact on the nature of the talk and its activity.

The next section provides a discussion of an analysis of repair organisation, conducted by McHoul (1990) in a classroom context. The interactional goal of this lesson concerns the teaching-learning of geography. McHoul notes the pervasiveness of next-turn initiation and recursive initiation in his data. Other-correction was found to be “rare” (1990:375) and to be located in particular sequential environments. As with Tarplee’s (1993) study, his findings also suggest an alteration in the preference for explicitly-designed other-initiation. Other-correction, it seems, remains to be a least-preferred action in Geography classroom talk.

## **2.2 THE ORGANISATION OF REPAIR IN SUBJECT CLASSROOM TALK**

### **2.2.1 Introduction**

McHoul’s (1990) investigation of repair organisation in the talk of high school geography classes, led him to draw the conclusion that there is no difference in the preference for self-repair organisation in everyday talk and the subject classroom. McHoul identified examples of student self-initiated repair in his data and maintained that other-correction remained to be the dispreferred activity. Instances of other-initiation leading to self-correction were seen to outnumber those instances of other-initiated other-correction. Other-correction was seen to be an activity which teachers employed after failure to achieve student self-correction through other means, for example self-initiation or other-initiation. Other-correction is very much a ‘last resort’ action and was therefore found to be not as frequent as might have been anticipated. Instances of other-initiation were, however, ‘frequent’. In subject classrooms, McHoul concludes, self-correction remains to be the preferred trajectory. Other-correction:

in classrooms, as in conversation, is very much a last resort. And we might make a stronger claim for the classroom version of the dispreference if only because the expansion phenomenon occurs so frequently. Other-correction is dispreferred over third-turn self-correction; and this is the case even though other-*initiation* is the preferred means of starting a repair trajectory in classrooms.

(McHoul, 1990:365)

The following section reports and discusses some of the main findings of McHoul's study. The points in section 2.2.2 were adapted from McHoul (1990:374-376).

### **2.2.2 McHoul's Findings**

A summary of McHoul's main observations about repair organisation in the subject classroom with discussion of some of these observations is provided in this section.

#### **Some General Observations**

1. Teachers and students both action same turn self-repairs.
2. Instances of same-turn self-initiations and self-corrections were outnumbered by instances of next-turn other-initiation.
3. Instances of same-turn self-correction are not restricted to error type troubles. They can, for example, be word searches.
4. Initiation in next-turn is the "prerogative" of teachers with third-turn self-repairs being the "prerogative" of students.
5. Both teachers and learners action repair of their own talk; "but, contrary to what may be a popular image of the classroom, teachers tend to show students where their talk is in need of correction, not how the corrections should be made" (1990:376).
6. No instances of third turn self-initiation/repair were identified.

McHoul observed that students as well as teachers actioned self-repair on all types of trouble-sources. However, other-initiated repair was the most frequently occurring trajectory in the data corpus. Teachers were observed to withhold from actioning other-correction and sought to maximise the number of opportunities for students to work on

their own talk by pursuing initiation. Students, therefore, were afforded a series of opportunities to re-assess their talk and to make attempts at producing acceptable answers. The teacher's initiation was seen to guide students to right answers, for example subsequent initiation narrowed down the amount of work required to action the repair, by indicating what about the talk was problematic or where this problem had occurred. The repair enterprise often involved a multiple of turns from trouble-source to eventual outcome. Investment in the repair activity was thus required.

### **Some Observations of Other-Initiation**

7. Next-turn other-initiation is described as being “observable en masse, especially when followed by student self-corrections” (1990:375). Teacher initiation routinely resulted in successful student self-repair.
8. Other-initiated repairs are actioned, on all occasions, on errors. And, “are formulated as attempts to yield eventual replacements by the speaker of the trouble source or by other students” (1990:376). Other-initiations coincided with the occurrence of error-type problems.
9. Other-initiations are routinely located in the comment slots of ‘Question-Answer-Comment’ (QAC) three-part sequences, where the trouble-source has occurred in the previous answer slot.
10. Other-initiation occurs recursively (including cluing and questioning actions). This produces expanded sequences which defer other-correction and provides opportunities for self-repair attempts.
11. After teacher other-initiation, “reaffirmations and reassertions of candidate repairables by students are rarely found”. This is particularly so when initiation is “definite rather than tentative or modulated” (1990:375).

12. Other-initiations are accomplished either a), in next-turn without delay, or b), immediately on production or hearing of the trouble-source. Instances of the latter type initiations occur in overlap and as interruption. Overwhelmingly, the student yields speakership where initiation occurs as interruption.

There is no withholding of other-initiation as shown in everyday talk. McHoul found that where teacher interruptions occurred, teachers did not action corrections, but provided repair-initiation. Thus, students were prevented from going further down the wrong path. The teacher's initiation sought to guide them to the answer envisaged by the teacher and to accomplish sequential expectations.

13. Where overlapping other-initiations occur, they are generally found where the trouble has more than one criterion. The other-initiation engenders a correction of one criterion leaving another criterion to be successfully completed, ideally, by self, in third-turn position.

Other-initiated repair was the most commonly occurring type of repair trajectory negotiated by the participants in the data. A regular pattern found in McHoul's data was for the teacher to reformulate questions as repair-initiation and to provide clues, whereby "teachers attempt to lead students to correct answers by small steps" (1990:255) to aid student self-repair. Initial doubts are expressed by McHoul as to whether instances of repair-initiation or turns in next-turn to the turn following the repairable, which he terms as 'clings', are in fact instances of "correction-unrelated next-turns" (1990:356). Consider the following example which is discussed by McHoul in his paper:

#### #2.17

(McHoul 1990:356)

- 1 T: → Would you know where in Australia it is?
- 2 Y: ( )
- 3 T: → Have a look at the atlas  
(2.0)
- 4 T: Now  
(3.0)
- 5 T: → Page Fourteen  
(1.5)

6 T: → There is - a map of minerals in Australia?  
 (5.0) ((T looks at raised hand - continues))

7 T: → Can you find  
 (1.5)

8 T: → Mount Price in there?

9 Cl: m:

10 T: Yes  
 ((Looks at hand mentioned after line 6))

11 Z: 's just above the Tropic of Capricorn in  
 North Western Australia

12 T: → Just above the Tropic of Capricorn in  
 the west of Western Australia. Yes

The activity being pursued in this extract concerns the displaying of knowledge of geographical location. Student Y produces a response to the teacher's question in line 2. The teacher does not produce affiliative talk, or provide an explicit assessment of Y's response. The absence of an exposed affiliative/assessing response thus displays that the required answer was not provided by Y. A fundamental CA insight which has previously been highlighted in section 1.4 concerning the nature of the relationship between two adjacent turns, is that a projected next-turn, or its accountable absence, provides an assessment and display of understanding of its prior. In this respect the teacher's next-turn following Y's response is therefore not correction-unrelated, although it may not explicitly be packaged as such, for example it does not include a negative assessment etc. The teacher's turns, lines 3 to 10, display a withholding of other-correction. The teacher knows the answer but guides the class to where to find the right answer, rather than giving it, in view of the student's attempt in line 2. An atlas, a typical source of work, information etc. in a geography lesson, is used as a tool or resource for achieving this. The work that is engendered on student knowledge through the talk involves the use of a visual aid.

Strictly speaking, the initiation displayed in this extract is not readily identifiable with one of Schegloff et al.'s initiation types described in section 2.1.3. The organisation forwarded by Schegloff et al. is perhaps more useful if regarded as candidate representation of other-initiation. Then further realisations of repair initiation can be seen to have been highlighted in McHoul's study (1990) for example 'cluing'.

In #2.17 the teacher turns which follow the learner's response withhold from correction and guide the learner's to the right answer. Initiation is a means of locating trouble. By



virtue of the absence of comment, feedback etc., the repairable is located as the whole response. We do not know what was said by student 'Y' from the transcript, but we can observe that the teacher seemingly does not incorporate the response into the following talk, produce a receipt or positive assessment. This action, the absence of affiliation etc., projects the need for further work and repair from the class. The teacher's initiation could have been along the lines of 'it's near latitude 23° 27' south, what line of latitude is that?', thus not incorporating a physical, visually perpetuated clue. This initiation would have alluded to the student's own knowledge, as opposed to it being engendered as the result of consulting an atlas - i.e. using their knowledge of how to use an atlas etc. to locate the answer.

The trajectories highlighted by McHoul exhibit the same structural basis as other-initiation in next-turn described by Schegloff et al. (1977). In the sequences indicated by McHoul, a student's turn contains a repairable, the teacher refrains from actioning next-turn other-correction, and the following turns are negotiated and overtly collaborative steps which result in an ultimate student self-repair. The teacher provides a clue, for example in line 3 of #2.17. The following lack of response from the students suggests that they are, as yet, unable to produce a next-turn. The teacher provides a further clue, and so on, until an ultimate self-repair is produced by a student member of the class. The accomplishment of the repair activity and the 'Question-Answer-Comment' sequence from which it has been engendered, is signalled by the teacher's repetition of the acceptable response and *yes* receipt in turn 12. They are thus to be classed as instances of repair-initiation. This type of initiation allows for total backtracking and provides for a new basis from which the student can make a subsequent response and repair. It may be that the whole answer is completely unacceptable, completely the wrong answer, so this student's prior response is not built on by the teacher, instead an opportunity to backtrack, assess the talk before trying again is afforded the students. McHoul decides to treat 'cluing' trajectories as instances of repair initiation.

Teacher initiation of repair was seen to be recursive and resulted in elongated repair sequences. This is forwarded by McHoul as evidence to support the claim that the employment of expanded sequences is a strategy to enable the deferring of other-correction and to provide further opportunities for student self-repair. The avoidance of

other-correction and pursuance of initiation provides evidence that other-correction remains to be the least preferred trajectory.

Other-initiated self-correction in McHoul's data was observed to be the trajectory through which the following are actualised: (a), the recycling of prior talk; (b), the provision of clues to help generate a self-repair, and (c) the opportunity for assessment of previous talk. In everyday talk other-initiations are routinely delayed, as an 'extra' opportunity for a self-repair in an expanded transition space (Schegloff et al., 1977:374) is allowed. McHoul found that in the subject classroom:

the overwhelming evidence is that in cases where teachers do other-initiations, this delay feature is absent from them. That other-initiations come mostly at the point *immediately* following the turn-transition point in students' answer turns, where these turns are relatively short.  
(McHoul, 1990:362)

Moreover, McHoul observes that withholding does preface instances of other-correction. As with Tarplee's adult-child data, (1993), there seems to be alteration to the preference organisation concerning other-initiation in the subject classroom data corpus examined by McHoul. Instances of other-correction were observed to be located in specific sequential environments, for example in "environments where means for obtaining student self-correction have (often repeatedly) been tried and have failed" (McHoul, 1990:365).

The least preferred trajectory, other-correction, involves the teacher's actioning of a more-or-less final opportunity for preserving the accomplishment of repair, for example in situations where the student displays no explicit awareness of trouble, or fails in attempts at self-repair. In McHoul's study, other-corrections occur when other more-preferred trajectories have failed to accomplish a repair by the originator of the trouble-source. Below, observations made by McHoul about the nature of other-correction in his data are given.

## Some Observations of Other-Correction

14. Other-corrections are routinely structurally delayed, even over several turns providing further opportunities for student self-repair. There is withholding of immediate other-correction.

Point 14 and the following point, 15, point to the fact that opportunities for student self-repair were maximised.

15. Next-turn initiation/correction trajectories are “rare” and are seen to occur in specific sequential environments, for example “(a) where redirections and reformulations of question (and/or clues) have failed to generate self-corrections or (b) where a single (often procedural) question-criterion is corrected so as to allow some other (often substantive) criterion to proceed to completion. That is they are formulated as last resorts or as completion facilitators” (McHoul, 1990:375).
16. Differentiating between ‘modulated other-correction’ and ‘highly modulated other-initiations’ of corrections is problematic. Modulated types are often not easily differentiated from understanding checks.

Instances of other-correction in next-turn position did not occur as frequently as initiated trajectories. McHoul observes that the occurrence of next-turn other-correction could be found in particular sequential environments, for instance, where other-initiation has failed to engender a self-repair, or in environments where more than one repairable requires to be dealt with. An example discussed by McHoul involves the correction of pronunciation. The example follows.

#2.18

(McHoul 1990:352)

- 1 T: D'you know what that region's called?  
(4.0)
- 2 T: m::?

3 S: °(Hamersley {Ranges})  
 4 U: → {Pilbara  
 5 T: → *Pil?bara*  
 6 V: → °(People call it)  
 7 T: m:::::  
 (0.5)

McHoul comments that in this example, which includes an instance of a least preferred trajectory, “we are not dealing here with a correction of a substantive error” (1990:365). The required repair was actioned on pronunciation, but not informational, aspects of the student’s answer. The occurrence of the least-preferred repair trajectory is thus explained by McHoul to be linked with error severity. In EFL classroom talk, however, mispronunciations, stress-patterning etc. can prove to be substantive errors as mispronunciation can impede understanding and has been shown to reduce impressions of fluency and competence by native-speakers. Unmodulated other-correction in next-turn is seen to be typical in environments where working on pronunciation occurs in EFL classroom talk. Spates of talk from the EFL data corpus in which working on pronunciation is an up-front activity are explored in Chapter Eight.

McHoul identifies the following sequential location in which other-correction is typically observed. Where repair is projected in a question and answer sequence and subsequent trouble in the ‘answer’ turn has two distinguishable criteria, one of them is attended to, without delay, by other-correction. The remaining criterion is left to be resolved by the originator of the trouble-source. Under these circumstances “other-correction acts as a prompt, a reminder of answer criteria *within* an overall sequence in which the student self-corrects and speaks to completion” (1990:366).

It is possible then that such recursive other-initiations and their expanded other-correction delay sequences may be general features of “learning”, “socialization”, or “competent/precompetent” interactant genres.  
 (McHoul, 1990:367)

Other-initiation provides for a continuing focus on the source of trouble in the talk, an opportunity for rewinding the talk, assessing the talk and aligning asymmetrical states of knowledge.

In the following example from McHoul's data, #2.19, the teacher actions a modulated, or embedded, correction; *Yes well alluvial wouldn't it*. McHoul observes that teachers and learners treat 'definite' and unmodulated initiations in the same way as corrections (see point 11). The teacher's turn in line 10 contains a candidate repair, but it is packaged so as to invite confirmation and agreement from the student. The learner follows with a display that he has come to understand something in the prior talk and receipts the teacher's embedded correction; *Ah::: yeh*. In this way, alignment of understanding and knowledge is explicitly sought and displayed. As will be seen from the examination of one-to-one EFL data later, the same sequential pattern is exhibited; modulated or embedded corrections get receipted or re-affirmed, whilst exposed corrections are imitated or repeated.

#### #2.19

(McHoul 1990:369, Abridged)

1	T:	How else would that be diff'rent from
2		surrounding areas
3	Tom:	Would probably be a lot flatter
4	T:	Yes
5	Tom:	And eh
6		(2.4)
7	Tom:	(sea)
8		(1.0)
9	Tom:	→(Lotta) sand round there
10	T:	→ Yes well alluvial wouldn't it
11	Tom:	→ Ah::: yeh
12		(1.9)

Although McHoul's (1990) analysis of repair organisation in subject classroom talk considers, to some extent, the sequential outcomes of modulated and unmodulated initiation, it does not explicitly take into consideration the wider relationship between exposed and embedded forms of correction (Jefferson, 1987). These aspects of repair forms are discussed in section 2.1.4. Some parts of McHoul's picture of the organisation of repair in his data has perhaps been blurred as a result. Consider the following extract, #2.20, which McHoul describes as a case where direct acceptance or rejection is absent from the teacher's comment slot, in line 5. The answer "nevertheless is shown to be acceptable by virtue of the teacher doing a thematic continuation of it" (1990:357). A modulated correction is actioned and McHoul describes this as a possibly upgraded equivalent of accepting comments such as 'Right', 'Yes', etc.

As well as providing a candidate repair of prior talk, the modulated correction invites the learner to confirm the teacher's display of understanding and thus, his own previous account of understanding which was ultimately built on by the teacher. It is closing implicative. Unfortunately, the transcription below ends at a point before we see what the students do next.

## #2.20

(McHoul 1990:357)

1 D: the factors that would influence:: the  
manufacturing would be  
(1.0)

2 D: um  
(1.0)

3 D: what type of industry's going on - like  
was an export industry or import - and if it  
was export it would then it would have t'be -  
located somewhere - on the harbour - so as to  
(0.3)

4 D: provide means of transporting the goods out of  
the place or into it=

5 T: → =So the major  
(0.3)

6 T: manufacturing concentration is along the  
(0.3)

7 T: coastline ...

McHoul claims that the student's response "is marked as acceptable, that is, as *uncorrected*. The absence of a verbalised comment displays here that no correction is deemed necessary by T" (1990:357). However, I would disagree with the assessment of the student's prior talk as being uncorrected by the teacher. It is worked on, but in an embedded form. The teacher does not, as McHoul says, produce an affiliative receipt to show explicitly that the student's prior talk is or is not acceptable. However, the trouble source worked on here is not a single lexical item. There are several instances of this type of repair trajectory, which I term as 'upshotting', to be found in my corpus of EFL data which take the format of *so + candidate/embedded repair*. My claim, based on analysis of repair trajectories in EFL classroom talk, is that 'upshotting' is an embedded repair activity which is more commonly actioned not on specific items of the talk, such as a word, but on spates of talk. Upshots provide a candidate answer or reformulation of the learner's prior talk. They display the teacher's understanding of the learner's prior talk and invite confirmation/rejection and affiliation from the learner, so that mutual understanding is signalled etc., before talk proceeds. Correction is a 'by the way'

occurrence produced alongside the primary business of work on understanding. In this instance we do not have what happens next in the transcription. In examples of upshotting from my EFL data, next actions following teacher upshots involve the learner in providing agreement, or otherwise, to the understanding displayed by the teacher. Sometimes learners then make the correctional aspect, which was presented in an embedded fashion in the teacher's understanding check and is a focus of the following talk. The extent of focus on correction in this 'working-on-talk' enterprise is in this way negotiable.

An outline of the present study follows in the next section.

### **2.3 OUTLINE OF THE STUDY**

A prime objective of the data analysis presented in the following chapters of this thesis is to focus upon those aspects of EFL interaction wherein participants can be observed to be working on the L2 learner's linguistic skills. The analysis of the EFL data which begins in Chapter Four and culminates in Chapter Eight, provides an interactional schemata; a broad-brush assessment of a class of regularities observed in one-to-one EFL classroom interaction. It focuses on issues which are associated with the phenomenon of repair and its role in working on linguistic adequacy and the establishment of intersubjective understandings. Talk generated by EFL participants in the context of a language learning lesson is created spontaneously and is necessarily sensitive to the immediacy of the nature of, for example, its agenda-driven goal, its heightened potential for problems, and the need to monitor problems and put them right. Due to their differential access to target language knowledge EFL teachers and learners may, at times, be differentially able to contribute to the accomplishment of these tasks. How aspects of the talk between EFL participants is built in order to come to terms with this state of affairs is examined in the analytic chapters of this thesis. The extent of exposedness and embeddedness of repair and its associated activities, for example repair markers, pitch movement, explicit negative or positive receipts, talk about talk, use of metalanguage, providing explanation and considering issues of linguistic adequacy, practising language and so on, is a central theme of the analysis.

The analysis presented in chapters Four to Eight inclusive reveal repair to be an important resource in one-to-one EFL classroom talk. Repair trajectories in my EFL data corpus are shown to furnish the opportunity and vehicle for a multiplicity of functions and accomplishments in the facilitation of working on the target language as issues concerning specifics of the talk itself are dealt with. This is accomplished, for example through repair-initiation, correction, the modelling of target language, repetitions and affirmations, whereby the participants can be seen to be working on the L2 learner's language skills. These are activities where teacher and learner review prior talk, displaying their understanding of the current state of the talk and focus on knowledge of the target language.

In addition to the possible range of problematic talk stemming from genuine occurrences of misunderstanding, mishearing, etc., talk created by non-native speaker and EFL teacher is particularly attuned to dealing with particular kinds of troubles that ensue from matters of adequacy, competence and 'correctness', for example from trouble-sources that result from lexical, syntactic, semantic, phonetic and interactional difficulties which suggest or reveal inadequate levels of learner knowledge concerning the language. It may be that the learner's communication is understood by the teacher, but getting specific details of the talk 'correct' is itself a high priority interactional goal and is thus high on the agenda of repair business. Putting talk right is an activity in which areas of learner knowledge inadequacy may be pointed out and candidate language may be displayed. Information which may facilitate, or lead to, an increase in the learner's knowledge about the target language, is also supplied as a consequence of the putting talk right activity.

By concentrating the examination on repair ventures, I intend to elaborate an understanding of a particular aspect of what it is to do teaching and learning a foreign language in a one-to-one classroom situation. These ventures may involve some or all of the following; a display of linguistic knowledge, a display of differences in knowledge between participants, a focusing on those displays, the business of 'putting talk right' and the alignment of mutual knowledge and understanding. Repair ventures also inherently occasion the spotlighting on what is at the heart of the interactional business in EFL interaction: the target language and knowledge of the target language.



The analysis of repair sequences presented in the following sections reveals how repair organisation is an important resource in the talk created by participants involved in the management of L2 development. Repair constitutes the activity and sequential environment in which, after some display of a lack, inadequacy etc. in the state of knowledge of the target language or misunderstanding, teacher and learner focus on aspects of the language to one degree or other, and set about putting things right. Repair provides the specific sequential loci and itineraries through which working on the target language, and displaying knowledge about it, is actioned.

Prior to the analysis of data in Chapter Four, the following short chapter provides a discussion of the procedure adopted in the current study. In particular, issues which are related to the nature of the data, its analysis and representation are considered.

## **CHAPTER THREE**

### **THE DATA**

#### **3.1 INTRODUCTION**

Issues which are associated with the nature, analysis and representation of the data, are presented and discussed in this chapter. Certain contextual and background details which relate to the teachers, learners, and their lessons, is provided in section 3.2. However, this section also considers the place of such information in a CA motivated study. In section 3.3, the method of data collection is outlined, and in 3.4, the analytical procedures adhered to in the study are considered. Finally, the transcription conventions which have been employed in the data fragments in Chapters Four to Eight are provided, for reference purposes, in section 3.5.1

#### **3.2 THE NATURE OF THE DATA**

##### **3.2.1 Introduction**

Studies which examine language use in language classrooms commonly provide contextual and background information which relates to the participants involved in them. Likewise, in 3.2.2, 3.2.3 and 3.2.4, some information concerning the recordings which form the data basis for the analysis in chapters Three to Six inclusive of this thesis, is provided. The collection of EFL data fragments were taken from 11 audio recordings of 11 EFL lessons. These recordings comprise naturally-occurring interactions which take place in the participants' usual teaching-learning situations.

With regards to the question of the provision of contextual and background information, this thesis follows the line taken by Schegloff (1992). Characterising a participant as ‘male’ or ‘upper class’ and so on, would mean that the analyst is selecting from what is an unrestricted range of possible labels which might be relevant to this participant. The “range of "objective" identities of participants in interaction is virtually infinite, and so also are the aspects of the situations in which some interaction might be described to be occurring” (1992b:195). Schegloff’s position on the place of context states that:

**the search for context properly begins with the talk or other conduct being analyzed.** That talk or conduct, or what immediately surrounds it, may be understood as displaying which out of that potential infinity of contexts and identities should be treated as relevant and consequential both by co-participants and professional analysts (author’s own emphasis).  
(Schegloff 1992b:197)

The categorisation of subjects according to socio-economic status, sex, age, etc. are relevant only when the interactants themselves orient to these distinctions and they are consequential to, and therefore displayed in, the details of the talk. Information regarding these types of distinctions would therefore come to light only after analysis of the data. Furthermore, if it is possible to show that a specific characteristic of a participant is indeed relevant to both interactional parties, it does not necessarily mean that this characteristic is of consequence to what is happening in the talk. Factors such as gender, age or social status of the participants are not a pre-consideration of this thesis and have therefore not been controlled for the purposes of this study. This type of differentiation and distinction is considered to be without importance here, unless the participants make it demonstrably so. The objective of the analysis in this thesis is to provide a detailed and thorough description of one-to-one EFL classroom talk. This analysis is based on the conduct of the participants involved in the interactions and the details of their talk.

The teacher and learners in the study are both male and female. Brief descriptions of the teachers, learners, where possible, and their lessons, are given in sections 3.2.2 and 3.2.3 below, but they have not been employed to make interpretations about the data. Whether being male, young or old etc. is significant to the interpretation of the data,

depends on whether it can be shown that the participants are themselves orienting to these facts.

A code for each teacher and learner involved in the data recordings is provided, for example **DC**, **SFM**, **SP** and so on. The fragments which are contained in the analysis chapters are labelled with a reference which combines the teacher and learner code, for example **SFM:GB**. Reference can then be made back to the details which are provided below, should they be considered of relevance. Within the text which accompanies the fragments, the participants are referred to as *teacher* and *learner*.

### **3.2.2 The Teachers**

**AJ** A female teacher, with 11 years' experience of EFL teaching.

**DC** A male teacher (no other information is known).

**LS** A female teacher (no other information is known).

**RD** A male teacher, with 8 years' experience of EFL teaching.

**RR** A male teacher (no other information is known).

**SFM** A female teacher, with 11 years' experience of EFL teaching.

**SP** A female teacher, with 8 years' experience of EFL teaching.

Some brief information about the language learners in the data recordings follows in 3.2.3. This consists of their sex, their native language and the nature of the language school in which their lessons took place. Information on the learners' supposed level of language ability, for example 'Test of English as a Foreign Language' (T.O.E.F.L.) score, or teacher's assessment of level as 'upper-intermediate' etc. is not provided here. I refer back to the argument presented in 3.2.1. concerning the status of background

information etc. in the type of study which has been undertaken in this thesis. I also invoke the same argument presented by Tarplee (1993) in justifying the omission of similar information regarding the linguistic rating of the child subjects involved in her child-adult study. Tarplee's thesis is concerned with generating a description, and not providing an analysis of the 'effectiveness' of the "didactic mechanisms" within child-adult talk. Therefore information regarding child levels of linguistic achievement is not presented, as her study is:

not addressed to making claims as to whether or not adults, in interaction with children, tune their speech to the linguistic level of the child, or as to whether or not features of the adults' speech - or indeed of the jointly constructed interaction - can be demonstrated to be facilitative of the child's linguistic growth.  
(Tarplee 1993:72-73)

Likewise, the study of EFL interaction presented here aims to provide a description of routine repair and 'working-on-talk' turn designs in one-to-one EFL classroom talk, therefore providing information concerning scores and attainment of learner language performance, is outside its interests and have been omitted.

### **3.2.3 The Learners**

- BG** A female, German native-speaker attending a short English course at a private language school in York.
  
- BS** A male, Swedish native-speaker attending a short English course at a private language school in York. The learner uses English as part of his job.
  
- GB** A female, Turkish native-speaker. A university postgraduate attending term-time language lessons at the University of York's EFL unit. The learner is studying English in order to be able to pursue a degree course.
  
- GG** A male, German native-speaker attending an English course at a private language school in London.

- HH** A male, Hungarian native-speaker attending an English course at a private language school in London.
- JG** A male, French native-speaker attending a short English course at a private language school in York. The learner uses English as part of his job.
- LF** A male, French native-speaker attending a short English course at a private language school in York. The learner uses English as part of his job.
- LJ** A male, Norwegian native-speaker attending a short English course at a private language school in York. The learner uses English as part of his job.
- NJ** A female, Japanese native-speaker. A university postgraduate attending term-time language lessons at the University of York's EFL unit. The learner is attending a course at the University and is having English classes to support this.
- PP** A male, Portuguese native-speaker attending a one week 'business English' language course at a private language school in York. The learner uses English as part of his job.
- SS** A female, Spanish native-speaker attending a summer school course at the University of York's EFL unit.

Descriptions of the nature of each of the lessons which form the database of the present study follow in 3.2.4.

### **3.2.4 The Lessons**

The lessons used in the studies have been divided into two groups. The term 'Group I Lessons' refers to those lessons from whence the majority of the repair fragments included in the present study were taken, whilst 'Group II Lessons' refers to those lessons where a few examples of repair work were selected and included.

## **Group I Lessons**

**AJ:LF** refers to approximately 35 minutes of data recording.

This lesson was recorded on the last day of the language course. The agenda of the lesson involves correcting sentences completed as a homework exercise and reflecting on some new language that has been encountered during the course. A focus on getting language correct is a priority in this lesson.

**DC:GG** refers to approximately 38 minutes of data recording.

A ‘conversation-based’ lesson. The participants are discussing various topics, for example, television programmes, British media, books, actresses and so on. Target language items have not been pre-specified for use.

**LS:HH** refers to approximately 35 minutes of data recording.

This lesson begins with a chat about what the learner did yesterday and what he will do later that day. The teacher then presents some language items; adjectives for example ‘hungry’, ‘happy’, ‘tired’, ‘bored’ and ‘thirsty’, and the learner is asked to demonstrate that he knows these words by indicating whether they have ‘positive’ or ‘negative’ meanings. The adjectives then form the basis of further tasks, for example a question and answer routine. Specific language is therefore targeted for use and getting this language ‘right’ is part of the lesson agenda.

**SFM:GB** refers to approximately 37 minutes of data recording.

A conversation-based lesson. The participants are discussing various topics, for example a television programme about the learner’s country and culture that they had seen independently prior to the class, and topical issues from a newspaper. Specific L2 items are not targeted for use in the conversation.

**SFM:PP** refers to approximately 30 minutes of data recording.

At the beginning of the lesson the teacher presents language, “useful phrases”, used for “generalising” and “comparing and contrasting” to the learner. The task of the lesson is then to employ this language in the discussion of a list of sentences about business practices from a textbook. The learner is to give his opinion about the sentences and say

how far he is in agreement with them. The conversation is therefore semi-focused on specific language.

**SP:LJ** refers to approximately 26 minutes of data recording.

A conversation-based lesson. The learner is telling the teacher about various activities etc. that he has experienced during his course. No specific language has been pre-targeted for use by the learner.

**SP:BS** refers to approximately 27 minutes of data recording.

The main activity in this lesson concerns a role-play. The teacher is taking the part of a foreign, temporary employee on her first day in the learner's company and the learner is 'acting out' his usual job. This is in the security section of his company and he has responsibility for issuing identity key cards. The teacher is 'obtaining' her identity card and asking general questions, for example about facilities in the company.

## **Group II Lessons**

### **AJ:JG**

The language task and agenda in this lesson is fluency practice/conversation. The learner is telling his teacher about his company, job and job responsibilities.

### **RD:BG**

The teacher has presented specific language items for use by the learner; 'there is', 'there are' and 'it is'. The learner is then required to talk about her hometown using these phrases.

### **RR:SS**

A 'conversation-based' lesson. The participants are having a discussion about environmental issues after reading a newspaper article. Specific L2 items have not been targeted for inclusion in the conversation.



## **SFM:NJ**

A ‘conversation-based’ lesson. The participants are talking about the learner’s work experiences and her training and education to become an architect.

Section 3.2 has addressed matters which concern the nature of the data involved in this study. The question of the place of contextual and background information relating to the participants in this study has been discussed. This thesis has adopted an empirical and descriptive approach in its analysis and chooses to follow Schegloff’s position regarding the question of context (1992b). Therefore, interpretation of the data material in this study has not been guided by pre-conceptions made about the nature of the interactions and the participants developed from contextual and background information. Available information has though been provided as a matter of interest. The focus of the study here is the nature and design of the interaction which two parties generate and create jointly as they go about the business they have come together for; an EFL lesson.

The next section describes the methods which were used in collecting the data.

### **3.3 COLLECTION OF THE DATA**

As this study concerns the examination of routine and naturally-occurring EFL classroom interactions, a top priority in the collection of the data was the naturalness of the data. The data used in this study was recorded in the usual classroom situations, and involves interactions between EFL learners and their usual EFL teachers.

The teachers involved in this study were not informed of the exact focus of investigation, as specific research focus or research designs were not pre-conceived or anticipated by the researcher before data-collection. When teachers were initially asked if they would participate in the study by permitting recordings of their lessons, they were told that the ‘language of the EFL classroom’ was the subject of interest, not, for

example, any aspects of their teaching methods etc. The teachers informed their learners that the researcher was examining how teachers talk in language lessons.

It was decided that all data would be collected by audio-recorder as those teachers who were approached during the setting up of the study expressed a preference for this over video-recording. The researcher acknowledges that videoed material would have provided other and important information about, for example, visual, nonverbal, and supralinguistic communication. It is arguable that the data is, in a sense, not as rich as data which would have been provided by a video record. However it is also arguable that because of the particular circumstances in which the data was recorded, the use of video equipment and operator would have proved intrusive and would therefore have resulted in less than 'natural' conversational interaction. In order to preserve the naturalness of the talk, audio-recording was chosen as preferable to video-recording.

For the same reasons reported above, the researcher was not present during any of the recordings apart from setting up machinery and microphones before some of the lessons got under way. Recordings of the EFL lessons which took place in the private London language school were sent to the researcher by post; the researcher did not meet the teachers involved in these lessons.

After some of the lessons, where possible, the researcher listened to the recordings with the teacher. At this time the researcher was able to ask questions about certain aspects of the activities in the lessons.

As this study is primarily interested in audible linguistic aspects of talk-in-interaction, it is deemed that audio-recordings are sufficient for its purposes. This study acknowledges that working from an audio record may mean that there is more restricted range of evidence to support analytic claims than might have been gleaned from videoed material. Therefore, the claims that are made about the data in this thesis are independent of any visual information which relates to the context of the talk.

### **3.4 ANALYSIS OF THE DATA**

The first step in the analysis and differentiation of the ‘working on talk’ fragments which are presented and discussed in the analytic chapters of this thesis, was to identify all instances of repair trajectories in the data. After extensive analysis of these repair trajectories, sets of sequences which exhibited related phenomena were then differentiated. The repair fragments have been grouped according to which party sets the repair venture in motion. This means that recognition of the whole repair enterprise is maintained. Emphasis is not solely placed on the party who performs the ultimate repair accomplishment. The cyclical and recursive nature of repair in one-to-one EFL classroom talk is thus elaborated. For example, an other-correction by the teacher comes after initiation and learner repair attempts, all which were put into action and negotiated from a learner self-noticing and self-repair attempt. In this way, the nature of the collaborative accomplishment of the repair is highlighted. Comparisons can be made between the nature of other-correction in the next-turn position and after extended initiation. An alternative grouping of these trajectories, for example one which is based on the final accomplishment of the repair would prioritise that aspect of the repair activity.

This section has described the approach which was taken in the analysis of the data. The next section considers the issue of representation of the data.

### **3.5 REPRESENTATION OF THE DATA**

The method of analysis selected in this thesis is a conversation analytic one, therefore, descriptive data analysis is at the basis of its research. Transcripts contained in the following chapters provide the reader with what is a visual record of the primary data; the audio-recordings:

conversation analysts do *not* claim that the transcription system captures the details of a tape-recording in all its particularities, *or* that a transcript should (or ever could) be viewed as a literal representation of, or observationally adequate substitute for the data under analysis. ....

(transcripts) are produced and designed for use in *close conjunction with* the tape-recorded materials that constitute the data base.  
(Heritage and Atkinson, 1984:12)

The fragments of EFL data presented in the following analytic chapters primarily utilises the set of transcription conventions adopted in CA research.

### **3.5.1 Transcription**

The CA transcription conventions followed in this thesis were developed by Gail Jefferson and are taken from Atkinson and Heritage (1984: ix-xvi). To ensure readability the transcription employed in this thesis has been necessarily tailored to match that which pertains to the text. These conventions are listed below.

#### **Nomenclature**

The interactants are initialled on each turn; the teacher is referred to as ‘T’ and the learner as ‘L’. The fragments are numbered with reference to chapter, #3, referring to Chapter Three, and so Fragment #3.4, being the fourth fragment in Chapter Three. Where fragments or parts of fragments feature more than once, two codes are provided; to indicate the fragment’s present numerical placement and also where it, or part of it has occurred previously, for example #4.15 (#3.2). Where long extracts of data have been divided for ease of analysis and reading, fragments which follow on are referenced as follows: the first part of the data extract is numbered for example as #6.25 and subsequent follow-on fragments are numbered as #6.25/a, #6.25/b and so on.

The utterances are numbered on a line by line basis so as to assist ease of reference in the text.

## Transcription Conventions

### (a) Overlapping Utterances

The onset and finish of an overlap is marked with single curled brackets.

```
L:      I c{ouldn't I couldn't} yes yes
T:      {Couldn't ok: .h }
```

### (b) Contiguous Utterances

Where there is no interval between adjacent utterances and the second utterance is latched immediately onto the first (no overlap) the utterances are linked with an equal sign.

```
T: °a lot of tourists°=
L: =°a lot of tourists°
```

The equal sign is also employed to link different parts of a speaker's utterance which are carried over to another line (because of transcript design) to allow for an intervening interruption.

```
T:      have to have {snow chains I mean =
L:      {y:e:s      yes      hm      =
T:      = s}no: w {snow      tyres} ...
L:      = m}      {>ye ye< ye:s}
```

### (c) Pauses Within and Between Utterances

Pauses are marked with curved brackets, for example (0.5). The pauses were timed using a digital stop watch with a resolution of 0.01 seconds. The mean value of at least three measurements of the length of each pause was used and the pause lengths were expressed to one decimal place. The systematic uncertainty ( $\Delta t$ ) associated with the timings is calculated by:

$$\Delta t = [(\Delta t_1)^2 + (\Delta t_2)^2]^{1/2}$$

where  $\Delta t_1 = \Delta t_2$  is the maximum deviation (i.e. the delay or anticipation in the reaction of the measurer associated with the end of one word and start of the next forming the boundaries of the pause).

An estimate of  $\Delta t_1 = 0.20$  seconds gives  $\Delta t = 0.28$  seconds; empirical evidence shows this to be somewhat pessimistic as the maximum observed deviation in the repeated timings of a pause was  $\pm 0.15$  seconds. A cautious approach is though adopted for the shortest pauses; pauses measured as being below a threshold of 0.5 seconds are denoted in the transcription by (.).

L:     yes (.) but uh .hh they can e::h do u:m (2.7)  
uh (2.1) ....

(d) Volume

Capitals are employed to indicate a stretch of talk which is louder than the surrounding talk

L:     I CAN'T I CAN'T be sure

Degree signs are employed to indicate a stretch of talk which is quieter than the surrounding talk

T:     °a lot of tourists°

(e) Audible aspiration (hhhh) and inhalations (.hhhh) are inserted in the speech where they occur.

T:     ... business failure is (1.3) .hh  
(1.0) u- hh very often (0.1) due to

Round brackets enclose laughter and breaths when they occur in the middle of words.

T: ...that's r (heh) ight

(f) Prominence or Emphasis

Marked or unusual stress patterns are indicated by underlining.

T: ... is a reflection

g) Utterance speed

Where part of the talk is delivered at a pace which is quicker than the surrounding talk it is enclosed by 'greater than' signs (>....<).

L: ....>to to to< to manege

h) Accompanying Activity

Double parenthesis and reduced font size is employed to describe other details of the talk such as characterisations of the talk, nonverbal information etc. A smaller font size is also employed.

L: ... remember we looked at that  
yesterday ((writes on board))

i) Dubious Transcription

Enclosed in single parenthesis with possible alternatives divided by a /.

L: what can I (see/say)

j) Key utterances/lines

Parts of the transcriptions with significance to the accompanying text are marked with arrows in the left hand margin.

→ T: °to cover°

→ L: °to cover°

### 3.6 SUMMARY AND CONCLUDING REMARKS

This chapter has considered those principles which underpin the analytical procedures which have been adopted in this study of EFL classroom talk. In light of the particular goal of by this thesis, which is to provide a novel, empirical and data-driven CA analysis of EFL classroom interaction, certain positions concerning the approach taken to the data, and its analysis, have been outlined. First of all, analysis of the data is grounded in the examination of the minute details of the talk itself and the conduct of the participants which is accomplished through the talk. Accordingly, contextual and background information about the participants involved in the study, is not afforded significance in the analysis, and therefore only limited information of this type has been provided here. Next, the data recordings used in this study are audio-recordings and not video-recordings. Since the talk itself is the prime focus of the analysis, audio-recordings were felt to be satisfactory for the purposes of the study. Furthermore, as the interactions involved only two participants, the possible interruptive effects of an observer and video camera were avoided.

Chapters Four to Eight inclusive present the analysis of the EFL classroom data. These chapters describe various ‘working-on-talk’ activities, conducted by EFL participants, which are realised through the resource of repair organisation. They provide a detailed and in-depth examination of the structure of repair ventures which have been collected for this study.



## **CHAPTER FOUR**

### **COLLABORATIVE REPAIR WORK IN ONE-TO-ONE EFL CLASSROOM TALK**

#### **4.1 INTRODUCTION**

Getting to grips with target language skills and competency, working on the learner's existing knowledge and creating opportunities for sharing and constructing new knowledge about the target language, are chief businesses which help to shape the talk created by teachers and learners in EFL classrooms. As EFL participants build their talk, aspects associated with the use, knowledge and understanding of the talk and henceforth, of the target language, may be revealed as being in need of repair. Issues related to the talk and aspects of the target language may be displayed in the learner's talk as being in need of work, so that opportunities for a change in what is, at least, an 'at that moment' display of linguistic knowledge, might be brought about.

On some occasions, the learner may be able to work on issues for her/himself. This first analytic chapter, Chapter Four, includes examples of learners putting things right for themselves i.e. displaying competency and control of their talk and foreign language. On other occasions, 'working-on-talk' issues may need to be treated and resolved with the help of, or by, a co-participant, for example via initiation and correction. In these instances the teacher and learner, together, create a collaborative display of candidate language use. Trouble-sources are recognised, assessed, dealt with and put right. Intuitively, it is this collaborative, 'on the spot' product and its creation which might then play an important part in language internalisation and development. It represents a potential source of knowledge about the target language which is available for adding to, or aligning, the learner's current state of knowledge. In extended initiation and

learner-repair attempts, the learner is seen to be actively involved in the collaborative construction of this knowledge source.

This chapter begins the examination of the design of collaborative repair work which is orchestrated by one-to-one EFL participants and the extent to which the event of the repair work is permitted to be explicitly or minimally detailed in their unfolding talk. The examination of collaborative ‘working-on-talk’ which is commenced in this chapter is then continued in the following analytic chapters.

As EFL participants create their talk, they build and exploit opportunities for detailing knowledge about the target language. Through the design of explicit, and not so explicit, treatments of repairables, the participants may control the focus and extent of focus on aspects which have become the centre of the talk. Sometimes this focus may entail a quickly managed, ‘by-the-way’ treatment, or it may become the up-front business of the talk and demand greater interactional investment. The extent of this focus is negotiated by the participants (Jefferson 1987). In either case, candidate displays of target language use are realised by the participants. These displays may involve work which remains confined to specific details of the learner’s prior talk, or becomes extended to include broader knowledge of these repairable aspects of the talk, for example a repairable may comprise an inadequate display of tense usage. The work to this aspect could entail a quick lexical replacement in the form of an exposed correction by the teacher, or be exploited as an opportunity to go through an expose of the candidate use of that tense through an extended initiation and repair attempt sequence.

In the EFL classroom, ‘problems’ with the target language, for example from a phonetic, syntactic, semantic or interactional origin, may arise, on-line, in the building of the talk. Or, they may be intentionally sought out, for example because displaying knowledge of the third conditional and aligning that knowledge are explicit goals of ‘today’s lesson’. Instances of problematic talk may be generated from momentary lapses in the use of the target language, or may be indicators of deeper levels of lack of knowledge. ‘Working-on-talk’ enterprises, which attend to aspects of the talk, allow the

participants to display a state of knowledge about the target language and to provide a potential opportunity for re-aligning mutual knowledge and understanding. Alignment at the level of the interactional surface is detailed, e.g via displays of repair success, checks of understanding and receipting.

The examination of collaborative ‘working-on-talk’ in one-to-one EFL classroom talk commences in section 4.2 with the presentation and discussion of the range of repair structures found in the data corpus. This is first of all provided in a flow-chart format and then by examples taken from the EFL data.

In section 4.3, analysis focuses on teacher and learner collaboration in repair ventures. The examples of repair fragments in this section prepares for the analysis of negotiation and collaboration in ‘working-on-talk’ business displayed in examples which are included in later chapters. The analysis begins with fragments in which learners are shown to be in charge of the repair enterprise and action by the teacher is not involved. In these fragments learners display control of the talk and knowledge of, and competency in, the target language. Then, repair environments in which teachers are seen to be more and more involved in the repair business are presented and discussed. The learner’s display of knowledge and competency may be confirmed, subjected to some fine-tuning, or made the focus of continuing ‘work-on-talk’, by the teacher. The sharing of repair work, provision of level of information about the target language, pursuing of learner chances for repair, and curtailment of lengthy repair business are some of the features which are seen in the analysis.

The range of follow-up treatments following repair ventures which are produced by teachers is also presented and discussed in 4.3. The design and scope of work which is occasioned in teacher ‘feedback’ or ‘third turn’ position is examined.

## **4.2 Repair Paths in One-to-One EFL Classroom Talk**

Figure One, below, outlines basic repair paths which are observed in the EFL data

corpus. They entail different levels of awareness of trouble and collaboration between teacher and learner in the repair enterprise and ‘working-on-talk’ business.

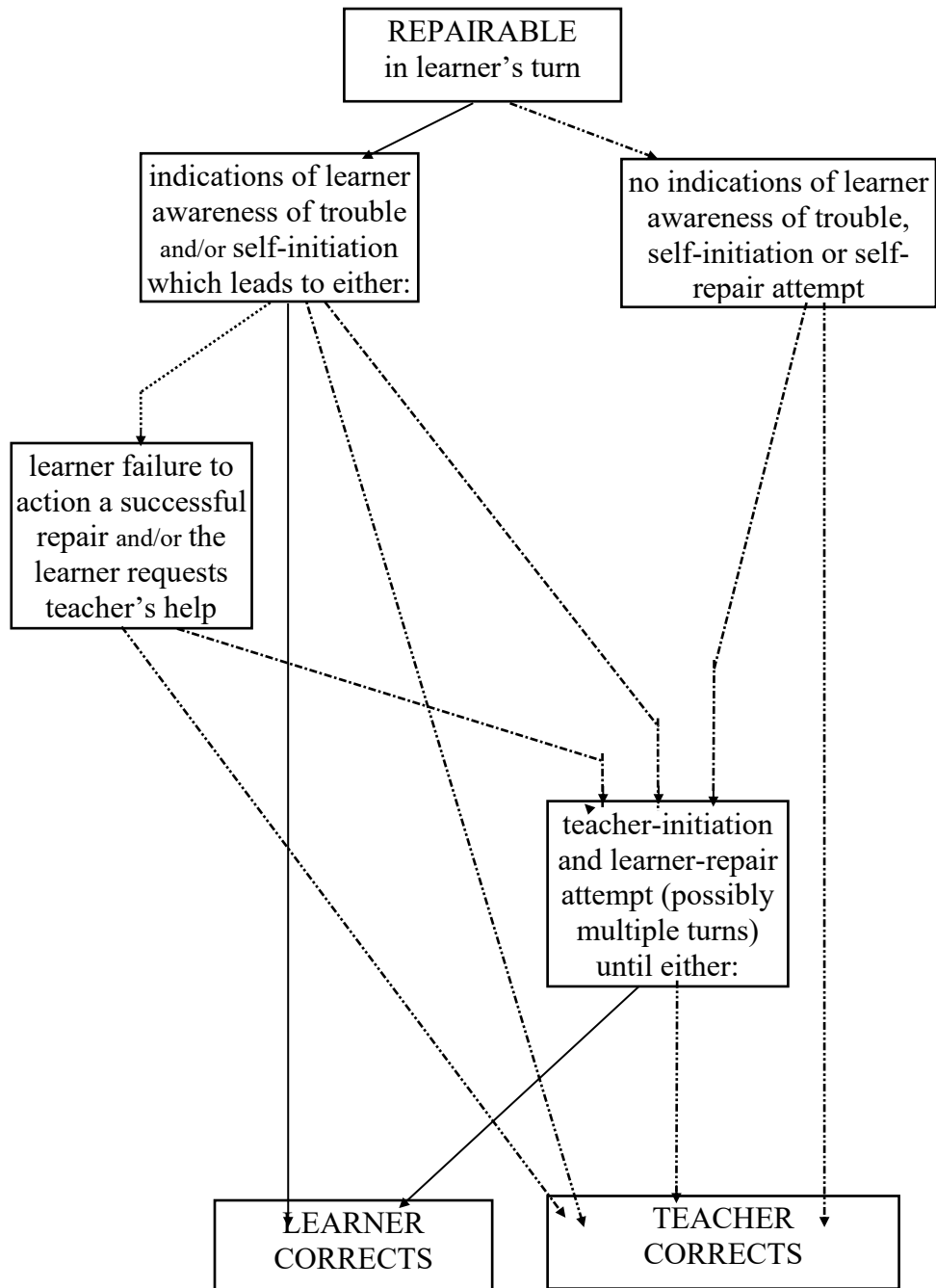


FIGURE ONE Repair Paths in One-to-One EFL Classroom Talk

The representation of possible repair paths featured in the above diagram gives attention to the steps involved in the repair business from noticing the need for repair and initiation, to the repair accomplishment and putting things right. Emphasis does not simply lie with the party who ultimately accomplishes the repair. Acknowledgement is given to the negotiation and collaboration which may be involved in that repair treatment; to the ‘working-on-talk’ accomplished between the participants.

The analysis of repair trajectories presented in the analytic chapters of this thesis reveals a fine balance between learner awareness of a state of problematic talk, learner uncertainty, learner competency and ability, involvement of the teacher in the repair activity, and the subsequent nature of the repair accomplishment markings, that is, whether the repair is an explicitly-managed activity with explicit assessments, correction and receipts, or not. The design of the repair business necessarily reflects other intricacies which emanate from the nature of the interaction, for example global pedagogical agendas or local, on-line matters which arise along with the creation of the talk. The term ‘on-line’ is employed here to refer to ‘spontaneous’ troubles as opposed to trouble-sources which occur from a particular, pre-targeted aspect of the language. A focus on correction may result from an activity which is ‘correctness-oriented’ or because of the nature of a repairable which is revealed in the creation of the talk. Exposed and embedded repairing, as outlined by Jefferson (1987) and discussed in 2.1.3, will be shown to have consequences for the interaction and nature of language-focused activities of the talk.

The fragments included in this thesis were taken from EFL lessons or parts of lessons where either the primary agenda of the talk involves ‘creating talk’ and those where the business concerns going through grammar exercises, or using targeted language structures. Examples of the former kind of EFL talk are discussions and ‘free’ conversation. These types of EFL activities are contrasted with the latter kind where an up-front agenda or focus explicitly concerns correctness or a competent display of targeted language which the learner is required to use.

The current study presents a detailed and systematic examination of the design of repair sequences in the EFL data corpus. As a prelude the basic design structures of language-

focused activities which are included in that examination are profiled below. The purpose of this profile is as preparation for the more in-depth analysis of repair fragments contained in this and following chapters.

### **An Outline of Repair Structures in One-to-One EFL Classroom Talk**

Repair fragments from the data corpus which exemplify basic repair structures are presented and discussed in this section. The first fragment, #4.1 includes an example of an unreceipted learner same-turn self-repair. The repair event is detailed in the learner's talk only and the teacher is not involved in its accomplishment. The language-focused task in #4.1 is a discussion, limiting the extent of repair business preserves that focus.

#### **#4.1 Learner Same-Turn Self-Repair**

(SFM:PP)

- 1 L: → ... the occidental uh governments are selling  
2 → uh are selling um .h (0.9) arms .hh ...

In this first fragment, the learner 'notices' a problem with his talk (Swain and Lapkin, 1995) and therefore actions a same-turn self-repair (in line 2). This involves working on the pronunciation of an item. The learner's repair is immediately followed by a continuation of the talk. The learner does not therefore reveal an expectability of an assessment from the teacher. A similar trajectory was seen in #2.2 in an example from everyday talk (Schegloff et al., 1977). In #4.1, the learner actions a successful self-repair, displays no doubt about the repair and the business of the repair is not highlighted by teacher receipting. The repair enterprise has limited interactional cost to the on-going talk.

The repair activity in #4.2 is accomplished in an exposed fashion: the repair has the status of 'the interactional business'" (Jefferson, 1987:95). The business which was being conducted in the previous talk is discontinued and actioning correction becomes the focus of the talk. Jefferson (1987) has demonstrated that the business of correcting projects the following types of attendant activities which address "lapses in competence

and/or conduct” (Jefferson, 1987:88): for example, ‘accounting for error’, ‘instructing’, ‘complaining’, ‘admitting’, ‘apologising’, ‘laughing’.

The language task in #4.2 involves describing a hometown using specified phrases. One of these phrases is ‘there is/there are’. Therefore, getting this aspect of the talk right is high up on the agenda for the learner. The learner explicitly details her awareness of potential problem with the talk she is producing and indicates “trouble-ahead” (Schegloff, 1984:268); there are hesitation objects, pauses, pitch query and explicit negative markers in her turn (in lines 3-4).

Before giving her description the learner signals her doubt about the coming talk; *i think no*, and the description has rising pitch query; *is produce beer?*. The turn ends with another recognition of her inability; *no*, with falling pitch. A 2.9 second pause follows the learner’s turn. In McHoul’s 1990 data, other-corrections were routinely structurally-delayed. Likewise in #4.2, there is a withholding of immediate other-correction by the teacher. Withholding (Schegloff et al., 1977) “allows the maximum possible time, within the *trouble-source* turn itself, for utterers of that trouble-source to initiate and perform their own corrections within same-turn” (McHoul, 1990:362).

Following the 2.9 second pause, the teacher performs an exposed correction; the teacher confirms the learner’s own display of recognition with a negative assessment, and a candidate correction is provided. Repair is the up-front concern of the talk and details of the talk and target language are focused upon; *no you would say . . .*. The issue of correctness and linguistic adequacy is a concern of the talk’s agenda and the nature of the repair business promotes a heightened focus on this issue.

The learner produces a repeat of the teacher’s repair, in line 9, before proceeding with a continuation: she produces a repeat of the specific repair item, a *hm* receipt of the repair activity and then a corrected version of the target language structure she was attempting in her prior talk; °*there is a brewery*°. After the learner’s repeat of the specific

repair item, the teacher, in overlap with the learner's ongoing turn, provides a *yes* receipt of the learner's ultimate replacement.

#### #4.2 Learner-Initiated Teacher-Repair (Explicitly-managed)

(RD:BG)

- 1 L: there is  
2 T: °hm m°  
3 L: → there is (3.0) uh (1.1) I think no (.)  
4 → there (.) is produce beer? (.) no  
5 (2.9)  
6 T: → no you {would say uh in Bremen uh there is  
7 L: {(...)  
8 T: → uh a a brewery  
9 L: → brewery h{m °there is a brewery° .h um  
10 T: {yes  
11 L (4.2) um Bremen has it has ...

The teacher's explicitly-packaged correction in #4.2 follows a display of inability and awareness of repair failure. The correction therefore curtails any further risk and a lengthy repair business which are potential outcomes of repair-initiation. The exposed design of the repair reflects the talk's concern with correctness.

As in #4.2, the learner notices a problem with his talk and makes attempts at self-repair in the following fragment, #4.3. However, the design of the teacher's collaboration in the repair business serves to play down her role in the repair activity. Thus, the event of the repair has a more limited impact on the talk and on its agenda i.e. 'creating conversation' as opposed to an activity designed to elicit the exhibiting of the correct use of targeted language structures. Time-out for repairing and focusing on the details of the talk here is less than in the previous fragment. A trouble-source is dealt with following a display of inability by the learner, but without specific repair apparatus, for example negative assessment. In #2.3 and #2.15 (from Schegloff et al.'s 1977 paper) minimal other-corrections comprising the isolated repair item were also provided following a request from one speaker to a co-participant.



#### #4.3 Learner-Initiated Teacher-Repair ('Isolated' correction)

(LS:HH)  
1 L: tomorrow after da:y (.) u::h arrive(d)  
2 → arrive uh new (.) ambass: ambass man  
3 → (.) ambass?man uh?  
4 T: → ambassador  
5 L: → ambassador (0.6) new ambassador (1.2)

In line 3, the learner displays concern with his attempt at self-repair. The learner's turn exhibits typical "first signs in an ongoing flow of talk that repair is upcoming" (Schegloff, 1984:268); 'uh' markers and sound stretching. These so-called 'hitches' in talk production are "harbingers of trouble ahead, without yet displaying the start of a move to deal with that trouble" (Schegloff, 1984:268).

The final repair attempt in the first turn (lines 1-3), is accompanied by rising pitch movement; ambass?man uh?. The learner explicitly invites the teacher to provide confirmation that the repair was adequate or help, with a quick display of inability to assess the repair; uh?. In next-turn, without delay, the teacher actions an other-correction. In contrast to #4.2, where there was a wait-time of 2.9 seconds before the teacher's correction, the other-correction in #4.3 immediately follows the learner's request. In #4.3, the learner explicitly hands the responsibility for the repair over to the teacher, after revealing inability and making unsuccessful repair attempts, therefore the action of other-correction is legitimised. In #4.2, the teacher pursues a further potential opportunity for learner-repair by delaying correction (as in everyday talk, Schegloff et al., 1977).

The teacher's correction is not preceded or followed by repair markers or assessment objects as was the case in #4.2. Once again, as in #4.2, in the next-turn the learner produces a repeat of the repair item before proceeding with a continuation of the talk. The repair venture in #4.3 is less explicitly packaged and managed than in #4.2; the impact of the repair on the ongoing talk, for example time out for repairing, the amount of explicit repair marking and the extent of receipting by both teacher and learner, is therefore smaller.

Similarly, a teacher other-correction is actioned in #4.4. The design of the teacher's correction preserves the focus on the on-going talk; 'creating conversation'. Once again, the language-focused activity in this lesson is based on fluency practice and is therefore not specifically geared to the correct display of pre-specified language as is the case in #4.2. A trouble-source is revealed, on-line, as the learner builds his talk, and is highlighted, treated and put right through collaboration between the participants. The repair business involves a next-turn other-correction, which in everyday talk is the least-preferred repair trajectory (Schegloff et al., 1977). In this case, the packaging of the other-correction is seen to produce an ultimate righting of the talk by the learner and with a limited cost to the agenda of the talk. Following the learner's repeat, the teacher moves the talk on swiftly.

#### #4.4 Teacher-Correction ('Isolated' correction)

(SP:LJ)

- 1 L: → I ate (1.6) uh [            ] grill  
 2 T: → [            ] ↑grill  
 3 L: → [            ] ↑grill=  
 4 T:    =ok now tell me ...

The repair actioned in #4.4 above deals with the mispronunciation of the word 'mixed'. The teacher produces a next-turn other-correction without delay. No wait-time is allowed by the teacher, therefore an opportunity for self-noticing or self-repair by the learner is not allowed. Neither does the teacher invest in initiation or exposed correction. These actions would have the potential for making repair the primary business of the talk, and not a 'by-the-way' occurrence. An 'isolated' correction is a format which permits the presentation of language without an explicitly-managed examination or explanation. An adequate learner repeat, as in this example, is sufficient to terminate the focus on that particular repair business. See however, #5.22, where an exposed correction subsequent to an 'isolated' correction is resorted to because an adequate learner repeat of an item was not generated. Also, note #5.15, where an item is re-presented because the learner is unable to reproduce the item in later talk, in spite of producing an adequate repeat following the first 'isolated' correction. The success of this repair technique is dependent on the learner noticing the gap between his/her prior talk and the teacher's model. Gass and Varonis (1994) claim that "Attention ... is what

allows learners to notice the gap between what they produce/know and what is produced by speakers of the L2” (Gass and Varonis, 1994:299).

The agenda of lesson SP:LJ is fluency and conversation based. An ‘isolated’ correction performs a swift and successful righting of the talk without relying on learner competence and invoking a more in-depth examination. In line 4, after a repeat of the correction by the learner, the teacher moves the discussion forward.

In contrast to the previous examples, learner-correction opportunities are pursued in the next example. The learner produces repair attempts, but the ultimate repair is actioned by the teacher. The repair enterprise requires investment in multiple turns. The repairable is not an aspect of one of the targeted sentence structures as in #4.2. The repair enterprise instigated by the teacher projects the need for the learner’s own analysis and assessment of her prior talk.

#### #4.5 Teacher-Initiated Teacher-Repair

(RD:BG)

- 1 L: ... it’s a [lak] big [lak]  
2 (0.9)  
3 T: → a big?  
4 L: → big uh (0.8) sea no?  
5 (0.9)  
6 T: → a big s:ea:?  
7 L: → yeh (0.9) it’s a water  
8 (1.1)  
9 T: → ah a big lake  
10 L: lak{e  
11 T: {lake yes  
12 L: A big lake

In line 3, after a 0.9 second pause, the teacher initiates a repair from the learner by producing a repeat of part of the learner’s prior turn up until the point of the trouble-source. This device, a ‘fill-the blank’ task (Tarplee 1993) is built to engender a completion and repair of the trouble-source item from the learner. The teacher’s initiation indicates the exact location of what is a trouble-source for him. It does not

inform the learner of the nature of the required repair i.e. whether it is a pronunciation, mishearing or lexical choice problem. The learner therefore has some responsibility in the repair enterprise. Teacher and learner share in the repair work.

The learner actions a lexical repair in her next turn; the item *lak* is replaced by *sea*. This is followed by a quick *no?* request for assessment and confirmation of her suggested repair. This repair attempt is shown to be problematic as the teacher produces an understanding check after a 0.9 second pause and projects confirmation or disconfirmation of the learner's intended repair i.e. the word *s:ea:?* has pitch query and is highlighted by lengthened consonant and vowel sounds. The learner *yeh* receipts the teacher's prior turn, and following no take up of talk by the teacher, produces more information to engender alignment in their mutual understanding; *it's a water*. A 1.1 second pause follows and a 'change of state' token which signals a claim of coming to understand something in the prior talk by the teacher, precedes an other-correction. This correction is a phonetic repair of the learner's original trouble-source item. An isolated repeat is produced the learner.

A device for eliciting work on talk by the learner has been highlighted in the analysis of this fragment; the 'fill-the-blank' task. The teacher's utterance which sets up the completion is typically syntactically "incomplete, slows in tempo, and terminates on high or mid, level or rising pitch" (Tarplee, 1993:120). These features are observed in the teacher's initiation in line 3. The technique has been reported in analyses of talk between adults and children (Tarplee, 1993) and speech therapists and their (child) clients (Gardner, 1994). In these forms of talk, the technique elicits production of target items from the 'not-yet-competent' or 'not-fully-competent' speaker (Schegloff et al., 1977). In adult-child talk, the technique is used to get children to display lexical knowledge in picture-book labelling sequences. In speech therapy interactions, the technique projects the production of target phones which need to be worked on in the talk. In the context of the EFL classroom, 'fill-the-blank' tasks function to elicit displays of all kinds of L2 knowledge. The 'fill-the-blank' technique is a commonly used means of initiating learner work on prior talk by the teacher. The technique

provides for a further opportunity for a learner-repair and may therefore be employed as a strategy for avoiding other-correction and pursuing learner-repair.

The business of repair is made an up-front focus of the talk with an exposed teacher-repair in #4.6. The teacher actions an exposed next-turn correction in lines 3, 4 and 6, following three occurrences of a trouble-source in the learner's prior turn. The teacher also states that the repair is a matter of what "sounds better" i.e. native speaker judgement of the quality of language used by the learner. The repair work is not limited to a focus on details of the talk alone, but also linguistic adequacy. In #2.14, Roger's assessment of his co-participant's use of the racist term 'nigger' is not explicitly alluded to in the same way (Jefferson, 1987). In #2.14, the technique used to bring about a repair is a 'type 5' 'y-mean' initiation, so the speaker is afforded an opportunity to make the repair for himself. In #4.6, the teacher judges that it is necessary to inform the learner about an aspect of his prior talk, detailing why a repair is required. This is achieved by an exposed-correction.

#### #4.6 Exposed Teacher-Correction

```
(SP:LJ)
1      ... afterwards u- (0.5) s-she got mentally ill
2           (1.7)
3      T: → u w- when you're using (.) ill (.) it's it's
4           → nicer to sa:y she became (0.7) ill {than she
5      L: → {hm
6      T: → she got ill
7      L:   h{m sh-
8      T: → {it sounds a bit
9      L:   hm
10     T:   (ts.....)
11     L: → ok she became mentally ill
```

The teacher's exposed correction is withheld following the completion of the learner's prior turn; there is a 1.7 second pause in line 2. No attempt at providing talk is attempted by the learner in this opportunity space. The specific repair item is highlighted for attention by increased loudness and is divided from the following talk

by a 0.7 second pause. An ‘ok’ receipt and repeat of the item in the original context of the trouble-source turn is produced by the learner in line 11. The learner brings the repair business back to the details of his prior talk.

Some actual instances of self-initiation and other-initiation; self-noticing by the learner (Swain and Lapkin, 1995) and ‘pushing’ by the teacher (Nobuyoshi and Ellis, 1993) have been observed in the six fragments so far and are seen in the next fragment, #4.7. Collaboration and negotiation in a repair enterprise between the participants ultimately brings about a self-repair. Initiation and further self-repair attempts were also seen in fragment #4.5, however, the repair was ultimately actioned by the teacher. The withholding of correction in #4.7, following the learner’s noticing, allows for an opportunity for a learner self-repair. Time in the talk is given over to giving attention to the aspect of the learner’s talk which he has indicated is problematic. In this instance, it involves the use of language targeted for use previously. The teacher pursues initiation and a successful learner-repair is accomplished. Before the teacher’s initiation in line 3, the learner has pinpointed a trouble-source but has not made an unsuccessful repair attempt. An opportunity for a self-repair is thus pursued. See for comparison #4.2, where the learner notices a trouble-source, performs an unsuccessful repair and the teacher supplies a correction. In that instance, the learner has indicated inability and the potential for continuing trouble and cost to the talk is offset by a teacher-correction.

#### #4.7 Extended Learner-Initiated Learner-Repair

(LS:HH)  
 1 L: → she’s u::h he he sleeping (0.5) °oh no sleeping  
 2 u:{h°  
 3 T: → {she’s sleeping or she wants to sleep  
 4 (1.4)  
 5 L: °u::h° (1.5) she: is: u::h  
 6 (3.6)  
 7 T: → hungry?  
 8 L: → °no hungry° uh t- tired tired  
 9 T: → Ah hu{h  
 10 L: → {tired yes uh ...

In #4.7, the learner's task is to provide sentences describing characters using target adjectives. These adjectives have been presented to the learner prior to the task. The learner makes a sentence attempt in line 1 and explicitly displays that he recognises that his choice of adjective is not adequate; °oh no sleeping ...°. This recognition is followed by an indication of the learner's intention to continue talk which is overlapped by a teacher repair-initiation (lines 2 and 3). In #4.2, teacher RD's next action following a learner display of recognition of inability is a structurally-delayed other-correction. In #4.7, the teacher has a good basis for expecting the learner to be able to complete a self-repair because they have gone through and discussed a finite list of target adjectives. An opportunity for self-repair is therefore pursued here by the teacher. The activity which is being conducted by the participants in this fragment concerns the correct use of specified language, therefore investment in repair concerning this language corresponds with its agenda and language focus.

Through repair-initiation and self-repair attempts, the aspect of the language under focus is prioritised and attention to it is required from the learner. This attention is guided by the teacher's negotiation and holding back in the repair business. Furthermore, the nature of the teacher's collaboration in the business provides some assistance in the learner's self-repairing; semantic detailing of a suitable candidate adjective, she wants to sleep. The learner's potential repair is given support and 'clues' (McHoul, 1990).

The teacher's repair-initiation provides the learner with an alternative to his previous repair attempt and paraphrase of the required adjective (in line 3). Thus semantic information about the target is provided by the teacher. In line 5, the learner makes an attempt to continue talk, but does not produce a repair attempt. A delay of 3.6 second elapses and the teacher produces another repair-initiation. This time, the teacher produces a candidate completion, an inadequate adjective choice; hungry?. In the next turn, the learner rejects the suggested completion and produces a successful repair. Interestingly, the teacher does not receipt the learner's repair with a 'yes' receipt, but proposes that she has undergone a change in her locally current state of knowledge etc.

(Heritage, 1984b). In overlap with this ‘ah’ token, the learner confirms his ultimate choice of adjective, *tired yes*, and proceeds with a continuation of the talk.

The last fragment of this section, #4.8, includes an example of a repair trajectory which is negotiated from an initial wordsearch trouble-source by the learner. The learner does not accomplish a successful repair by a replacement of the single lexical item which is the source of the problematic talk. However, a successful same-turn self-repair is, nevertheless, accomplished by the learner; he produces a paraphrase of the intended item. The focus on this aspect of the talk and the repair activity is then extended by the teacher. In response to the learner’s prior talk the teacher produces an ‘ok’ receipt and then instigates further ‘working-on-talk’ through a following explicitly-packaged correction. This correction employs metalanguage to discuss details of the talk. The issue of linguistic adequacy is treated in an exposed form by the teacher in the subsequent repair which follows the learner’s repair attempts.

#### #4.8 Learner-Initiated Teacher-Repair

(SP:BS)

1 T: =so usually you: {see them {quite early °when =

2 L: {yes { .hh yes .hh =

3 T = °when they’ve just arriv}ed°

4 L: = .hh ye:s }

5 L: → if u::h (1.3) uh °au:- auther ausher wah-

6 → (1.4) uh if the paper is ok (.) signed (.)

7 → by (.) a manager°

8 T: → ok (.) {right that wo:rd you were looking fo:r

9 L: {°yes°

10 L: yes

11 T: → .h was uh oh bu- tha- you you explained it you

12 → were trying to use that word authori{se =

13 L: { YE: =

14 T: = weren’t you (.....) yeh ok

15 L: → = :::S authorise=HE he hehe .hh (....)



16           → authorise  
17 T:       he he he he

In line 5, the learner makes three attempts at producing an item of language. The learner displays awareness that his repair attempts have not been successful as he produces a further repair which is a paraphrase of the single word that he is searching for. The teacher's following turn has the same basic format design format as #4.4 i.e. it is an other-repair, but it is explicitly-managed by the teacher. The outcome of the repair is a repeat by the learner, as with #4.4, plus an accounting activity; laughter (Jefferson, 1987).

In line 8, the teacher receipts the learner's prior turn first with an *ok* receipt. Then, after a micro-pause, the teacher explicitly brings the focus of the talk to the single lexical item previously attempted by the learner. An explicitly-packaged correction is actioned in lines 8, 11 and 12. The teacher picks out the positive in the learner's prior talk and acknowledges that the learner correctly explained the meaning of the word he wanted, (in line 11). In line 12, the teacher produces the word she believes was being sought by the learner, *authorise*. The teacher's repair is receipted by the learner. This receipt is noticeably louder and its vowel lengthened; *YE: : : S*, in lines 13-14. The successful outcome of the repair is highlighted in the talk. The learner then produces two repeats of the repair accompanied by laughter, (line 16). The teacher joins in with this laughter and displays alignment with the learner. The repair becomes the up-front business of the talk with explicit repair design and subsequent accounting.

## Summary

This section has outlined eight basic repair structures found in the data. The analysis of eight fragments has pointed to and discussed some of the ways in which EFL teachers and learners collaborate in 'working-on-talk' business and negotiate the level of interactional investment required by this business. These basic repair frameworks are further elaborated in the rest of this chapter and those following.

The first fragment examined involved a learner taking responsibility for the repair himself and no part in the repair was played by the teacher. In #4.2, the learner began the repair enterprise by pinpointing the repairable and revealing inability to accomplish a repair herself. On this occasion the teacher performed an explicitly-managed correction. The repair business became the concern of the talk. The demand for investment in the talk is limited to some extent because risk due to further learner inability is removed.

In #4.3 and #4.4, a teacher-correction was seen to deal with problematic talk quickly and successfully. The repair did not rely on the ability of the learner and any risk to the on-going talk was therefore avoided. In #4.3, the learner had indicated his inability to make a judgement about the repair, as was the case in #4.2. However, the teacher's subsequent treatment, an 'isolated' repair, was seen to have very different consequences for the nature of the 'working-on-talk' business, the talk and the learner.

In #4.4, the learner gave no signal of concern about the repairable which was then treated by the teacher. The limited impact of the repair on the talk was maintained because of the nature of the teacher's repair action; an 'isolated' correction. A repair venture involving the need to first of all bring the learner to notice something amiss with his prior talk i.e. 'pushing' (Noboyoshi and Ellis, 1993) and subsequent repair attempts, would have resulted in greater time out and added potential costs from further breakdown. This would have conflicted with the agenda of 'creating conversation'. The opportunity to focus on issues of linguistic adequacy or explanation of target language knowledge, was not exploited in the repair treatment invoked by the teacher.

A peak of collaboration and sharing in the business of repair was observed in self- and other-initiated trajectories, where a prolonged focus, sometimes explicitly-managed, on the details of the talk and also on L2 target language knowledge, is entailed, (for example, fragments #4.5, #4.7 and #4.8.) In these trajectories, the repair venture can take multiple turns and it may become a resource for focusing on the target language and aligning here-and-now displays of L2 knowledge. The explicitly-packaged correction performed by the teacher in #4.6 also produces an opportunity for focusing on details of the talk and target language knowledge. However, the learner's role in the

construction of this knowledge is seen to be more restricted in comparison. L2 researchers have claimed that learners who are actively involved in the construction of interaction and ‘negotiation of meaning’ are more successful language learners (Swain, 1985; Pica et al., 1987). Certain forms of repair have been shown in this first analytic chapter to promote more negotiation between the participants and learner involvement than others.

The following section, 4.3, presents and discusses examples which (a) illustrate levels of collaboration in repair ventures and (b) exemplify the range of ‘follow-up’ work found in various repair environments from the data corpus. For instance, no follow-up talk, minimal receipts, positive/negative assessments, repair-initiation and repair-accomplishment produced by teachers in next-turn position subsequent to learner noticings, initiation, repairs and repair attempts. The relationship between the state of problematic talk, the extent of successful treatment by the learner, the lesson agenda, the design of teacher follow-up action and interactional cost, is discussed.

### **4.3 COLLABORATING IN REPAIR WORK**

In this section fragments which exemplify the negotiated ‘working-on-talk’ conducted by one-to-one EFL classroom participants as they get to grips with issues concerning the nature of their talk and target language, are presented and examined. Different levels of collaboration between the participants in the repair enterprise are displayed, as well as ways in which the focus on the activity and event of repair is downgraded. This section elaborates the design and range of work which is given occasion, primarily, in what has been variously termed, ‘follow-up’ (Sinclair and Coulthard, 1975), ‘evaluation’, ‘comment’ (McHoul, 1978) and ‘feedback’ in L2 literature.

It is seen that teacher follow-up work in next-turn or ‘third turn’ positions can far exceed simply providing feedback on, or giving positive/negative assessment of, what the learner has just contributed to the talk. In follow-up actions in this position, teachers may also, for instance (a) be displaying that further work needs to be conducted on the talk and withholding correction (b) be providing information about what in particular

was inadequate with the prior talk i.e. locating the trouble-source (c) providing information to guide learners to put their talk right (McHoul 1990 (d) be limiting the extent of focus on the event of repairing and (e) providing instruction about aspects of the talk and target language knowledge.

The pervasiveness of third-turn feedback, assessments and acknowledgements in classroom discourse has been well discussed in classroom research literature. For example, the expectability of acknowledgement turns in subject classroom talk has been described by McHoul (1978). Sinclair and Coulthard (1975) have described three-part exchanges as the most frequently-occurring pattern in classroom talk. According to Drew and Heritage (1992), Sinclair and Coulthard failed:

to specify in their model how participants show their orientation to the particular institutional context in which they are interacting. For example, because the investigators did not look at question-answer-feedback sequences in a variety of settings ..., their analysis failed to disclose the ways in which successive elements of the I-R-F sequence *constitute* its “instructional character”.  
(Drew and Heritage, 1992:144-15)

An example of the interactional work which the ‘IRF’ (or Question-Answer-Comment (QAC) (McHoul, 1990)) sequence is seen to engender in the EFL data is as follows. The ‘first’ turn, ‘Question/Initiation’ (Q/I), sets up sequential expectations to be accomplished by the learner in the ‘second’ turn, the ‘Answer/Response’ (A/R) turn. For example, the teacher’s initiation may project the use of specified language targets in the next-turn, for example it may require and anticipate the use of a certain tense or grammatical structure. So, in the A/R turn, there is the opportunity for the display of learner competence or, conversely, lack of competence. Some aspect of the learner’s prior turn may or may not be in need of further work. Any next turn provides some kind of assessment of its prior. The question of the extent of explicitness and directness of the display of understanding by the teacher in next-turn and its multi-functional nature are perhaps then a more important and relevant issue.

‘Third’ turns perform various kinds of interactional work for the EFL participants in the data corpus. The analysis presented in this thesis demonstrates that they may, for

example, indicate whether the learner's prior talk has been adequate or not, indicate more work is needed, and reveal some information about the target language. A third turn which provides evaluation following a question and answer sequence, identifies that speaker as having prior knowledge of the answer and furthermore, identifies him/her as being able to judge the adequacy of that answer. The answer which is provided by the learner is therefore "not an INFORMING, as many answers to questions are, but a DISPLAY" (Tarplee, 1993:261).

The explicit detailing of success in creating talk and intersubjective understandings, from time to time, is revealed to be a recurrent activity of one-to-one EFL classroom talk. The continual upgrading of intersubjective understandings which is realised as talk progresses, may, on occasion, need to be explicitly revealed, detailed and related through the talk, so that participants know that their understandings are indeed mutual. EFL participants orient to the fact that one of them is working with a restricted basis or body of L2 knowledge. The next turn, or third turn in the case of an 'IRF' routine, is a site where intersubjective understandings are confirmed and invite confirmation. It is also a site where linguistic adequacy is confirmed.

The occurrence and design of third position assessments is observed in the EFL data to reflect levels of learner awareness or display of ability/inability to make judgements for themselves, or ability to action their own repair. The extent of their explicitness may increase according to the following: difficulty, whether the aspect has been focused upon previously in the talk, the agenda and whether 'correctness' is an up-front concern.

Where 'correctness' is a top priority, for example in a grammar-focused lesson, and the learner and teacher have expectations about the activity and what it will include, explicitness and exposed forms of repair will not be seen to be in great conflict with the up-front agenda. For example, where activities of the talk concern focusing on target structures, grammar exercises, the marking of homework etc., learners are required to display their knowledge and understanding of specified items of the target language. Aspects of the learner's knowledge and understanding of this language may be shown to

be in need of work. The learner may be able to action this work for her/himself or may need to initiate collaboration in 'working-on-talk' business.

Likewise, the teacher may show or make the learner aware of areas which need to be worked on, through initiation, (as is explored in Chapter Six) and correction, (instances of correction in various sequential positions are highlighted in the analysis of Chapters Four to Eight inclusive). The participants in the EFL classroom are faced with the potential of trouble-sources which emanate from the range of linguistic skills. Trouble-sources do not always present themselves in isolation and so 'working-on-talk' may be required to different skills at the same time. The 'working-on-talk' which is conducted by the EFL classroom participants is not confined to work on one skill, for example lexis recognition in child-adult talk, (Tarplee 1993) or production of target phones in speech therapy talk, (Gardner 1997). In these forms of talk, the 'competent' participant focuses down on their particular targets. EFL teachers must also do this but in the case of 'free' conversational practice, for example, they must treat what comes up on-line. When faced with an assortment of repairs and where no 'working-on-talk' is actioned or initialised by the learner, teachers have to make choices about which repairable to focus on.

In 'A/R' turns, learners show what they know, what they do not know, or that they are uncertain about it. In F/C turns, teachers may minimally or explicitly show their understanding and assessment of the learner's prior talk, for example 'yes, that's okay', 'that bit wasn't quite right, what's the past tense of .....' or 'hm'. The instructional character of the 'IRF/QAC' routine in the EFL classroom is potentially derived from the fact that it encompasses opportunity for focusing on knowledge, language use etc., that has been displayed in prior talk. The turn which occurs in the next or third turn position can confirm understandings displayed by learners, or, go on to activate more work in subsequent turns on an aspect of target language knowledge and competency. Understandings and displays of knowledge may be confirmed, upgraded and aligned, or displayed as being on hold until 'working-on-talk' has been successfully negotiated and accomplished.

The expectability of potential feedback slots for teacher assessment etc. is found in particular sequential environments in the EFL data. For example, learners may seek assessment where they are unsure about the success of their repairs, for themselves. The ‘evaluation’, ‘feedback’ or ‘comment’ is provided if asked for, or when learners do not reveal awareness of a continuing problem or to show that no further work is required to what has just been worked on or, conversely, to show that this aspect will continue to be the focus and activity of the talk as a need for repair still exists. Explicitly-packaged evaluation can also serve as encouragement to the learner.

From the examination of example fragments from the data corpus, we find that the following are given a potential site or starting point for negotiation through subsequent turns, in the ‘third’ or next turn position in EFL classroom talk: (a) the explicit assessment of the learner’s prior display of target language knowledge and use (b) ‘working on talk’ (c), putting things right (d), being pushed to notice gaps and (e) the alignment of displays of target language knowledge.

Teacher next and third turns in the data corpus exhibit the following range of design features: (a) isolated versions of the specific repairable item/s; (b) a version of the repair plus assessment object; (c) minimal receipt objects such as ‘ok’, ‘hm’, ‘m:’, and ‘yes’ (d) explicit receipts, such as ‘right’, ‘good’ and ‘excellent’; (e) absence of talk from co-participant and repeats; (f) prosodic features, for example quieter than surrounding talk quality, noticeable loudness, laryngeal activity, and (g) being divided off from surrounding talk within the turn by pauses. In order to elaborate the phenomenon of teacher ‘third’ turns in the data, example fragments which exhibit types of receipt objects and basic third turn designs are presented below. Subsections 4.3.1 to 4.3.4 inclusive examine types of treatment following successful learner-repair accomplishment. Subsections 4.3.5 and 4.3.6 concentrate on follow-up work where further repair work is required and accomplished.

The first examples presented begin the analysis of ‘working-on-talk’ enterprises by focusing on examples of successfully accomplished, same-turn self-repairs actioned by learners which are not subject to any follow-up action from the teacher. The repairs are

treated as ‘by-the-way’ occurrences and their event in the talk is not emphasised by receipt action or the pursuit of an accounting from the learner by the teacher.

#### **4.3.1 No Teacher Involvement or Follow-Up Action**

In fragments #4.9 to #4.12 the teacher’s action following a learner-repair is to do no action i.e. they do not provide receipts or assessment objects. In these fragments, the learners accomplish successful same-turn self-repairs. These self-repairs are typically highlighted by the fact that the learners do not display concern with the acceptability of the self-repair they have just actioned. Doubt about the self-repairs is not explicitly detailed in the learners’ talk. A feature of some of the repairs is that they are not accompanied by a following delay which could signal the learner’s expectations of follow-up action from the teacher. The repair items themselves may be phonetically highlighted and marked out for attention in some way, for example by elongation of consonants or vowels, loudness or careful articulation, which underlines the actioning and accomplishment of the repair activity. Local (1992:295-296) describes two same-turn self-repair behaviours whereby speakers either draw attention to, or attempt to disguise, their corrections. Changes in rhythm, tempo and pitch movement, downgrade or highlight the event and the actioning of repair. EFL learners too exhibit both these behaviours. Sometimes they mark out their self-repairs as if to underline their self-monitoring of their talk and display of control of the language, whilst other times they attempt to disguise the occurrence of trouble.

Learners reveal that they are capable of making a judgement about their talk and also to take action to put things right for themselves. Teachers are not therefore required to inform learners of areas in their talk which are in need of work, nor show them how it should be done, although they may do so. Such actions provide greater emphasis of the event of repairing and therefore might not be conducive to the agenda of a lesson concerned with the building of a discussion.



The business at hand in lesson SFM:PP, from which the first fragment in this section is taken, is discussing and giving opinions about textbook sentences on business practices. Before the discussion started, the teacher introduced a list of phrases for ‘comparing and contrasting’. The learner is encouraged to try to include some of them in the discussion. It is therefore a semi, target-language focused activity. The repair in the fragment below, however, does not involve one of these pre-presented target items.

#### #4.9

(SFM:PP)

1 L: → u::m (1.0) eh of course ((cough)) I say m::  
2 → many t=a lot of times u:h everybody uh haf  
3 → have failures .h u:m .hh bu::t=it isn uh it  
4 isn't uh (0.4) good in every ...

In the above example there are two, quick, same-turn self-corrections actioned by the learner. In lines 1-2, *say m::* *many t*, is cut off and is replaced without any delay by *a lot of times*. The learner’s self-initiation leads directly to the solution of the problem (Schegloff et al. 1977) and he proceeds with a continuation of his turn. Teacher assessment or receipting of this self-repair is not sought or given.

In line 3 a self-repair immediately follows the occurrence of a second repairable, and it is highlighted; the repair item is noticeably louder; haf have. The acceptability of the repair is not questioned by the learner i.e. the learner does not display concern about the repair, either by hesitation, pauses or explicit request for teacher assistance or assessment. In-breaths and an ‘um’ continuation object mark the learner’s intention to continue the talk. The learner permits no delay to allow for an opportunity for the teacher to provide assessment following the repair. The learner continues the talk and a next-turn opportunity for explicit assessment of the repair is not projected by the learner, neither is it taken by the teacher.

The learner actioned the repair and made his own assessment of his repair in the above fragment. The teacher was not involved in the repair business. For comparison see fragment #5.8, where the learner does not proceed with a continuation of talk following

a repair. The learner's continuation is on hold and follows the confirmation of the adequacy of the repair which is provided by the teacher.

A successful, same-turn self-repair is actioned by learner PP in #4.10 below. Once again the learner's talk does not reveal explicit concern with the acceptability of the repair. Intention of continuing speakership is signalled by the in-breath and u:m marker following the repair. No wait-time is allowed following the repair before the learner continues with his talk and the teacher does not produce any receipt or assessment of the repair activity. The learner takes control of the repair and its impingement on the progression of the talk is seen to be minimal. The repair business does not become an exercise or opportunity for focusing on aspects of the language or target language knowledge. The learner recognises an area of problem, deals with it and the repair does not become the explicit focus of the talk.

#### #4.10

(SFM:PP)

- 1 L: → iz no- h (.) is an expansion: w- w:- one
- 2 → experience .hh u:m but it isn't a good
- 3 → good experience of course .hh (.) u:mm ...

The learner replaces the items an expansion: by one experience, (after some stuttering), and a second instance of the repaired item is embedded in the following talk, (line 3). There is no explicit assessment or receipt of the repair activity from the teacher. The occurrence of the repair is not highlighted by teacher follow-up.

The talk in the next fragment, #4.11, is beset by more than one trouble-source. The learner displays control of one aspect of his talk, whilst faced with another problem in producing his turn. Again, the responsibility of repair remains with the learner and he does not signal an expectation of teacher assessment etc. The teacher does not contribute to the repair enterprise.

#### #4.11

(SFM:PP)

- 1 L: I can't generalising uh I can't- I: think u:h I

2           → can't I:: hh (0.8) .hh (3.3) °o:h wh-what I can  
3           → see (.) say<sup>°</sup> .hh u::m  
4                          (2.2)  
5     T:     °o-°=  
6     L: → =I: hh I think that is:: everybo- e- e-  
7     L: → everyday bad to to management {°falour<sup>°</sup>  
8     T: →    {°hm<sup>°</sup>  
9                          (2.1)  
10    L:     U::hh  
11    T:     fair enough (1.6) so i i in your ...

In this spate of talk, the learner displays some trouble producing his turn and signs that repair is 'upcoming' (Schegloff, 1984:268) for example there are cut-offs, 'uh' hesitations and pauses in lines 1 to 3. The learner deals with a trouble-source which has occurred within the wider context of talk which is itself being displayed as problematic; °o:h wh-what I can see (.) say<sup>°</sup>. The learner performs a correction to one aspect of his turn; his 'thinking out loud' and explicit display of trouble in producing his talk. The item see is replaced by say. The accomplishment of this self-repair activity is marked out by increased loudness and the learner does not display any concern with its acceptability.

An indication that the learner intends continuing the talk immediately follows the repair; .hh u::m, and so there is no projection of an expectation of a site for an explicit next-turn assessment by the learner. A 2.2 second pause follows. The teacher then begins a turn but quickly cedes speakership to the learner whose turn latches onto the teacher's °o-°. The learner continues the talk and provides a response to the teacher's initial question. A self-repair is also actioned in this turn; everybo- e- e- everyday, in lines 6-7. The teacher receipts the learner's prior talk with an overlapping °hm<sup>°</sup>. No explicit assessment marker is provided and there is no attempt to take up speakership by the teacher. The receipt is minimally designed to provide acknowledgement of the on-going talk and is not explicitly-packaged as a repair receipt. After a 2.1 second interval the learner makes a start at speaking. The teacher receipts

the learner's prior talk, *fair enough*, and then proceeds with an 'upshot' of this prior talk. (Examples of 'upshotting' are featured and discussed in Chapter Seven.)

Again the teacher is not involved in the repair business in #4.12, the learner actions a same-turn self-correction. This correction concerns an aspect which is part of a targeted language structure which has been presented to the learner. The teacher has a basis from which to anticipate that the learner will succeed in accomplishing a repair for himself. This fact may account for the teacher's withholding from assisting in the repair, even though the learner's talk does display hesitation, cut-offs and pauses. The teacher withholds from correcting or providing 'clues' through initiation and does not become involved in the repair business at any stage.

#### #4.12

(LS:HH)  
1 T: what do you do when you are hot  
2 L: → I:: I like u::h s- uh u:h .hh (1.0) when  
3 → I=hh (1.1) hot (1.0) u:::h when I'm hot=u:h  
4 I: go (1.1) .h u:::h (1.2) to the swimming pool  
5 T: °ah° (1.3) °ok°  
6 L: I like swim

The teacher's question in line 1 is designed to elicit the use of a target structure in the learner's response. In lines 2-3, the learner replaces *I like u::h s-* with the first part of the specified structure; *when I=hh*. The learner shows awareness of trouble with this replacement and he actions a further repair; *I=hh (1.1) hot* is replaced with *u:::h when I'mhot*. The learner immediately proceeds with a completion of the target structure sentence *u:h I: go (1.1) .h u:::h (1.2) to the swimming pool*. The teacher does not provide an immediate repair assessment but receipts the learner's prior talk with an 'ah' 'change of state' token and following a 1.3 second pause, a 'quieter than the surrounding talk' 'ok' receipt.

The learner's self-repair in #4.13 is followed by a 1.0 second pause before he proceeds with a continuation. The learner also displays uncertainty about the repair but there is

no take up of talk by the teacher. The delay following the self-repair may signal the learner's expectation of follow-up talk by the teacher. See, for comparison, later fragments #4.20, #4.23 and #4.27, where displays of learner uncertainty are followed by receipts and confirmation of adequacy by the teacher, before the learners continue talk.

#### #4.13

(SFM:PP)  
1 L: ... phh I dunno uh I:: (1.1) last week or two  
2 → weeks ago I: I read that .hh Airaq? I:raq?  
3 (1.0) .h u:hh (1.1) have u:h another time  
4 buying .hh are another time buying uh arms

In line 2, the teacher actions a self-repair to the pronunciation of an item. Doubt about the pronunciation is signalled by the rising pitch movement. An orientation to the expectability of a potential assessment from the teacher is displayed by the learner in the delay, of one second, (in line 3), which is allowed before he gets on with finishing his turn. In this fragment, as in #4.9 and #4.10, the teacher does not take up speakership following the learner's repair. (It is possible that the teacher indicates acceptability by non-linguistic means). The learner therefore has to make his own assessment following his quick display of concern about pronunciation and does not pursue assessment from the teacher. It may be that the absence of talk from the teacher at this point is oriented to by the learner as a signal that no further work is necessary.

The learner reveals no explicit concern with the acceptability of her self-repair, (in line 7), in the next fragment #4.14. The repaired item is marked by stress; u:h don't use uh d- doesn't use. The actioning of the repair and its accomplishment is thus highlighted by the learner herself. There is a micro-pause following the learner's repair, prior to a short continuation, but the teacher provides no explicit receipting or assessment of the repair enterprise. This is then followed by a 1.6 second pause.

#### #4.14

(SFM:GB)  
1 T: ... your mother in the summer (0.8) when she  
2 goes out shoppin would she wear a scarf?

3 L: yes  
4 T: yes=  
5 L: → =small scarf .{hh }uh sometimes u:h don't  
6 T: {°hm m°}  
7 L: → use uh d- doesn't use (.) °sometimes°  
8 (1.6)  
9 T: → °hm°  
10 L: an sometimes ...

The teacher's °hm° object in line 9, is not explicitly or singularly designed to attend to the previous repair. The teacher may have oriented to the 0.6 second delay (line 8) as a consequence of the learner's expectations of assessment etc. at this point. The minimal design of the teacher's turn in line 9 lends some ambiguity or disguise to its interactional status. At the same time the receipt may orient to the previous repair, or delay, but also signals the on-going nature of the learner's talk and a non-challenge of speakership (Schegloff, 1982). A continuation of talk by the learner is then provided without delay in line 10. The repair business in #4.14 has limited impact on the progression of the talk because of the design of the repair by the learner and subsequent follow-up treatment by the teacher. The learner's noticing and repair accomplishment are not accompanied by repair markings or accountings and the teacher provides a minimally designed, quieter than the surrounding talk receipt after a 1.6 second delay.

Teachers may or may not inform learners about the success of their self-repair accomplishments with repair receipts. In fragments #4.9 - #4.14, where the learners display competency, the participants do not prolong the event of the repair activity by expecting receipts or assessment, or providing them. The repair event is not exploited as an opportunity for an explicit focus on and display of target language knowledge. In fragment #4.13 too, where the learner signals doubt, responsibility for the repair is left to the learner and the event of the repair is not emphasised by teacher follow-up action.

The collection of fragments which follows, #4.15 to #4.22, include instances of minimal receipting, for example 'hm' and 'uh huh' type objects, produced by teachers following learner repair work. The range of interactional work performed by this type of

receipt in everyday talk has been discussed by Schegloff (1982). This type of receipting serves to play down the occurrence of repair and helps to maintain a ‘by-the-way’ quality to the repair enterprise. In the repair context, minimal receipts may provide confirmation of learner success in a repair enterprise, without emphasising the event of the repair and display the learner’s continuing responsibility for speakership.

### 4.3.2 Minimal Receipting

Prior to the examination of minimal receipts in repair environments from the EFL data, two examples of minimal receipting in non-repair circumstances are provided and discussed. In these fragments, ‘hm’ type objects receipt the on-going talk and signal the learner’s responsibility for the continuation of speakership, they pass “the opportunity to do any sort of fuller turn at all, on the grounds that an extended unit is already in progress” (Schegloff, 1982:87). The minimal ‘hm’ receipts orient to the chunks of talk-in-action being produced by the learner and present him/ her with a signal to go ahead with talking. At the point reached so far, working on any aspect of the prior talk, for example checking understanding and creating mutual intersubjectivity, is not signalled as being required.

In the first example, #4.15, the teacher provides minimal ‘hm’ type receipt objects following each stage of talk production by the learner. The learner’s talk does display hesitation objects and pausing.

#### #4.15 Minimal Receipting

(SFM:GB)

- |   |    |  |
|---|----|--|
| 1 | L: | ... under the white (0.8) eh government        |
| 2 | T: | hm m   |
| 3 | L: | e:h a white woman                              |
| 4 | T: | hm m   |
| 5 | L: | e::h .hh was working with the black people heh |
| 6 |    | heh  |
| 7 | T: | hm hm  |

Similarly in #4.16, the teacher also produces minimal ‘hm’ objects which receipt the learner’s talk-in-action. As in #4.15, the learner takes up talk again after the receipts and produces a continuation. #4.16 also includes an example of a minimal receipt following a display of concern by the learner/minimal request for teacher assistance. The event of the repair is treated in the same manner as the learner’s on-going talk by the teacher and is not marked out differently. The teacher passes up opportunities for providing explicit repair-oriented talk, or taking up the talk, by employing a minimal turn: “‘Uh huh’, nods, and the like, in passing opportunity to do a full turn at talk, can be seen to be passing an opportunity to initiate repair on the immediately preceding talk” (Schegloff, 1982:88). In the learner’s first turn in #4.16 too, there is a repairable which is left untreated and unresolved.

#### #4.16 Minimal Receipting

```
(SP:BS)
1  L:    ... we have a security in our reception .hh
2  T: → hm m
3  L:    .h and uh (2.1) he’s alone most of the time
4  T: → hm m
5  L:    .h u:h (0.5) but you can give him a call
6  T: → hm m
7          (0.7)
8  L:    .{h u}h actually (0.7) maybe: someone uh
9  T: → {°hm m°}
10 L: → (0.8) else?
12 T: → hm {m
13 L:    {from your departmen{t
14 T: → {hm m
```

In line 10 of #4.16 the learner displays concern with the item `else?`. It is preceded by a hesitation marker and 0.8 second pause. In #4.12 the learner is left to make a decision about the adequacy of his repair for himself as the teacher provides no follow-up treatment. In #4.15 the teacher produces a minimal ‘hm’ receipt. The repair event is not highlighted by a more explicit receipt or follow-up treatment, for example ‘that’s the



right word', and is treated as a 'by-the-way' occurrence. A continuation of talk by the learner begins in overlap with the teacher's minimal receipting.

In the kind of activity pursued in fragment #4.17, a global priority is likely to be to ensure the progression of the talk, for example create conversation, maximise opportunities for the learner to contribute to the talk and therefore refrain from explicit initiation or correction which would have a consequence on the progression of the talk. The fragment is taken from a warming-up activity at the start of the lesson; one which elicits the use of past, present and future tenses. The learner is telling his teacher about what he has been doing over the last few days. The activity does not involve the required use and potential examination of previously specified items of language. No specific items or structures of language have been presented or discussed. In #4.17 the teacher passes on opportunities for contributing to the repair which is being conducted by the learner by providing minimal receipting in overlap with the learner's talk, but initiates further repair work to another. Consider the following fragment:

#### #4.17 Minimal Receipting

```
(LS:HH)
1  L:    u: i- yeh he's director and Ero- u::h uh
2        Central Uropen {(0.8)} director .hh
3  T:                {uh hu}
4  L:    Nemat Microche we u::h .hh uh talking u:::h
5        → from (.) Hungary .hh from finansal (0.9)
6        → {.hh u:}h uh finansal .hh uh from politica:
7  T:    {uh hu }
8  L: → .h {°from} parliament° u{h   } from parliament
9  T:    {hm m}                {hm m}
10 L:    eh n:- (there) was about uh .h u:h (2.1) fo:r
11      → fo:r (.) unto (1.4) two (1.0) two o'clock
12                (1.9)
13 T: → two o'clock or tw{o hours}
14 L: →                {two hors}=two hors
```

A 0.9 second pause follows the first occurrence of *finansal* (in lines 5-6). An *uh hu* receipt is produced by the teacher in simultaneous overlap with the learner's

continuation of talk after this pause. The teacher's *uh hu* displays she is not going to challenge for speakership and receipts the learner's on-going turn (Schegloff, 1982). The learner produces a second version of *finansal* and after an in-breath and hesitation marker, he actions a self-repair; a replacement of *finansal* to *politica:*, (line 6). After an in-breath, the learner proceeds with his turn whilst the teacher produces a *hm m* receipt of the learner's turn-in-action.

The learner actions a further self-repair; *politica:* is replaced by *parliament*, in line 8. This repair is noticeably quieter than the surrounding talk, which may signal possible doubt about the acceptability of the self-repair activity. This contrasts with the phonetically highlighted repairable and repair activities in #4.9, #4.11 and #4.14. In these fragments, the learners display that they have made their own judgement about the acceptability of the repair by emphasising the actioning of the repair, for example, with loudness. The repair in line 8 of #4.17 is followed by an *uh* marker claiming continuing speakership, and is overlapped, in mid-production, by another *hm m* receipt from the teacher. The learner does a repeat of his self-repair, which this time is not quieter than the surrounding talk, and proceeds with a continuation of the talk.

In the above example 'hitches' (Schegloff 1984) in the learner's talk point to uncertainty about the progression of the talk and repair activity is displayed by the learner, for example hesitation, in-breaths and more than one repair version. The teacher provided 'hm mm' markers, post learner-repairs. Three self-repairs are actioned by the learner but there is no explicit demand for help. The learner maintains his responsibility for actioning the repair business himself. The learner upgrades his repair attempts and displays that the teacher's 'hm' receipting is not oriented to by him as definitive assessments of his own repair action. Indeed, 'uh huh' type objects are claims of understanding. "Such a claim may turn out to be incorrect; and passing one opportunity to initiate repair is compatible with initiating repair later" (Schegloff, 1982:88).

The design of the teacher's receipts of the learner's talk-in-action allows for the possibility that as intersubjective understanding are assessed and aligned as the talk progresses, explicit assessment may become relevant. Any assessment from the teacher

relating to this particular source of trouble is not provided. The learner's talk runs into further difficulty in lines 10 and 11. This more current repairable aspect becomes the focus of the talk and is collaboratively treated by teacher and learner, (see #5.3). The repairable item in lines 10-11 is more readily observable as being in need of work i.e. repair is required to specifics of talk and not to its informational content. This trouble-source is treated by a teacher-correction.

In the next five fragments the learners' repairs are accompanied by signals of doubt or concern. The learner may also show expectation of teacher assessment etc. following the repair by withholding from producing a continuation of the talk or by requesting teacher help. The teachers' response in these fragments is to produce a minimal receipt. The learner self-repairs were successful and the teacher provides quick confirmation of this fact. Repairing is not given greater emphasis.

Learner GB's self-monitoring of on-coming talk in #4.18 is indicated by a 0.6 second pause, *m m* repeat of the initial consonant of the coming word and two productions of the item *minority*. A 0.6 second pause follows the first production. The second production of the item is followed by a latched-on, minimal 'quieter than the surrounding talk' *hm m* receipt. The learner's continuation is delayed until after this receipt. The expectability of an assessment by the teacher is pursued by learner GB. After a 1.2 second pause the learner picks up from the point prior to the teacher's receipt and continues talk, (in line 5). She does not produce a receipt of the teacher's receipting. Both participants' treatment of the repair serves to minimise the event of the repair activity and the focus is kept on the activity of creating conversation. The teacher's receipt is a 'hm' receipt which typically receipts ongoing talk and does not serve to underline the learner's self-repair.

#### #4.18 Minimal Receipting

(SFM:GB)

1 L: → and eh then eh .h the white (0.6) *m m* minority

2 → (0.6) minority=

3 T: =°hm m°

4 (1.2)

5 L: had managed (2.2) °uh:m° (1.8) managed to u::h  
 6 (1.5) .hh to be governed

The learner's display of uncertainty about an item, signalled by rising pitch movement, in the next fragment, #4.19, is also followed by a 'quieter than the surrounding talk' minimal receipt as in #4.18. The teacher's receipt does not emphasise the repair event and the learner gets on with a continuation of the talk. In line 3 of #4.19, a micro-pause precedes the learner's second production of the item which has been signalled previously as potentially problematic. This may be a display of continuing concern about the item and explicit receipting from the teacher follows in line 4; good.

#### #4.19 Minimal Receipting

(RD:BG)  
 1 L: there is a: town hall?=  
 2 T: =°hm m°  
 3 L: the roof of the (.) Town Hall  
 4 T: good  
 5 L: → it's uh (1.1) colour? (0.5) colourated?

Teacher follow-up in fragments #4.20 to #4.22 below is again minimally designed. However, its potential to limit the extent of the repair business is offset by the next actions of the learners. In #4.20 a similar trajectory as in #4.19 is observed. Teacher SP produces a minimal receipt following the learner's quick display of doubt and request for assistance.

#### #4.20 Minimal Receipting

(SP:BS)  
 1 L: u:h your key card u::h (2.4) uh have (a/uh)  
 2 → (1.1) access?  
 3 T: → hm m  
 4 L: → (a) access?=  
 5 T: → =hm m  
 6 L: y(heh)es .hh u::h from s:seven ...

In line 1, hesitation objects, pauses and rising pitch query display the learner's concern and monitoring of his talk. As with #4.19, the nature of the learner's eliciting of assessment from the teacher also serves to delimit the explicitness of the repair. The initiation is minimally designed i.e. there are no overtly packaged requests such as 'is this the right word'. The learner highlights specifically what is problematic for him in his turn and projects assistance and a display of adequacy from the teacher.

The teacher receipts the learner's repair turn with a minimal hm m receipt object. Just as in the previous fragment, the event of the receipting is downgraded; the receipts are not explicit assessment objects such as 'good' or 'excellent', (see, for example, #4.22). However, in #4.20 the learner then retains the focus on the repair by producing a repeat. This repeat is again receipted by the teacher with a minimal hm m talk-in-action receipt, downgrading the event of the repair.

Again the teacher's minimal receipting in #4.21 does not provide a termination of the focus on the repairable/repair. The teacher co-ordinates increasing explicitness as the focus is kept on the activity of repair by the learner's laughter, an accounting activity (Jefferson, 1987). In line 3, the learner provides a minimal yes: response following the teacher's prior question. This is followed by a minimal 'uh hu' from the teacher. In line 5, the learner upgrades his previous response and produces laughter. In overlap with this accounting, the teacher produces explicit positive assessments and a repeat of the repair; good yes I did excellent. The teacher then moves the discussion forward with an elicitation.

#### #4.21 Minimal Receipting to More Explicit Receipting

(SP:LJ)  
 1 T: did you: (0.5) like the beer  
 2 (0.8)  
 3 L: .hh yes:  
 4 T: → uh hu  
 5 L: → °yes u:h° (2.5) yes I I=I I: (1.7) I: did he  
 6 → he {he he he he (.....) I did}  
 7 T: → { good yes I did excellent .hh di}d you  
 8 try to: um pull (.) a pint

In these last three fragments we have seen teachers design their next-turn actions with a view to downgrading their participation in the repair. However, in each case the learner counteracts this by keeping the focus of the talk on that repair business. As this aspect of the talk remains the up-front business, the teacher's receipting becomes more explicit. The teacher's receipting reflects the learner's requirements for explicit shows of adequacy.

The next five fragments in 4.3.3 incorporate examples of positive assessment objects, such as 'good' and 'excellent', which are more explicitly-designed as repair receipts.

### 4.3.3 Positive Assessment Objects

The follow-up action presented in this section comprises receipts which are more explicitly-designed as repair receipts. Nevertheless, these receipts too have the capacity to limit the focus on the event of the repair. Positive assessment markers which are not accompanied by other repair markings provide quick confirmation of learner-repair success. Ways in which positive assessment receipting is downgraded are also described in this section.

In this first fragment, #4.22, the language-focused activity is concerned with the correct use of targeted language. The learner displays an incorrect assessment of the adequacy of the language he has produced in his prior talk and teacher confirmation is thus given. The teacher provides explicit positive assessment, ↑yeah ↑good good, and laughter in line 10. The learner then takes up the talk again and provides his attempt at the next target sentence.

#### #4.22

```
(AJ:LF)
1   T:    ...just have a look at these words fi:rst (0.8)
2         yeah .h do you remember to realise
3   L: → (...) to realise yes u:{h } this uh on se
4   T:                                {yeh}
5         → rencontre {in French o}k
6   T:                                {yeh   yeh}
```

7 T: did you: r- eh write an example or:  
 8 L: uh=I: di- did not realise the speed of the  
 9 train (.) no  
 10 T: → ↑yeah ↑good good (0.6) he he hhe he .hh  
 11 L: the: wear (.) of ...

In contrast to #4.20, for example, the concern of the talk in #4.22 is not a ‘free’ discussion but a ‘correctness-oriented’ activity; going through and correcting homework sentences. The nature of this task is very much to test the learner’s knowledge and use of specific language. The explicit design of the receipting therefore reflects this agenda. The positive markers leave the learner in no doubt about the adequacy of his prior talk, praise the learner’s display of competency and provide encouragement. They display whether the learner has succeeded in using the target language adequately and met the requirements of the homework task.

In the next two fragments, #4.23 and #4.24, learner BS signals concern with his talk and teacher SP provides positive assessment markers which demonstrate the adequacy of his on-going talk and delimit the necessity for any further, more explicitly-packaged repair work. If we compare these fragments with #4.20, also from lesson SP:BS, we see that learner BS pursued more explicit receipting from the learner and thus extended the focus on the repair business. By producing positive assessment markers, teacher SP may counteract this. Consider #4.23, where teacher SP produces a good assessment object, in line 5, following the learner’s turn.

#### #4.23

(SP:BS)  
 1 L: ... you cannot use the key card in Stavanger  
 2 T: oh right  
 3 L: → you have to be a visitor (0.6) when you-  
 4 → u:h (2.0) when you are in Stavanger  
 5 T: → good

The learner’s monitoring of his talk and signal of a likely up-coming repair is indicated by the cut-off, hesitation object and 2.0 second pause prior to a completion of his turn.

The learner also highlights an item in his completion; when you are in Stavanger. The teacher produces an isolated, positive assessment object in next-turn.

The teacher's receipting in line 4 of #4.24 graduates from minimal to more explicit positive assessment objects. The learner has, for example in #4.20 produced more than one repeat of the repair item and pursued explicit assessment from teacher SP. The learner produces a continuation of the talk without delay or further investment in that particular trouble-source.

#### #4.24

```
(SP:BS)
1   L:    do you have a car?
2   T:    yes I do {yes
3   L: →           {°yes° we have a (1.0) °car (.) p:ark°
4   T: → uh huh good {yes
5   L:           {yes .hh u::h right behind (0.6)
6           all the buildings
```

In line 3, the pausing and 'quieter than surrounding talk' quality of the learner's talk display the learner's concern with and pre-monitoring of his coming talk. The initial consonant of the item which poses a potential problem is lengthened. In the next turn, the teacher's receipting ranges from minimal to more explicit objects; uh huh good yes. The teacher does not project a further production of the item 'car park' by following the learner's turn with an isolated version of that item, (For comparison see #4.3, #4.4 and #4.34). The learner produces a yes receipt in overlap with the teacher and proceeds with a continuation of the talk. A show of uncertainty by the learner is followed by a show of adequacy by the teacher.

The teacher receipting in the final two fragments included in this section incorporate instances where positive assessment markers are downgraded by their 'quieter than the surrounding talk' quality.



The learner's self-monitoring of his talk in #4.25 below results in a self-correction; *profish-* is replaced by *profissionals* following hesitation objects and a 0.7 second pause. In overlap with the in-breath which precedes the learner's continuation of the talk following the repair, the teacher provides a receipt of the repair; °good°.

#### #4.25

(SFM:PP)  
 1 L: u:h we can .hh assist a:nother thing- .h we  
 2 → have profish- u:h u- (0.7) profissionals  
 3 .h{h } of the .hh of the: trainings .hh  
 4 T: → {°good°}  
 5 L: uh who: o-one year are training u= u:h ...

After executing his self-repair in line 2, the learner does not display that he is expecting a repair assessment from the teacher; he does not wait for a receipt to be produced before getting on with a continuation of his turn. The nature of the teacher's receipt, which occurs in overlap with the in-breath following the learner's repair attempt, also plays down the event of doing an assessment; although it is an explicit assessment object, it is noticeably quieter than the surrounding talk.

Again in #4.26 the teacher's positive assessment which follows a learner's confirmation request is downgraded. The effect, as with minimal receipting, offsets the focus on repair in the talk.

#### #4.26

(SFM:GB)  
 1 L: → an .hh e::h the:ir u:h (1.6) covering?  
 2 T: → °yes°  
 3 (0.9)  
 4 L: is different  
 5 (0.7)  
 6 T: oh is it?  
 7 L: yes

‘Hitches’ in the learner’s talk in line one; stretched sounds and ‘uh’ hesitation object, and the 1.6 second pause prior to the occurrence of the item *covering?* indicate the likelihood of an up-coming repair activity (Schegloff, 1984). The item ‘covering’ is accompanied by pitch query. This minimally designed request for help further displays the learner’s uncertainty, and projects assistance from the teacher. The learner has come up with an item but needs confirmation that the item is acceptable from the teacher. The teacher’s assessment in next turn is quieter than the surrounding talk; °yes°. The teacher does not extend the repair focus by, for example, projecting further repeats of the repair from the learner. The modulated receipt object helps to keep the focus off the repair and on the state of the on-going talk: the actioning of the assessment is downgraded. The learner produces a continuation which carries on from the point of the indicated potential trouble-source after a 0.9 second pause, (line 3). There is no repeat of the repair.

The teacher’s role in the repair enterprises included in this section is confined to indicating learner success. The ‘third turn’ or next turn treatment exemplified by the next group of fragments, #4.27 - #4.31, comprises a repeat of the repair item and following receipt. When compared with the design of teacher follow-up in sub-sections 4.3.2 and 4.3.3, this provides a more heightened emphasis of the repair event. Confirmation of the adequacy of the learner’s ‘working-on-talk’ is left in no doubt.

#### **4.3.4 Repeats of the Repair + Receipt**

The learner actions a successful self-repair in line 1 of #4.27. The teacher produces a response, without delay, which is explicitly-designed to receipt the repair; a repeat of the repair and a positive assessment object; *looked (.) good*. In this instance, the teacher provides judgement of the repair business before the learner takes up the talk again. The teacher’s treatment terminates the focus on that repairable and no further repeat is produced by the learner. The terminal character of the ‘repair version + receipt’, or ‘label + confirmation marker’, has also been observed in adult-child labelling sequences (Tarplee, 1993:199).

#### #4.27 ‘Repair version + receipt’

(SP:LJ)

- 1 L: → look (0.8) looked  
2 T: → looked (.) good  
3 L: u:h on the::

The same sequential design is observed in the next three fragments. In #4.28, the learner’s concern with an item is signalled by rising pitch, (line 1). Teacher assistance is projected by the learner. The teacher’s next-action is not a minimal receipt as in #4.19 and #4.20, but a repeat of the repair and positive assessment marker. Thus the event of the repair is, comparatively speaking, subject to more emphasis. However, the learner’s response is to provide a continuation of the talk as is also the case in #4.28. She does not provide a repeat of the repair.

#### #4.28 ‘Repair version + receipt’

(RD:BG)

- 1 L: → there is uh a rui:n?  
2 T: a ruin yeh  
3 L: uh from the from the  
4 T: uh hu

In contrast to the previous fragment, where the learner is required to use pre-specified language, the agenda in #4.29 is building a free discussion. In this context, the nature of the teacher’s repair receipting is more explicit than, for instance, a minimal ‘hm’ object. The learner performs a twofold repair in #4.29; work to pronunciation and to the semantics of his talk. The level of teacher receipting may therefore be acknowledgement of this work and praise of the learner’s ‘working-on-talk’ accomplishment.

#### #4.29 ‘Repair version + receipt’

(SFM:PP)

- 1 L: I think no but  
2 T: °hm°  
3 L: → I’m not governement go:vernement u::h part of  
4 → the government gover:n- ment

5 T: → Government good good good yes  
6 L: hhh  
7 T: → good

In line 3, the learner replaces *I'm not government go:vernement* with *u::h* part of the government *gover:n-ment*. Close attention is paid by the learner to pronunciation. In the next turn the teacher produces a repeat of the repair item in which the first syllable is phonetically highlighted and follows with explicit repair objects. These objects are not camouflaged by being quieter than the surrounding talk. In addition the first syllable of the teacher's version of the repair is highlighted by loudness. In the learner's attempts, primary stress is placed on the second syllable. However, the teacher's treatment in line 5 does not elicit a further version of the repair item from the learner. The teacher's receipt is not an isolated production. As in #4.28, the 'repeat + receipt/assessment object' structure potentially closes the repair business. An out-breath follows the teacher's 'third turn', but no further talk. The teacher then supplies another assessment object, (in line 7).

The teacher's response in #4.30 is a 'repair version + receipt' structure which does not typically engender a further repeat by the learner in the EFL data. The learner does provide a repeat, but this repeat begins in overlap with the teacher's receipt object. Had this receipt not been overlapped by the learner it might otherwise have been oriented to as a signal that no further work was in fact required. The learner does then proceed with a continuation after her repeat.

In #4.30 the teacher's repair work in line 2 confirms the learner's lexical choice as being appropriate, but at the same time attends to phonetic aspects too. Simultaneous confirmation of lexical items and phonetic repair by adults in labelling sequences with children has been described by Tarplee (1989; 1993).

The design of the teacher's turn in line 2 is not designed to instigate phonetic repair from the learner, but the learner nevertheless provides a repeat and performs an ultimate phonetic repair. "It seems as if a redoing accompanied by a yes is a designedly

sequence-terminating turn, and is a resource ... for withholding the business of repair” (Tarplee, 1989:285, footnote 3).

#### #4.30 ‘Repair version + receipt’

(RD:BG)

- 1 L: → ... the port area was uh (.) was reech uh?  
2 T: was rich y{es  
3 L: {rich was uh ...

The following fragment includes an example of a same-turn, self-initiated self-repair which is repeated and receipted by the teacher in next-turn. In contrast to the instances of sometimes highlighted, same-turn self-repairs in fragments #4.11 and #4.14, where teachers do not provide receipts or assessments etc., the extent of the learner’s self-monitoring is more explicitly displayed in the talk. In this case, the item is repeated by the teacher and accompanied by a receipt.

#### #4.31 ‘Repair version + receipt’

(SFM:NJ)

- 1 L: → he suggested me .hh you should uh (.) uh I  
2 → should come King’s Manor often .hh so .h I can  
3 speak to: this year student .hh and today I  
4 to the King’s Manor .h and .h I have a chance  
5 → to riste:n .h (0.8) risten the: lec- lecture?  
6 → °not a lecture° (0.6) presentation  
7 T: a presenta{tion (.) hm m  
8 L: {tation .hh ...

There are instances of self-repair by the learner in lines 1-2 and 5-7; the replacement of subject focus and lexis. In lines 6-7, the learner actions a lexical repair. The self-initiation, °not a lecture°, is followed, after a 0.6 second pause and an absence of any talk from the teacher, by the production of a replacement item; presentation. The teacher withholds from supplying an other-correction and an extended opportunity space for a learner self-repair is allowed. There is an explicit display of recognition of problematic talk by the learner; recognition of incorrect lexical choice and the subsequent replacement of this item. Note that a potential repairable aspect of this spate

of learner talk is also the absent preposition 'to' in *listen the: lec- lecture?*. This is not attended to by teacher or learner. After the learner's repair, the teacher does a repeat of the learner's repair and provides a *hm m* receipt of the repair activity. The repeat is not isolated, it is accompanied by a following receipt, so a further version is not projected by the teacher or produced by the learner. The successful accomplishment of the learner's self-repair is confirmed. The closing-implicative repeat and minimal receipt mark the end of this specific repair activity and a further repeat, or practice, of the item is not required from the learner.

Sections 4.3.1 to 4.3.4 have focused on follow-up treatment executed by teachers after successful learner self-repairing. In the next two sub-sections the range of follow-up work in the event of inadequate or unsuccessful self-repairing, or where no repair work has been performed by the learner, is examined. This begins with teacher-initiation.

#### 4.3.5 Teacher-Initiation

The activity which is being conducted by the teacher and learner in the first example, #4.32, involves the learner in producing specific question structures, prompted by pictures, using specific target language adjectives which have been presented and explained, where necessary, previously. Therefore displays of knowledge of these items and their use etc. is explicitly projected by the activity. In this part of the lesson, the learner is the questioner and the teacher is the answerer. Previous to this, the teacher has asked the questions using the target structures etc., therefore, expectations of the task at hand and successful instances of the task have already been acted out and acted upon. The teacher's initiation is followed by a successful learner-repair.

#4.32

(LS:HH)  
 1 L: ... what does u::h Fred .hh do when u::h (.)  
 2 → he's u::h (1.2) °sh°-shoy (.) shy  
 3 T: → shy?  
 4 (0.6)

- 5 L: → (i/is) shy  
6 T: → ah (.) when Fred's shy (1.0) he doesn't speak

The learner displays concern with his version of a target item and therefore recognition of potential problem as he produces two versions; °sh°-shoy (.) shy. In the next turn with no delay allowed, the teacher produces a partial repeat of the trouble-source turn with rising pitch movement, a 'type 4' initiation (Schegloff et al., 1977). The teacher displays an understanding of the item intended by the learner and invites confirmation or disconfirmation. Following a 0.6 second pause, the learner produces a version of the item he attempted to repair for himself and was pinpointed for further work by the teacher. The teacher's following ah 'change of state' token in line 6 (Heritage, 1984b) claims a coming to understand after the repair business. The teacher has, of course, provided a suggestion of a candidate completion and displayed her understanding of the learner's attempts in line 2, by the nature of her initiation. The design of the talk here echoes examples of 'oh' as receipt objects in other-initiated repair in everyday talk examined by Heritage (1984b:315-320). The learner accomplishes the repair and the teacher, "the producer of the repair initiation receipts the repair with "oh", thereby proposing a change of state of information and, by implication, a resolution of the trouble previously indicated (Heritage 1984b:316). The typical non-appearance of 'oh' as a 'routine third-turn receipt object' in classroom interaction (and other forms of talk such as news interviews and medical consultations) has been noted by Heritage (1984b:336). 'Oh' receipts have indeed been absent from the learners' talk in all of the fragments included in the section so far, however, 'oh' receipts have been a feature of teacher turns, for example, #4.9, #4.12, #4.23, #4.26 and #4.32.

The teacher produces a target structure response to the learner's original question in line 6. This response includes a highlighted production, of the trouble-source item, shy; increased loudness and the fact that it is divided from the following talk by a 1.0 second pause. The item which has been the focus of repair work previously is modelled again for the learner in the teacher's response and accomplishment of her role in the language task; providing a response to the learner's question.

In fragment #4.32 the teacher's version of 'shy' in line 3, which is not accompanied by a receipt or assessment, but has a rising pitch movement, can be identified as a 'type 4' repair-initiation (Schegloff et al. 1977). This initiation was actioned after the learner made an unsuccessful attempt at self-repair. The initiation incorporates a potential display of an item in the learner's prior talk which projects confirmation from the learner and is also a suggestion of a candidate repair. The teacher's response to the learner's target question is forthcoming when work on the target adjective has been successfully completed. Once again the repair activity is negotiated without explicit repair markings and no accountings are provided by the learner. The teacher's treatment in #4.32 can be compared to the embedded repair treatment of a pronunciation repairable in #4.36. In #4.32 the event of the trouble-source and its repair are more explicitly detailed in the talk.

Teacher-initiation solicits a repair attempt from the learner which might prove to be successful or unsuccessful. If the learner does not produce an adequate repair, the teacher may pursue a repair with further initiation or provide a correction. In the next fragment which is also from lesson LS:HH, the learner fails to use the expected target structure and his attempt contains trouble-sources which are not subjected to self-repair work. The teacher pursues a learner repair and performs recurrent initiation which finally pays off when a successful learner-repair is accomplished. Two initiation techniques are highlighted; a 'repeat of the repairable' and 'fill-the-blank' task (Tarplee, 1993:120).

#### #4.33

```
(LS:HH)
1   T:    when I'm happy: I: (0.5) play music
2           (0.5) very loud (1.0) what do you do when
3           you are happy
4   L: → I=u:::h .hh I happy: I: u:h
5           (0.9)
6   T: → when=
7   L: → =0-o when=when u:h I happy .hh u::h I go
8           (1.5) u:::iuh go my °u::h° (1.6) friends
9           (.)
```



10 T: → hm m .hh I happy?  
 11 L: .hh u::h  
 12 T: → {I:  
 13 (1.0)  
 14 L: → I'm happy (.) I{'m happy} I'm happy  
 15 T: {brill }  
 16 T: → >again {please=when?<=  
 17 L: {yes  
 18 L: =yes what do (.) (no) what do you=u::h  
 19 do when (0.9) you are angry  
 20 T: when I am angry (.) .h when I am angry I hit  
 21 ({.) } an I kick an I shout=  
 22 L: {heh he}  
 23 L: =heh he

The learner's first attempt at supplying an answer to the teacher's previous question does not employ the anticipated structure. The learner's attempt contains a trouble-source, *I happy:*, and is not complete. After a 0.9 second pause, which provides an opportunity site for a learner self-noticing and repair, the teacher elicits a repeat and repair of the prior talk by producing the first item of the target sentence structure; *when*. In McHoul's analysis of subject classroom data (1990) next-turn initiation was actioned without delay.

Teacher HH produces partial information and information required to facilitate a self-repair; a 'clue' prompt (McHoul 1990). The learner then produces a second response attempt, this time using more elements of the expected structure. The learner's attempt still requires repair work. After the micro-pause which follows this second response, the teacher produces a minimal 'hm' receipt and then initiates repair to an aspect of the learner's prior talk. The initiation is delayed, but no attempt to action work for himself is made by the learner i.e. there is no self-noticing. The teacher produces a repeat of the repairable item accompanied by rising pitch in line 11; *hm m .hh I happy?*. This marks out a portion of the learner's prior talk for review and it supplies information about the site of a repairable. The teacher collaborates in and shares out the repair work. Hesitation objects from the learner follow this initiation and in overlap, the teacher

produces a 'fill-the-blank' sentence task; 1:?. In his next turn the learner produces a successful self-repair. A micro-pause follows a further version of the repair, and in overlap, the teacher produces an explicit assessment; *brill*. This is followed by another repeat of the repair by the learner.

The 'working-on-talk' in this fragment has, in negotiated steps built by the participants, dealt with a range of repairable aspects of the learner's prior talk and his demonstration of the use of a targeted language structure. In line 16 the teacher explicitly demands a repeat of the entire target structure; >again please=when?<. The teacher sets up a 'fill-the-blank' task and the learner's participation is required. However, the learner does not produce a full repeat of the response which has been collaboratively built with the teacher in the repair enterprise. The learner fulfils a different expectation of the task they are conducting; to return the question to the teacher. The teacher does not pursue a repeat of the response structure which was projected by her explicit request in line 16. She supplies a response to the learner's production of target question structure.

In this sub-section, two ways in which teachers withhold from other-correction and initiate learner 'working-on-talk' have been introduced; a repeat or partial repeat of the trouble-source and 'fill-the-blank' task. These strategies pinpoint a source of trouble for the learner, but leaves the learner to make a judgement for himself about the nature of the work required to put his prior talk right. In Chapter Six, further strategies and instances of teacher-initiated repair are explored.

The final sub-section of 4.3 presents an analysis of examples of other-repair from the EFL data. Other-repairs may be designed in an exposed or embedded form, occurring with or without the accompanying receipts or assessments which have already been discussed in previous sub-sections. The design of these other-repair turns has consequences for the next-actions which are executed by the learner.

### 4.3.6 Other-Repair

The first other-repair example in this section is an ‘isolated’ correction, a repair without any accompanying talk, as seen in fragment #4.4. The repair in line 6 of #4.34 comes after an explicit display of concern by the learner and an unsuccessful learner-repair attempt.

#### #4.34 Repair without accompanying objects

(RD:BG)  
1 L: there is a: Town Hall?=  
2 T: =°hm m°  
3 L: the roof of the (.) Town Hall  
4 T: good  
5 L: → it's uh (1.1) colour? (0.5) colourated?  
6 T: → is coloured  
7 L: coloured .hh uh the ...

In the above fragment and the one which follow, both taken from lesson RD:BG, the learner’s task in the talk is to describe her home town using target structures; ‘there is/there are/it is’. A priority, therefore, rests in demonstrating the correct use of these structures and putting any problems associated with them right.

The learner’s repair attempt in line 5 is followed by an ‘isolated’ repair by the teacher in next-turn position. The teacher’s repair is not accompanied by any repair markings or assessment objects. The teacher’s action deals swiftly with a repairable aspect of the talk, following evidence of learner inability to achieve a self-repair. Under this circumstance, repair-initiation is potentially more risky. The design of the teacher’s repair and the subsequent action which is engendered from the learner i.e. a repeat, which is also not accompanied by any explicit marking or receipting, limit the extent of the impingement of repair on the on-going talk.

The design of the other-repair in the fragment which follows, #4.35, has a markedly different outcome for the nature of the repair business and the detailing of the event of repair in the talk.

#### #4.35 Embedded Repair

(LS:HH)  
1 T: ... ok ask me a question  
2 (0.6)  
3 L: .h uh what do you: u:h  
4 (0.6)  
5 T: what do {you do  
6 L: {uh  
7 L: what do you do (0.5) uh when you are u::h  
8 → (.) hoppy heppy  
9 (0.6)  
10 T: → when I'm happy: I: (0.5) play music  
11 → (0.5) very loud (1.0) what do you do when  
12 → you are happy  
13 L: → I=u:::h .hh I happy: I: u:h  
14 (0.9)

The likelihood of an imminent repair business is marked by stretched sounds and an 'uh' object in the learner's turn in line 3. The learner does not produce a complete version of a target structure question. The teacher produces a partial repair in line 5 after an extended opportunity space for a learner-repair. The teacher provides a next step in the construction of the question structure; *what do you do*. A complete target question structure is then produced by the learner in lines 7-8 of the above fragment. The repeat of the teacher's repair is set off from the learner's continuation by a 0.5 second pause. The learner's adequate repeat signals the end of this repair business and no receipts are provided by the teacher.

Self-monitoring of on-coming talk is signalled by learner hesitation prior to the production of a targeted adjective and phonetic repair in the learner's production of the target question structure; the item *hoppy* is immediately replaced by *heppy*, (in line 8). A 0.6 second pause follows the learner's repair and precedes the teacher's next turn. The learner does not attempt a further repair. The teacher's turn which begins in line 10 includes a version of the trouble-source word. The teacher does not, for example, project a further production of the item by producing an 'isolated' other-correction, nor does she invoke an exposed repair treatment. The teacher supplies a response to the learner's

target structure question and an embedded phonetic repair. The repair item is highlighted for the learner's attention as it exhibits a lengthened final syllable. The teacher returns the question to the learner in lines 11-12. In the response produced by the learner in subsequent talk, his pronunciation of the target adjective is closer to the teacher's model provided in line 10. The repair is handled in an embedded fashion, is not topicalised and is maintained as a 'by-the-way' occurrence in the course of business of using the target structure. By utilising the embedded format the teacher does not permit attendant activities such as explanations of the error, ridicule and apology (Jefferson 1987:96).

Fragment #4.36 contains an exposed teacher-correction which is actioned after a display of awareness by the learner of inability to accomplish a self-repair.

#4.36 (#4.2) Repair with accompanying repair and assessment objects

(RD:BG)  
 1 L: there is  
 2 T: °hm m°  
 3 L: → there is (3.0) uh (1.1) I think no (.)  
 4 → there (.) is produce beer? (.) no  
 5 (2.9)  
 6 T: → no you {would say uh in Bremen uh there is  
 7 L: {(...)  
 8 T: → uh a a brewery  
 9 L: → brewery h{m °there is a brewery° .h um  
 10 T: {yes  
 11 L (4.2) um Bremen has it has ...

The learner reveals herself as being unable to put her talk right for herself, although she has noticed problematic aspects of her turn and thus initiated the subsequent repair business which eventually involves the teacher. The teacher produces an explicitly-packaged correction in lines 6 and 8. The design of this turn is an 'assessment object + (explicit) repair'. The repairable item is not isolated as is the case in the previous fragment; the repair item is preceded by explicit, negative repair marking. However, the

following action by the learner is also a repeat of the specific repair. There is a similar outcome but more emphasis on the activity of repairing and the event of the repairing.

Following the teacher's exposed correction (lines 6-7) the learner produces a repeat of the specific repair target, followed by a minimal 'hm' receipt of the repair activity. In overlap with the learner's own receipt, the teacher produces a receipt of the learner's repeat; *yes*. The learner then produces a quieter version which uses the contextual frame of her prior talk before proceeding with a continuation of the talk and with the activity.

In the next fragment, #4.37, the design of the teacher's next turn is a receipt of the prior talk followed by an 'isolated' correction. This engenders a following repeat from the learner. The focus on that aspect of the learner's prior talk and the repair business is then closed by a receipt and positive assessment marker from the teacher in lines 8 and 9; *ok that's good that's good*. The same 'third turn' design, 'receipt + repair' is also observed in fragments #4.38 - #4.41.

#### #4.37 'Receipt + Repair'

(SP:LJ)

- 1 L: an an i-uh I I I say  
2 T: yeah  
3 L: I I couldn't  
4 T: yeah  
5 L: I couldn't (.) heard you  
6 T: ok I couldn't (.) hear you  
7 L: uh I I I couldn't (.) hear you .{hh u:h  
8 T: {ok that's good  
9 T: that's good

The nature of this repair, the least-preferred trajectory in everyday talk, is legitimised by knowing that this 'isolated' correction occurs within an on-going multiple turn focus on a repairable aspect instigated by the learner. The 'isolated' correction in this context allows for a quick, 'by-the-way' treatment of one repairable, so that the main focus can

be kept on the repair which is already under way. This same phenomenon was observed by McHoul in his data analysis (1990).

In spite of indecision and delay concerning a repair activity which is shown by the learner in lines 5-8 of the following fragment, #4.38, the teacher does not get immediately involved in the business of repair. There is evidence in the learner's talk that he is capable of actioning a successful self-repair for himself. This fact may account for the absence of talk by the teacher during the repair enterprise. Consider #4.38.

#4.38 'Receipt + Repair'

(SFM:PP)

1 T: .hh are you: aware in Portugal that your  
2 government is- (.) is involved in anything (.)  
3 like that  
4 (2.3)  
5 L: → hh He hh .hh I've not really sure uh hhh I'm  
6 → not .hh I've not u:m (1.1) °m:° I'm not sure but  
7 (1.2)  
8 L: → ={{u: } :h (0.7) I hope no  
9 T: ={{°hm°}  
10 (0.6)  
11 T: → °hm° (.) °hm° I hope not  
12 L: → I hope not=  
13 T: → =°I hope not mm {m°  
14 L: { .hh uh because is:: : u:h

After a 2.3 second pause, in line 4, the learner produces a response to the teacher's prior question elicitation. This response includes the repairable item *I've not really sure*. The learner recognises that an aspect of his talk needs working on and he makes attempts at self-correction; *I've not* is replaced by *I'm not*, in lines 5 and 6, but this is subsequently replaced with a repeat of the previous incorrect version; *I've not u:m*. The learner has, though, displayed his potential for accomplishing a successful

self-repair; he has in fact produced the language he requires, but needs to make a correct assessment of his alternatives.

Although the learner's talk signals concern about the coming talk, the teacher does not contribute to the talk, for example in possible opportunity sites in pauses, in-breaths and hesitation objects in the learner's talk. There is a 1.1 second pause in line 6, but no attempt to take up the talk by the teacher. A successful self-repair; *I'm not sure but*, is then accomplished by the learner. The learner's imminent continuation and claim for speakership is signalled by the *but* which follows his self-correction. A 1.2 second pause follows this. Teacher and learner then begin turns simultaneously. In response to the absence of continuation of talk by the learner following his self-repair, the teacher produces a minimal °hm° receipt of the ongoing talk. This receipt is not an explicitly-designed response to the learner's self-repair; it is the type of receipt object which typically receipts talk-in-action. It is noticeably quieter than the surrounding talk. The learner continues the talk and runs into a further problem. The treatment of the repairable item, *I hope no*, in line 11 onwards, contrasts with the nature of the repair activity which has just been accomplished. The learner signals no recognition of a problem with this aspect of his talk or monitoring of the talk.

After a 0.6 second pause in line 10, the teacher produces a °hm° receipt. Then, following a micro-pause and second minimal receipt, an other-correction is produced; *I hope not*. The specific repairable item is highlighted in the repair. In next-turn, without delay, the learner produces a repeat of the teacher's repair. This is followed by a further version of the repair and *mm m* receipt, which are noticeably quieter than the surrounding talk. In line 11 the teacher's version is not accompanied by a following receipt, whereas it is in line 13. The *mm m* assessment closes the repair enterprise and the activity returns to creating talk from working on language; the learner proceeds with a continuation.

Again in #4.39, the 'receipt + repair' structure is followed by focus on repairable in the learner's prior turn. The teacher produces a minimal receipt of the prior talk then an



aspect of the talk is picked out for further work. A repairable item in line 2 of the learner's first turn is other-corrected in line 6; my journey my journey. The learner produces a repeat of the repair immediately, before proceeding with a continuation of the talk. Close monitoring of each other's talk is displayed in the overlapping on-line repair and repeat in lines 7 and 8; replacement of preposition *in* with *to*. The teacher 'yes' receipts the learner's repair and therefore demonstrates that the repeat provided by the learner in overlapping talk is adequate. There is, therefore, no need for the learner to provide a further repeat. The learner carries straight on without any delay with a continuation of the talk. The impact of the correction on the on-going business of 'creating conversation' is kept to a minimum.

#### #4.39 'Receipt + Repair'

(SFM:PP)

- 1 L: ... how: how much money uh .hh uh costs u::hh  
 2 my (.) travel i:: i-in England {hh } we can  
 3 T: {°hm m°}  
 4 L: → see (.) s{ay } a lot of money  
 5 T: {°hm°}  
 6 T: hm .hhh my journey my journey=  
 7 L: my journey i-{in Eng to England is } a lot ...  
 8 T: → {to to to England yes}

The learner actions a successful self-repair and does not display particular concern with its acceptability, in the fragment below, #4.40. Unlike in previous fragments, #4.9 and #4.10, the teacher follows the learner's self-repair turn, after a 0.5 second interval (line 9) by producing a receipt which is explicitly-designed to be a response to the repair business. The effect of this is an extension of the focus on an aspect of the learner's talk. The teacher's treatment, she produces a next-turn version of the learner's self-repair, projects a continuation of the focus on that aspect of the talk. Part of the learner's prior turn is repeated and the specific repair item is marked out by increased loudness. The 'receipt + repair' structure is again seen to elicit a repeat from the learner.

#### #4.40 'Receipt + Repair'

(SFM:PP)

1 L: is uh o- I know that it is only a little  
2 country of Europe but we u::h Portugal uh  
3 (0.6) uh sixteen fifteen years ago .hh uh (.)  
4 thirteen years ago .hh we have a:: similar  
5 problem  
6 T: °hm°  
7 L: → uh and uh .hh u:: hh and after we can (.) we  
8 → could (.) resolve it  
9 (0.5)  
10 T: → hm (.) pt we could resolve it {we could =  
11 L: → {°(m: m =  
12 T: → = (.) could resolve it }  
13 L: → = m ..) could resolve i}t°  
14 T: .h hhh (4.5) .Hhh what do you think of ....

In lines 7-8, *we can* is followed by a micro-pause and is then replaced by *we could*. A micro-pause follows and the learner continues with a completion of his turn. There is then a 0.5 second pause. In line 10, the teacher produces a minimal *hm* receipt of the previous talk. A micro-pause follows and the teacher produces repeats of the learner's self-repair. These further repeats of the repair are not accompanied by explicit assessment markers but the specific repairable item is phonetically-highlighted. In overlap with the teacher's second repeat of the repair the learner produces *m: m m* agreement and then a repeat of the repair. This spate of learner talk is also noticeably quieter than the surrounding talk. Although no concern was explicitly displayed by the learner about the adequacy of his repair, on this occasion, the teacher maintains the focus of the talk on the repair item and further focus on that item ensues as a result.

A final instance of the relationship between a 'receipt + repair' third turn design and subsequent learner repeat is provided in the next fragment. The specific repair element, restored, is phonetically-highlighted and replaces the repairable *reparation*. The learner produces a repeat of the repair and a 'yes' receipt in next-turn.

#### #4.41 'Receipt + Repair'

(RD:BG)

- 1 L: → ... reparation  
2 T: ok it was uh restored  
3 L: restored yes

The analysis in following chapters includes examples where a repeat prefaces repair-initiation, see for example, line 11 of #4.33, lines 4 and 8 of #6.7 and line 2 of #6.12.

### Summary

Section 4.3 began by concentrating on example data extracts where learner self-repairs were successful and were not then followed by teacher receipts of the repair business. Teachers were not involved in the repair accomplishment and did not produce any follow-up work, for example a receipt. It then considered fragments in which learner-repairs were followed by minimal receipts, e.g 'hm' receipts. This type of receipting is multifunctional (see Schegloff (1982) for discussion). In the data extracts examined here, it attends to the on-going talk without emphasising the business of repair. Sometimes, minimal receipts were downgraded further by a 'quieter than surrounding talk' production. The noticeably quieter production and hence prosodic disguising of positive assessment objects was also observed.

The repairs which were discussed in 4.3.2 to 4.3.4 are representative of one side of the collaborative repair phenomenon, where the teacher's role in the repair business is seen to be minimal i.e. it is restricted to providing confirmation of the adequacy of the learner's repair. Where learner same-turn self-repairs are accompanied by displays of uncertainty, for example the learner's talk includes hesitation, restarts and repeats, or a withholding from a continuation of the talk following a self-repair, EFL teachers are seen in some instances to typically provide confirmation of success. The learner's continuation of the talk is seen to be 'on hold' until positive assessment or display of the need for further work is provided by the teacher. Learners display expectation of assessment from their teachers. Collaboration in the repair business is then detailed in

the talk. Explicit detailing of ‘working-on-talk’ success is seen to be a recurrent activity in this type of language-focused talk.

Where the learner reveals that s/he may not be able to make an acceptability judgement about the repair for him/herself, teacher receipts or assessments are thus an opportunity for confirming the learner’s display of target language. The repair business has been ‘handed over’ to the teacher. The learner has signalled expectations that s/he has done what s/he could to accomplish a self-repair and confirmation of its success, or otherwise, is left to be provided by the teacher. In this case signalling of the termination of the business of repair is produced by the teacher.

The range of ‘follow-up’ actions executed by teachers in the event of non-repair or unsuccessful repair by learners was examined in 4.3.5 and 4.3.6. Repair business could then involve investment in the talk or be kept as a ‘by-the-way’ occurrence. The examination of examples of EFL teacher ‘feedback’ or ‘third turns’ within their interactional context, has allowed for the differentiation of classes within this blanket term. The relationship between the design of teacher receipts in ‘third-turn position’ and subsequent actions by the learner is enlightened. For example, teacher versions of learner prior talk which are not accompanied by following receipts or assessment objects, typically do not elicit further work on targeted language by the learner. Importantly, when receipts or assessments come before the teacher’s version, they do.

#### **4.4 SUMMARY AND CONCLUDING REMARKS**

The examination of ‘working-on-talk’ enterprises in EFL classroom talk began in Chapter Four with the profiling and discussion of eight basic repair structures. Through these structures, work on aspects of target language skills is negotiated and accomplished. The repair structures examined displayed varying amounts of explicitly-managed collaboration in the repair venture, cost to the interaction, focus on aspects of the target language and demands on the linguistic skills of the language learner. The analysis presented in section 4.2 revealed how ‘working-on-talk’ could be designed as a ‘by-the-way’ occurrence or to require greater investment in the talk. When investment

in repair business is required, for example because the agenda of the lesson is ‘correctness-oriented’ or because of the nature of a repairable, the aspect of the talk or target language which is being dealt with, is likely to be an up-front, explicitly-managed focus.

In the subsequent section, 4.3, I began the analysis of teacher and learner collaboration in repair work in one-to-one EFL classroom talk by presenting and discussing fragments which exemplified different levels of teacher and learner involvement. I also exemplified and discussed the range of repair receipts and follow-up turns which are actioned by the teacher in post-repair positions in the data corpus, after successful and unsuccessful attempts and non-repair. The basic design features of teacher ‘feedback’ and ‘third’ (or next) turns were presented and discussed. By considering the range and design of post-learner-repair teacher actions, it has been possible to provide differentiation of a term which is traditionally referred to in SLA as ‘feedback’. The relationship between the design of teacher next turn or ‘third turn’ actions in ‘IRF’ routines and following actions by learners was elaborated. For example, a ‘repeat/repair version + receipt’ did not engender a further repair attempt or repeat of the repair by the learner. This structure signalled the termination of the repair business in a more explicit way than, for example, minimal receipting, which was observed in 4.3.2 to downgrade the event of repair. On the other hand, ‘isolated’ teacher-repairs were followed by subsequent learner repeats. This third/next turn structure projected further work on the trouble-source.

The examination presented in this chapter has revealed a relationship between the display of learner control and competency, and limitation of effects of repair business on the nature of the talk. Learner-initiation and subsequent teacher action can be designed in such a way as to play down the event of the repair, or may display a more explicit design whereby the event of the repair is thus highlighted. For example, compare fragments #4.2 and #4.26.

There is a delicate balance between the design of receipting and assessment which is provided by teachers and the adequacy of the learners’ own ‘working-on-talk’. Where control over the talk is exhibited by the learner in her/his talk, typically there are more

limited consequences on the interaction as a result of repair activities. The participants construct a repair activity which is a 'by-the-way' occurrence. Repair work can be concerned in the first instance with dealing with details of the talk, and if it becomes necessary as limitations of learner knowledge becomes apparent, for example because of the learner's performance in repair attempts, focus and attention can move to broader knowledge of the target language concerning the repairable aspect. This typically involves the use of metalinguistic terms and talk of adequacy and native speaker competencies and knowledge.

Where learners perform successful self-repairs, the event of the repair may be catalogued in the learner's talk only. Where learner self-repairs are receipted by teachers, there may then be a low level of explicitly-recognised participant collaboration in the repair enterprise. Repair receipting itself can display a range of explicitness, for example from minimal 'hm' receipts which may also be quieter than the surrounding talk to positive assessment markers and repeats. The event of the repair is, in this case, attended to by both teacher and learner in their talk.

If the learner's repair attempts have not engendered successful treatment of the trouble, then further action is required. This sequential environment may therefore provide for subsequent 'instruction' or information to be provided about the aspect under focus in the repair business. Teachers may provide clues, through repair-initiation, to assist the learner's own work on their talk and in doing so, display candidate target language. Teachers may also produce other-corrections. Collaboration is not only observed in subsequent extended self- or other-initiation but also, perhaps counter-intuitively so, in other-correction trajectories too. Learners routinely provide repeats following 'isolated' other-correction, as can be seen in #4.3, #4.4 and #4.34, and therefore perform an ultimate repair action. Teacher and learner construct a repair venture which has minimal impact on the on-going talk.

In the next chapter, Chapter Five, learner-initiated 'working-on-talk' is considered. The chapter focuses on trajectories where the business of repair and focus on the details of the talk is brought about by the learner and is accomplished following collaboration between the learner and teacher. This 'working-on-talk' starts with the learner's

noticing problems and/or attempts at self-repair or statements of inability/non-understanding. An extended focus on the trouble-source may result as the teacher becomes involved in the repair business and it becomes an openly collaborative venture. Learner-initiated collaborative repair trajectories may incorporate an explicit display of inability to put problematic talk right and/or request for teacher assistance by the learner. Thus the ultimate repair, which was initialised by learner self-initiation, culminates in ultimate self-repair after other-initiation or other-correction which follows attempts by the learner and teacher-initiation.

## CHAPTER FIVE

### LEARNER-INITIATED COLLABORATION IN WORK ON TARGET LANGUAGE SKILLS

#### 5.1 INTRODUCTION

The analysis of repair trajectories included in this chapter further highlights how they can be constructed to give rise to an explicit or not-so-explicit focus on the aspect of the target language which has been revealed as being in need of work and putting right. The initiation, actioning and accomplishment of the repair business are vehicles through which alignment in displays of target language use and knowledge between the native and non-native speaker can potentially occur. In the process of marking out for each other what is inadequate with their talk and taking reparative action to put it right, the participants, together, construct and focus on a candidate working of the target language; a template of target language use and display of target language knowledge. Sometimes this focus is limited to the details of the talk, for example where one item is replaced by another, as in an ‘isolated’ teacher-correction, or it may involve the consideration of target language use, target language knowledge and the employment of metalinguistic terminology. In these cases the focus does not remain simply with the specific details of the prior talk.

The collaborative ‘working-on-talk’ which is analysed in this chapter is initiated by the learner. The fragments presented in sections 5.2 and 5.3 are divided into two groups according to whether the trouble-source emanates from something in the learner’s own talk or from the learner’s non-understanding of something produced in teacher prior talk. The latter, smaller group of fragments also includes examples where the learner introduces a concern with an aspect of his knowledge of the target language and pinpoints an area in need of work which is conducted in the following talk. Within section 5.2, the repair work has then been broadly differentiated according to whether



the learners have made unsuccessful self-repair attempts, explicitly recognised their apparent inability to action repair for themselves or made a request for teacher help. Some repair trajectories examined include more than one of these features.

The repair work which is examined in this chapter is ultimately accomplished via extended initiation and learner-correction, or teacher-correction. The consequences of these different outcomes for the participants, their lesson agenda and the nature of the talk are discussed. Learner-initiated collaboration in repair is shown in this chapter to be an important aspect of working on linguistic skills conducted by EFL teachers and learners. It encompasses an overt display of 'noticing', monitoring, a potential display of limitations of target language knowledge by the learner, and the taking of initiative and control by the learner in the repair business. By explicitly displaying inability to accomplish repair and inviting assistance from the teacher through self-initiation, the learner is overtly projecting a collaborative 'working-on-talk' enterprise. S/he has indicated an expectation that certain self-repair options cannot be actioned. Learner self-initiations may then develop ultimately to teacher-repairs or opportunities for teachers to guide learners to self-repair through further initiation and to focus on knowledge of the target language.

## **5.2 LEARNER-INITIATED COLLABORATIVE WORK ON LEARNER TALK TROUBLE-SOURCES**

### **5.2.1 Introduction**

A common feature which is shared by all the fragments which are examined in section 5.2 is that the learner notices trouble-sources in his/her own talk and displays partial knowledge of intended language. Attempts at repairing their own talk are made by learners, but they do not succeed completely in putting talk right. A certain level of awareness and competency is however revealed by the learner's attempts at repair. This section discusses ways in which learners and teachers build on the basis of linguistic knowledge provided in the learner's own talk by administering further repair work and putting talk right.

## 5.2.2 Collaboration Following Unsuccessful Learner-Repair

Fragments #5.1 to #5.3 are taken from lesson points where teacher and learner are having a discussion. The repair businesses included in these fragments deal with spontaneous trouble-sources which are revealed in the construction of the talk; they are not work on pre-targeted language. The work on the talk which is executed by the participants in these examples demands time-out from the apparent business of the talk and investment in the activity of repair. Details of the talk become the explicit focus and putting them right involves the displaying of target language use and knowledge. The righting of the talk in the fragments here depends on a collaborative effort between teacher and learner. The teachers do not put things right immediately for the learner, but they encourage learner participation in the activity of ‘working-on-talk’ which is accomplished through repair. In spite of the fact that the learners have made attempts at repair which were unsuccessful, the teacher does not always produce items of language as immediate corrections. Learner involvement is projected in the accomplishment of the repair through initiation. In #5.1 and #5.2, for example, the learner is required to confirm that the suggested language is the category which she requires. The teacher contributes and collaborates in the repair and the responsibility for the repair is shared.

In response to the learner’s attempts at producing language and repair in the first fragment, the teacher provides a suggested completion, or modulated repair. The item produced by the teacher is marked by rising pitch movement. The subsequent talk reveals how the teacher and learner, together, tailor work to meet the requirements of the repair business.

### #5.1

(SFM:GB)

1 L: um I-I don't like (1.4) .h it's eh:m (2.2)  
2 → un- (8.6) it's not (.) beautiful u::h  
3 → (1.1) e- e::p- e:-  
4 (0.9)  
5 L: → ={{eprance  
6 T: ={{no  
7 (2.9)

8 L: → e- e- (2.6) °eprance no°  
9 (1.4)  
10 T: → U.HH appearance?  
11 L: → appearance  
12 T: → appearance=  
13 L: → =not beautiful appearance .hh

The repair activity in #5.1 concerns a wordsearch. The learner displays partial knowledge of the language she requires to complete her turn and makes several attempts at producing it. In line 2, the learner makes an attempt at producing a word but this ends in a cut-off; *un-*. A pause of 8.6 seconds follows and the learner attempts a first repair, (in line 2), a paraphrasing of the single item attempted previously. This repair attempt also winds up in further problematic talk. An *u: :h* hesitation and 1.1 second pause precede three further attempts at a word, in line 3, all which end in cut-off. The teacher does not provide an overlapping display of affiliation or receipt. Responsibility for the on-going talk and repair remains with the learner. Self-correction is still a possible outcome.

After a 0.9 second interval in line 4, the teacher and learner begin turns simultaneously. The teacher produces an affiliative receipt of the learner's prior talk, whilst the learner makes another attempt at the word she wants to produce. A 2.9 second interval follows this overlap and further attempts at the required target are then produced by the learner. After a 2.6 second pause, a final attempt is made by the learner. This repair attempt is explicitly rejected by the learner herself; *no*, in line 6. There is an interval of 1.4 seconds and after a sharp intake of breath, the teacher produces a potential candidate repair; *U.HH appearance?*.

The teacher's isolated candidate, with rising pitch movement, is offered to the learner for her consideration. Judgement about the adequacy of this item and an eventual repair, is therefore kept as the learner's responsibility. Providing the item as a correction would, on the other hand, have involved the teacher in making these decisions for the learner. The learner repeats the teacher's candidate and thus signals the teacher's suggestion as an acceptable, candidate completion. The second syllable of the word

which can now be seen to have been absent from the learner's previous attempts, is highlighted in the learner's version of the repair; it is noticeably louder than surrounding talk, appearance, (line 11). The teacher then produces another isolated repeat of the target. A further repeat by the learner, which employs the framework of the first repair attempt in line 2, follows, (lines 12 and 13). The focus on the repair is thus signalled as having been completed by the learner and she proceeds with a continuation of the talk. The learner has initiated and ultimately completed the repair activity. The teacher's action in the repair business has facilitated this.

Teacher SFM also suggests candidate items in the following fragment, #5.2. The first candidate items provided by the teacher are rejected by the learner. Learner GB therefore displays her expectations of ability to recognise the item required to complete her talk and to maintain control in the repair business.

#### #5.2

```
(SFM:GB)
1   L:    ... they want- (1.7) they want to be (0.9)
2       → recompletion
3           (1.4)
4   T: → recognition?=
5   L: → =re- (1.1) rec- cog-
6           (1.8)
7   T: → they want to be recognised=they want
8       → recognition?
9   L: → reco- .h recompili- ation
10  T: → .h reconciliation=
11  L: → =reconciliation yes
12  T: → reconciliatio{n
13  L:           {°hm° (2.6) an e::h (1.0)
14       they want to have political tolerance
15  T:    °hm°
```

The learner's concern with her on-coming talk is displayed in line 1; there is a cut-off, pausing, and a restart prior to the item which is subsequently worked on. The learner produces an item which is recognisable as a noun form; *recompletion*, in line 2. The negotiation of understanding between the participants in the subsequent talk reveals that the learner has in fact displayed partial knowledge of the item she requires. The learner makes no attempt to repair her prior talk nor continue talk. The absence of a continuation perhaps marks the learner's doubt about the item and her potential expectation of follow-up work by the teacher.

The teacher's next-turn action demonstrates that the learner's talk in line 2 is not adequate and that further work is needed. The teacher provides a candidate repair suggestion/initiation in line 4, after a withholding of 1.4 seconds; the noun *recognition?*. In McHoul's examination of Geography classroom talk he found that teacher-initiations were typically performed without delay, (1990). (Teacher SFM's withholding and pitch query, may be genuine displays of her uncertainty about the repair item she is suggesting.) The learner does not produce a 'yes' receipt to show that the teacher's candidate is acceptable or provide a repeat of the item. The learner follows by making further attempts at producing self-repair and so displays the inadequacy of the teacher's suggested candidate language.

A 1.8 second pause follows these learner-repair attempts and the teacher offers further candidate language. The rising pitch movement marks this as a suggested completion rather than a correction. It is the learner who must confirm that this item is indeed a successful repair of her talk. The teacher again displays expectation of learner competency. This time the teacher employs both syntactic frames attempted by the learner in her first turn; *they want to be recognised=they want recognition?*. The design of the teacher's repair may attend to the possibility that trouble may result from the learner's non-recognition of the nominal form which has been suggested. Again the learner does not provide a 'yes' receipt or repeat to confirm the completion, but makes attempts at producing her intended item; *recompilation*. The learner's attempt once again details her knowledge that the item she is searching for is a noun.

The learner's repair attempt in line 9 provides further information about the nature and form of the required item. In line 10, the teacher produces a correction. The item produced by the teacher is not marked by rising pitch as in lines 4 and 7-8. The learner displays that this candidate is an acceptable repair by doing a repeat of the item followed by a 'yes' receipt. The teacher then produces a further isolated model of the repair, but the learner does not provide a further repeat. After a 2.6 second interval, learner GB proceeds with a continuation of the talk. As was the case in the previous fragment she starts from the point where her original trouble-source turn ended. The repair having been successfully accomplished, the learner gets back to the task of creating conversation. The teacher's repeat of the repair in line 12, although in an isolated format, does not engender a second repeat from the learner. This work has already been actioned by the learner and been followed by a receipt of the repair in line 11. A further repeat by the learner is not pursued by the teacher.

The repair activity in #5.2 requires investment in multiple turns. Opportunities for learner-correction are supported by the teacher's initiation. The teacher's expectation of the learner's ability to make a judgement about the required item and the items she offers as completions, is displayed in the design of the modulated correction. Finally, the teacher does produce a correction after extended initiation has not succeeded in rendering a learner-repair; a 'last-resort action', (McHoul, 1990).

In #5.3, a 1.9 second delay, an opportunity space for a potential learner repair attempt, precedes a teacher repair-initiation. This initiation comprises a 'repeat of the repairable' format with a potential candidate repair. The site of the repairable, and nature of the required repair, are thus revealed for the learner by the teacher. The teacher has avoided a next-turn correction, allows the learner to make the decision about the repair enterprise and provides the learner with information which makes his chances of successful repair accomplishment more likely. The teacher has thus limited risk from learner inability, but supported a learner repair attempt.

### #5.3

(LS:HH)

1 L: u:h (2.1) fo:r (.) unto (1.4) two (1.0) two  
2 o'clock

3 (1.9)  
 4 T: two o'clock? or tw{o hours}  
 5 L: {two hors}=two hors two hours  
 6 L: two ho{urs  
 7 T: {two hours talking=  
 8 L: =two hours  
 9 T: and what did he say good things or ...

Potentially problematic, on-coming talk is signalled by an 'uh' marker, pausing and sound stretching in lines 1-2. The learner's turn includes the repairable phrase *for unto* (1.4) *two* (1.0) *two o'clock*. A 1.9 second interval follows the completion of the learner's turn and the teacher's subsequent repair-initiation. The teacher's initiation comprises a 'repeat of the repairable item' followed by a candidate repair. The teacher displays she has made two possible understandings based on the prior talk: that they talked until two o'clock, or talked for a period of two hours. The repair will therefore confirm which understanding was intended by the learner.

The learner produces a self-repair which occurs in overlap with the teacher's candidate, (lines 4 and 5). The repair initiation, a repeat of the trouble-source, which located the source of trouble in the first part of the teacher's turn, prompted repair action by the learner. Evidence of the learner's close monitoring of the teacher's talk is displayed in lines 5-6 as the learner actions further repair work to the pronunciation of his self-repairs. The teacher's model occurred in overlap with the learner's self-repair. Work on the pronunciation of the repair item is initiated and actioned by the learner himself. In line 7 the teacher displays her upgraded understanding following the repair business; *two hours talking*. The learner produces a final repeat of the repair and the teacher moves the talk on from the repair business.

The following fragment includes an example of a combined correction and initiation following an unsuccessful learner-repair attempt. The learner's attempt is followed by a teacher turn which repairs an aspect of an item of the learner's prior turn and projects the learner's own work on another aspect. Learner-correction is again supported by the teacher's treatment.

#### #5.4

(DC:GG)  
1 L: ... uh she was thirty or forty yea:rs  
2 old and uh made the acquaintance of an  
3 → artchaeologi-  
4 → artchaeologist  
5 T: → archi?  
6 L: → archaeologist .{h and they were married  
7 T: → {°yeh°  
8 L: (0.8) and he (1.7) worked often in the  
9 Far East

In line 3, the learner displays concern with the word ‘archaeologist’; his first attempt at producing it ends in a cut-off. His following self-repair attempts do not achieve successful treatment of the repairable. In line 5, the teacher simultaneously treats the two repairable aspects of the item which has become the at the moment focus of the talk. The teacher corrects the pronunciation of the first syllable and initiates further repair from the learner. The teacher sets up a ‘fill-the-blank’ task with a repeat to the exact point where the learner needs to action some more work to the item. In lines 3-4, the learner assigned primary stress incorrectly. In the next turn, the learner produces a successful repair. An in-breath follows the repair and sets the repair off from the next spate of talk; a continuation from his first turn (lines 1-4). In overlap with the in-breath which follows the learner’s repair, the teacher provides a °yeh° receipt of the repair activity. Its ‘quieter than the surrounding talk’ quality downgrades the event of the receipting. In the following examples, #5.5 and #5.6, no teacher receipting is provided following the ultimate learner repair.

In fragments #5.1 to #5.4, ways in which teachers and learners work on the display of target language knowledge revealed in the learner’s talk have been highlighted and discussed. In these fragments, opportunities for learner ‘working-on-talk’ and self-correction were upheld. In the next fragments, #5.5 to #5.13, unsuccessful learner-repair attempts are followed by teacher-corrections. These teacher-corrections are: (a) typically delayed, thus allowing for a further repair attempt by the learner or (b), are provided where learners have shown consistent inability to perform repair, or c), are



actioned where there is the possibility that the learner might be unaware of a continuing state of problematic talk. The occurrence of teacher-correction in these fragments is therefore accountable. Furthermore, these corrections are ‘isolated’ forms of correction, i.e. they comprise a redoing of the specific repairable and are not accompanied by surrounding talk, explicit repair marking or assessments. The design of this correction form helps to camouflage its status as, what is in everyday talk, a least-preferred trajectory. Sensitivity to this status is displayed. The absence of explicit repair marking etc. means that focus is taken off the action of correction, even though learners have displayed previous inability.

The repair sequences in #5.5 to #5.9, for instance, are designed in such a way that where a repair is supplied by the teacher, the learner will then produce a version of that repair. The learners’ successful repeats of their teachers’ repairs terminates the repair work and getting back to the apparent business of the talk follows.

The following nine fragments are taken from lessons where agendas involve using targeted language and discussion-type activities. In #5.5 learner PP attempts a self-repair of language which has been targeted for use in their discussion activity. This language has been presented and explained to the learner prior to the discussion. The learner’s repair attempt is followed by an u:h object and continuation, which may suggest that the learner does not recognise the state of a continuing need for repair to his talk. An ‘isolated’ correction from the teacher, which is produced in overlap with the learner’s continuation, deals quickly with putting the trouble-source right. The teacher’s correction ensures that repair is accomplished to the talk after no display that the learner is aware of a continuing need for repair. The learner has not accomplished a successful repair and therefore potentially an incorrect knowledge of the targeted language exists. The introduction and highlighting of this language prior to the discussion had provided the learner with candidate models.

#### #5.5

(SFM:PP)

- 1 L: .hhh well probab=hm hh but is: can- I can  
 2 → see u:h (0.9) .hhh (1.2) °othe hand° other hand

3                    u:{h (.....) }  
 4        T: →    {on the other} hand  
 5        L: → °on the other hand u:m (0.9) .hhh if: they hh uh  
 6                    .hh if they didn't invest° (1.0) who can do it  
 7                    (1.1)  
 8        T:        he he .h yes  
 9                    (0.8)  
 10       L:        it's a problem too

The learner attempts to use one of the target phrases discussed with the teacher at the beginning of the lesson; 'on the other hand', in line 2. The first attempt is quieter than the surrounding talk and is followed by a learner self-repair attempt. The teacher actions a correction which begins in overlap with the learner's continuation; u:h (.....), (lines 3-4). The learner has displayed non-expectation of assessment and therefore perhaps that he has not recognised the need for further working on talk. The teacher's repair is a production of the whole target phrase, *on the other hand*. The learner produces a repeat of the repair in the next turn, (line 10), and after a pause, he continues the talk. The repair work is successfully accomplished and is set off from the proceeding talk by a 0.8 second pause. In this way, the end of time-out for the repair is marked by the learner. The teacher does not produce a repair receipt to signal the accomplishment of the repair.

In fragment #5.6, the learner also notices trouble and makes a self-repair attempt which does not accomplish adequate treatment of the trouble-source. She then proceeds with a short continuation of the talk. A 0.7 second delay precedes the teacher's following 'isolated' other-correction. McHoul (1990) observed in his analysis of subject classroom talk that teacher-corrections were routinely structurally-delayed; an opportunity space for a possible learner-repair was maintained. In the fragment which follows, the learner does not make an attempt to repair her prior talk and a teacher-correction is performed. As in the previous two fragments, the teacher's action ensures that a successful repair is accomplished where the learner has failed in her attempts and there is a possibility of learner unawareness of this fact.

Following the teacher's correction in line 4, the learner makes an attempt at producing a repeat. Problems with the production of the trouble-source item remain. Explicit and specific instruction about the form of the language under scrutiny is provided by the teacher. The 'working-on-talk' accomplished by the participants begins with the details of the talk but is expanded to include wider knowledge of the target language as the repair business becomes extended. A trouble-source which is revealed in the creation of the talk becomes an explicit focus and investment in repair treatment by the participants is required.

### #5.6

(SFM:NJ)

1 L: after graduating from night school .hh I was  
 2 → awerd (ko..) awe:rd (.) the: certificate  
 3 (0.7)

4 T: → I was awarded

5 L: → oh I was aw- w- {a-  
 6 T: → {awa:rded  
 7 L: → awar awer {awar  
 8 T: → {a-  
 9 T: awarded

10 L: → yes award- I was awardi(d) u:h .hh  
 11 T: → you need a d there (.) awarded (0.5} D E D  
 12 (1.0)

13 L: → °I see° a::wa::::(0.5)ded { I } I was awar-  
 14 T: {good}  
 15 L: awar=  
 16 T: =awarded  
 17 L: awarded I was awarded ...

The teacher actions an other-correction in line 4, which is prefaced by the syntactic framework employed by the learner in her trouble-source turn, but is not accompanied by any explicit repair marking. There is therefore a potential for a quick treatment of the repairable item without a long delay to the on-going talk. The repair anticipates a repeat from the learner and a display of here-and-now alignment. However, the learner is not

able to produce an adequate version of the repair and further attention to that aspect of the talk is required. Allwright and Bailey (1991) have suggested that:

simple repetition or modelling of the correct form may be useless if the learners cannot perceive the difference between the model and erroneous forms they produce.

(Allwright and Bailey, 1991:104)

In this example, the learner has difficulty in providing an adequate repeat of the ‘isolated’ correction. A potentially minimally-designed repair enterprise is thus extended until adequate repair is achieved by the learner. Repair becomes the up-front business of the talk and is not a ‘by-the-way’ occurrence. In overlap with the third attempt by the learner to produce a repeat, the teacher produces a further, highlighted isolated repair; *awa:rded*, the [O] vowel is lengthened. The specific repair item is picked out by the teacher for further attention.

The learner makes three more attempts at producing the item in line 7. After a cut-off attempt in overlap with the learner’s third attempt at a repeat, the teacher provides a further model, (in line 8). The learner produces a *yes* receipt in the next turn and she has more goes at providing a repeat of the repair; first of the specific repair item and then of the teacher’s first version in line 4 which used the framework she herself employed in the original trouble-source turn.

The teacher does not provide a receipt or assessment of the repair. In line 10, the teacher narrows down on the details of the target item and indicates where the remaining trouble-source lies; *you need a d there* (.) awarded (0.5} D E D. This is necessary because the structure of ‘isolated’ teacher-correction followed by learner repeat has not brought about an acceptable version of the repair item: “By drawing the learner’s attention explicitly to formal properties of the L2, form-focused instruction provides a more salient kind of positive evidence, which may help to sensitize the learner to aspects of the L2 which would otherwise pass unnoticed” (White et al., 1991:417). In line 13, the learner receipts the information and instruction about the details of the target; *I see*, she produces an exaggerated version of the specific repair item; *a::wa::: (0.5) ded*, and then proceeds with an attempt at a prefaced version; *I*

was awar- awar. In overlap, the teacher produces a positive assessment object; good. This assessment is not camouflaged by being noticeably quieter than the surrounding talk. The focus on repair has been conducted explicitly and, as in #4.21 and #4.22, the event of receipting or providing assessment is not downgraded. The teacher signals the repair as having been successfully accomplished. However, the learner's final attempts at repeats in lines 13 and 14 both end in cut-offs. The teacher produces another 'isolated' correction, (in line 16), and this is followed by two successful repeats from the learner, (in line 17). The learner continues talk and no further receipting or assessment is provided. Once again, an adequate learner repeat terminates repair business.

The teacher's initial treatment in #5.6 potentially allows for a quick treatment of the repairable; one which could involve a correction followed by a learner repeat which terminates the repair business. However, further work is shown to be required and an extended repair enterprise results. Compare #5.6 with fragment #5.7 below which also involves a pronunciation trouble-source and a teacher-correction following a failed learner-repair attempt. In #5.7 the teacher's next action facilitates a successful treatment of the trouble-source, without involving extended time-out from the talk. The learner is able to produce an adequate repeat of the repair and thus terminates the focus on the repair business.

#### #5.7

```
(SFM:PP)
1      L:      .h well a:l (1.8) I think yes if- if I:
2          understood what failou- failour
3              (0.5)
4      L:      ={{failou
5      T:      ={{failure
6      L:      failure (.) is .hh u::m (1.3) m=failure is um
7          .hh I: I think that is somesing (1.3) mm: .hh
8          u::m hh somesing like what uh like um::: .hh
```

The learner notices an inadequacy in his talk and makes a self-repair; failou- is replaced by failour, in line 2. The learner does not carry on with a continuation of the talk. A 0.5 second pause follows and there is no take up of talk by the teacher. An

extended opportunity space is allowed for the learner to action a further repair. A subsequent repair is attempted by the learner in overlap with a teacher-correction. Following the 0.5 second interval in line 3 the learner and teacher begin talk simultaneously. The learner shows that he has recognised that the item he produced in line 2 requires some adjustment, as he produces a further repair attempt. At the same time, the teacher produces a correction (lines 4 and 5). The learner's close monitoring of his own and the teacher's overlapping talk is displayed; the learner notices the gap between his own repair attempt, in line 4, and the teacher's correction and model. The teacher's version of the repair item is not accompanied by a following receipt and therefore a repeat from the learner is projected. A repeat of the repair is produced by the learner and divided from his continuation of the talk by a micro-pause. The repair activity is therefore set off from the following continuation of the talk. The teacher does not provide a receipt of the ultimate learner-repair.

An other-correction is actioned by the teacher after several attempts at self-repair have been produced by the learner in the next fragment, #5.8. These attempts have not accomplished an adequate repair. More work on the item is projected by the teacher with the production of an isolated version of the repair. As in previous fragments, the teacher's correction is delayed by a pause, and, as in #5.7, the learner does action a further repair attempt in this opportunity space. Again adherence to the preference for self-repair is indicated.

#### #5.8

(LS:HH)  
 1 L: .... afternoon u::h (0.6) u:h four o'clock  
 2 p.m. we u:h go start .hh <sup>a</sup>Eropeen hh this  
 3 → is bank mean .hh Eropen (1.0) <sup>b</sup>dive<sup>l</sup>op  
 4 → <sup>c</sup>dive<sup>l</sup>opia <sup>d</sup>di- <sup>e</sup>dive<sup>l</sup>ops  
 5 (0.9)  
 6 L: → ={{<sup>f</sup>di}velop  
 7 T: → ={{ eu}  
 8 T: → european (0.6) development  
 9 L: → dive<sup>l</sup>opmen {an-  
 10 T: → {dive<sup>l</sup>opment

11 L: → dev- developmen .hh and uh h uh  
 12 °developmen an° (1.4) uh recort-(.)ivation  
 13 recortivash{:  
 14 T: {re::lubedebedu i- ↑yes  
 15 L: recortivation bank .hh e:uh this is Eropen  
 16 central (0.6) directo:r (0.9) Nemat Microche

In lines 1-4, the learner is telling his teacher about something he did the previous afternoon. The turn includes the repairables *go start* and attempts at ‘European development’. The first of these repairables is not attended to by the learner and teacher in the following talk. The various attempts at the target ‘development’, display the learner’s knowledge and awareness that the final syllable of the item is incomplete, for example *ia* and *s* are offered as possible endings. The teacher does not interrupt the learner to provide help during these attempts.

A 0.9 second pause follows the learner’s turn in line 4. The absence of talk from either party is followed by contiguous turn starts. The learner provides a further attempt at ‘development’. The teacher cedes speakership to the learner and his self-repair attempt is prioritised. However, this attempt does not produce adequate repair of the talk, and in line 7, the teacher actions a repair of the learner’s target. The repair item has a minimal surrounding context, i.e. a preceding adjective, which is not marked by loudness etc. Its rising pitch, and 0.6 second pause, prepares for the following model of the item ‘development’ which the learner has shown consistent trouble in producing. (The learner’s prior talk has in fact included other possible repairable targets.) The learner’s extended concentration on one item selects the focus of the language and repair activity. The specific repair item, (0.6) development, is highlighted by increased loudness of the second syllable, speech perturbation, and it is set off from the preceding adjective by a 0.6 pause. In next-turn, the learner provides a repeat of the second, highlighted item only. A claim to continue speakership immediately follows his version of the repair. This is halted by the teacher who retains the focus on the target by providing a further model, (line 10), and projecting a further imitation by the learner. This time the teacher completely isolates the item. In the next turn, lines 11-13, the learner provides further repeats of the target item. The teacher does not provide any affiliative talk or receipts.

The learner continues the talk and runs into further problems. The learner produces two versions of a word; *recortivation*. His uncertainty about this word is signalled by the preceding 1.4 second pause and hesitation object and cut-off. In line 14, the teacher begins a repair attempt which ends in cut-off; *Re : : lubedebedu i-*. She is unable to offer a candidate item. Further work on the item is prevented by the teacher's immediate  $\uparrow$ yes receipt. In line 15, the learner does a repeat of the item which has been signalled by the teacher as acceptable, and continues talk.

A teacher-correction is performed in #5.9 after a repair is actioned by the learner. A teacher-correction is delayed by a 0.7 second pause and so an extended same-turn opportunity space for a potential learner-repair is allowed for. The learner does not make an attempt at a self-repair. The teacher's correction in line 4 is 'isolated', i.e. it is not accompanied by a receipt or assessment object, and, as in #5.7 and #5.8, the learner provides a repeat of the teacher's repair in next-turn. The teacher has instigated further repair work following the learner's own attempt and therefore shown the learner's repair as having been inadequate. The repairable has been successfully dealt with and the learner takes up from where she left off in line 2 and produces a continuation. Again, as with #5.7 and #5.8, no receipting or assessment of the repair accomplishment is provided by the teacher. The learner's successful repeat of the repair terminates that repair business.

#### #5.9

(SFM:GB)

1 L: ... the:ir speaking their uh behaviour .hh  
 2 u:::h (1.2) doesn- uh don't (1.0) good  
 3 (0.7)  
 4 T: aren't {good  
 5 L: {.hh uh arn- aren't good an e::h they  
 6 have fundamentalist behaviour ...

In #5.10, similarly, the learner makes an incorrect judgement about the tense agreement of the language he is producing and this results in an inadequate self-repair. After a micro-pause delay, the teacher produces an 'isolated' other-correction.



## #5.10

(SFM:PP)  
1 L: iz no- h (.) is an expansion: w- w:- one  
2 experience .hh u:m but it isn't a good  
3 experience of course .hh (.) u{: : }m .hh  
4 T: {°hm° }  
5 L: u-u:h I:: (1.5) .h today I kno:w more than  
6 than I I:: I <sup>a</sup>kn°ew°=hh <sup>b</sup>(1.4) n:: than I I  
7 know yesterday  
8 (.)  
9 T: °pt I kne:w°=  
10 L: =I kn{ew yesterday .hh} um: becaus:e I:  
11 T: {°I knew yesterday yes°}  
12 L: (1.7) pt u- because a recession: n: in Europe  
13 finan- financial recession in: in Eu{ ro}pe ...  
14 T: {°hm°}

The learner displays concern with his on-coming talk and the trouble-source item, kn°ew°, in line 6. A 1.4 second pause follows. There is no take up of the talk at this point by the teacher. The teacher does not signal the learner's first attempt as being acceptable or non-acceptable. The subsequent repair, in line 7, may result from the learner's own monitoring of his talk or the absence of talk from the teacher following the learner's first attempt. Tarplee (1993) found in her analysis of adult-child labelling sequences, that absence of acknowledgement turns was oriented by children as indicating the need for further repair.

In #5.10, the learner underlines the actioning of his repair; the correction is produced noticeably louder than the preceding talk. A micro-pause follows and the teacher produces an other-correction which is marked by its 'quieter than the surrounding talk' production. The characteristics of the teacher's repair downgrades the nature of the event of an other-correction. The nature of the design of the correction may also orient to the fact that the learner has displayed knowledge of the required repair in line 6, but also displayed himself as being potentially unaware of this by actioning an incorrect self-repair. The teacher's repair in line 10 is prefaced by a hesitation marker and in-breath, and it is quieter than the surrounding talk. The repair is repeated by the learner,

(this is latched onto the teacher's model), in next-turn position. The teacher does a redoing in overlap with the learner's redoing, in lines 10 and 11. The successful completion of this repair exchange is marked with a *yes* from the teacher. This teacher turn, 'repair version + receipt' does not anticipate a further repeat from the learner and it is marked by its 'quieter than the surrounding talk quality'. The learner continues speakership and, as is the case in #5.9, he picks up from the point where his talk ended prior to the repair enterprise.

In the next fragment, #5.11, the teacher's correction, which is also actioned after an unsuccessful learner repair, is overlapped by an incorrect learner redoing. As in the previous fragment, a second version of the repair is provided by the teacher. A further model of the language which has become the focus of the talk and which is reproduced inadequately by the learner, is provided by the teacher.

#### #5.11

(SFM:PP)  
 1 L: it's a problem too (1.1) cause ah uh big  
 2 companies th- the dhe government uh wants to  
 3 → (1.0) pri- private  
 4 T: → °pt° {privatise yes}  
 5 L: → {private privatise .hh} this company  
 6 T: → °yes°  
 7 L: and uh: who can buy (0.6) { u:h} .h i- their  
 8 T: {°hm° }  
 9 L: tchares

The learner displays difficulty and awareness of difficulty with his talk in line 4. The learner's first try of the item, 'privatise', is preceded by a 1.0 second pause, ends in a cut-off and a self-repair is actioned; *pri- private*. An opportunity for a further self-repair attempt is not allowed for by the teacher. The teacher actions a repair which isolates the specific repair item and, in overlap, the learner does a repeat of the self-repair actioned in his prior talk. Close monitoring of each other's talk is displayed by the participants. The learner notices that his version differs from the teacher's and he produces a further version of the repair. Meanwhile, the teacher produces another model

of the repair and on this occasion *yes* receipts the learner's second version. The usual structure of teacher model/repair + following adequate repeat to close the repair business, was not engendered. The teacher thus explicitly signals the accomplishment of the repair following additional modelling and repeating. Immediately after the completion of the repair activity the learner continues speakership. A subsequent teacher receipt is downgraded by its 'quieter than the surrounding talk' quality. Two repairs/models are required in this repair enterprise in order to elicit an adequate repair version from the learner and successful termination of the repair business.

In line 2 of #5.12, the learner's attempt at producing a target language item ends in a cut-off. On this occasion too, as in #5.11, the teacher actions a correction in the next turn without delay. An opportunity for learner-repair is not allowed for by the teacher. The teacher's correction is 'isolated' and the learner produces a repeat in the following turn. Learner GG does not continue talk. In his next turn, the teacher receipts the learner's repeat and then produces a confirmation check; >is it what do you call< what's it in German. The teacher checks that the word he offered is the one intended by the learner by asking the learner to provide the equivalent word in his native tongue. This action places an emphasis on the learner's role in the repair business as it elicits his confirmation of the teacher's suggested candidate, and display of understanding of intended language. The teacher also indicates his own lack of knowledge as he is does not know the German equivalent of the item under focus.

#### #5.12

(DC:GG)  
 1 L: you can receive the special channels through  
 2 the satellite uh antenna or satellite °d°-  
 3 T: dish  
 4 L: dish  
 5 T: yeh >is it what do you call< what's it in  
 6 German the: the big (.) type of bowl

The learner makes four attempts at producing an item in #5.13 before an other-correction is performed by the teacher. The design of the teacher's next-turn response

projects further work on talk from the learner, i.e. a repeat of the repair. However, learner PP does not produce a repeat.

### #5.13

(SFM:PP)  
1 L: ... b-because n this problem (1.1) because the  
2 → {th}=the problem of th'un unemploy- (.) unum-  
3 T: → {hm}  
4 L: → unemploy- unemploye:d  
5 T: → pt u- unemployment  
6 L: → hm  
7 T: → °unemployment°  
8 L: .hhh

In lines 3-4, the learner actions self-repair attempts which do not succeed in successful treatment of the trouble-source. The teacher actions an 'isolated' other-correction, (in line 5), to accomplish the repair. Part of the repairable item is stressed and thus highlighted. In next-turn the learner does not produce a repeat of the teacher's repair; he produces a hm receipt. The teacher models a further, quieter repeat of the repair item in line 7.

### Summary

The fragments presented in sub-section 5.2.2 have included instances where candidate language offered as potential repairs by the teacher requires confirmation by the learner; see fragments #5.1 to #5.3. The teacher displays an orientation to learner responsibility in the repair business, to the partially successful repair attempts and acknowledgement of learner ability to make an assessment of language s/he has provided as suggested candidate repairs. The remaining fragments included instances of teacher-corrections following unsuccessful repair attempts by the learner. Language items were produced in these fragments by the teacher which were not accompanied by rising pitch movement. These teacher-repairs were typically delayed by a pause; teachers were thus observed to

pursue a further opportunity site for a learner-repair, for example in #5.6 to #5.10. In two instances where no delay occurred before the teacher's correction, for example #5.4 and #5.5, a dual partial correction and repair-initiation was produced by the teacher (in #5.4), and a correction dealt with treatment of language previously targeted, explained and practised prior to a discussion task, (in #5.5).

In the case of #5.5, the learner failed to produce an adequate version of language previously focused on in the talk. An 'isolated' correction therefore quickly and successfully deals with the continuing trouble and reminds the learner of the pre-presented item without long time-out from the apparent business of the talk. Teacher-corrections were also performed after repeated unsuccessful repair efforts, for example #5.6, #5.8 and #5.13. 'Isolated' teacher-corrections in these environments helped to ensure a potentially swift and successful repair outcome by providing candidate models which are ultimately repeated by the learner and serve to bring a close to the repair enterprise. In #5.6 however, the teacher's other-correction does not result in an adequate learner repeat to close the repair business and more work is therefore needed and conducted.

Some instances of work on the learner's talk following explicit displays of recognition of inability are considered in the following sub-section. The repair business is concluded following teacher-initiation and learner-repair attempts or teacher-correction.

### **5.2.3 Collaboration Following Displays of Learner Recognition of Inability**

The five fragments which are presented and discussed in this sub-section include explicit detailing by the learner of anticipated inability to produce items of vocabulary. In some instances, the learner does make attempts at providing the required item. As with examples included in the previous sub-section, the learner thus reveals partial knowledge of intended language, but further work to the item is required in order for a candidate and corrected version of the item to be realised. This is collaboratively brought about by the participants in the ways explored in the analysis provided below.

After the learner's explicit request for her assistance in fragment #5.13, the teacher provides a partial correction/repair-initiation. This teacher-repair technique was seen in #5.4 and successfully brought about an ultimate learner-repair. A self-repair by the learner is not engendered by the teacher's partial correction/repair-initiation in #5.14 and a subsequent correction is then produced by the teacher.

#### #5.14

(AJ:LF)  
 1 L: yesterday I kept writing down my notes on  
 2 → my carnet °un carnet u:h I don't {know°  
 3 T: → {no-  
 4 T: → note? (0.8) notebook  
 5 L: → notebook=  
 6 T: → =notebook  
 7 (6.5) ((L writing in book?))  
 8 T: right=  
 9 L: =u:h ....

This fragment comes from a point in the lesson in which teacher and learner are going through sentences which the learner has written for homework using specified target items. In line 2, the learner indicates explicitly that he does not know a word in English and gives its equivalent in his native tongue. The teacher does not action a complete other-correction in the next turn in spite of the learner's previous display of inability to action a self-repair.

The teacher initiates further work on the repair activity with a completion or 'fill-the-blank' task in line 4; the first syllable of a candidate is provided accomplishing half of the repair, leaving the remainder to be provided by the learner. The learner's knowledge of the word 'notes' and, therefore, of the teacher's initiation prompt and potentially the required repair, has been displayed previously by him in line 1. However, the learner does not action a self-repair and after a 0.8 second pause it is the teacher who actions the repair (line 4). The item is marked for attention; very tense articulation and strong aspirated release of the final consonant and rising-falling pitch movement. There is no

‘change of state token’ or ‘yes’ receipt to claim prior knowledge of the item from the learner following the teacher’s other-correction and presentation of candidate language. The learner produces a repeat of the repair in line 5. A further model is provided by the teacher in line 6.

In #5.15 a lack of knowledge of a target language word is displayed by learner PP. In this example the learner does make a guess at a possible candidate but acknowledges that this attempt is inadequate. Following the learner’s attempts, the teacher actions an other-correction and thus ensures successful treatment of the talk. After repeating the repair the learner continues the talk. However, when the learner comes to produce the item which has been presented by the teacher again, he proves unable to, and the teacher has to model the repair once more.

#### #5.15

(SFM:PP)  
 1 L: ... are ev- u- eh are every time hh uh owned  
 2 not by the: .h the workers sometimes: by the:  
 3 menagement  
 4 T: °hm m°  
 5 L: .Hh uh but everytimes:: by the:uh hh uh I  
 6 → don’t know u:h the name the: .hh the  
 7 → actionists no (0.5) u:{h  
 8 T: → { .hh sha:reholders=  
 9 L: → =sharehold{ers (.) uh huh °yes°}  
 10 T: → {shareholders hm m} hm m  
 11 (0.7)  
 12 L: Hh n:never .hh never u::h .hh usually (.) of  
 13 course (1.0) in my company n: n: n: hh it’s  
 14 umpossible  
 15 T: °hm°  
 16 (.)  
 17 L: → a:nd the the n: n: .hh the shares are  
 18 o:{:  
 19 T: → {pt .hh sha:res  
 20 L: → shares .hh the schar- shares are only uh

21 → owned by dhe:: u:h (0.7) men uh?  
 22 (0.5)  
 23 T: → shareholders  
 24 L: → shareholders (.) {°holders° (0.5) .Hh hm:  
 25 T: → {right  
 26 (0.8)  
 27 T: °hm {hm°  
 28 L: {never to the: management n:ever to the:  
 29 workers  
 30 T: °m° (2.8) .Hh so:: in your company then=  
 31 L: =in my in my company (.) {uh of course  
 32 T: {yes

In lines 5-6, the learner explicitly shows that there is a potential problem with his next talk; he does not have knowledge of the word he wants to use: by the:uh hh uh I don't know u:h the name the .hh. He produces a possibility in line 7; actionists, then acknowledges that this is inadequate, no. In overlap with the u:h object at the end of this learner turn the teacher takes over speakership and does a repair. The repair item is highlighted: sha:reholders (line 8). A repeat by the learner latches onto the teacher's model.

In line 21, the learner proves unable to reproduce the item which has been introduced and practised in lines 8 to 12. The learner's turn ends with hesitation, a pause and a quick 'request for help' prompt, uh?. A 0.5 second pause precedes an 'isolated' teacher-correction. There is an opportunity site for a learner self-repair to be actioned, but an attempt at producing the item is not made by the learner. The learner produces a repeat of the teacher's repair in the next turn. After a micro-pause, the teacher and learner begin talk at the same time; the learner does a redoing of part of the repair, whilst the teacher produces a receipt of the learner's repeat. The noun 'share' has been the focus of talk previously, see #7.8 and #7.9. The learner thus produces a repeat of the potentially new language which has been presented in the repair business; 'holder'. A continuation of the talk by the learner is eventually forthcoming in line 28.



In #5.16 below, learner PP's repair-initiation and request for teacher help is again followed by a teacher-correction. However, the correction provided by the teacher is not the category required by the learner and he initiates further correction from the teacher. The 'isolated' correction performed by the teacher has the potential to engender a quick treatment without emphasising the business and event of the repair, but in this instance, the learner has to resort to further initiation.

#### #5.16

(SFM:PP)  
 1 L: ... my company hadn't uh hadn't uh:m subside  
 2 → o:r subside? I don't know {.h u:h  
 3 T: → {subsidi:sed  
 4 L: → subsidi:sed subsidi:sed  
 5 T: → hm mm  
 6 L: → subsidised but .hh u:h what a subsidise u:h  
 7 → has a subside?  
 8 T: → subsidy  
 9 L: → a subsidy  
 10 T: → subsidy  
 11 L: uh: subsidy of uh (.) of EC o:r government

In lines 1-2, the learner explicitly displays that he is not sure about the form of the word he wants and is not able to come to a decision about it himself; o:r subside? I don't know .h. The teacher's other-correction takes a minimal form, i.e. it has no repair markers, no syntactic frame, is not highlighted prosodically and is repeated twice by the learner. The teacher receipts the repeats with a minimal hm mm which indicates the learner's responsibility for continuing speakership and does not emphasise the repair event. This type of receipt underlines the repair activity less than more explicit positive assessment markers such as 'excellent'. It therefore preserves focus on the activity of creating talk and again minimises the impact of correction.

On this occasion however, learner PP is aware that the teacher's correction and candidate model is not actually what he was searching for. So, the repair activity is prolonged. A verb form is offered as a first other-correction by the teacher. The learner

clearly displays his state of knowledge by signalling, in line 6 to 7, the category of the repair he is seeking from the teacher; a noun, what a subsidise u:h has a subsidise?. The teacher models the second other-repair in a minimal form once again. The repair is repeated by the learner and he then proceeds with a continuation of the talk. Again the teacher keeps the activity of correction to a minimum, whilst the learner who is in possession of sufficient knowledge ensures the maintenance of focus on the form of the language until the repair is successfully completed. The learner's isolated repeat of the teacher's correction also limits the extent of explicit repair business on the talk. There are no receipts from the teacher following the eventual accomplishment of the repair. This particular repair business is terminated by the learner's second repeat and he proceeds with a continuation of the talk and gets back to the primary business of 'creating conversation'..

Learner PP again explicitly shows that he is having trouble with a wordsearch in the following fragment, #5.17. Although he does come up with a successful completion of his turn, the event of the repair accomplishment remains the focus of the talk as further repeats and accounting are produced.

#### #5.17

(SFM:PP)

1 L: ... in Portugal we invest .hh a lot of money  
2 u::h in training the .hh u::h I don't know the  
3 name the uhhh oh u:h the priviz uh the priviz  
4 u::h the privizious uh investment (0.7) the uh  
5 .hh u:{h

6 T: {previous?

7 L: previous investment in training uh this year  
8 → u::h the .hh u:::h (1.1) °I don't know the  
9 → name° .hh u::x:x::hh budget

10 T: → budget ye{hh

11 L: → {budget .hh u{:h

12 T: → {°budget°

13 L: → budget ah no {°he h°} I didn't remember .hh the  
 14 T: → { yes }  
 15 L: → budget for the training ...

In lines 2-3 the learner explicitly signals the fact that he is having trouble coming up with a word; .hh u::h I don't know the name the uhhh oh u:h. Within this same turn the learner also makes attempts at repair to his pronunciation of the item 'previous'; the priviz uh the priviz u::h the privizious. The teacher produces a candidate completion, as in #5.1 and #5.2, to be confirmed as an adequate repair by the learner; the item has rising pitch movement. The learner does not produce a 'yes' receipt, but embeds a repeat of the candidate in a continuation of the talk, as in fragment #2.11, an example from everyday talk. The repetition in #5.17 is not set off by a pause or in-breath, as in previous examples in this sub-section.

The learner details once again that he does not know a required vocabulary item in lines 8-9; u::h the .hh u:::h (1.1) °I don't know the name°. The teacher does not interrupt the learner's talk to action a repair or offer a suggestion of the required item on the basis of the learner's 'talk-so-far'. In line 9, the learner's word-searching proves to be successful and he produces the item; budget. It is repeated in next-turn by the teacher and is followed by a yehh receipt, (line 10). This 'repair version + receipt' format is not typically followed by repeating from learners in the EFL data. Fragment #4.30 displays a similar trajectory whereby the learner anticipates that the teacher requires a further model of the repair item and a repeat is, as in #5.16, provided in overlap with the receipt following the teacher's repair version.

The learner's repeat is followed by an u:h object which signals an intention to continue talking. In overlap, the teacher produces an 'isolated' repeat of the repair item, this time not followed by an accompanying receipt. The learner provides a repeat of the repair and then follows with an accounting activity; the learner laughs and jokes about forgetting the word he required. Further repeats of the repair are then produced by the learner and teacher before the learner continues back on topic. The repeats and assessment by the teacher, in spite of successful learner self-correction, can be seen to

result from the explicit nature of the focusing on that aspect and hold up of the apparent business of the talk. It also explicitly displays the teacher's alignment with the learner's 'working-on-talk' and accounting. The effect on the talk is that the repair business becomes its focus and does involve a longer time-out from the apparent business.

The following fragment, #5.18, contains treatment of an on-line repair and item of language which has been specifically targeted for focus and displaying knowledge about. The first repair by the teacher, an 'isolated' other-correction, is actioned after several unsuccessful attempts at learner self-repair, in lines 4-5. The teacher's treatment following this display of learner inability limits her underlining of the repair occurrence. As seen by McHoul (1990) in his analysis of subject classroom talk, an other-correction deals swiftly with one repairable so that focus on another trouble-source can be maintained or topicalised.

The second repair business in #5.18 deals with the targeted language item and involves explicit detailing of the language and showing knowledge of use etc. The learner indicates the state of his knowledge of the targeted language and subsequent talk is centred on getting to grips with this language.

#### #5.18

(AJ:LF)

1 T: ... just .hh (1.0) have a look at this:  
 2 vocabulary .hh remember to get on?  
 3 (0.8)

4 L: → U::::h no I have forgot it=°forgo- t- fo-  
 5 → for-°

6 T: → forgotten

7 L: → I have forgotten it

8 T: every time I come into the room (.) after your  
 9 self study I usually sa:y .hh or ask you .hh how  
 10 → are you getting on=how are you getting on how  
 11 → are you managing  
 12 (0.9)

13 L: u:h oah ye{s ah yes

14 T: {yes do you remember

15 L: u:h ok (0.6) I have to get on u::h (1.0) oh I  
16 must get on non must not (uh good) I must get  
17 on u:{h .h >no no no< I I should } get on  
18 T: → {w: well no no w- we usually say}  
19 T: → we usually say I'm getting on well  
20 (0.9)  
21 L: → °I am getting°  
22 T: → I am getting on (.) {well  
23 L: → {ah ok I am getting on well  
24 T: yeah if I say how is your cour{se  
25 L: {not in English  
26 but I he{he he  
27 T: {Heh y(heh)es you are .hh how's your  
28 course oh I'm getting on quite well  
29 (1.1)  
30 L: m m I am ge- uh getting on oui ok (.) ok oui it  
31 is used generally with uh (...)  
32 T: yes  
33 L: ok  
34 T: bu- or you ge- if you look here look .h how did  
35 you get on  
36 (1.0)  
37 L: (oui) how did you get on  
38 T: yeah (.) { or } (.) I'm not getting on very  
39 L: {°ok° }  
40 T: well with that new machine ok I am not getting  
41 on very well ok ({...})  
42 L: → {I am not managing  
43 T: ok  
44 L: very well

The teacher brings the focus to a targeted item of vocabulary, to get on, in lines 1-2 and explicitly asks for a display of recognition of the item from the learner; remember to get on?. After a 0.8 second interval, the learner explains that he has 'forgotten' what it means. In lines 4-5, the learner is having problems completing his turn and makes several self-repair attempts at conjugating the verb 'to forget'. The final attempts

made by the learner end in cut-offs and are noticeably quieter than the surrounding talk. In next-turn, without delay, (line 6), the teacher actions an other-correction which deals with the trouble-source which has occurred on-line and isolates the repairable; forgotten. The repair is not followed by an 'isolated' repeat by the learner, but is embedded in the wider context of the frame employed in the original trouble-source turn; I have forgotten it. The learner's repeat is not receipted by the teacher. Teacher AJ then continues the talk by focusing back on the specified vocabulary target, and provides contextualisation and explanation of the targeted item she has referred to in line 2. The on-line repair 'forgotten' is dealt with swiftly, whereas the repair of the targeted item which occasions an extended concentration on knowledge about the item and its use, becomes the up-front focus of the talk. In this example, the learner has made no attempt to produce the targeted item, so the 'working-on-talk' business does not begin with details of the learner's prior talk, as in #5.16 or #5.17, but proceeds directly to supplying knowledge about the targeted language.

The teacher reminds the learner of a context in which he has heard the target structure on many occasions over the course, in lines 8-11. This turn also contains a paraphrase of the target structure; how are you getting on how are you managing. After a 0.9 second pause the learner claims a coming to understand something in the prior talk, but his subsequent turn displays that his understanding of the target structure remains confused (lines 15 to 17). In overlap the teacher provides negative assessment of the learner's display of understanding and attempts to produce a display of candidate use; w: well no no w- we usually say. This negative 'feedback' is prefaced by a 'well' dispreference marker (Schegloff et al.1977). The teacher alludes to example use by native-speakers, for example in line 19.

Following a 0.9 second pause, the learner produces a noticeably quiet, and partial, repeat of the target structure in line 20. In her next turn, the teacher produces a repaired version of the phrase; I am getting on (.) well. Beginning in overlap with the final item of the teacher's turn, well, the learner claims a coming to understand, provides an 'ok' receipt and produces a correct version of the target structure; ah ok I am getting on well. The teacher yeah receipts the learner's turn and begins a further

example of the use of the target item. The learner displays his understanding of the target structure and makes a joke in overlap with the teacher's example in lines 25 and 26; *not in English but I he he he*. The teacher shows alignment by joining in with the learner's laughter and then produces a completed version of the example sentence she did not complete previously, (in 24, 27 and 28).

Finally, in lines 38, 40 and 41, the teacher produces a last example of a contextualised use of the target structure. In overlap with the end of this turn, the learner produces a paraphrase of the item and therefore displays his understanding of the meaning of the item; *I am not managing*. The verb 'to manage' was introduced by the teacher in line 11. The learner's display of understanding is 'ok' receipted by the teacher.

### **Summary**

In the five fragments discussed in 5.2.3, learner expectations of inability to work on their talk for themselves and successfully deal with trouble-sources were explicitly indicated. Following these displays of anticipated inability, teachers resorted to repair-initiation and other-correction. A repair-initiation is provided by the teacher in #5.14 following a display in the learner's prior talk of potential knowledge of the required item. In this case the teacher could expect that the learner might indeed be capable of repairing his talk for himself and therefore that potential risk of further learner inability might therefore be reduced.

In fragments #5.15 to #5.18, the teachers actioned corrections following the learners' displays of inability. Pursuing initiation under these terms, could require a long investment in a repair enterprise, and there is also an increased chance of further breakdown in the light of the learners' displays of anticipated inability and lack of knowledge. An 'isolated' correction, on the other hand, puts the talk right, does not rely on the learner and can limit the extent of focus on the business of repair. Sensitivity and adherence to preference organisation is displayed by the design of these other-corrections. An other-correction is actioned, albeit following learner attempts etc., but the lack of explicit repair marking and so on, serves to play down this activity.

In the case of fragments #5.15 to #5.17, the task which is being conducted by the participants involves ‘creating conversation’, i.e. having a discussion. Pursuing repair-initiation and highlighting the business of repair might therefore prove to be insensitive to this type of agenda. In these three fragments, the teacher actions other-corrections to deal with the repairables pinpointed by the learner. In #5.15, a trouble-source item which was dealt with by an ‘isolated’ correction required further modelling by the teacher as the learner proved unable to reproduce the item in subsequent talk. In #5.16, the teacher’s correction is revealed by the learner to be inadequate and an alternative is then supplied. The teacher’s ‘isolated’ corrections in these cases do not sufficiently deal with problematic talk and further investment in repair business is brought about by the learner.

In the last example, #5.18, the lesson activity is focused on the correct display and use of pre-specified language. The learner’s task is explicitly mapped out by the teacher. The learner details his inability to reproduce an example of candidate use of the target phrase specified by the teacher. After dealing with an on-line repairable with an ‘isolated’ correction which gets one repairable out of the way, the teacher invests in focusing on knowledge of the targeted item. Repair of this aspect of the learner’s target language knowledge demands investment in the talk. This elongated focus echoes the ‘correctness-focused’ activity which is being pursued by the teacher and learner at this point in their EFL lesson.

Sub-section 5.2.4 considers some instances where learners make requests for teacher assistance and in that way explicitly display their inability, or expectations of their inability, to accomplish self-repair to repairables emanating from their own turns-at-talk. Thus they openly invite teachers to take part in the work on, and repair of, their talk. The learners indicate that certain self-repair options are therefore not likely outcomes. The successful treatment of trouble-sources is therefore dependent on collaboration between the participants, which may involve eventual self-repair or teacher-correction.



## 5.2.4 Collaboration Following Learner Requests for Assistance

The fragments analysed in this section include explicit requests for teacher assistance from the learner. Anticipated inability to action self-repair options in positions ‘near’ to the original trouble-source turn, for example same-turn self-repair, is thus indicated by the learner.

In the first fragment examined, #5.19, there is a display by the learner that a self-repair is not forthcoming and an explicit request for assistance is made.

### #5.19

(SP:BS)  
1 T: .. is it still quite easy to drive around I  
2 mean have you got (.)do the:y clear the roads  
3 an{: °do other things°  
4 L: {y ye::s  
5 L: but u:h yes they clear the roads  
6 T: uh huh  
7 L: → but u:h you have to be: um pt' i- you have  
8 → to um (0.9) pt uh the car have to be u:h  
9 → (.) >what did you say?< (2.0) u::h uh=he he hhe  
10 hehh he  
11 T: → prepared? (0.5) for it I mean you have  
12 → to have {snow chains I mean s}no:w {snow =  
13 L: → {y:e:s yes hm m} {>ye ye< =  
14 T: → = tyres} (.) snow {tyres  
15 L: → = ye:s } {yes

In lines 7-9, the learner makes three cut-off attempts at producing an item of the target language and makes an explicit request for teacher help. In line 9, the learner makes specific reference to language which has occurred or been introduced by the teacher previously; *what did you say?*. By this action, the learner displays a judgement that his previous attempts have been unsuccessful and also that he recognises the possibility that he will not be able to produce the language he requires for himself. The teacher

offers a candidate completion and produces some explanation about the item in the next turn. The rising pitch of the teacher's candidate can be taken to signal a potential correction at this point which projects confirmation by the learner. This is indeed how it is treated by the learner. The learner *yes* receipts the teacher's potential candidate, in lines 13 and 15, in overlap with the teacher's explanation. The learner does not produce a repeat of the item.

In the above fragment, the teacher does not follow the learner's request for help, in line 9, by providing next-turn repair-initiation to pursue a learner-repair, but supplies a candidate completion. Thus the learner still has an active part in the repair accomplishment. It is down to the learner to display and confirm that the teacher's candidate is an acceptable completion and repair of his prior talk. This was also observed in fragments #5.1 and #5.2. In #5.18, the teacher's candidate completion is followed by a 0.5 second pause and no talk from the learner. The teacher continues the talk and provides an explanation of the item she has suggested. The learner then confirms that this item is the category of repair he requires, (lines 13-14).

Later in the talk the teacher focuses on the item 'prepared' again and a learner repeat is then produced. Consider #5.19/a.

#5.19/a

(SP:BS)

- 1 T: °snow tyres prepared° your car must be prepared  
2 (. ) for the winter .hh okay  
3 L: °prepared°  
4 T: what kind of ...

The structure of the teacher's turn in line one, which highlights the item worked on in #5.19, does not typically engender a learner repeat in the data; an 'okay' receipt terminates this turn. However, the learner's repeat is noticeably quieter than the surrounding talk. No further receipting, assessment etc. is provided by the teacher. In line 4, she moves the talk on to a different topic.

In the next 12 fragments, there are once again displays of awareness of inability to complete self-repair activities and requests for teacher help. In these instances the learner turns encompassing the requests for assistance are followed by repair-initiations or teacher-corrections. In fragment #5.20 an investment by the teacher in initiation leads to a successful learner self-repair outcome. The learner reveals concern about the success of his own repairing and explicitly focuses on linguistic adequacy, (lines 5-7), and teacher assistance and explicit assessment is requested; *is correct* (0.6) *they hadn't*. The teacher does not action an immediate other-correction following the learner's request for help, but pursues further 'working-on-talk' through the repair activity. The teacher's withholding of correction focuses the responsibility for putting the talk right with the learner. Thus, a stance concerning the teacher's expectations of the learner's ability is revealed. The extended repair activity requires the learner to make an assessment of his talk and reconstruct his display of knowledge of the target language in subsequent turns. Learner GG is one of the more advanced learners in the data corpus.

#### #5.20

(DC:GG)

- 1 L: well firstly uh she was born I think at the  
 2 beginning of the nineteenth century=she was  
 3 uh brought up in (.) the area of Devon  
 4 (0.7) and she was from the middle class  
 5 → they had not- (1.0) they had had not no they  
 6 → hadn't (2.1) had much money? *is correct*  
 7 → (0.6) they hadn't?  
 8 (0.6)  
 9 T: → it sounds like it was befo:re {something in  
 10 L: {yeh  
 11 T: → the past  
 12 L: → yi i- her parents hadn't- (.) were not very  
 13 → (.) for(.)tunate not very?  
 14 (0.6)  
 15 T: → well off  
 16 L: → well (.) off=not very rich

17 T: → so they didn't have  
 18 L: → they didn't have a lot of money so it was  
 19 a kind of life struggle for her

In lines 4 to 6, the learner is having difficulty with his choice of tense. The learner makes repair attempts but displays continuing uncertainty about their success. The learner's turn is concluded with a request for teacher assessment of his self-repair (in line 6). The teacher withholds from other-correction at this point and provides an assessment of the learner's repair attempt pointing out aspects of the tense employed by the learner; it sounds like it was befo:re something in the past. This turn also details what is inadequate about the learner's choice of tense and thus provides the learner with information upon which to base a subsequent repair attempt. The learner's explicit request for help, with its exposed design, is followed by a repair-initiation which provides 'clues', (McHoul, 1990), to assist the learner. A focus on knowledge of the target language and extended initiation is then negotiated by the participants. The 'working-on-talk' enterprise is not simply limited to exact details of the talk, as is the case, for example, in 'isolated' correction repair work.

The learner's initial repair-initiation in #5.20 was indeed limited to details of his prior talk and if it had been followed by a teacher-correction, a more restricted repair investment might have resulted. The teacher's subsequent treatment following the learner's initiation and concern with linguistic adequacy leads to a more detailed focus on the learner's prior talk and encouraged the learner to make a judgement about the tense he had used for himself. A focus on the learner's knowledge on this aspect of the target language was engendered.

The learner receipts, and aligns his talk, with the teacher's assessment and then actions a repair; yi i- her parents hadn't were not very (.) for(.)tunate not very. The learner's repair turn, (lines 12-13), also reveals a second trouble-source. After the production of the adjective for(.)tunate, which is preceded by a micropause second pause, the learner winds the talk back to the point prior to its occurrence. This is followed by a 0.6 second pause and no attempt is made to provide a completion by the learner. In line 15, the teacher provides a candidate repair and

completion of the learner's prior talk; *well off*. He does not initiate a repair of the item: the learner has previously displayed inability to action a repair of this aspect of his talk. Repair of the talk is thus confronted by two repairable items. The actioning of an other-repair by the teacher at this point means that one of the repairables, potentially because it may be regarded as less severe or could entail a further digression from the apparent business, is dealt with swiftly. In this case, the repairable which is other-repaired is a lexical trouble-source. It is also a repairable item which has occurred within a repair-in-action environment.

By actioning an other-correction at this point, the teacher ensures that work on one of the repairables is cleared, is successfully dealt with and put right. The major focus can therefore remain on the other repairable item which in this fragment is grammatical in origin. As was seen in McHoul's classroom data (1990) where two repairables are in confrontation, other-repair of one of the repairables was performed, leaving the other repairable to be dealt with, ideally, by a student self-repair.

The teacher's next-turn other-correction and completion of the learner's prior turn in line 15 is isolated; there are no receipts of prior talk or repair markers. The structural design of the teacher's turn engenders a repeat by the learner. This is immediately followed by a take up of the syntactic frame which he used in his last turn and an alternative candidate repair/completion; *well (.) off=not very rich*, (in line 16). In next-turn, the teacher returns the focus to the original trouble-source.

The teacher builds a 'fill-the-blank' task, in line 17, which projects a display of target language and is a last test of the learner's understanding of the 'working-on-talk' that has just been negotiated. The task involves the collaborative building of an upshot of the prior talk. The learner produces a completion in next-turn and proceeds with a continuation of the talk. "Collaborative completions show the second or completing speaker's sense of both the organization and the substance of the other participant's utterance", (Nofsinger 1991). In the case here, the utterance is one which has been collaboratively built and worked on over a stretch of prior talk. These types of completions differ from collaborative completions orchestrated by native-speaker participants in mundane talk. One speaker does not pre-empt the completion of a prior

speaker's turn, (Lerner, 1989). In these completions, the teacher projects the completion, it is not 'snatched' by the learner.

Learner SS also makes an explicit request for a display of confirmation about a single lexical item used in her prior talk in the next fragment, #5.21. However, in #5.20, the repairable concerned semantic aspects of learner GG's prior talk and investment in extended repair work was pursued. In #5.21 the teacher's correction is explicitly packaged, but its focus is limited to specific details of the learner's prior talk and is not expanded to involve a wider focus on target language knowledge.

Learner SS explicitly asks her teacher u:h misformed y'know (.) °uh° (1.5) u:h do you know what I mean u::h and actively seeks some assessment etc. from the teacher on her prior talk. The teacher first of all confirms his understanding and then actions repair to the item produced by the learner; I think we usually sa:y malformed. In this repair, there is explicit signalling of a repair activity by both participants. The learner initiates repair by an explicit request and the design of the teacher's treatment is also explicit. In the next turn the learner repeats the repair and produces a 'yes' receipt thus asserting prior knowledge and the receipting of some new information, (Heritage, 1984b).

#### #5.21

(RR:SS)  
1 L: ... they have had problems with the ozone layer  
2 as well .h they had uh misformation some  
3 animals were born (.) u:h misformed y' know (.)  
4 °uh° (1.5) u:h do you know what I mean u:{:h  
5 T: {yes I  
6 do know what you mean .hh I think we usually  
7 sa:y malformed  
8 L: malformed yes  
9 (2.2)  
10 T: where's the chalk gone? ((teacher writes on board))

In the next three examples the learner request for assistance and repair-initiation is not as explicitly designed as in #5.19 to #5.21. In #5.22 to #5.24 the learner request takes the form of the trouble-source with rising pitch movement. The type of repair work required in the first fragment, #5.22, unlike in #5.19 and #5.20, is confined to lexical repair of a single item. In #5.19 and #5.20 the repair business involves work on syntax and semantics. The learners' explicitly designed initiations therefore coincide with the need for such activities as providing explanation, exemplification and the negotiation of mutual understanding about a particular aspect of the target language which becomes the focus of the talk. The learner indicates an aspect of his/her talk and understanding of the target language of which s/he is uncertain and the design of learner-initiation orients to the fact that this may need to become the up-front focus of the talk.

In #5.22 repair is actioned after a quick display of concern and request for assistance from the learner; the trouble-source is accompanied by rising pitch query. The teacher supplies a candidate completion item. The learner anticipates the teacher's model and begins a repeat before she has finished producing it. As a consequence the teacher's repair is obscured and second, exposed correction is produced further on in the talk.

### #5.22

(SFM:PP)

1 L: failure (.) is .hh u::m (1.3) m=failure is um  
2 .hh I: I think that is somesing (1.3) mm: .hh  
3 u::m hh somesing like what uh like um:::  
4 .hh uxh hh (5.9) like I want to:: hh .h (2.3)  
5 to win h (.) u::h (1.2) a business and I I I I-  
6 → .h and my- and the conquerins- conquerency?  
7 (.)

8 T: → competi{tors?

9 L: → {competit- competitance uhh .hh ((cough))  
10 uh (2.8) could uh maybe (0.5) better than me  
11 (1.4)

12 T: °okay° .hh so: failure is perhaps the opposite  
13 of success

14 L: yes (0.1) yes=

15 T: =°the opposite {of success°  
 16 L: {yes  
 17 L: yes  
 18 (1.2)  
 19 T: → okay yes (.) remember the word competitors  
 20 (0.6)  
 21 T: → ={{competitors ye}s  
 22 L: → ={{°compe-° } °competitors°  
 23 T: Yes ok .hh so you wouldn't ...

This fragment explicitly demonstrates how the extent of focus on target language form and thus cost to the interaction is negotiated by the participants in line with the local needs of the talk. It shows how the repair mechanism reflects the agendas of the talk and the circumstances which arise in the talk; the initial repair treatment actioned by the learner and teacher has the potential to limit the repair venture. However, because of the subsequent displays of knowledge and understanding by the learner, further repair business is required and initiated by the teacher.

The learner's turns from lines 1-6 incorporate learner hesitation, restarts and pauses. The teacher withholds from assisting etc. and so leaves responsibility for speakership with the learner. In line 6 the learner displays awareness of a potential problem with his turn and also that he is not capable of executing a repair by himself. The learner offers two possible instantiations of an item, the second of which, (marked by rising pitch movement), is attended to by the teacher as a request for help and correction

The teacher's candidate completion is overlapped by a premature repeat of the repair by the learner. The learner's repair does not accomplish successful treatment of the trouble-source. At this point the learner is not brought to account. The learner's repair attempt is divided from his following talk by a hesitation markers, cough and 2.8 second pause. The learner then continues with his post-repair talk.

After a 1.4 second pause, the teacher, in line 12, provides an upshot of the prior talk which is prefaced by *s*o. Part of her talk is highlighted for attention with increased loudness, pauses and precise articulation. Repeats from the learner are not provided or



pursued by the teacher. Instead of providing a version of the repair, the learner produces affiliative talk, in lines 14, 16 and 17. The learner's affiliative talk signals that he accepts the teacher's upshot and that mutual comprehensibility has been achieved. After this establishment of mutual understanding and summation of the talk, the teacher actions an exposed repair in line 19, as the previous repair work to deal with the item 'competitors' failed to project an adequate repeat of the repair from the learner. Correction is therefore explicitly made the interactional focus.

In line 21, the teacher models the repair once again. The item is highlighted for attention, for example loudness and the noticeable release of closure of consonants. The first model does not engender an immediate repeat from the learner. After a 0.6 pause the teacher and learner (after simultaneous onset) model the target item, in lines 21 and 22. The learner's first attempt is not completed as the learner cedes speakership to the teacher who completes her model and follows with a *yes* receipt. In overlap with the final syllable of the teacher's receipt, the learner produces an isolated receipt of the target item. Both of the learner's versions are quieter than the surrounding talk. The exposed accomplishment of this repair venture is marked by the teacher, in line 23, by *yes ok* receipts.

In #5.23, the learner tries to action repair of his talk. He displays awareness that his attempts are not successful and requests assistance from the teacher. As in the above fragment, #5.22, the device for projecting teacher assistance is not an explicitly-packaged request but a rising pitch movement of the suggested item. The teacher accomplishes the repair with an 'isolated' other-correction which provides the learner with a model target; *ambassador*. The learner provides an adequate repeat before continuing the talk, and further repair work is therefore not required as is necessary in the previous fragment.

#### #5.23 (#4.3)

(LS:HH)

- 1 L: → uh (0.9) uh (1.4) to- uh tomo- to-
- 2 → tommorrow tomorrow tomorro:w .h (0.8)
- 3 tomorrow after da:y (.) u::h arrive(d)

4 → arrive uh new (.) ambass: ambassman  
 5 → (.) ambass?man uh?  
 6 T: → ambassador  
 7 L: → ambassador (0.6) new ambassador (1.2)  
 8 and uh old ambassador

The learner's turn, lines 1 to 6, displays various instances of problematic talk. The turn is marked by hesitation markers, pauses, cut-offs and repetition. In spite of these features, the teacher withholds from assisting or initiating/actioning repair. Line 4 includes two instantiations of the verb 'to arrive'. The turn terminates with attempts at producing a word and self-repairs of that word. The final attempt of that word, in line 6, displays an explicit recognition of uncertainty about, and quick questioning of the item, with its rising pitch query. This downgraded repair-initiation from the learner is echoed by a minimally designed correction from the teacher. In next-turn, the teacher actions a repair. This repair deals with the last-occurring repairable and the one which was explicitly pinpointed by the learner and involves a lexical replacement.

In the learner's attempt, the final syllable was seen to be the major source of problem and concern for the learner; *man* being offered as a possible completion. In the next turn, the learner produces a pitch-matched imitation which is set off from a continuation of the talk by a 0.6 second pause. The learner produces two subsequent 'successful' embedded versions of the item in his continuation. The teacher does not initiate further work on that item, or provide receipting. The learner's successful repeating terminates the focus on that repair business.

Similarly in #5.24, the learner's doubt about an item and request for teacher help is signalled by its rising pitch movement. The item is subsequently worked on further via an 'isolated' correction and repeat.

#### #5.24

(SFM:GB)  
 1 L: uh blue (0.7) u:h (1.3) orange ah heh .h or  
 2 another (.) {colours  
 3 T: {°hm°

4 T: °hm°  
 5 (1.4)  
 6 L: → not u:::hh tick  
 7 T: → °hm°  
 8 L: → tin?  
 9 T: → thin material  
 10 L: → tin material { .h an e:h }h uh yes yes not  
 11 T: { (an bl- ..) }  
 12 L: black ...

In line 7, the learner's version of 'thin' is accompanied by pitch query. Teacher assistance is projected by the learner. In next-turn, the teacher produces an other-correction. The teacher's repair is not delayed and is not accompanied by explicit repair markers. The learner has displayed difficulty with the pronunciation of /D/ previously in line 5. The teacher's correction initiates work on the pronunciation of the item. The specific trouble-source item is highlighted by increased loudness; thin material. The learner follows by producing a repeat of the repair.

Five repairables are treated by the teacher and learner in #5.25. The learner's awareness of difficulty and potential inability to produce language is again explicitly detailed in his talk. However, these displays are signalled in his native language. The teacher responds by treating them as displays of inability. The participants are going through homework sentences. The learner, from lines 4 to 8, is explaining his intended meaning, and understanding, of the language he has used in his prior talk; living room. The teacher has regained the repair position and brought the focus of their talk back to this topic, and homework sentence. (Previous attention to this aspect of the learner's talk is found in fragment #6.34.) Treatment of the first repairable of this fragment is actioned after the learner asks himself in his native tongue, 'how do you say a couple?'. This is followed by a teacher-correction.

#### #5.25

(AJ:LF)  
 1 L: → arrives heh{he h  
 2 T: {hhe hehs: s:{s::

3 L: {or or or or u:h a co-  
4 → comment on dit uh un couple?  
5 T: → a couple  
6 L: → a couple  
7 (0.8)  
8 T: → a couple arrive=  
9 L: =u::h a man and u:h his wife {for instance  
10 T: {hm m =  
11 L: {(.) } ah the the men (0.7) which u::h=  
12 T: {hm m}  
13 T: → =th- the men  
14 L: → the men who u::h (.) .h are huh m (1.4) (hwu)  
15 → °sont assis° ((taps fingers))  
16 (2.3)  
17 T: → sitting (0.7) { sitting down  
18 L: {(yeh?)  
19 L: → sitting down?  
20 T: → the { men } who are sitting down  
21 L: {who u-}  
22 L: → °who are s=u:h who are sitting down?°=  
23 T: → =°yeah° sitting down or seated  
24 L: → seated (.) ok seated  
25 T: hm m (2.0) yes what do they do  
26 (0.8)  
27 L: he h .hh he must stand up

The learner displays a problem with the construction of his talk in lines 3-4; he asks himself in his native tongue *comment on dit uh un couple*. The teacher orients to this as a display of inability and provides an isolated repair in line 5. The learner repeats the repair in the following turn, (line 6). A 0.8 second pause follows and the teacher, (in line 8), then provides candidate next steps in the construction of the turn started by the learner. This is not repeated by the learner, who takes up where he left off before the repair activity. This time the talk includes a paraphrase of the trouble-source; *a man and his wife for instance*. Further problematic talk and sources of

incomplete learner knowledge are revealed and dealt with by the participants in the subsequent interaction.

In line 13, the teacher initiates repair by indicating the site of a repairable. The teacher rewinds the talk back to the point of occurrence of the repairable for the learner to produce another, repaired version. In line 14, the learner does a self-repair; the teacher's initiation is repeated, repair actioned; (repairable *which* is replaced by *who*), and talk is then continued. There is minimal interruption to the talk. The correction is a by-the-way occurrence; there are no explicit markers, no phonetic highlighting of the repair, or modelling and repetition of the repair. This turn terminates in further problematic talk for the learner.

The learner displays problems producing talk in lines 14 and 15, and gives the French equivalent of the language he is trying to produce. After a 2.3 second pause two potential repairs are provided; *sitting* (0.7) *sitting down*. The second repair is repeated by the learner. Uncertainty about this item is indicated by its rising pitch. The teacher, in line 20, does a further repair which does not isolate the specific repairable item, but uses the contextual frame used by the learner in line 14. The learner does a partial repeat of this repair with rising pitch movement signalling continuing uncertainty. The teacher receipts his repeat and provides an alternative translation; *seated*. This alternative is highlighted by loudness. The learner signals his recognition of this item in line 24; the learner's repeat also features increased loudness and after a micro-pause is followed by an *ok* receipt and second repeat. The teacher's *hm m*, which follows in line 25, minimally receipt the repair activity, signals that she is not going to take up speakership and that the learner's talk is under completion. The learner does not take up the talk and, after a 2.0 second pause, the teacher projects a continuation by an explicit question. The talk continues and is given in the fragment which follows, #5.25/a.

#5.25/a

(AJ:LF)

1 L: He h .hh he must stand up

2 T: ah ha ok .hh you see living room is is for

3           your house  
4                   (1.0)  
5     L:     y:es  
6     T:     A{right now lounge you can say lounge fo:r  
7     L:     {ok  
8     T:     your hous:e but you can also say lounge (0.6)  
9           for um (0.8) pt {a room where there is a =  
10    L:                   {°yes     a     hotel     =  
11    T:     = party or} a hotel  
12    L:     =     ok }  
13    T:     yeh  
14    L:     okay  
15                   (2.1)  
16    T:     but living room's only for your house(1.5)  
17           so it's alright if you're talking about a  
18           dinner that you put on for guests  
19    L:     ok

In this fragment, the teacher further highlights the trouble-source and item, *lounge*, and summarises information about the use of the two targets which have been the focus of the previous ‘working-on-talk’. There are no repeats of isolated targets or his initial homework sentence attempts, by the learner. The repair business in #5.25 and #5.25/a begins with a focus on specific details of the learner’s talk but develops into a more detailed investment in explanation of target language use and knowledge.

The following four fragments from lesson SFM:GB also include learner-initiated ‘working-on-talk’ which is ultimately accomplished by teacher other-correction and a learner repeat. As in the previous sub-sections these other-corrections are once again distinguished by their minimal design. The repairs comprise isolated versions which are noticeably quieter than the surrounding talk. The nature of these camouflaged, ‘isolated’ repairs, means that the focus on the other-repair activity is offset. A repair is executed by the teacher following an explicit display of inability by the learners, but the investment in the talk for repair is minimal. This may be regarded as an orientation to the status of other-corrections as least preferred trajectories and lends further initial support to suggest that Schegloff et al.’s (1977) repair organisation is in operation in the

EFL classroom context. Following the camouflaged repairs, learners produce a repeat of the repair and then get back to the business of creating talk. Within the context of an EFL lesson, where discussion and fluency practice are up-front goals of the interaction, this type of correction can potentially minimise the extent of focus on the business of repair.

In the fragments from SFM:GB which are examined here, the learner asks for assistance from the teacher in wordsearching. In #5.26 to #5.29 the learner displays the nature of the word she requires by gesture. This technique does not involve an explicitly-packaged explanation of the language required by the learner. For comparison see the nature of explicitly-designed initiation and consequences for the repair trajectory in #5.20. The principal agenda of lesson SFM:GB concerns the creation of conversation and fluency practice. The learner quickly requests help from the teacher and displays that she does not know a word she requires to complete her turn. An ‘isolated’ correction by the teacher swiftly deals with problematic talk and the repair enterprise has little cost to the on-going discussion. The event of the repair is not emphasised or exploited as an opportunity for focusing on target language knowledge. Consider the first fragment.

#### #5.26

(SFM:GB)  
1 L: ... last year u:hh (1.2) pt .hh there was a  
2 Turkish (1.4) Turkish woman (0.5) on the beach  
3 (2.7) very old (.) and fat (1.9) .H He heh .hh  
4 → an e::h without ((gestures))  
5 (0.8)  
6 T: → °a bikini top°  
7 (0.6)  
8 L: → °a bikini top°  
9 T: → °hm mm°  
10 L: i- it was horrible ...

The learner overtly signals her lack of knowledge of an item and requests teacher assistance, in line 4, with a gesture. The learner’s gesture indicates the required target.

The teacher's 'isolated' other-correction is preceded by a delay of 0.8 seconds. The repair has no surrounding syntactic context and it is quieter than the surrounding talk. Following the teacher's correction there is 0.6 second pause. The repair is then imitated by the learner. The teacher receipts the prior talk, in line 8, with a minimal °hm mm° turn. The repair is accomplished without great cost to the interaction and the learner proceeds with her talk. The quiet production of the repair and final receipting downgrades the focus on the event of the other-correction.

In #5.27 a gesture is also the initiation tactic which is employed by the learner to elicit a required item from the teacher to repair her talk. The other-correction which is produced by the teacher deals with the trouble-source and there is again a limited effect on the progression of the discussion.

#### #5.27

```
(SFM:GB)
1     L:     ... m-m-my mother (0.8) eh cover u::h when
2         she:: (0.5) go out
3         (1.6)
4     T:     pt ah=
5     L: → =but only .hh a small u::h ((gestures))
6     T: → scarf
7     L: → scarf only {°a    } small scarf°.hh an
8     T: →           {°hm m°}
9     L:     e:h .h e::h she's (1.0) good ...
```

Line 2 contains the repairable *go* which lacks subject-verb agreement. This trouble-source is not dealt with by either the teacher or learner. The learner does not attempt a repair nor indicate recognition of trouble. The turn is followed by a 1.6 second pause. The teacher does not action a correction but signals her change of state; *ah* (Heritage, 1984b:305). A possible repair opportunity is not pursued here, and is not permitted, as the learner's next turn, which continues with the topic, latches onto the teacher's prior (lines 4 and 5). This turn reveals further incompleteness in the learner's knowledge of the language. The learner overtly signals her lack of knowledge of a linguistic item and



requests teacher assistance. Her gesturing pinpoints the required item. The teacher provides the repair, an ‘isolated’ production of the specific repair item and it is repeated in next turn, (line 7) by the learner. The target is not set off from the proceeding talk by a pause or in-breath and the learner proceeds with a redoing/repair of her prior turn (line 5). In overlap the teacher produces a °hm m° receipt which receipts the learner’s ultimate repair move and does not focus on the event of the repair. The receipt is an object which typically receipts the on-going nature of the co-participants talk, takes a minimal turn and displays that the teacher is not challenging for speakership.

The repairable in fragment #5.28 is a noun which the teacher has presented previously (see #5.27). The teacher provides the item again in line 3 and it is repeated by the learner in the next turn. After a 1.8 second pause the teacher continues the talk and her continuation includes another highlighted model of the item, (in line 8). The learner does not produce a repeat of the item on this occasion, but provides a ‘yes’ response to the teacher’s elicitation.

#### #5.28

(SFM:GB)

1 L: → ... many Turkish people (0.8) use only  
 2 → (1.0) ((gesture))  
 3 T: → pt a scarf=  
 4 L: → =scarf  
 5 (1.8)  
 6 T: .hh an would for example your mother in the  
 7 summer (0.8) when she goes out shoppin would she  
 8 wear a scarf?  
 9 L: yes  
 10 T: yes=  
 11 L: = small scarf .h{h } uh sometimes u:h don't  
 12 T: {°hm m°}  
 13 L: u: d- doesn't use (.)°sometimes°  
 14 (1.6)  
 15 T: °hm°=  
 16 L: =an sometimes (..) °they- she- she use small

17 scarf°  
 18 T: °hm m° (2.4) hm (3.7) uh that's interesting .h

In the last fragment of this sub-section, #5.29, a display of lack of knowledge of a lexical item and request for teacher help by the learner is once again followed by a teacher-correction. The repair is quickly managed and time-out for repair is minimised.

### #5.29

(SFM:GB)  
 1 L: ..the weather is very hot {an they  
 2 T: {hm  
 3 L: → °covered° .hh e:::h from head (.) to  
 4 → (0.7) ((gesture))  
 5 T: → °foot°  
 6 (.)  
 7 L: → foot  
 8 T: → °hm° (.) °hm°  
 9 L: and I: the:ir (.) face .h are red hh.hh h

As in the previous two fragments, the learner reveals awareness of lack of knowledge of a particular item and explicitly requests teacher assistance. A gesture pinpoints the required item. The learner's prior talk is also built to expect a completion by the teacher. The teacher's completion and repair is isolated and quieter than the surrounding talk. The learner's successful repeat is minimally receipted by the teacher with °hm°. The learner takes up the talk again, (in line 9), and continues from the point before the repair negotiation.

### Summary

In 5.2.4, devices employed by learners for projecting teacher assistance and collaboration in repair business have been presented and discussed. These devices included (a), explicitly-packaged requests for assistance, for example #5.21 (b) gestures detailing required target language items, for example #5.27, and (c) minimally-designed

requests in the form of potential trouble-sources accompanied by rising pitch query, for example #5.23. In all cases the learner indicated his/her own expectations of inability, and lack of adequate knowledge, to action self-repair and projected teacher collaboration in putting their talk right. Following these requests for assistance, teachers produced either repair-initiation or next-turn corrections.

On the one hand, teachers were observed to withhold from other-correction and to make an investment in a repair venture which projected the learner's analysis of his prior talk, via initiation. The repair business, which may have begun with the details of the learner's prior talk, became an opportunity for a broader focus on general knowledge of the target language and its use. On the other hand, the actioning of next-turn teacher-correction avoided the need for investment in a potentially longer repair business. After unsuccessful learner repair attempts in #5.23, the teacher produces an 'isolated' correction which is successfully repeated by the learner and that repair business is thereby brought to a close.

The repair businesses featured in the next section involves work on trouble-sources which emanate from learner problems with aspects of language produced by teachers, or, with areas of their knowledge of the target language which they have pinpointed as being a problem source.

### **5.3 LEARNER-INITIATED COLLABORATIVE WORK ON TEACHER TALK TROUBLE-SOURCES**

In fragments #5.30 and #5.31 learner HH's limited recognition and understanding of items presented by his teacher is displayed as he is unable to accomplish the pre-set task of identifying connotations of these items as being either 'positive' or 'negative'. From this display of lack of understanding work on the targeted items is collaboratively managed by teacher and learner. Investment is made in extended repair treatment by the participants. 'Fill-the-blank' tasks are seen to be a recurrent device through which teacher LS projects learner HH's giving a display of knowledge in the talk. Learner HH is a low-level learner and the language activity which is being conducted through the

talk is up-front and structured; a drill type of activity in which the learner is to use specified target language. In this way the teacher may be able to limit the potential of further trouble by confining the learner's task. The learner initiates repair via explicit requests for explanation of the meaning of the targeted adjectives. The subsequent repair work to establish understanding becomes, on each occasion, the up-front focus of the talk and requires investment. Consider the first case, #5.30.

### #5.30

```
(LS:HH)
1   L:   excited
2           (0.9)
3   L: → °excited° (.) what does it excited
4   T: → ooo ooo::
5   L:   excited a{h
6   T:           {hm m (.) uh ah h >no no no< .h um
7   T: → (0.5) I'm going to a party:
8   L:   yes
9   T: → I'm very excited=
10  L: → =ahh exc{ited (.) °excited°
11  T: →           {something good
```

At this point of their lesson the teacher is presenting various target adjectives, which are to be used in later activities, for example asking questions. After hearing the adjectives, the learner has been instructed to write down whether they have a positive or negative meaning. The learner is therefore explicitly required to display his knowledge and understanding of specific items of target language. In line one of fragment #5.30, the learner produces an isolated repeat of the item of language presented by the teacher. A 0.9 second pause follows, and a further repeat of the targeted item by the learner is made in line 4. After a micro-pause the learner makes an explicit display of his lack of understanding and inability to accomplish a self-repair at this point, by an explicitly-packaged request for teacher assistance; *what does it excited*.

In the next turn, the teacher does not action a correction in spite of the learner's display, but provides a clue to the meaning of the item, i.e. initiates and projects a further

opportunity for a learner self-repair; *ooo ooo:..*. The learner then repeats the target vocabulary item and makes an *ah* change of state and understanding claim, (Heritage, 1984b). In overlap with the learner's change of state claim the teacher does a *hm m* receipt and then makes a subsequent display that the learner's understanding is incorrect; *>no no no<*, (in line 6). It is likely that the learner has indicated that this adjective has negative connotations by writing a negative sign next to it.

The learner has revealed to the teacher that he has an incorrect understanding of the target and further 'working-on-talk' ensues. The teacher continues, in line 7, with further contextualisation of the target item and a display of its meaning. In line 10, the learner makes a claim of coming to understand and provides repeats of the target item; *ahh excited (.) °excited°*. In overlap with this, the teacher produces further information about the nature of the meaning of the target item; *something good*, and completes one of the task set for the learner.

In fragment #5.31 again the learner reveals that he is uncertain about a further item of language which has been identified for focus in the talk by the teacher.

### #5.31

```
(LS:HH)
1   T:   thi:rsty
2   L:   .h °thirsty°
3           (2.1)
4   T: → thi{:rs:}:ty
5   L:   { th }
6           (2.8)
7   L:   °uh°
8   T: → what does it mean=
9   L:   =°thi:r- ir° uhm my mother=er:: (.)°yeh
10          birthday sirsty sirsty° .h ah no no {no =
11  T:                                       {he =
12  L:   = th}irsty sirsty sirsty .hh thi:rsty sirsty
13  T:   = hehe}
14  L: → ah no no birstday I:uh I hope (.) I uh I think
```

15 → birsdai I know birthday .hhh thirsdy thirsty  
16 → (2.3) °ah what does it mean {(n-/uh)°  
17 T: → {I want to drink  
18 T: → (1.6) hungry? (0.9) I want to:  
19 (1.3)  
20 L: drink?  
21 T: → no if I am hungry  
22 (1.4)  
23 L: yes  
24 T: → I want to:  
25 L: sthirty °ah oh° (0.7) no==don't uh don't hungry  
26 T: → no: n-no {.h} I am hungry for example .hh hu-  
27 L: {no}  
28 T: → I am hungry (.) I want to:  
29 (2.3)  
30 L: uh (.) eat  
31 (.)  
32 T: ={{yes  
33 L: ={{(..)  
34 L: uh huh  
35 T: → I am thirsty I want to:  
36 L: UH Hu (0.6) °uh hu°  
37 T: → I want to:  
38 L: → wan to to: drink drink  
39 T: ex{actly  
40 L: {yes yes  
41 T: yes?  
42 L: yes yes

The teacher produces another target adjective, *thi:rsty*, in line 1 of the fragment. The learner produces a repeat of the item in line 2. The learner's repeat is prefaced by an in-breath and is produced quietly, signalling some uncertainty about the item. After a 2.1 second pause, the teacher produces another version of the target in which its form is highlighted for attention by loudness and lengthened vowels and consonants. The teacher's second version of the target item in line 4 is not prefaced or followed by a receipt etc. The form of the item is highlighted by precise and lengthened articulation.

In overlap with part of the teacher's model, (lines 4 and 5), the learner produces a cut-off attempt at a repeat of the item. The learner does not produce a subsequent version following the completion of the teacher's second version. A 2.8 second pause follows. The teacher withholds from actioning any further assistance. The learner's recognition of his responsibility to provide the next talk is signalled by the °uh° in line 7.

In line 8, the teacher moves the focus from the form of the target to its meaning with a direct request for the learner to explain the meaning of the word she has presented. In lines 9 and 10 the learner displays his recognition and state of understanding of the target; he had initially recognised the target as 'birthday', and explicitly displays that he does not know the meaning of the item modelled by the teacher; *what does it mean*. The teacher provides the meaning of the target item in lines 17 and 18, and thus the second pair part to her question.

After a 1.6 second pause the teacher's next initiation re-introduces a previous target adjective which has been successfully identified and displayed as being understood by the learner; *hungry?*. This item has been introduced and worked on in prior talk, therefore there is a good basis for teacher expectations about the learner's state of knowledge about this item. The teacher then sets up a 'fill-the-blank' test; *I want to:*, in line 18.

The subsequent talk reveals that perhaps either the expectations of the 'language game', i.e. 'fill-the-blank' task, being constructed by the teacher and learner might not be completely clear to the learner, or that there exists a continuing misunderstanding of a previous target item; 'hungry'. In line 20 the learner provides a completion which is rejected by the teacher in line 21; *no if I am hungry*. The teacher focuses again on the present target, the form of the item is marked out for attention; the first syllable is louder. A 1.4 second pause follows. The teacher withholds from any further assistance; the responsibility for providing the next turn rests with the learner. The learner does not produce an explanation of the meaning, but a *yes* receipt. The teacher responds with a clearer display of expectations with a 'fill-the-blank' completion prompt, as in line 18: *I want to:*. The learner's next turn begins with a repetition of the previous target,

sthirty, and a claim of understanding/recognition, °ah oh°. After a 0.7 pause the learner makes a display that he understands the items ‘hungry’ and ‘thirsty’ to be antonyms; sthirty °ah oh° (0.7) don’t uh don’t hungry.

In the next turn, the teacher explicitly displays that this understanding is not correct with negative assessment; no: n-no. In the following talk the teacher continues to refrain from actioning an other-repair. In lines 26 to 28 she initiates a learner self-repair by building another collaborative ‘fill-the-blank’ task; I am hungry for example .hh I am hungry (.) I want to:. After a 2.3 second pause and hesitation marker, the learner fulfils the sequential projections of the teacher’s initiation displays his correct understanding. This is ‘yes’ receipted by the teacher. The talk then focuses on the item ‘drink’. The teacher sets up another ‘fill-the-blank’ task, in line 35, and this is finally completed by the learner, in line 38, after learner hesitation and a second ‘fill-the-blank’ task. Teacher and learner have succeeded in producing a collaboratively managed explanation of one of the targets.

In line 35 the teacher returns the focus of the talk to the target which was introduced in line 1. The teacher builds a ‘fill-the-blank’ task, using the same framework as in the previous talk, I am thirsty I want to:. The learner does not produce a completion. In line 37 the teacher pursues the completion of the ‘fill-the-blank’ task she has set by redoing part of the initiation; I want to:. The learner repeats part of the teacher’s prompt and provides a completion which is receipted by the teacher with a positive assessment; exactly. The learner and teacher receipt the successful completion of the repair activity, focus on the target language and the establishment of mutual understanding in lines 40 to 42 with ‘yes’ receipts.

In #5.32 the learner also points out a source of trouble in the teacher’s prior talk. In this fragment the teacher reads out a target sentence from their textbook. These sentences have been forming the basis of their discussion on business practices. The teacher and learner clarify the meaning of the item which is causing trouble for the learner.



### #5.32

(SFM:PP)  
1 T: ... number .hh ten the unions are a major  
2 obstacle (0.6) to economic recovery  
3 L: → what is unions in this th-=  
4 T: =the unions .hh (0.5) u:h trade unions  
5 (1.1)  
6 L: → hm .hh uh  
7 T: yes  
8 (1.6)  
9 L: trade unions u:{h  
10 T: → { .h what you call uh (1.1)  
11 syndics  
12 L: ah (.....t)ives (0.6) hm  
13 T: sorry?  
14 L: uh w- one (joint venture?) (1.6) u:::h one  
15 assisiation hh u:::{h  
16 T: { .hh the trade union is the:  
17 (0.8) u- u- association which protects (.) the  
18 workers  
19 L: → ah yes hm mm m yes (.) yes ...

In response to the presentation of the next target discussion sentence, the learner indicates that the item *unions* is a trouble-source for him; *what is unions in this th-*. The teacher's first elicitation/repair-initiation presents the learner with an expanded item; *trade unions*. The teacher fails to elicit a change in the understanding of the learner. The learner produces minimal receipts and repeats the language presented, in lines 6 and 9. No signals of a 'change of state' or 'yes' receipts claiming previous knowledge are produced by him, (Heritage, 1984b)

In lines 10-11 the teacher provides a second initiation and clue to assist the learner; *what you call uh (1.1) syndics*. This turn involves an attempt at translating the trouble-source item into the learner's native language. This turn is then followed by an 'ah' claim of coming to understand from the learner and a continuation, (this was not audible to the transcriber). In lines 16 to 18, beginning in overlap, the teacher produces

an explanation of the trouble-source item which builds on the language and understanding produced by the learner in his prior turns, for example ‘association’. In line 17, the learner again signals a claim of coming to understand, (Heritage 1984b).

Learner PP again pinpoints an item in the teacher’s talk, in #5.33, which he does not understand and initiates repair work which terminates in shared understanding.

### #5.33

(SFM:PP)

1 T: ... yes ok .hh so you wouldn't take into  
2 account perhaps factors such as the recession  
3 (1.2)

4 L: 'scuz (m)e

5 T: you wouldn't <sup>a</sup>(.) take into account=you  
6 wouldn't consider <sup>b</sup>(0.7) factors such as  
7 L: {hm

8 T: = <sup>c</sup>(.) a recession

9 L: hm mm (0.9) yes (1.2) u::h ph (4.7) I couldn't  
10 (1.1)

11 T: .hh well (0.9) you're saying (.) I think that  
12 business failure is due to bad management=  
13 L: =yes

14 T: .hh I'm sure in most cases (.) generally  
15 speaking it is .hh but (0.7) what about  
16 other (.) factors (0.5) such as a recession  
17 (1.0)

18 L: a recession?

19 T: a recession (1.4) for example what we are  
20 experiencing now in Europe (1.1) when the  
21 financial situation is very ba:d

22 L: hm

23 T: very wea:k  
24 (1.8)

25 L: (is) no- (.) is an expansion: w- w- one  
26 experience .hh u:m but it isn't a good  
27 experience of course .hh  
28 (.)

The above fragment points to ways in which the EFL teacher builds on learner responses and how the notion of collaborative design is enhanced in spite of what is clearly problematic talk for the learner. This is achieved, for example, by the modelling of targets without requiring repetition and projecting any explicit discussion of their form, for example recession and factors in lines 6, 8 and 16. It is the learner who subsequently picks out the item 'recession' as a source of trouble and non-understanding in line 18. Fragment #5.33 begins with a direct question to the learner from the teacher and the next discussion sentence is introduced. After a 1.2 second pause the learner signals that he is not going to be able to produce a second pair part and projects a re-elicitation from the teacher.

The teacher's re-elicitation does not project an explicit analysis on the form of any of the language she uses. However, certain parts of her turn are highlighted. In this second elicitation the target 'take into account' is marked by (a) pauses (marked *a* and *b* in transcription) which serve to divide it off from the rest of the utterance (b) the fact that a candidate redoing or paraphrase to explain the meaning of the initial phrase is latched onto the initial target (c) a slight decrease in tempo and (d) tight and precise articulation.

In overlap with the pause which follows the presentations of target language, the learner demonstrates, or makes the claim, that he is keeping up with what is happening but is not going to take up speakership, (hm in line 7), (Schegloff, 1982). The teacher's turn is terminated with the target word recession which is also marked by a pre-pause, at *c*, and tight articulation. Again the learner makes no identification of what is specifically problematic about the teacher's question in his next turn in line 9.

In line 9, after a 4.7 pause, the learner signals that the talk is still problematic, but again does not reveal what is specifically the trouble; I couldn't. The teacher then proceeds to do an upshot of the understanding which she sees as having been displayed by the learner previously; well (0.9) you're saying (.) I think that business failure is due to bad management. The upshot backtracks and projects an opportunity to re-affirm mutual comprehensibility. The learner provides a

‘yes’ agreement in the next turn and displays that they share the same understanding up until this point in the talk. The teacher then tries to re-introduce the next progression of the topic. The word *recession* is again phonetically-highlighted in line 16.

The learner, after a 1.0 second interval, repeats the item ‘recession’. The learner’s repeat is accompanied by rising pitch movement which serves to identify it as a source of trouble. The teacher follows this with another redoing of the target with falling pitch. After a 1.1 pause the teacher provides some exemplification of the meaning of the target word, in lines 19-21 and 23. The learner provides an answer to the original question elicitation in lines 25-27.

In the last fragment, #5.34, the learner also pinpoints an aspect of the target language which he needs some help with. The learner explicitly asks the teacher to supply a word to match the meaning of his paraphrase of the item. The teacher produces a possible candidate, but the learner then comes up with his own suggestion.

#### #5.34

(AJ:LF)

1 L: → how do you say u:h i-in German (st- st...stish)

2 → is (.) to to: to work very hard

3 T: yeh

4 L: → uh uh h (.) w-what is the adjective for that=

5 T: =somebody who works very h{ard .hh um =

6 L: {yeh yeh =

7 T: → = industrio}us=

8 L: = (.) y- y- ((..))}

9 L: → =studious no {uh

10 T: → {studious

11 L: → studious {ok right ok (.) {thank you

12 T: → {yeh {yeh studious

13 T: → studious

14 L: ok

In lines 1-2 there is an explicit request for teacher help from the learner. The learner makes attempts at producing an item; (st- st...stis) and then gives an explanation of the meaning of the word he wants the teacher to provide. The teacher does not produce a candidate item in her next turn, so the learner produces a reformulation of his question. His requirements are set out in linguistic terms; w-what is the adjective for that. The teacher follows this with an understanding check, in line 5. The learner confirms her display of understanding with yeh yeh receipts. The teacher then offers a candidate repair in overlap with further talk from the learner, (this was unintelligible to the transcriber). The learner does not receipt the teacher's candidate, or produce a repeat, because in line 11 the learner provides his own candidate. Close monitoring of the teacher's talk by the learner is detailed here as the two candidates have the same final syllable: the teacher's candidate has possibly triggered the production of the word originally intended by the learner from the learner. However, the learner subsequently reveals some doubt about his candidate as it is followed by a negative marker; no. The teacher repeats and accepts the learner's candidate in lines 10 and 12. The teacher does an isolated repeat of the candidate and this is ok receipted by the learner (in lines 13 and 14).

### **Summary**

This last sub-section has examined repair work initiated by the learner on (a) repairable items emanating from the teacher's use of the target language and also (b) to areas of lack of knowledge pinpointed by the learner. Learner displays of inability and repair-initiation in the fragments examined here were explicitly-packaged and the resulting repair business is also seen to be explicitly-managed. The repairable and repair business is the up-front focus of the talk and opportunities for working on knowledge of the target language are exploited. In each case, the learner specifically identified an area of lack of L2 knowledge to be worked on with the help of the teacher. The repair work in these fragments is therefore not limited to treatment which is required because of a display of inadequate language use in prior talk, which might or might not be indicative of an incorrect or inadequate learner L2 knowledge base. The fact of 'not knowing'

something about the target language has been signalled by the learner and knowledge about that aspect sought.

#### **5.4 SUMMARY AND CONCLUDING REMARKS**

Chapter Five has focused on fragments where collaboration in a repair enterprise is projected by the learner. The repairables featured in the examples were located in the learner's talk and the teacher's talk. The learner makes a display of his/her awareness of problem and inability to put talk right for him/herself or non-understanding of the teacher's talk, and explicitly invites assistance from the teacher. A successful outcome to the repair business is then demonstrated as being dependent on their negotiation through the talk. The sharing in the business of repair is set about by the learner.

Teachers were seen in this chapter to either (a) produce repair-initiation and thereby support chances for learner self-repair or (b) perform corrections. These teacher actions are seen to have potentially different consequences for the talk and for the learner. For example, initiation is seen to promote the learner's examination of his prior talk and projects self-repair attempts. 'Isolated' corrections meanwhile, routinely result in the provision of a successful repeat from the learner and the focus on that repair business is thus terminated. 'Isolated' corrections, therefore, do not project the same kind of learner examination of his/her own talk seen after teacher-initiation or exposed correction, for example, an examination which begins with the specific details of the talk but is extended to encompass consideration of linguistic adequacy and target language knowledge. 'Isolated' corrections do, however, allow for a limited repair focus and is therefore attuned to lesson agendas which are conversation-based.

In the fragments included in Chapter Five the learner has indicated his/her own expectations of inability to put talk right. Linguistic demands concerning the already indicated trouble-source made on the learner, for example by subsequent teacher-initiation and an extended repair venture, thus poses a higher risk potential for further trouble and further repair work. By actioning correction the teacher limits or avoids this potential. The majority of the fragments examined also came from lessons or parts of

lessons where the up-front concern of the talk is ‘creating conversation’. The ‘isolated’ teacher-correction therefore preserve this focus and is a quick and, in most cases, successful way of putting talk right.

The examination of repair fragments in this chapter has again shown, as in the selection of fragments presented in Chapter Four, that teacher receipts and assessments are routinely provided in the following environments, (a) when explicitly sought by learners, (b) when the learner displayed uncertainty or concern about the acceptability of talk or repair attempts, (c) where the repair activity is explicitly managed, and (d) where the learners repair attempts have been inadequate and the learner displays no awareness of this fact. Receipting and assessment typically becomes more explicit as the teacher becomes involved in the repair enterprise or, as the repair enterprise takes over as the business of the talk and results in investment in multiple turns.

A recurrent pattern is observed in the data whereby ‘isolated’ teacher other-corrections, i.e. corrections which are not prefaced or followed by such items of talk as overt repair marking or a syntactic frame, are followed by repeats in next-turn by learners. Where teachers produce versions of repairs which were accompanied by following receipts and assessments, learners routinely proceed with a continuation of their talk and do not produce repair repeats. These designs were initially highlighted in 4.3.4 and 4.3.6. In these instances teachers signalled that the repair business was accomplished; the successful treatment of trouble-sources had been achieved, so there was not outstanding need for further work to be actioned on those aspects of the talk.

The examination in Chapter Five has revealed moreover that learners may notice an inadequacy in their use of the target language, but consequently prove to be incapable of dealing with trouble-sources for themselves. Alternatively they may also prove to be unsuccessful in their repair attempts and not be aware of this fact. The righting of the talk may, potentially, rely solely on the teacher’s next actions. The repair enterprise may then be extended into an explicitly collaborative ‘working-on-talk’ activity which is engendered through initiation. The repair business may then involve consideration of broader issues of linguistic knowledge, use and adequacy, as well as dealing with the exact details of the learner’s prior talk.

On the other hand, the potential for an elongated repair venture may be cut short by the actioning of other-correction by the teacher. The analysis of fragments including ‘isolated’ teacher-correction in the previous sub-sections has revealed that this realisation of teacher-correction is overwhelmingly followed by a repeat by the learner. The final part of the repair business and ultimate replacement of the original trouble-source is therefore left to be performed by the learner.

In the next chapter, Chapter Six, the collaborative shaping of L2 language skills which is realised through next-turn other-initiated repair is examined. In this trajectory the repair business is projected by the teacher. The repairable is pinpointed by the teacher and the learner is afforded an opportunity to action self-repair. In these trajectories there is a possibility that repair has not been actioned because of a not-noticing and not necessarily as a result of learner inability. There are no attempts at self-repair or displays of awareness of inadequacy etc. in the learner’s talk.



## CHAPTER SIX

### TEACHER-INITIATED COLLABORATION IN WORK ON TARGET LANGUAGE SKILLS

#### 6.1. INTRODUCTION

This chapter examines fragments from the EFL data corpus where the ‘working-on-talk’ is initialised by the teacher, through *next-turn repair-initiation* (NTRI). The NTRI trajectories presented here are actioned in environments where learners have displayed no explicit awareness of problematic talk. (Teacher-initiation in other sequential positions has been a feature of repair fragments presented and examined in previous chapters.) By actioning initiation, teachers withhold from other-correction and pinpoint trouble-sources for learners. Putting talk right for themselves is thus still a possible outcome. The kinds of observations made about repair configurations in everyday talk, for example preference for self-repair (Schegloff et al. 1977) are thus seen to be preserved through into the specialised, institutional language behaviour found in EFL classrooms.

Section 6.2 examines repair ventures which are initiated by teachers and where the eventual accomplishment of the repair is actioned by the learner, or is brought about by a teacher other-correction. The fragments have been divided according to the initiation technique which is employed by the teacher. A range of techniques used by teachers to get the learner to perform certain actions on their prior talk are highlighted. A frequently-occurring initiation strategy is for the teacher to reproduce a portion of the learner’s prior talk which includes the trouble-source. Further devices examined are initiation by asking a question about the repairable, indicating trouble and the ‘fill-the-blank’ device. These teacher-initiation strategies featured in repair trajectories analysed in the previous two chapters.

In McHoul's (1990) investigation of repair organisation in subject classroom talk, repair trajectories involving teacher-initiation were observed to be the most frequently occurring. McHoul observed that in extended other-initiation sequences teachers provided clues to assist students in subsequent attempts at self-repair. The righting of talk through other-initiated repair requires collaborative investment between the two parties. In many cases the teacher can action a correction, but s/he withholds from doing so and pursues opportunities for learner self-repair.

In this chapter EFL teachers are seen to exploit NTRI as an opportunity to get the learner to reconsider immediately prior talk, whilst providing a strategy for that reconsideration, for example initiation may supply details about the nature or the site of the trouble-source. The dealing with and accomplishment of the repair is realised through negotiation and the dividing of responsibility between the two parties.

The analysis of learner-initiated repair trajectories presented in the previous chapter, revealed that sharing and collaborating in repair work are aspects of repairs which are self-initiated too. Collaboration between the participants was explicitly detailed in the talk following certain same-turn self-initiated learner self-repairs, for example where learners required acknowledgement that the repair was acceptable from the teacher. In comparison with what occurs in fragments examined in Chapter Four and Five, collaboration in the repair enterprise in the following sections is explicitly projected by the teacher through other-initiation in the next-turn following the trouble-source turn. In Chapter Six initiation comes after learners do not display realisations that their prior talk was problematic. In initiating repair teachers are seen to be instigating collaboration in working on the language learner's linguistic skills. The teacher does not put the talk right but assists the learner in putting things right for him/herself. (The ultimate correction, may after multiple initiation, need to be actioned by the teacher.)

In Chapter Four other-initiation was seen to be a possible next-turn teacher action in locations where learners have recognised problems with their talk and their attempts at self-repair have not resulted in the successful righting of the talk. In these cases, work on talk has been actioned by the learner, within his/her ability, but problem with the talk remains. The examination of next-turn teacher-initiation presented in this chapter and

that of other-initiation following learner-initiation and repair attempts in the previous chapter, shows that initiation (a) has the potential to prolong the business of the talk on the talk itself, and (b) may bring about the learner's processing of his target language knowledge. If initial attempts at self-repair are not successful the continuation of a repair venture and investment in multiple initiation may provide clues to help the learner re-assess the L2 knowledge s/he has just displayed in repair attempts (as observed by McHoul (1990)).

In the situation where extended initiation does not bring about a learner-repair, the teacher may then show what the learner could have done to right the talk by actioning an other-correction. This has been described by McHoul (1990) as a 'last-resort action'. The teacher makes sure that the repair mechanism is activated and that problematic aspects of the talk are not left untreated. In contrast to Norrick's interpretation of repair (1991) this is not then solely concerned with the learner's ability, but on the display that repair may potentially not be done otherwise i.e. the learner has not noticed the need for repair. This is a subtle but important distinction because, very often, learners do manage to do the righting for themselves, once their attention is brought to the occurrence of problematic talk by the teacher. On the occasions when they cannot, the repair business is accomplished by the teachers. For example, with an 'isolated' or exposed correction, which even then, promotes an ultimate repair action from the learner; a repeat, (see, for instance, #4.2 and #4.3).

The opportunities which are fostered for learners to make self-repair attempts may have an instructional component. Even if the learner 'working-on-talk' does not bring about a successful self-repair, the learner has been focused on areas which have been revealed as being in need of attention and a potential occasion for consideration of his/her target language knowledge has been engendered. Teacher-correction which might follow initiation and learner-repair attempts, provides a candidate working of the target language.

Before presentation of instances of NTRI from the EFL data, consider the following two examples of other-initiated self-repair from everyday talk which illustrate levels of collaboration as participants work on talk. In #6.1 and #6.2 below, repair activities are

prompted by initiation from the other-speaker. The need for repair is alerted by the other-speaker, but the ultimate accomplishment of the repair is left to be actioned by the trouble-source originator. The other-speaker takes the responsibility of initialising a repair activity as the first speaker's talk has displayed that the 'nearer the source' repair opportunities look like being left unactioned. In each case the originator of trouble proves capable of actioning a successful self-repair and thus the cost to the on-going talk is minimal. In one-to-one EFL talk where one of the participants is a 'not-fully-competent' speaker, NTRI may result in very different consequences for the interaction, for example greater delay in the creation of the talk and investment in the repair business. However, in the context of the EFL classroom, investment in the business of repair is not necessarily an unwanted investment. It means that talk is focused on talk and therefore on what is at the heart of the interactional goal; knowledge of the target language.

#### #6.1

1 Ken: Hey (.) the first ti:me they stopped me from  
2 selling cigarettes was this morning.  
3 (1.0)  
4 Louise: → From selling cigarettes?  
5 Ken: → Or buying cigarettes.

Example #6.1 (from Jefferson 1987) shows that between participants who share native-speaker competencies there may be little cost to the ongoing interaction when other-initiated repair is undertaken. After Ken's turn, (in lines 1-3), the following 1.0 second pause (in line 3), marks a potential site for self-repair. This opportunity is not actioned by Ken. There are no attempts at repair or recognition that a repair of the prior talk is required from Ken. It is Louise who initiates the repair, but the final repair accomplishment is left to Ken. Louise's initiation is a typical example of the class of devices termed 'next-turn repair initiators', described by Schegloff et al. (1977), where the repairable is repeated. Initiation types and the relationship between them have been described fully in section 2.1.3.

In line 4 of #6.1, Louise identifies the trouble-source by repeating part of Ken's turn. There are no explicit repair markers, but the beginning of the repairable item is emphasised by stress, thus locating the exact site of the trouble-source. This initiation

leads directly to a self-repair by Ken without delay. Ken does a redoing of the prior talk from the point of the repairable, there are no explicit repair markers but the repair activity is marked out by increased loudness on the specific repair element buy. The extent to which the repair takes over the focus of the interaction is kept to a minimum by both participants. The accomplishment of the repair is collaboratively achieved.

In #6.2, which follows, the initiation again consists of a repeat of the repairable without any surrounding context or explicit repair markers. The specific trouble-source syllable is stressed and the location of trouble is therefore highlighted. The originator of trouble successfully actions a correction. Further repair-connected business follows the self-correction; an accounting (Jefferson 1987) an apology from the trouble-source originator and explicit receipt of the repair activity by the repair initiator.

#6.2  
Ken:               He likes that waiter over there,  
Al:                → Wait-er?  
Ken:               → Waitress, sorry,  
Al:                That's better

In the following sub-sections data from the EFL data corpus which similarly exhibit other-initiated repair are presented and examined. Repeating part of the trouble-source turn, as is shown in the two examples of other-initiated repair from everyday talk above, #6.1 and #6.2, is just one device used by teachers to initiate repair in this data. The range of further initiation devices which are employed by the teachers and the resulting repair work are presented and discussed below.

## **6.2           TEACHER-INITIATED COLLABORATION IN WORK ON TALK**

### **6.2.1       Initiation by Repeat of the Repairable**

The first teacher-initiation device examined which generates 'working-on-talk' by the learner involves a repeat of the repairable item. Teachers produce a repeat of the learners' prior talk containing the trouble-source and it is therefore redisplayed for their attention. In this way, teachers catalogue the occurrence of the repairable and learners

are brought to ‘notice’ a problematic aspect of their talk: the trouble-source is held up for reviewing by its originator. On some occasions the repairable alone is reproduced. The specific repair item may be highlighted, for example by increased loudness, a decrease in tempo or lengthened consonants. Sometimes the initiation may not be limited to a repeat of the specific trouble-source only, but may be accompanied by negative assessment objects or receipts. In this case therefore, there is a more heightened focus on the enterprise of repair.

By repeating a portion of the learner’s prior talk including the repairable, the site of the repair is located but not the nature of the work required to accomplish the repair. The learner, therefore, has to make an assessment of why the item/s highlighted by the teacher is/are being displayed as problematic, and to decide what treatment is necessary. This initiation-type therefore lends itself to projecting the learner’s analysis and assessment of his own talk. However, the teacher also makes an investment in a repair enterprise which, for a swift and successful outcome to be engendered, relies on the learner’s ability to make judgements about his/her own talk. There are risks associated with this, for example non-repair and the subsequent need for an in-depth repair treatment, for example with explicit repair markings and accounting activities, which potentially requires time-out from the apparent business of the talk. This type of investment thus has a higher cost to a lesson where the agenda is discussion or fluency-based than one where using specified language items correctly is a concern of the agenda.

A ‘repeat of the trouble-source’ initiation is seen to be a strategy for initiating learner self-repair which is frequently used by teacher LS in the next six fragments. Fragments #6.3 to #6.6 include examples where repair begins with this type of initiation technique. The language-focused business of the talk in these fragments involves the use of targeted language items and structures, working on grammar and ‘correctness’. Getting the target language and structures right is therefore an explicit goal of the talk and it legitimises the teacher’s interactional behaviour: a ‘repeat of the repairable’ initiation highlights the existence of problematic talk, but allows the learner responsibility in a potential next-turn self-repair. Learner HH is also a ‘low-level’ learner and, by employing this initiation device, the teacher is able to direct the learner’s monitoring of

his own prior talk to some extent. Furthermore it is a device which potentially does not involve a detailed description, analysis or explanation of the language or structures under focus by the teacher. Some limitation on the extent of an explicit focus on the repair is therefore afforded. By contrast, an ‘isolated’ teacher-correction followed by a learner repeat in this position would also engender a quick and successful treatment of the trouble-source, but would not project the same kind of focus on the learner’s talk by the learner him/herself.

An investment in working on the target language that unfolds in the first fragment, #6.1, results from a failed attempt at learner self-repair after other-initiation by the teacher. The teacher has previously presented a list of target adjectives. The learner has displayed recognition of the items and where necessary their meaning has been confirmed, (see for example #5.31 and #5.32). The learner’s task in the fragment below is to build sentences describing characters using the targeted adjectives. The learner’s talk displays some problems with this language focus. The ‘repeat of the repairable’ initiation technique is frequently used by teacher HH to instigate the learner’s reflection on his prior turns-at-talk.

### #6.3

(LS:HH)

1 L: she is uh u:h dirty .hh she is want to clean  
 2 (0.8)

3 T: hm m  
 4 (0.6)

5 L: °to clean°  
 6 (0.5)

7 T: → she is want?

8 L: she i:- (1.5) uh she is: uh want to  
 9 (0.9) °clean°  
 10 (1.6)

11 T: → °I want°

12 L: °I want° .h{h } she was

13 T: {°i-°}  
 14 (0.7)

15 T: → no you:=

16 L: =she were were sh- yo {you  
17 T: → {I want you:  
18 L: you: you were you were (1.9)°(were  
19 (1.3) she:)}°  
20 T: → I (0.5) want  
21 L: you are (.) °you are°  
22 T: → no::  
23 L: yo I- {I- I (...)  
24 T: {khh hh  
25 T: → I go?  
26 (0.9)  
27 L: I go  
28 T: → you:?  
29 (2.9)  
30 L: you going (0.6) you go=you go  
31 (0.8)  
32 T: yes  
33 L: °you go°  
34 T: he: (0.5) she: ({0.5) it}  
35 L: {is g}oes  
36 T: .h {ye:s}  
37 L: {...} )  
38 T: she:?  
39 (0.5)  
40 L: .hh she (use) (1.0) she eat (1.2) no  
41 ((2 banging sounds)) I a:ah  
42 T: ok ok well let's get rid of-  
43 L: no >uh uh uh< she uh she went uh  
44 T: ↑yes (.) sh{  
45 L: {she went she went  
46 (0.8)  
47 T: → I you she yeh I go you go she goes  
48 L: she goes ye{s  
49 T: → {say (.) I go  
50 L: I go you go she goes (0.5) °I {go°  
51 T: → {I want  
52 L: I:uh you want sh=uh she wants (.)



53 she wants .hh she wants to clean  
54 (1.0)  
55 T: hm m  
56 L: °she wants to clean°  
57 T: yes  
58 L: °she wants to to° she wants to clean  
59 (.) {she wants to clean ok  
60 T: {hm  
61 T: ok?  
62 L: °ok ok°  
63 T: excellent

In line 7, the teacher initiates repair by repeating a part of the learner's prior turn with rising pitch query; *she is want?*. The repair-initiation is delayed by a 0.5 second pause. Prior to the teacher's initiation, the learner has made no attempts at a repair of this aspect of the talk. The learner displays his recognition that the teacher is projecting further work on his prior talk as he produces a version of his prior turn; *she i:-* (1.5) *uh she is: uh want to (0.9) clean*. The first attempt ends in a cut-off. A second attempt does not succeed in the accomplishment of a repair.

The teacher does not produce a receipt of the learner's repair attempts. The attempts exhibit a lack of a third person singular agreement and is therefore in need of further adjustment. After a 1.6 second pause opportunity space (in line 10), for further work from the learner, the teacher takes up the talk. She does not produce an explicit receipt or assessment of the learner's prior turn, nor does she provide a correction; further initiation is produced and a further opportunity for learner self-repair is therefore pursued in spite of the previous failure. In line 11 the teacher produces the first person singular form of the verb under focus; the repair activity is therefore removed from the original context of the talk produced by the learner. The focus of the talk then concentrates on displaying knowledge of verb conjugation. The teacher does not explicitly detail the requirements of this task. The first initiation attempt, which did focus on exact details of the learner's prior talk, failed to produce a learner-repair.

Nevertheless, the learner responds to the teacher's initiation as projecting a display of conjugation of the target verb from him, as in line 12, he produces an attempt at building the next step. The subsequent talk, lines 12-45, displays problems concerning the learner's knowledge of verb conjugation. The learner makes attempts at producing the verb conjugation, but mixes verbs and tenses, for example lines 12, 16, 18, 21 and 30. After the learner's attempts the teacher backtracks and initiates further tries at repairing the talk. She withholds from other-correction in spite of the range of problems indicated by the display in the learner's talk. For example in lines 12, 16 and 18, the learner provides an attempt at conjugating the verb 'to be', although the verb under focus has been 'to want'. The teacher is seen to be getting the learner to work on his own talk and to utilise his L2 knowledge to put his talk right. In line 14 and 16, the teacher projects next talk from the learner through 'fill-the-blank' tasks.

In line 20, the teacher takes the talk back to the initial focus by producing the initial initiation; I (0.5) want. The learner displays that he understands the expectation of the activity at hand, because he produces a second person singular form of a verb, but it is not the verb which has been pinpointed for work i.e. the trouble-source verb from the learner's prior talk. The teacher provides negative feedback in line 22; no :: In line 25, the teacher introduces another verb, 'to go'. This is a further display that the focus on the talk at this stage is concentrated on the learner's general knowledge of verb conjugation, and not on the original repairable item. After a 0.9 second pause the learner produces a repeat of the teacher's initiation (line 27). In next-turn, the teacher sets up a 'fill-the-blank' task, you?, and shows what is the anticipated next step. A 2.9 second pause follows and the learner makes a first attempt at producing a completion of the task; you going. The teacher's non-response following the learner's completion attempt is followed by further work by the learner. He actions a repair; you go=you go. The learner does not proceed with a continuation of the talk and a 0.8 second pause follows. The absence of continuation from the learner, for example the next step in the verb conjugation, is followed by a yes receipt from the teacher, in line 36. The learner has correctly produced a first step in the conjugation of the verb under focus, but displays an expectation of talk from the teacher before continuing. The learner does another quieter repeat of the repair in line 33. The teacher sets up a 'fill-the-blank' task

in the next turn. The learner produces a successful completion and this is *ye:s* receipted by the teacher.

In line 38 the teacher sets up another ‘fill the blank’ task; *she: ?*. (Note: the prior learner turn is unintelligible, the teacher may be prompting work on some aspect of this turn here). The learner produces two completion attempts employing different verbs, but indicates his recognition of their inadequacy, (line 39). In line 42 the teacher makes a play for changing the track of the talk, but this is interrupted by the learner, who produces a correct version of a third person singular verb conjugation, although in the past tense; *she went*. The teacher receipts the repair in line 44; *↑yes*. Through this sequence of talk the teacher is withholding from other-correction in spite of the various sources of difficulty which are displayed by the learner in his talk. The teacher collaborates in the learner’s own ‘working-on-talk’.

In line 47 the teacher reproduces partial conjugation of the verb ‘to go’ which was accomplished by the learner in lines 27 to 36. The learner repeats the third person singular form and receipts the repair; *she goes yes*. The teacher then explicitly requests further repetition from the learner in line 49; *say (.) I go*. The learner then produces a partial conjugation of the verb ‘to go’, in line 50. Work on the verb ‘to want’, the trouble-source of the learner’s original sentence in line 1, is then projected, in line 51, via a ‘fill-the-blank’ task; *I want*. The learner produces a correct next step in the conjugation. The talk is then brought back to the original trouble-source frame by the learner in line 53 i.e. a repair follows after an in-breath which divides it from the prior talk; *.hh she wants to clean*. The learner does not continue with the talk and, after a 1.0 second pause, the teacher produces a *hm m* receipt. The learner produces further repeats of the repaired items and the teacher provides *yes, ok* and *hm* receipts (lines 57 to 63), until finally, an explicit receipt of success is provided in line 63. The focus on this aspect is brought to a close.

Again in #6.4 below, the teacher’s initiation technique, in line 3, is a ‘repeat of the repairable’ with rising pitch query. The teacher’s NTRI provides a display of her potential understanding of the learner’s intended target; ‘angry’ as opposed to ‘hungry’,

which are both target adjectives. As in the previous fragment, the repair-initiation is structurally-delayed. This feature corresponds with McHoul's (1990) findings.

#### #6.4

(LS:HH)  
1 L: he's ungr<sup>y</sup>  
2 (0.8)  
3 T: he's ang<sup>r</sup>y?  
4 L: she's uh uh she's hung<sup>r</sup>y she's (0.5) ah ah ah  
5 she's uh uh thir<sup>s</sup>ty  
6 T: man or woman  
7 (1.0)  
8 L: man man uh he's he's uh he's uh thir<sup>s</sup>ty  
9 .h{h  
10 T: {thirs:ty=  
11 L: =thirsty she's thir<sup>s</sup>ty (0.5) thir<sup>s</sup>ty=  
12 T: =thirsty  
13 L: thir<sup>s</sup>ty  
14 T: thirs{ty  
15 L: {thirsty  
16 T: S:  
17 L: thir<sup>s</sup>ty  
18 T: S:  
19 L: Sthir  
20 T: n- no S:

In line 1, the learner produces a description of a character using a targeted adjective. This is followed by a 0.8 second pause; an potential opportunity space for a learner self-repair. There is no immediate uptake of the talk by the teacher and the learner does not make any attempt to action a repair. The teacher then produces a version of the learner's prior talk, thereby prompting the learner to assess his prior turn. In the next turn the learner actions repair to the pronunciation of the target adjective used in line 1; ungr<sup>y</sup> is replaced by hung<sup>r</sup>y. The learner proceeds with a continuation. He signals his monitoring of his talk by a 'change of state' token and actions a lexical repair of the original trouble-source; ah ah she's uh uh thir<sup>s</sup>ty. The learner has noticed and put right a further problematic aspect of his prior talk.

However, the learner's turn in lines 4 and 5 contains a further trouble-source; three occurrences of *she*. In line 6, the teacher does not provide a receipt of the successful repair that the learner has actioned in his prior turn; she initiates further repair, without delay. The initiation device in line 6 is a 'question about the repairable' which provides the learner with a choice between two candidates; the learner must select one of the alternatives. The learner selects the appropriate response in line 8 and he actions a repair; *he's he's uh he's uh thirsty*. In line 11 the learner's repeat uses 'she' which he has signalled as being incorrect. This repairable aspect is not dealt with further. The teacher does not provide receipts of the 'working on talk' activity but initiates repair of the pronunciation of the target adjective. In the next turns work on the pronunciation of the adjective is negotiated; the teacher presents models of the item and the learner attempts to provide repeats. Ultimately, the pronunciation focuses down on an individual phone; /s/.

In fragment #6.5, the learner is describing characters using targeted adjectives and a pre-specified target structure. In line 4 the learner uses the target structure correctly, but the verb choice is inappropriate; *when Lucy's hot she goes a drink of water*. The technique used by the teacher to get the learner examining and repairing his own talk is again a 'repeat of the repairable'. The repair-initiation in this fragment is not structurally delayed; but it occurs in overlap with a display of the learner's intention to continue talk. The teacher's repair-initiation therefore seeks to ensure the focus of the talk is on the repairable aspect of the talk and that repair business will be undertaken.

#### #6.5

(LS:HH)

- 1 L: when Lucy's (0.5) bored .h she goes (0.5) to  
 2 see friends (0.7) friends .hh when Fred's  
 3 (0.9) hot he goes .hh to the swimming  
 4 → pool=when Lucy's hot she goes a drink  
 5 of water .hh a{n-  
 6 T: → {She goes a drink of water?  
 7 L: → she has a drink of water  
 8 T: °excellent°

9 L: .hh when uh Fred's dirty he has a bath  
 10 .hh when Lucy's dirty she has a shower

The repairable item in line 4 may be a slip as opposed to a lapse in competence as the learner is producing a run of sentences using the target structure. The previous sentences produced by the learner have all included the verb *goes*. No attempt at self-repair is made by the learner, nor any recognition of the need for repair displayed. The learner makes an attempt to continue speakership but is interrupted by the teacher, (lines 5 and 6). The teacher reclaims the next-turn repair position and initiates a repair by repeating back part of the learner's prior turn including the trouble source. The specific repairable item is stressed and, thus, the learner is provided with information about the actual site of the required repair. The learner then actions a self-repair in next-turn. The repair is explicitly receipted by the teacher in line 8; *excellent*. After the successful completion of the repair, the learner continues by producing the next target phrase.

The use of target adjectives and target language structures in LS:HH has involved various stages, for example, from displaying understanding of single lexical items to more difficult tasks, for example describing characters using these items. In #6.6 the participants are building a question and answer routine using the language which has been focused on and 'worked on' previously in other tasks. The repair once again concerns the learner's display of verb conjugation.

#### #6.6 (#4.33)

(LS:HH)  
 1 T: ... what do you do when you are happy  
 2 L: I=u:::h .hh I happy: I: u:h  
 3 (0.9)  
 4 T: when=  
 5 L: =O-o when=when u:h I happy .hh u::h I go  
 6 (1.5) u:::iuh go my °u::h° (1.6) friends  
 7 (.)  
 8 T: → hm m .hh I happy?  
 9 L: .hh °u:{:h°  
 10 T: {I:?

11 (1.0)  
 12 L: → I'm happy (.) I{'m happy} I'm happy  
 13 T: {brill }  
 14 T: >again {please=when?<=  
 15 L: {yes  
 16 L: =yes what do (.) (no) what do you=u:::h  
 17 do when (0.9) you are angry  
 18 T: when I am angry (.) .h when I am angry I ...

In line 2 the learner produces a first attempt at producing a response to the teacher's question. This attempt includes the repairable item I happy. The learner does not complete a full target structure response. The turn ends with an u:h claim for continuing speakership. In the teacher's next turn, following a 0.9 second pause, she does not attend to the repairable item, but to the learner's failure to include in his response the complete target structure. The teacher elicits a further attempt at a response by producing the missing aspect in the learner's prior talk; when, and projecting a completion with a 'fill-the-blank' task. The learner immediately begins a second attempt, in lines 5-6. This also contains another production of the repairable; I happy.

In line 8, after a micro-pause, the teacher receipts the learner's prior talk with a hm m and then after an in-breath, repeats a portion of the learner's prior turn which includes the repairable item with pitch query. The teacher's third turn format is a 'receipt + repeat of trouble-source'. In chapters Three and Four repair versions which were preceded by minimal receipts also projected further working on talk. The learner makes an attempt to take up speakership, (in line 9) and, in overlap, the teacher builds another 'fill-the-blank' task; I. The teacher rewinds the talk to the point of occurrence of the repairable and projects a completion from the learner. The learner produces a self-correction and two more repeats. In overlap, the teacher produces explicit assessment; brill. The activity which is being conducted by the participants is focused on details of the talk and target language knowledge. Correctness is an express concern of the talk and taking time out for repair, and providing explicit assessment is not in

contradiction with this concern. Positive assessment underlines the success of the prior talk which has been negotiated by both participants.

Positive assessment objects from the teacher signalling the potential end of focus on repair work is a feature of a majority of NTRI trajectories in the fragments examined in this chapter. The provision of explicit assessment is part of this trajectory's structure. In the repair venture the learner has been working with language with which s/he has shown problems, or uncertainty. Providing confirmation of adequacy, after repair has been set in motion by the teacher, displays that successful repair has been accomplished. It may be the case that the learner is unable to have made this judgement for him/herself. According to Heritage and Atkinson (1984) for participants involved in everyday talk:

Any third action, ... that implements some normal onward development of a sequence confirms the adequacy of the displayed understanding in the sequence so far. By means of this framework, speakers are released from what would otherwise be the endless task of explicitly confirming and reconfirming their understanding of one another's action.  
(Heritage and Atkinson, 1984:10)

Understanding and displays of understanding are frequent issues in one-to-one EFL talk. EFL participants are not released from this endless task in quite the same way.

The four examples discussed so far have illustrated that by employing a 'repeat of the repairable' initiation, the teacher brings the focus to repairable talk, does not accomplish the repair, but provides the learner with an opportunity to action repair for himself. In three of the cases, the teacher provides an explicit receipt of the repair activity before the learner proceeds with a continuation of talk. In the instance where a receipt or assessment was not provided, the subsequent talk was immediately concerned with further repair business. The learner did not display any awareness of the need for repair and the teacher brought about the repair action by producing NTRI. The teacher's receipting or assessment of the subsequent repair by the learners signals that the work on the talk which most likely would not have been actioned without NTRI, has been successful.



Two more fragments from LS:HH which include ‘repeat of the trouble-source’ initiations are given next. Unlike the previous four fragments, these fragments are not taken from points in the lesson where targeted language is being used. The first fragment is from a ‘warming-up’ discussion which took place at the beginning and the second from the final phase of the lesson. The problematic aspect of the learner’s talk is again related to the learner’s knowledge of verb conjugation, and the initial strategy for focusing the learner on this problem is a ‘repeat of the repairable’. In the second fragment the teacher has brought the focus back to repairables which occurred in the learner’s talk during the ‘warming-up’ activity at the beginning of the lesson, and which were not dealt with at that point.

### #6.7

(LS:HH)

1 T: → he speak Hungarian?  
2 (0.9)

3 L: u::: {h } he=e::h uh (he spoke (.) spoke  
4 T: {he}

5 L: Hungarian

6 T: y{es  
7 L: {he spoke Hungarian

8 T: → or if you’re going to say he?  
9 (1.2)

10 L: .h he=i:e:h (0.6) he spea=e:h s- he speak  
11 he speak he spoke

12 T: → no-

13 L: he spoke  
14 (0.8)

15 T: → I speak (0.7) I speak English

16 L: I yes u::h u: { : : } u h I speak Hungarian  
17 T: {you speak}

18 T: → and Lazlo your friend he?

19 L: uh he speaks (0.5) he speaks (1.0) he speaks  
20 Hungarian

21 T: °good° (1.0) ok

In line 1 the teacher initiates repair with a repeat of part of the talk including the repairable with accompanying pitch query. The initiation provides information about the site of trouble, but not about the nature of the work required for successful treatment of the repairable. The learner must decide on this aspect for himself. The teacher has brought the learner's attention to the occurrence of a repairable. After hesitation objects and pauses, the learner produces a candidate repair, this repair displays work on the tense of the verb and not subject agreement. (The teacher makes an attempt to take up speakership during the learner's pre-repair hesitation. This may be an attempt to produce a 'repeat to the point of trouble' or 'fill-the-blank' initiation. This type of initiation narrows down the assessment work required by the learner further, by indicating an exact spot for forthcoming repair work. The learner's repair in lines 3 and 7 works on the tense of the verb. The teacher provides a yes receipt in overlap with the learner's on-going turn, (in line 6).

In her next turn, the teacher initiates further work on conjugation of the verb under scrutiny, (in line 8), and returns to the nature of the original trouble. The initiation this time is a 'fill-the-blank' task; *or if you're going to say he?*. The learner makes attempts at a completion and ultimately reproduces his previous repair attempt. The teacher signals the inadequacy of the repair in line 12; *no-*. The learner produces a further repeat of the previous repair. A 0.8 second pause follows and in the absence of further talk from the learner, the teacher initiates further work on the aspect which is the focus of the talk.

The teacher takes the focus from the context of the specific details of the learner's talk to target language knowledge of verb conjugation. Displaying knowledge of verb conjugation is a high priority of the activity which is being conducted by the participants. The teacher and learner are constructing question and answer sequences using specified vocabulary and structures. In line 15 the teacher models a first person conjugation and builds a 'fill-the-blank' task. The learner's following attempt to produce a completion is interrupted and the completion, the next step in the conjugation, is provided by the teacher herself. In line 18 the teacher elicits a production of the required target with a 'fill the blank' task; and *Lazlo your friend he?*. The learner then

produces a successful self-repair. Explicit affiliation from the teacher follows in next-turn.

Teacher LS's initiation in #6.8 which attends to one possible trouble-source in the talk is graded to provide more assistance for the learner. The first initiation is a repeat of part of the learner's prior talk. When this does not engender a learner self-repair, the teacher produces further initiation, 'clues', (McHoul, 1990) which explicitly details the work that the learner needs to perform to accomplish the repair. The design of the first initiation is such that it allows the learner greater responsibility for the repair, but no repair attempt was made. The second initiation details the type of work required in a subsequent repair. It also takes the focus of the repair from the context of the learner's prior talk to working on general linguistic knowledge. The repair-initiation is again routinely structurally-delayed.

#### #6.8

(LS:HH)  
1 T: ... yesterday I was in steak house  
2 (0.9)  
3 T: → I was? (1.4) m:m wha- wha- what's go (.)  
4 in the past  
5 L: → u::h I went (.) I went I went in a:: steak  
6 house  
7 (0.5)  
8 T: → I go in a steak house I go:? (0.5) t t {t t  
9 L: → {on  
10 (0.5)  
11 L: → to: (.) to the (.) to the (.) steak house  
12 T: → so yesterd{ay?  
13 L: → {yesterday we: uh went to the  
14 → (.) steak house  
15 T: good yes (0.9) very good

The learner makes no attempt at repairing his prior talk and does not show any recognition of problematic talk in line 1. A 0.9 second pause follows the learner's first turn. In line 3 the teacher initiates repair by repeating the trouble-source with pitch

query, thus cataloguing the occurrence, and locating the site of the problem. A 1.4 second pause follows and an attempt at learner self-repair is not forthcoming. The teacher withholds again from actioning an other-correction and pursues a learner self-repair. The teacher produces further initiation, in line 3, which provides further information about the nature of the required repair; *it explicitly details the work required from the learner; what's go (.) in the past*. The nature of this initiation means that the repairable item is distanced from the original context within which it occurred in the learner's talk. The teacher is now explicitly focusing on L2 knowledge. The business of the talk has openly become a focus on knowledge of the target language.

A recurrent pattern which emerges from the analysis of extended examples of next-turn teacher-initiated 'working-on-talk' is as follows. As exemplified in the last fragment, the teachers' first attempts to motivate a repair typically begins with details of the actual talk, for example they repeat part of the learner's prior talk containing the trouble-source. Where this fails to bring about a learner self-repair, the repair focus is brought to a different level; to the learner's L2 knowledge. Through initiation the teacher points to a way of assessing the talk which may spark off recognition in the learner and produce a self-repair. This begins with a device which highlights the location, and sometimes nature, of the repairable. With this, the teacher alludes to expectations of the learner's existing knowledge of the target language. For example, in line 3 of #6.8, the teacher's first initiation concerns the details of the prior talk; *I was*. This is followed by a 1.4 second pause. The focus of the repair is then made more explicit in a subsequent initiation. The second initiation elicits a display of L2 knowledge; *what's go (.) in the past*. Further examples of this phenomenon can be observed in fragments #6.9, #6.12-#6.12b and #6.13.

The learner successfully accomplishes the repair projected by the teacher's initiations in line 5 of #6.8; *u::h I went*. This isolated repair is followed by a micro-pause, then a further repeat, before the repaired item is embedded in the contextual frame used by the learner in the trouble-source turn; *I went in a:: steak house*. The learner has

thus tied the ‘working-on-talk’ activity back to the original context of the repairable talk.

The teacher does not provide an explicit assessment or receipt of the learner’s repair, and the learner does not provide a continuation of the talk. No affiliation etc. from the teacher at this point, as we see from what occurs in the subsequent talk, is a signal that more work needs to be done. As in #6.4, the teacher proceeds with initiation of work on a further aspect of the prior talk. The teacher repeats the repairable and builds a ‘fill-the-blank’ task which projects a display of target language knowledge from the learner; *I go in a steak house I go:?*, (in line 8). There is no take up of the talk by the learner. The teacher orients to this absence as indicating inability and she provides a clue to help the learner; *t t t t*. In overlap with the end of this clue, the learner provides a repair of the preposition used in his prior talk. In spite of the teacher’s clue, the learner does not accomplish a successful self-correction. A 0.5 second pause follows and the learner produces a successful repair. The teacher does not provide a receipt or feedback to signal the end of the repair activity; in line 12, the teacher projects a further repetition of the complete repair. Teacher and learner construct an upshot of the prior talk with another ‘fill-the-blank’ task. The successful accomplishment of the repair activity is then explicitly signalled by the teacher in line 17; *good yes (0.9) very good*. The repair becomes the focus of the talk and, with this, there is the explicit treatment and receipting of the repair activity.

As with examples of ‘cluing’ repair-initiation in McHoul’s data (1990) in #6.8 the EFL teacher guides the learner in the accomplishment of the repair activity through initiation. The initiation narrows down the amount of work required from the learner by providing information about the nature of the required repair. Each subsequent initiation from the teacher after a learner self-repair attempt displays an understanding of what has been accomplished and what still needs to be done. Likewise, the learner’s next-turn also reveals the learner’s understanding of the teacher’s prior turn. Self-repair is pursued, clues to assist the learner are provided and other-correction is withheld. This procedure, which is negotiated by teacher and learner, focuses down on problems in the

talk and attempts are made by the learner to put them right. Teacher-initiation displays an assessment of the learner's contributions to the talk and indicates sources of trouble.

In #6.3 to #6.6 inclusive, the language-focused tasks constructed by the teacher and learner follow a rigid pattern i.e. the learner is expected to use and only use a particular structure. A 'repeat of the trouble-source' initiation under these circumstances proves largely successful in producing next-turn learner-repairs. Expectations of the learner's task are clearly defined and the language for use in the exercises has been focused on explicitly. More instances of collaborative repair work from the data corpus, from further lessons, which (beginning with repeat of trouble-sources) are examined next. The agenda of these lessons are 'correctness' and discussion/fluency orientated. The initiation device which has been exemplified in #6.3 to #6.8, obtains varying levels of success in following fragments. The 'repeat of the repairable' is seen to be a first step tactic in a sequence of initiation. As in #2.10, from everyday talk, the initiation provides degrees of information about the repairable item.

In the next fragment, #6.9, the learner's first attempt at a self-correction after teacher-initiation does not conform to the nature of the repair required by the teacher. The subsequent initiation following this first attempt provides details about the nature of the projected repair. Therefore the chances for the learner to produce a self-repair are enhanced. The up-front activity in this fragment is correction of the learner's homework. The initiation is not simply a repeat of the repairable with rising pitch, but it is explicitly packaged; not we go, and provides a clue to guide the learner's assessment; imagine you're in the situation.

#### #6.9

(AJ:LF)

1 L: are you sure we go to the right de- di-  
2 uh direction  
3 (.)  
4 T: → °okay .hh not we go:° (0.7) .h imagine  
5 → you're in the situation  
6 (0.9)

7 L: → uh=we ride?  
8 T: → i:y{ eh } bu imagine it's the tense  
9 L: {°no° }  
10 (0.7)  
11 T: → °Louis° imagine it's now  
12 L: okay  
13 (0.8)  
14 T: → which {tense would } you use=  
15 L: {are you sure}  
16 L: =>we are going<=  
17 T: → =aright .hh okay an we are going=not to  
18 (1.2)  
19 T: → °not the preposition is no{t to° } yes so  
20 L: → {i:n the}  
21 T: → say it again  
22 L: °okay°  
23 (1.1)  
24 T: say the sentence again  
25 L: → alors are you sure we are going in the  
26 → right de- direction  
27 T: yeah

In this fragment, teacher and learner negotiate a repair trajectory which terminates ultimately in self-repair by the learner. Other-correction by the teacher is withheld, but the design of the initiation is explicit, for example, negative assessment markers, although downgraded by a ‘quieter than surrounding talk’ production, pointing out what is inadequate and using metalinguistic terms to refer to the talk. As in #6.6, teacher-initiation brings the focus from the specific details of items in the learner’s prior talk to a more general focus on L2 knowledge. When the ‘working-on-talk’ on L2 knowledge is accomplished, the focus of the repair business returns to work on the actual talk. This is brought about by the teacher setting out expectations for the learner’s next talk; say the sentence again.

The learner produces his sentence attempt in lines 1-2. The attempt contains two possible repairable items; *go* and *to*. The teacher does not action an other-repair but pursues further opportunities for learner self-repair. The teacher's next-turn repair-initiation is preceded by a short delay, (micro-pause) *okay* receipt and an in-breath. This stretch of talk is also noticeably quieter than the surrounding talk.

The teacher's following repair-initiation, in line 4, deals with one of the repairable items and explicitly states what was unacceptable in the learner's prior talk; *not we go*. After a 0.7 second interval and no attempt by the learner at a repair, the teacher then *go* provides an initiation 'clue'; *imagine you're in the situation*, (in lines 4-5). The learner's following turn displays that the teacher's initiation has not succeeded in revealing the exact nature of the work which is required in the repair to the learner. The learner offers an alternative lexical item, *ride?*, as a repair of his prior talk in line 7. Work on the tense of the prior talk is not actioned by the learner. Hesitation is signalled by the creaky voice which precedes the teacher's *yeh* receipt which follows the learner's suggestion. In overlap with this receipt, the learner displays that he has recognised his attempt was not acceptable; *no*, in line 9. The learner has actioned the wrong category of repair work; a lexical replacement and not tense agreement. The teacher then provides further repair-initiation which explicitly provides the learner with information about what work needs to be done on the repairable; *it's the tense*, (in line 8). The learner does not attempt a repair at this point. The teacher does not action a correction but pursues learner self-repair. Her subsequent initiation focuses again on the nature of the work that the learner needs to do to come up with the right answer by detailing what was inadequate. The learner does not produce a repair attempt.

In line 14 the teacher focuses on the nature of the repair again, using metalinguistic terminology. The learner actions a successful self-repair; *we are going*, (in line 16). In next-turn, the teacher explicitly receipts the repair; *aright*, and after an in-breath and further affiliative receipt, she provides a redoing of the repair. This is immediately followed by a repair-initiation to deal with the other repairable item in the learner's prior talk; *not to*. This initiation explicitly tells the learner what was another unacceptable aspect of his prior turn in line 1. A 1.2 second pause follows. The absence



of a repair by the learner is followed by further initiation from the teacher, in line 19; the preposition is not to. This initiation tells the learner again, this time in precise metalinguistic terms, what was unacceptable and therefore what needs changing.

In overlap with the latter part of this initiation turn, the learner actions a repair. The repair element is highlighted by loudness and lengthened vowel; i:n the, (line 20). The repair is *yes* received by the teacher and thus the successful completion of the repair is signalled. The learner is requested in the teacher's next turn to *say it again*. Requirements are spelled out clearly for the learner and his next step in the construction of the talk is detailed. This does not engender a repeat of any of the prior talk. After a 1.1 second pause, the teacher asks the learner again to display a fully repaired version of the homework sentence. The learner does this in lines 25-26. The learner has therefore completed the ultimate repair for himself; the intervening talk from repairable to repair are collaborative steps negotiated by teacher and learner towards the establishment of intersubjectivity and understanding. Through the steps from repairable source to successful repair outcome, the teacher and learner have focused on details of the talk, the target language and their L2 knowledge. The successful accomplishment of the repair venture incorporates teacher and learner alignment of L2 knowledge which is detailed in the talk. Intuitively, the repair business facilitates the explicit detailing of knowledge about the target language, the getting knowledge ready and right for potential internalising by the learner.

In #6.9 the learner's failure to produce a self-repair following the teacher's initiation, a repeat of the trouble-source, revealed a potential inadequacy in the learner's state of knowledge of the language and occasioned a focus on that aspect until the participants, together, produced a display of candidate target language knowledge. After extensive working on that aspect by the participants, an eventual learner self-repair of the original trouble-source was brought about. The teacher has initiated the work on talk activity and her receipt of the activity signals it as being complete. The repair business was the up-front focus of the talk and involved the explicit detailing of knowledge about the target language.

The teachers' trouble-source repeats in the next two fragments, #6.10 and #6.11, are not isolated but accompanied, for example, by explicit negative assessment objects. Teacher DC's explicitly-packaged initiation in #6.10, a prefaced 'repeat of the repairable', identifies the specific trouble-source item and allows for a learner-repair opportunity. This first initiation attempt by the teacher does not engender a next-turn learner-repair. The teacher refrains from providing other-correction, pursues further opportunities for learner-repair and provides clues which support a forthcoming learner-correction. The teacher makes an investment in a repair venture which might prove to require multiple turns-at-talk for its accomplishment, but one that gets the learner making a judgement about his own talk.

### #6.10

(DC:GG)  
 1 T: uh they must be getting a bit tired of it  
 2 (.{..})  
 3 L: → {no they change the: the crew every year  
 4 (0.8)  
 5 T: → the: no it's not the crew i{s (..)  
 6 L: → {they change the:  
 7 → ensemble? (0.8) they change {the  
 8 T: → {(..) begins with C  
 9 (1.3)  
 10 L: → with C?  
 11 (0.6)  
 12 T: yeh  
 13 L: → the crew no the  
 14 (2.7) ((teacher writes on board))  
 15 L: → cast (0.5) they change the cast (0.8) every  
 16 year  
 17 T: right

The repairable item is produced by the learner in line 3. A 0.8 second pause follows the completion of the learner's turn and there is no attempt at repair or indications of awareness of trouble. The teacher initiates a repair. The first item in the teacher's initiation turn, the:, a 'fill-the-blank' prompt is immediately followed by an

explicitly-packaged repeat of the repairable. The learner suggests an alternative, *ensemble?*, in the next turn. His doubt about this suggestion is indicated by the rising pitch movement and attempts to come up with another alternative; they change the: *ensemble?* (0.8) they change the, in lines 6-7. In overlap, the teacher provides a clue to help the learner locate the right word; (...) begins with C. A 1.3 second pause follows and in line 10 the learner checks this clue; with C?. The teacher confirms the learner's understanding in line 12 with a *yeh* response. The learner reproduces the item which he employed in the trouble-source, *crew*. The teacher begins writing on the board and the learner is then able to produce the item *cast* and after a 0.5 second pause he produces a version of the repair which is embedded in the context used in his trouble-source turn; they change the *cast*. The learner gets the focus back to the specific details of his prior talk. The repair accomplishment is explicitly receipted by the teacher in line 17; *right*.

In #6.11 the event of the repair is also an explicit, up-front focus of the talk. The teacher's 'repeat of the repairable' is accompanied by a negative assessment objects and laughter.

#### #6.11

(SP:BS)  
 1 L: ... you can go:: pt to the hill an  
 2 → u:h (1.6) downstairs=  
 3 T: =H hhhh{e he hh he HA HA HA .hh down =  
 4 L: {no:: hh he he he hhe he =  
 5 T: → = (heh)stairs .hh oh I'm sorry .hh} I think  
 6 L: = he he he he he he .hh}  
 7 T: → {you must mea:n}  
 8 L: {I: (.) um (.)°no°}  
 9 T: → what do you mean  
 10 (2.3)  
 11 L: → I mean (.) ski: downhill  
 12 T: → downhill skiing o:{k .h  
 13 L: → {downhill skiing y{es I =  
 14 {A:h =

15                   = knew that}  
 16    T:        =     fantas}tic downhill skiing  
 17    L:        yes

Hesitation prior to the production of *downstairs* in line 2 signals potential problem with the on-coming talk. Laughter from the teacher is immediate. In overlap with the teacher’s laughter, the learner displays his recognition that he has got something wrong in the prior turn; *no: : .* The learner begins laughing along with the teacher: “laughing together is a valued occurrence which can be the product of methodic, coordinated activities” (Jefferson, 1984:348). In line 5 the teacher repeats the trouble-source and continues laughing. The repairable is thus located by the teacher.

In line 7 the teacher is about to provide a candidate repair; *I think you must mean.* (In overlap, the learner makes a claim for speakership but does not take over the talk). The teacher does not produce a candidate repair but initiates a completion from the learner; *what do you mean.* In line 11 the learner produces a self-repair; *ski downhill.* The teacher does a repair of this learner self-repair in next-turn; *downhill skiing.* The repair is not prefaced but an *ok* receipt follows it. ‘Repeat + receipt’ structures in the data are not typically followed by further repeating by the learner, see for example, #4.28 and #4.29. In overlap with the receipt, the learner does produce a further repeat of the teacher’s repair and he then does an accounting activity.

The extended focus on an aspect of the target language which is conducted by the participants in the next three fragments begins with a simple ‘repeat of the repairable’ initiation. From this initiation an explicitly-managed focus on target language knowledge is launched.

#6.12

(SP:LJ)  
 1    L: → left  
 2                                   (1.0)  
 3    T: → left?  
 4    L: → Left (7.8) left  
 5                                   (2.2)

6 T: could I see (.) °can I see°  
7 (2.9)  
8 L: u::h  
9 (3.5)  
10 T: oh (.) I-  
11 L: n:u::h ye}ah yi yeah  
12 T: {left}  
13 T: → like (0.7) left (1.2) I tu:rn (.) left  
14 L: → hm  
15 T: → yeah  
16 (6.7)

The teacher and learner focus on a specific item which is a source of trouble and lack of understanding between them. After a 1.0 second pause the teacher produces a repeat of the learner's prior talk, (line 3). The teacher's repeat is isolated and has rising pitch. The learner provides a repeat of the item in next-turn and does not action any repair. The item is highlighted by increased loudness. A 7.8 second pause follows. The teacher does not make an attempt to take up talk. The learner produces a further repeat of the item, (in line 4). Again, the learner makes no changes in spite of the lack of positive assessment or confirmation from the teacher. The learner displays his certainty of the item that he is focusing on.

In line 6 the teacher requests to 'see' the item. (Over the next turns, the learner may be pointing out the word in some written material). The teacher and learner come to a mutual understanding concerning the form of the target item; in line 10 the teacher signals a coming to understand something in the prior talk; oh (.) I-. However, this display ends in a cut-off. In overlapping turns, lines 11 and 12, the teacher produces a version of the target and the learner produces yeah receipts. The participants have displayed to each other that they have established and confirmed the form of the target. Their 'working-on-talk' now moves onto establishing a shared meaning and understanding of this item. The teacher introduces one possible meaning and the use of 'left' in line 13. The learner receipts this display and confirms the understanding with a hm receipt. The learner does not allow the focus on this aspect to close, see fragment #6.12/a below.

#6.12/a

(SP:LJ)  
1 (6.7)  
2 L: I have it  
3 (7.8)  
4 L: ={{I have it I:: I ho:- I don't e:uh (1.4)  
5 T: ={{°hm°  
6 L: e::uh (2.8) I: (1.8)  
7 T: °yes°  
8 L: I I don't uh forget it uh I: have it  
9 (2.1)  
10 T: m:m ((drinking))  
11 L: I have it left  
12 ((cup chinking))  
13 T: m y:e:s ok ok .h (0.8) m: yes alright but  
14 (1.2) in English=the English usage (1.1)  
15 I have three pens ((illustrating with pens))  
16 (1.9) two pens (.) go: {(.)} I have one pen  
17 L: {hm }  
18 T: left  
19 (1.2)  
20 L: yes left yeh one pen left I-={uh  
21 T: {remaining (.)  
22 T: (.) the last pen  
23 L: Yes (.) left=Ye{s  
24 T: {that's left  
25 L: °yes°  
26 T: ↑Ok (0.8) ok (1.2) I d- I had three (0.7)  
27 no:w I have one (.) left  
28 (3.6)  
29 L: °yes° (2.4) u::h (8.0)

After a 6.7 second pause in line 1, the learner begins an explanation of the meaning and use of his intended item. In lines 8 and 11 the learner produces an example of the meaning and use of the item which has been focused upon. The teacher provides agreement and acceptance of the learner's explanation, but also signals some

reservations and they preface the subsequent explanation of a candidate use of the item by the teacher; over turns from lines 13 to 27.

A 1.2 second interval follows the teacher's explanation of candidate use 'left' in lines 13-18. The learner confirms the identity of his target again, *yes left yeh* and continues with a partial repeat of the teacher's display of the target in the previous turn; *one pen left*. The teacher begins a next turn in overlap with the learner's signal of intention of continuing the talk. In spite of the various shows of confirmation of the focus and understanding from the learner, the teacher continues with a focus on the item. In line 21 a synonym of the target item, *remaining*, is produced by the teacher. The learner confirms his understanding with a *yes* receipt and repeat of the target. This is followed by a further repeat of the target by the teacher; *that's left*. The learner displays his agreement and mutual understanding with a °yes° receipt before the teacher provides another target sentence example. After a 3.6 second pause, the learner again confirms his agreement and understanding with a °yes° receipt.

The talk and its analysis continues with #6.12/b below.

#### #6.12/b

(SP:LJ)

1 L: °yes° (2.4) u::h (8.0) I=yes uh huh .h yo.h  
2 euh (2.7) .hh this u::h (1.3) this uh (1.0)  
3 this word  
4 T: hm m  
5 L: □ pt .hh have (.) mony (0.6) means  
6 (0.9)  
7 T: → meanings (0.7) °meanings°  
8 (1.2)  
9 L: → meanings  
10 T: left (0.6) this word (.)°you mea{n°  
11 L: {yes  
12 T: → yes (.) yes it does yes .h (.) I can think of  
13 → three: (1.2) left (.0.5) right  
14 L: yes

15 T: → ok (1.0) past of (0.8) {leave (.) l} eave left  
 16 L: {ye- yes }  
 17 (1.0)  
 18 T: → and then (0.9) I had three pens now I have  
 19 one lef{t  
 20 L: {°hm°  
 21 (1.5)  
 22 L: yes  
 23 T: three meanings  
 24 (5.6)

In lines 2-5, the learner displays his knowledge of the fact that the item of language which has been the focus of their talk has several meanings. Line 5 contains the repairable items *mony* (0.6) means. After a 0.9 second pause and no repair attempt by the learner, the teacher actions an ‘isolated’ other-correction. The specific repair element is highlighted for attention by loudness; meanings. The learner does not provide an immediate repeat following the teacher’s repair. A 0.7 second pause follows the teacher’s first model. The teacher then produces a second, quieter model. The final syllable, the specific site of the repair, is again highlighted. After a 1.2 second pause the learner produces an isolated repeat of the repair.

The teacher’s ‘isolated’ other-correction in line 7 deals with a trouble-source but allows the primary focus to remain on the on-going work on talk which concerns the item ‘left’. In line 10 the teacher seeks and achieves confirmation of the referent of the learner’s first turn (of the fragment) and then in line 12 provides a display of agreement before going through the three examples of meaning and use of the item established in their prior talk.

The last three fragments included an example of an extended repair venture which began from a simple ‘repeat of the repairable’ initiation. The teacher’s first-step initiation did not result in the learner making any changes to the aspect picked out by the teacher as being in need of work. The learner displays certainty about this item and the subsequent talk in fragments #6.12 to #6.12/b inclusive, involve the explicit detailing of knowledge of the item from the teacher and learner.



The next fragment includes a variation to the basic ‘repeat of the trouble-source’ format. The teacher’s initiation in #6.13 comprises a ‘repeat of the repairable’ followed by a ‘fill-the-blank’ prompt after a micro-pause. The exact site of the repairable item is pinpointed, and a collaborative completion of the talk projected, by the teacher. The fragment also includes an example of a ‘fill-the-blank’ device being used as a test device (Tarplee, 1993).

### #6.13

(DC:GG)  
1 L: .... and furthermore it was a translation  
2 from the French into the English  
3 (1.3)  
4 T: so it's difficult  
5 L: it was (.) difficult=yes but I understood  
6 it because I saw the musical  
7 (0.5)  
8 T: → because you saw the musical (.) or because?  
9 L: I (.) had seen (0.6) had seen?  
10 T: yeh  
11 L: I had seen the musical=  
12 T: → =right if you hadn't seen the musical?  
13 L: I wouldn't=more difficult to understand  
14 (0.6)  
15 T: °right°  
16 L: it would have been more difficult to  
17 understand

The teacher provides an upshot and display of his understanding of learner prior talk in line 4; *so it's difficult*. The learner confirms this understanding in next-turn and reproduces the candidate language which has been displayed by the teacher; *it was (.) difficult=yes*. The learner's following continuation contains the repairable item *saw*. After a 0.5 second pause and no display of awareness or attempt at repair by the learner, the teacher initiates repair to the prior talk. An opportunity for a learner self-noticing, self-initiation and self-repair was allowed for. The teacher's initiation, which consists of a repeat of part of the learner's prior turn which contained

the repairable and a ‘fill-the-blank’ task, is followed by a successful learner repair. The problem item is highlighted by increased loudness. The learner displays some monitoring of his repair; a micro-pause precedes the specific repair items *had seen*. A second version of the repair is produced with pitch query following a 0.6 second pause. The learner’s uncertainty about the item is displayed and assessment from the teacher is invited. The teacher produces a *yeah* receipt to confirm the acceptability of the repair. In line 11 the learner produces a version of the repair within its original context; *I had seen the musical*. A latched on explicit receipt from the teacher in next-turn, *right*, is followed by a continuation of focus on knowledge under scrutiny in the talk. A ‘fill-the-blank’ device tests the learner’s knowledge; if you hadn’t seen the *musical*. The learner completes the task and produces an appropriate continuation using the correct grammatical structure in line 12. The teacher explicitly receipts the prior repair action; *right* in line 15, but it is ‘quieter than the surrounding talk’.

In the last ‘repeat of the repairable’ initiation example, #6.14, the learner rejects the need for repair initiated by the teacher’s trouble-source repeat. He clearly demonstrates his responsibility in, and assessment of, the repair enterprise which has been instigated by the teacher.

#### #6.14

```
(SP:LJ)
1   L: → the (same) u::h it is was (0.6) brass
2   T: → °hm it was brass°
3   L:   U:h yes uh (.) kiln {uh (...)}
4   T: →                                     {hm [°kOp'@] (.)}
5       → copper (1.7) copper (0.9) a mash: tu{n
6   L:                                     {I I I:
7       I I:: (1.7) I I thought
8   T:   hm
9   L:   that I- it was copper
10  T:   °hm°=
11  L: → =but this man sa:y is was brass
12  T:   really?
13  L:   I-I-
```

14 (0.8)  
15 T: ok perhaps ...

The learner's first turn contains the items *it is was* and a lexical item; *brass*, which is subsequently questioned by the teacher. The second verb item in the learner's first turn, *was*, is not stressed and is potentially not a self-correction; the same error is made by the learner later in the fragment, in line 13. In line 2 the teacher initiates a focus on the learner's prior talk by repeating part of it; °*hm it was brass*°. A receipt precedes the repeat and it displays a correction of the verb choice. The repetition is also 'quieter than the surrounding talk'.

In the next turn the learner provides a 'yes' agreement and then proceeds with further talk. In overlap with the learner's intent to continue, *uh* (. . . . .), the teacher actions a correction, (lines 4-5). She first of all receipts the learner's talk with a minimal 'hm' receipt and then produces an alternative candidate to replace the item 'brass'; *copper*. The teacher produces two models. The first model is preceded by an in-breath/glottal stop and both models display careful articulation, notably a tight closure and aspirated release of the initial consonant. A 1.7 second pause follows and the teacher models the repair again. After a 0.9 second pause she models another repair item; a replacement of 'kiln', *mash: tun*. This item is also carefully articulated. The learner does not produce repeats but presents his rationale for using the word 'brass'; *this man sa:y is was brass*.

### Summary

In this sub-section an initiation device employed by EFL teachers which promotes the learner's reconsideration of his/her prior talk and potential self-repair opportunity, has been examined. It is a strategy which may be a first step in a multiple turn repair enterprise. The 'repeat of the trouble-source' device pinpoints a source of problematic talk, and in the first instance, leaves the accomplishment of repair to that trouble-source, to the learner. This example of NTRI was seen to be routinely structurally-delayed. This

feature was found in mundane talk by Schegloff et al. (1977) in an examination of subject classroom talk. Another regularity observed in the analysis of the fragments here is the employment of positive assessment which are closing implicative, and routinely signal the end of the focus on repairing. The teacher has brought the need for repair to the interactional surface and so typically signals its accomplishment and completion.

The 'repeat of the repairable' initiation locates the source of trouble. The learner then has an opportunity to make an assessment of their prior talk and decide what action needs to be taken. The learner monitors his/her talk and employs his/her knowledge of the target language to produce a repair. An inadequacy in their prior talk has been notified, but initially it remains his/her responsibility for making an assessment of the inadequacy and putting it right. This initiation-type therefore has certain possible risks, as a successful outcome is dependent on the learner's being able to recognise what needs repairing and how to achieve it. Nevertheless, the potential investment which is required coincides with the kinds of business which are conducted by one-to-one EFL classroom participants. The initiation projects the learner's re-analysis of his/her talk. This 'weaker' initiation type, (Schegloff et al. 1977) also, potentially, allows the learner to subsequently demonstrate a greater display of competence and knowledge than a more specific device, as the teacher does not provide information about the nature of the repair. In the event that learners are not successful following initiation or multiple-initiation, teachers may then produce candidate repair work. The learner has been focused, with the teacher, on an inadequacy in his/her talk, (and perhaps in his/her target language knowledge base), and involved in the repair of that talk.

The 'repeat of the repairable' strategy was seen to be frequently used in a lesson with a low-level learner. However, the agenda of the talk in this lesson involved the use of targeted language and followed a rigid structure, for example describing characters and constructing questions using a specific question format. The learner, therefore, had been presented with knowledge of the targeted language to be able to accomplish his tasks in the exercise.

The initiation strategy which is examined in the next section is the 'fill-the-blank' device. The talk is rewound up to the occurrence of trouble and a completion by the

learner is projected. The learner has the opportunity to monitor the talk and have another go at getting the talk right. As with the 'repeat of the repairable' device, the site of the repair is revealed by the teacher's initiation, but not its nature. The teacher's initiation locates the site of the repairable, but the assessment of what repair work is needed is managed by the learner. These two devices very much indicate how teachers show their learners where 'working-on-talk' is required and not what needs to be done. This orientation was observed by McHoul (1990) in his examination of 'geography classroom' talk.

### **6.2.2 Invitation to 'Fill-The-Blank'**

The examples of repair-initiation in this section involve the teacher rewinding, or taking the talk back, to the point prior to the occurrence of the repairable, thus locating the exact source of the required repair and projecting a second production from the learner. In this way also, the learner is brought to focus on his prior talk, monitor that talk, and is assisted in the righting and re-construction of the talk, for example the accomplishment of a self-repair in a collaborative 'fill-the-blank' task. The teacher's initiation displays where aspects of the prior talk is in need of work and the learner is left to accomplish its repair. This technique has already been observed in trajectories in previous chapters.

Seven fragments which illustrate the device are provided below. As with the device examined in 6.2.1, this initiation strategy may be a first step in an extended repair business. Both the 'repeat of the repairable' and 'fill-the-blank' are limited in their 'power' (Schegloff et al., 1977) as they reveal the site of the required repair, but little or nothing about its nature. Further initiation which furnishes the learner with more information about the repair may thus be needed and provided. Learner 'working-on-talk' is then supported in incremental steps by the teacher. Weaker initiation types allow the potential for a greater display of competence by the learner in that the learner has more responsibility for pinpointing the nature of the work required by the repair business.

The first fragment in this sub-section involves working on the pronunciation of an item. The teacher performs a repair-initiation, in line 7, which requires the learner to collaborate in a reconstruction of part of his previous turn. The teacher takes the talk back until the trouble-source point, locates the position of the required repair and therefore limits part of the processing task for the learner. The teacher also writes on the blackboard whilst producing the initiation. There is a 0.8 second pause delay prior to the learner's next turn. The learner produces a repeat of the teacher's prompt and a completion with rising pitch movement in line 9. The learner's second production also exhibits the same repairable aspect; /w/ initial consonant. Following a 1.0 second pause, the learner claims a coming to understand and then actions repair to the initial consonant of the item under focus. The specific repair item is highlighted by lengthened closure and friction; *oh vol- v::olume*. After a laughter outburst and in-breath, the learner does a further repeat of the repair. The learner has noticed and actioned reparative work to an aspect of his prior talk.

The teacher does not produce an assessment in next-turn, but explicitly requests the learner to produce another repeat; °again° in line 11. In line 12 the learner produces another repeat and the teacher follows with an *ok* receipt. The learner does not proceed with a continuation, but continues the focus on this aspect of his talk and produces a repaired version of his original trouble-source turn; *one volume and a second volume*. This repair is followed by more laughter. The retaining of the focus on repair is instigated by the repeating of the item by the learner and is matched by gradation in explicit receipting from the teacher. The teacher produces an explicit receipt; *excellent*, in line 15. This signal of repair success presents a potential closing of repair business, but the learner produces a further repeat of 'volume' in line 16.

#### #6.15

(DC:GG)  
 1 L: it was (1.1) two books  
 2 (1.6)  
 3 L: → ={{one wolume and a second one  
 4 T: ={{°(..)°.  
 5 (1.0)

6 L: ={{(...)}  
7 T: → ={{o:ne  
8 (0.8) ((teacher writing on board))  
9 L: → one wolume? (1.0) oh vol- v::olume heh .hh one  
10 → volume  
11 T: → °again°  
12 L: → volume  
13 T: ok  
14 L: → one volume and a second volume heh  
15 T: □→excellent  
16 L: volume  
17 T: yeh so ...

The next fragment, #6.16, is also from lesson DC:GG. The repair work again focuses on pronunciation aspects. Explicit detailing of what the learner is required to do is displayed by the teacher.

#### #6.16

(DC:GG)  
1 T: and what other actresses uh have you read  
2 about=  
3 L: =.hh oh um what did I read recently (2.0)  
4 hm .h the last book was a comp- completely  
5 new one from- written by Susan Howartch  
6 Fortune of Wheel (1.2) it was very good  
7 as well  
8 (0.6)  
9 T: → fortune of?  
10 (1.2)  
11 L: → fortune=WHEe:l of Fortune (0.6) it was  
12 → called Whee:l of Fortune  
13 (0.5)  
14 T: ((T writes on blackboard))  
15 (...{..... } this)  
16 L: { ((clears throat))}  
17 L: yes Wheel of Fortune  
18 T: alright (teacher writing on board)

19 (1.4)  
 20 L: no whee:l  
 21 (0.7)  
 22 T: this one=  
 23 L: =wheel (.) yeh  
 24 T: um they they sound quite similar (. {...) how  
 25 T: {hm  
 26 T: would you say this one=  
 27 L: → =will  
 28 (0.6)  
 29 T: → will  
 30 L: → will  
 31 T: → and this one  
 32 T: → whe:el

In this stretch of talk, the learner is telling the teacher about books he has read recently. In line 9, after a 0.6 second pause, the teacher initiates repair by repeating part of the learner's prior turn, with rising pitch, up until the point of the occurrence of the repairable; *fortune of*. A 1.2 second pause follows the initiation and then the learner actions a successful self-repair, (in lines 11-12). The repair element is highlighted, by increased loudness and lengthened vowel quality, marking out the accomplishment of the repair. After a 0.6 second pause the learner reinforces the repair by producing an embedded repeat. Once again the specific repaired element is highlighted. An assessment or receipt of the learner's repair is not produced by the teacher. Further work on the items is to follow in the next talk. The teacher writes on the blackboard and the activity pursued in the following talk concerns the pronunciation of the items 'wheel' and 'will'. The initial repair was successfully brought about by teacher initiation. However, from this, an explicit concentration on a particular aspect of the language (pronunciation and vowel differentiation) is negotiated in the subsequent talk. Pronunciation becomes the explicit focus of the talk.

In #6.17 an aspect of the learner's prior talk is focused on with a 'fill-the-blank' initiation. In the following talk it evolves that teacher and learner are not focused on the



same item of language, so a more explicit means of repair is resorted to by the teacher; an other-correction.

#### #6.17

(AJ:LF)  
1 L: the: wear (.) of helmet is compulsory  
2 (0.9)  
3 T: → th{e the the} sorry {(.) °the wh{a-°  
4 L: {i:s:: e-} { eu::h {the the=  
5 L: =wear of (uh/a) {helmet} of u::h (0.9) of  
6 T: {ah hah}  
7 L: uh hul- hat  
8 (.)  
9 T: °yeh°  
10 L: is uh compulsory=  
11 T: → =good (.) list{en}(.) the wearing  
12 L: {no}  
13 L: → the (.) wearing okay  
14 (5.5)

In line 1 the learner gives his homework sentence attempt. After a 0.9 second pause, the teacher displays that there was a problem with her understanding of the learner's utterance and initiates repair. The teacher's initiation back-tracks, pinpoints the site of the repairable item and projects the learner's re-consideration of aspects of his prior turn. It employs the frame used by the learner and 'rewinds' the talk back to the point of trouble - the the the sorry (.) °the wha°. This initiation does not indicate in what way it was problematic, whether, for example, difficulty has arisen from a phonetic or lexical source, or mishearing or misunderstanding.

In line 5 the learner produces another version of part of his initial sentence attempt and his analysis of what was problematic in his prior talk. After the learner's redoing of wear, (in line 5), the teacher signals a coming to understand something in the prior talk (ah hah). This occurs in overlap with the learner's turn and, at this point, no opportunity is taken to action further work on the repairable item. The learner continues. As the following talk shows, the teacher and learner are not focusing on the

same aspects of the talk. The learner's turn in line 7 does not attend to the trouble-source which was pinpointed by the teacher in line 3. There are hesitation markers and pauses which signal the learner's awareness of potentially problematic talk but concerning a different aspect of the turn than that which was indicated by the teacher previously. The learner produces the word *helmet* and then does a repair of that item, providing an alternative; *hat*. This turn is followed by a micro-pause. The learner does not continue speakership to complete his example sentence until after a °yeh° receipt is provided by the teacher, in line 9. This can be seen as an orientation to expectations that an explicit display of acceptance or rejection is a relevant next action. The repair business has been prompted by the teacher's initiation, the learner has worked on an aspect of his talk and he now seeks confirmation that this work has been acceptable. The teacher's receipt is noticeably quieter than the surrounding talk.

The learner continues and completes his homework sentence attempt. In line 11 the teacher receipts the learner's prior talk and provides positive feedback, *good*. The learner has not worked on the aspect of the talk anticipated by the teacher, but his repair is not invalid and has not produced additional trouble. The teacher then actions a repair on the item targeted out for attention previously, in line 3. The teacher's model is prefaced with an explicit request for attention and focusing on the target to be provided in the coming talk, *listen*; these are overt control markers to ensure the focus on and repair of a specific item. A micro-pause then divides the model from the previous talk. The learner responds with a repeat of the teacher's repair and explicitly receipts the repair activity, *okay*. In this example the repair activity culminated in an other-correction as the learner's understanding of the requirements of the 'working-on-talk' concentrated on a different aspect than that intended by the teacher.

The 'fill-the-blank' initiation in #6.18 below, is preceded by information which informs the learner of what action is required in the repair. Attention to the syntax of the learner's prior talk is needed.

## #6.18

(DC:GG)  
1 L: .... archaeologist .{h and they were married  
2 T: {°Yeh°  
3 (0.8) and he (1.7) worked often in the  
4 Far East (0.5) she=  
5 T: → =(uh) can you change the order of words  
6 → around {he?  
7 L: → {he: often worked he often worked  
8 → in the Far East (0.8) and um (1.2) she  
9 → accompanie:d him (.) often (0.6) she  
10 → travel=  
11 T: → =no she:=  
12 L: → =she accom- (.) she (2.0) often accompanied?  
13 T: yeah=  
14 L: =is that better  
15 T: → yeah  
16 sh{e-  
17 {it sounds better to me  
18 L: → she often accompanied him (.) on his trips to  
19 → the Far East ...

A 0.5 second pause, in line 4, precedes a learner attempt at continuing the talk. The learner has not made an attempt at self-repair, nor signalled explicit awareness of a trouble-source in his prior talk. The teacher's initiation which has been delayed to allow for a potential opportunity for a learner noticing and self-repair attempt, latches onto the learner's continuation, (lines 4 and 5). The teacher initiates repair by indicating the nature of the required repair and the site of the repair with an explicitly designed 'fill-the-blank' task; can you change the order of words around he?, completion prompt. The learner begins his repair in overlap with the teacher's completion prompt, acting on the first part of the teacher's initiation. The learner actions a successful repair, continues his talk and then immediately makes the same structural error; she accompanie:d him (.) often. The learner makes no explicit display of recognition of this error.

A negative assessment and ‘fill-the-blank’ initiation latches onto the learner’s continuation in lines 11 and 12. The learner’s first attempt at the completion task ends in a cut-off. The learner produces a subsequent repair attempt in which the word order is changed. The successful accomplishment of the repair is signalled by the teacher; *yeah*. The teacher has indicated a need for, and initiated, repair, and ultimately signals that the repair work he projected has been successfully accomplished.

The following four fragments present cases where the ‘fill-the-blank’ initiation again fails to engender a next-turn repair by the learner. In #6.19 the learner repeats the completion prompt and the task is then completed by the teacher herself. The repair focus is revealed not to be the same for both participants. The learner performs lexical repair, whereas the teacher requires a grammatical aspect of the learner’s talk to be adjusted.

#### #6.19

```
(AJ:JG)
1     L:    other peoples ({0.6) who depends (.)
2     T:
3     L:    on me
4         (.)
5     T: → who
6     L: → who
7     T: → depend {on
8     L:    {(no: n no) who works
```

After no attempt at repair or show of awareness of problem with the prior talk, the teacher initiates repair, in line 5, by winding the talk back to the point of trouble. The learner repeats the teacher’s repair prompt with pitch query, but does not continue to provide a completion and self-repair. The teacher does the correction in the next turn. The correction is an isolated version of the repair. However, the learner does not provide an expected repeat. The learner rejects the teacher’s candidate repair and so the ‘working-on-talk’ activity is displayed as not being accomplished yet. The learner’s replacement, in line 8, exhibits the same grammatical error, third person singular ‘s’ agreement. The learner has misinterpreted the nature of the required repair. The

teacher's 'pushing' has not brought about a 'noticing' by the learner and a successful self-repair.

In the next fragment #6.20, the teacher provides the ultimate repair following initiation which fails to engender a self-repair.

#### #6.20

```
(SFM:PP)
1      L:      u:h we have uh not so much employyees
2              u:{:h
3      T: →    {not so{:
4      L: →          {so
5              (0.7)
6      T: →    ={{many
7      L: →    ={{much
8      L:      many u::h employyees that go: travel to
9              the: to the country u{ : : }h to { to } =
10     T:              {°hm m°}      {°hm m°}
11     L:      = to uh .hh to (to the)
```

The learner's turn, (lines 1-2), contains the repairable *much*. The learner makes no attempt at repair and does not display any awareness of problem. The teacher initiates a repair, by repeating part of the learner's prior turn up until the point before the trouble-source. There is no delay prior to the teacher's initiation as the learner has shown intention to continue talk, thus potentially revealing no awareness of repair need. In overlap with the latter part of the initiation, the learner makes a start at talk; he reproduces part of the teacher's completion prompt. A 0.7 second pause follows and the participants begin turns simultaneously; the teacher produces an isolated repair of the specific repairable item, whilst the learner produces a repeat of the original repairable. In next turn, (lines 8, 9 and 11), the learner does a repeat of the teacher's repair and, after a hesitation object, continues talk back on topic.

In the following fragment, #6.21, the teacher focuses on an item of language which was the focus of a repair activity the previous day. The teacher uses a ‘fill-the-blank’ task to test the learner.

#### #6.21

(AJ:JG)  
1 T: → do you remember you said (.) yesterda:y that  
2 → you met a friend (.) of (1.5) them and I said no  
3 → no not them (1.0) a {friend of  
4 L: {u-  
5 (5.7)  
6 L: → of their?  
7 T: → nearly (0.8) nearly he h  
8 L: → theirs  
9 T: yes  
10 L: → a friend of their{s  
11 T: → {yeah {I a friend of mine  
12 L: → {a friend of  
13 L: → yeh  
14 T: → a friend of yours: a friend of theirs  
15 L: → u:h uh I: I learnt in the past but I forget

The learner produces a completion of the teacher’s ‘fill-the-blank’ task after a 5.7 second pause, (line 5). In the next turn, the teacher indicates that the learner’s completion was not adequate. The learner produces a second repair, *theirs*, in line 8, which is ‘yes’ received by the teacher. The learner follows in line 10 with a production of the full target employing the context invoked by the teacher’s first initiation turn; *a friend of theirs* which is also ‘yes’ received by the teacher. The teacher extends the focus on this aspect of target knowledge, as in lines 11 and 14 and she produces further related examples; *I friend of mine a friend of yours: a friend of theirs*.

#6.22 is the last fragment included in this sub-section. The teacher has to clarify expectations which are projected by his initiation. The original initiation, which is

shown to be a repeat of the trouble-source, is initially treated by the learner as though it were a 'fill-the-blank' task.

## #6.22

(DC:GG)

1 T: so you know Glen- about Glenda Jack{son  
2 L: {not very  
3 L: much I knew that she is an actress .hh and  
4 I: u:m (1.1) pt read something about her=an  
5 interview last time I w-was here in (0.7)  
6 London (1.0) an:d she got oscars already and  
7 since (0.7) two or three (.) years she is a  
8 member of (0.7) parliament  
9 (0.5)

10 T: → s{:ince- (.) since two or three yea:rs  
11 L: {she belon-  
12 L: she: (0.5) since two or three years (1.1)  
13 she has been  
14 (1.0)

15 T: → no {stop- that was okay but yo- bu- sin:c:e  
16 L: {she  
17 (.)

18 T: → two or three year  
19 (0.9)

20 L: since two or three ye:ar (0.9) she: (0.6) has  
21 been  
22 (1.4)

23 T: → (no re-) remember we wrote it=  
24 L: → =mm: since two or {thr- (0.8) } oh no  
25 {T writes on board}

26 L: for two or three years s:- sh: she has been  
27 → or is (.) uh?

28 T: → >she has been<  
29 L: has been .h for two or three years she has  
30 bin a member of parliament {h } and she  
31 T: {°righ°}  
32 L: belongs to the labour party

33 (0.6)

34 T: → or if you use since you could say (.) she

35 → {has been .h

36 L: {sin:ce

37 (1.2)

38 T: → since=

39 L: =si:nce

40 (.)

41 T → two years

42 (2.1)

43 L: she has been=

44 T: → =s-hh-ince two y-he-ears

45 (1.3)

46 L: → °since (.) two° (.) years ago

47 T: → yeh (0.5) yeah cause then y- {you're fixing

48 L: {hm

49 T: → it

50 L: → hm:{m hm since two years ago she has been a

51 T: {ye

51 L: → member of parliament

Fragment #6.22 illustrates the possible consequences of extended repair initiation on the interaction, focus on the form of the talk itself, lesson agenda, and language learner. It also includes an example of an other-correction which accomplishes a repair, whilst minimising its encroachment on the talk. The other-correction maintains focus on the work at hand, which happens to be a repair activity. The language work and repairing of the talk in this sequence entails displaying grammatical and syntactic knowledge. After completion of the learner's first turn in this fragment, (lines 3-10), there is a 0.5 pause opportunity, (line 9), in which the learner could have actioned a self-repair. The teacher orients to the absence of repair, repair-initiation, awareness of trouble etc. by the learner in this site as a display that more-preferred options in the repair mechanism of talk i.e. self-repair, self-initiated self-repair and self-initiated other-repair, are not forthcoming, will not be actioned. It is thus incumbent on the teacher to facilitate or accomplish the repair, otherwise the overwhelmingly usual sequential position for accomplishing repair will have passed:



Out of the multiplicity of later turns by others that follow a potential repairable, very nearly all other-initiations come in just one of them, namely next-turn, AND NOT IN LATER TURNS BY OTHER(S). (Author's own emphasis)  
(Schegloff et al., 1977:373)

Regaining, initiating or actioning repair would then need to be brought about explicitly, for example 'can we just go back to what you said about ...'. The cost to the interaction might therefore prove to be even greater. The remaining options available, after learners have displayed that a self-repair in same turn are not going to be actioned, are therefore other-initiated repair, other-repair in next-turn and third/fourth position repair. After the 0.5 second pause in line 9 the teacher begins a repair-initiation. In overlap with this, the learner makes an attempt at a continuation, but yields speakership to the teacher. The teacher continues with his repair-initiation. This time the initiation includes a larger portion of the learner's prior talk. The site of the repairable item is indicated by the initiation, but not its nature. The repair requires knowledge of the relationship between starting points in time and lengths of time and the following: 'since', 'for' and 'ago'.

The learner orients to the initiation as a 'fill-the-blank' task and attempts to provide a completion, (in lines 12 to 13). The learner's attempt is hesitant, displaying some concern about his talk and fails to produce success. After a 1.0 pause, the teacher explicitly rejects the learner's repair attempt in line 15 with *no*. The learner has failed to produce a repair in the opportunities allowed so far, but the teacher continues to withhold from other-correction and pursues initiation. The initiation is confined to the production of one item which is emphasised prosodically and features speech perturbation; sin:c:e. The initiation, (line 15), is a repeat of the specific trouble-source, gives no information about the nature of the required repair and fails to facilitate learner self-repair.

In line 18, the teacher provides a partial continuation of the projected talk. After a 0.9 pause the learner produces another repeat of a spate of his prior talk and therefore displays that he is not able to produce a self-repair. In line 23, the teacher reminds the learner that they have previously looked at this particular area of the language together before and begins writing on the board. The teacher alludes to his assumption of the learner's state of knowledge about this aspect of the language. This particular aspect of

the language has been the focus of their language work previously. The learner then actions a successful self-repair in line 26. He overtly signals his recognition of the repair by emphasising the repair element for. The learner continues with a redoing of part of his original trouble-source, (in lines 26 and 27). However, this attempt terminates with a quick ‘request for help’; uh?. The learner is uncertain about the choice of appropriate tense. An other-repair is executed quickly by the teacher, (line 28). The teacher’s repair is isolated and the speed of its delivery is increased.

The other-correction limits the interruption on the current business of the talk at a time when another trouble-source is being dealt with. Additionally, the learner in this lesson has produced this part of the target sentence a number of times previously without displaying any doubt and has made an explicit request for teacher assistance. By instigating this repair, the learner has also attempted to move the focus of the talk. The subsequent talk reveals that the teacher’s agenda is to preserve the concentration on the previous target as work on this target is not complete. The other-correction allows the teacher to accomplish a swift repair of the talk, but also to minimise the effect of the repair on his agenda and the interaction. The learner imitates part of the teacher’s model and, after an in-breath, which divides the repair from the next talk, does a complete redoing of the target sentence, and proceeds with a continuation, (in lines 29-30). The successful repair accomplishment is receipted immediately, (in overlap with the learner’s continuation) by the teacher, (line 31). The talk focuses on further aspects of linguistic knowledge concerning the original repairable, *since*, which occurred originally in line 7.

In line 33, after a 0.6 second pause, the teacher focuses on the item ‘since’ which has been inadequately used in the learner’s prior talk; *or if you use since you could say (.) she has been .h*. In overlap with this, the learner attempts to take up the talk. A 1.2 second pause follows this overlap, then the teacher sets up another completion task. The learner’s response is to repeat the initiation and does not build on the talk at this point. After a micro-pause the teacher provides further required parts of the ‘fill-the-blank’ task himself, in line 41. After a 2.1 second pause, the learner offers the possible next part of the sentence in line 43. The teacher immediately rejects

this attempt by offering a redoing of the sentence up until the learner's incorrect addition. This turn is latched onto the learner's prior offering. After a 1.3 second pause, the learner provides another redoing, marked by pauses and quieter than surrounding talk quality, but terminating with the target that the teacher was expecting. The learner marks recognition of the repair with emphasising of the target item ago. The teacher's subsequent affiliative talk, *yeh* (0.5) *yeah*, in line 47, signals that they have succeeded in completing their task, after repeated initiation, negotiation and collaboration.

The display of lack of knowledge in the learner's turns and failure to identify the repairable and complete a self-repair resulted in elongated initiation from the teacher and several failed repair attempts from the learner. The pursuit of self-repair and withholding of other-correction in this instance ensured that repair became the local agenda. The learner was forced to monitor his prior talk, display his level of knowledge about a particular aspect of the target language and contribute to the collaborative building of the repair. The teacher revealed that he had good grounds for supposing that the learner was in possession of the required knowledge to action successful self-repair of the items which became involved in the 'working-on-talk' of this stretch of talk. This, perhaps, goes some way to explain why the character of the initiation was to locate the site of the repair, but gave no details of the nature of the work required by the repair.

### **Summary**

The 'fill-the-blank' device involves the teacher initiating work on learner prior talk by producing a part of the learner's talk until the exact point of trouble and projecting a completion/repair. As with the 'repeat of the repairable' initiation, the location of the repairable item is indicated by the teacher, but not the nature of the work which is required to put the talk right. Repair work is thus shared between the participants. The teacher's 'fill-the-blank' task engenders a collaborative treatment of the trouble-source, and learner responsibility for repair is given some limited support. Ideally, the teacher indicates where the talk is need of treatment and treatment is actioned by the learner.

The successful accomplishment of the repair is, in the first instance, dependent on the capabilities of the learner, just as with the ‘repeat of the repairable’ initiation. This poses a potential risk. However, this risk is offset by the fact that should the learner not be able to complete a repair for himself, subsequent work, for example extended repair-initiation, learner attempts and to a lesser degree, other-correction, focus the learner on details of his talk or target language knowledge. This is particularly attuned to the business of lessons where the agenda is explicitly concerned with checking what the learner knows about a particular aspect of the target language and there is heightened emphasis on getting language ‘correct’, for example a grammar lesson.

A small group of fragments are presented in the next sub-section where the repair work begins with an initiation which is limited to indicating problem with the prior talk. The repair-initiation has the potential for a quick repair, where the learner is able to make an appropriate assessment of his prior talk and then to action repair. In most cases further focus on the repair is required and this focus is brought about by more teacher-initiation or explicitly-packaged correction.

The next sub-section also includes some examples where, in contrast to the initiation detailed above, the focus on the repairable is brought about by explicitly-designed initiation.

### **6.2.3 Initiation by Indicating Problem**

In the following fragment, #6.23, the teacher’s first initiation indicates that a repair is required and does not provide any further information about the repairable item. A learner repair is not actioned and the teacher’s subsequent initiation narrows down the amount of monitoring required as it indicates the site of the repairable; part of the learner’s prior turn is repeated by the teacher until the point of occurrence of the trouble-source. The next fragment comes from a lesson between an advanced learner and teacher. Additionally, the repair involves an aspect of the language which has been worked on in prior talk. There is therefore a basis for the teacher’s expectation that the learner will be able to accomplish the repair. In lesson DC:GG, the learner is telling his

teacher about his visits to the theatre. The learner is able to action self-repair initiated by his teacher, with little cost to the interaction; explicit focus on the language and the repair activity is therefore seen to be minimal.

### #6.23

(DC:GG)  
1 L: ... this u:h (.) play this Mouse Trap play  
2 still played here in London=I think they  
3 play (.) it si:nce  
4 T: → righ- careful  
5 L: n::  
6 T: → the:y?  
7 L: the:y (.) have played it for thirty or thirty  
8 five years n{ow  
9 T: {yeh yeh (.) so it's the longest  
10 running play ever

The language structure used by the learner in line 3 has been the focus of explicit 'working-on-talk' previously. (See fragment #6.22). Therefore, the teacher has a basis for expectations about the learner's state of knowledge of this particular aspect of the talk. The teacher indicates that there was something problematic about the talk; *righ-careful*, in lines 4 to 5. The learner makes a start at talk, but the teacher takes over the talk and initiates a repair from the learner with a 'fill-the-blank' task. The learner is then able to action an immediate and successful self-repair which is *yeh yeh* received by the teacher.

The initial initiation in fragment #6.24 below is also limited to an indication that there is something problematic about the talk, i.e., no information is given about the site or nature of the repairable item. As in #6.22 above, this can be explained to some extent, by the fact that it focuses on the repair of language which has been at the centre of extensive examination and focus previously, see fragments #6.25 to #6.25c. The teacher therefore may have a basis for expecting the learner to be able to action a self-repair. The up-front activity at this point of the lesson is producing correct example sentences employing specific language items and structures.

The participants have been following a specific routine in their talk in this activity; the learner reads out his sentence attempt and the teacher provides assessment. If necessary, repair to the talk, the learner's on-the-spot display of knowledge and potentially also display of knowledge after thinking about this language for homework, is actioned. The correct use and display of the targeted language is paramount in this type of activity. The teacher's indicating problem is enough to suggest to the learner that there is something inadequate with the learner's employment of the specified language. He thus attempts to make a repair following this initiation.

#### #6.24

(AJ:LF)

1 L: in France we are used to drink for  
 2 to: to stand up when (0.6) a woman  
 3 enters the living room=  
 4 T: → =oh right right careful  
 5 (1.0)  
 6 L: °to stand up no° (.) °to:°  
 7 T: → To: (1.2) To:  
 8 (1.3)  
 9 L: oui standing up?  
 10 T: yes  
 11 L:: (°u°) (0.9) ah yes alright u:h of course

This fragment includes the repair of a target structure which has previously been worked on, explicitly and at length, by teacher and learner, (shown in the next fragment). There is a withholding of other-correction by the teacher leaving the responsibility for actioning repair with the originator of the trouble-source. As the structure has just been the focus of the talk, the teacher has a good basis for presuming the level of learner knowledge about the item. After the learner's attempt at the homework sentence in lines 1 to 3, the *Oh right* which begins the teacher's following turn signals the teacher's understanding of, and coming to understand, something in the prior talk. The following *right careful*, indicates that there was something problematic about the learner's prior talk. This initiation is vague as it does not give information about the nature or site of the required repair. However, the

activity of the talk at this point of the lesson is to provide an example sentence of a specified structure, newly presented to the learner over the course. The nature of this activity means that correctness is a high priority. There is a clear pattern to the language-focused activity. Absence of a positive evaluative receipt etc., after a sentence attempt in this structured task is sufficient to indicate that repair to the specific target item is required. See also #4.22 where the absence of immediate assessment by the teacher is oriented to by the learner as a display of inadequacy with his sentence attempt. The learner makes a wrong assessment of his homework sentence and the teacher actions explicit assessment.

After a 1.0 second pause and absence of talk/withholding of help from the teacher, (line 5), the learner's response is to do a quiet repeat of the repairable signalling his inability to accomplish a repair, but also his recognition of the location of the trouble. In line 7 the teacher produces further initiation which rewinds the talk back to the point of trouble, thus helping to pinpoint the source and site of the trouble. A collaborative sentence construction task is built by the teacher; the teacher provides part of the sentence up until the trouble-source, whilst the learner's job is to produce the next repaired part of the sentence. The learner does not produce any talk and, after a 1.2 second pause, the teacher reproduces her initiation device. In line 9 the learner offers a possible completion using the target structure which was an explicit focus of work on talk previously. The learner displays some concern about the acceptability of his repair; signalled by pitch query. The learner projects a third-turn assessment from the teacher. The learner's repair is *yes* receipted in the next turn by the teacher signalling the successful completion of the repair sequence. Thus the teacher and learner have successfully brought about a collaborative repair of the prior talk. After a 0.9 second pause the learner signals a coming to understand; *ah yes alright u:h of course.*

The 'working-on-talk' that is orchestrated in #6.25 generates from a teacher initiation which is restricted to indicating that the learner's prior talk needs repairing. In this case, the learner overlaps the teacher's initiation, (lines 5 and 6). The up-front activity of the talk at this point in lesson AJ:LF concerns going through homework sentences written by the learner which employ specific language targets. It is revealed in this fragment

that two target structures are being treated as one by the learner; ‘to be used + infinitive something’; structure 1, and ‘to be used to -ing something’; structure 2. After the first unsuccessful attempt at repair by the learner, the teacher does not pursue further initiation, even though the one initiation attempt that was provided was unspecific as to either the site or nature of the required repair. The stance adopted by the teacher is therefore that the learner will not be able to action a self-repair. The subsequent talk involves correction, focusing on the target structures and giving explanation about the targets. The ‘working-on-talk’ is pursued until understanding and comprehension is displayed as having been established.

#### #6.25

(AJ:LF)

1 L: I used to go to the cinema when I was young

2 T: good

3 (1.6)

4 L: I am not used to dri:nk so much beer

5 T: → right be care{ful

6 L: {or so many pints? of beer

7 T: yeah good

8 L: he hehh

9 T: → if you- if you’re talking- (0.7) if you use

10 → to be (0.6) alri{ght I am used to {an it’s

11 L: {hm {hm

12 T: → now .hh it’s I’m used to drinking or I’m not

13 → used to drinking (0.9) that’s the difference

14 → that’s th- the basic difference that you hear

15 → clearly

16 L: ok

17 T: I used to:

18 (1.8)

19 L: I{I used} to u:::h a long time ago I used to:

20 T: {work }

21 T: =yeh { plus} the infinitive

22 L: {°yes° }

23 L: ok=

24 T: =ok .h I used to go I used to work I used to



25           pla:y (.) whatever  
 26                           (0.6)  
 27    L:       ok=  
 28    T:       =infinite that's past (.) o{ k } .hh  
 29    L:   {°ok°}  
 30    T:       hh because you see Lori when you say .h I'm  
 31           used to ({1.6}) the I'm is not clear (0.6)  
 32    L:                           { ok }  
 33    T:       if you see what I mean (.) look at this (1.5)  
 34           ((teacher moves to board)) it's it's quite  
 35           difficult to he:ar (0.8) if you use to be: or  
 36           not (1.4) because it's (.) look (.) said  
 37           in a- it's said naturally  
 38    L:       ok {I u-  
 39    T         {I used to  
 40    L:       I used to  
 41                           (.)  
 42    T:       .hhh an also this I'm used to  
 43    L:       °I- I'm {used to°  
 44    T         {Difficult to hear the di{ffe }rence  
 45    L:   {°ok° }  
 46    T       ok .hh so actually the difference is here  
 47    L:       ok  
 48    T:       I used to wo:rk or I'm used to wo:rking (3.9)  
 49           ((teacher writes on board)) that's- that's  
 50           really what you hear=  
 51    L:       =ok  
 52                           (11.5)

The learner gives an example sentence in line 1 which focuses on target structure 1. This is receipted with a positive assessment from the teacher. The learner then proceeds with the next homework sentence in line 5. This sentence employs target structure 2. In line 5 the teacher displays that there was something problematic in the learner's prior talk. The learner begins talk and makes a successful claim for, and change of, speakership. The teacher does not therefore, expand on the initiation prior to an attempt at self-repair by the learner. The learner actions a repair by doing another version of part of his previous talk. This repair is followed by an affiliative receipt and positive

assessment by the teacher; *yeh good*. The teacher's subsequent turns, lines 9-15, explicitly focuses attention on differentiating the form, use and meaning of the target items.

In lines 12 to 15 the teacher focuses on the target structure which the learner has inadequately used in his sentence attempt. She corrects and highlights the form of the structure. The learner receipts this turn with an 'ok' receipt. In the next turn, the teacher elicits a repeat of the repair with a 'fill-the-blank-task; *used to*:. After a 1.8 second pause the learner does a repeat of the model and displays that he understands the meaning associated with this structure; *a long time ago*. The teacher meanwhile produces the anticipated completion in overlap with the beginning of this learner turn, (in line 20). The teacher receipts the learner's display of knowledge (in line 19) with a *yeh* in turn initial position and then focuses on the aspect of the target which has not been attended to by the learner. She marks out requirements in metalanguage terms; *plus the infinitive*, (line 21). Thus, the repair work moves on from the specific details of the talk to include wider issues of target language knowledge. In lines 24 to 25, the teacher gives two target structure 1 example models. The learner does not repeat the teacher models but responds with an *ok* receipt. In line 28 the teacher refers to the target structure in metalinguistic terms again and then continues with a focus on the pronunciation of target structure 2, highlighting aspects of the language for the learner's attention, for example in lines 30-to 31. The learner 'ok' receipts the teacher's prior talk line 38 and begins a production of one of the target structure, but this ends in a cut-off as it occurs in overlap with an example of structure 1 from the teacher, (lines 38 and 39). The learner follows this with a repeat of the isolated target in line 40. After a micro-pause, the teacher models target structure 2. The learner repeats this structure in the next turn. In lines 46 and 48-50, the teacher provides explicit focus on differences between the target structures. In line 57 the teacher models both targets; the targets are marked by lengthened vowels and final consonants. The subsequent talk is also focused on the target structures.

The work on the target structures continues in fragment #6.25/a below.

#6.25/a

(AJ:LF)  
1 T: I used to wo:rk or I'm used to wo:rking (3.9)  
2 ((teacher writes on board)) that's- that's  
3 really what you hear=  
4 L: =ok  
5 (11.5)  
6 T: .hh you know there are some expressions in in  
7 English which take ing after to: a'right I'm  
8 used to working  
9 L: °ok°  
10 T: yeh  
11 L: → ok because uh (1.0) I- I thought that u:h  
12 → (0.5) because it was u:h ing with other (.)  
13 → prepositio{n: an (-.....ated)} with to  
14 T: {oh it is -i- it is}  
15 T: absolutely {.h} generally it is aright but  
16 L: {ok}  
17 T: there are Louis there are a few expressions  
18 {(0.9)} yeah which have to: (0.5) but the to:  
19 L: { °ok° }  
20 T: in that case does not belong to the  
21 in{finitive } it belongs to the expression  
22 L: {>ok ok ok<}  
23 (2.3)  
24 T: but you're right {(0.7) y} y- you're right  
25 L: { ok }  
26 95% of the time to do to work

In line 1 the teacher juxtaposes and highlights pronunciation differences between the targets and gives a visual representation of the targets on the blackboard. The learner produces an ok receipt, but does not produce any versions of the target items. After a long pause of 11.5 seconds, the teacher moves onto further focus and explanation of the target structure 2, in lines 6-8. In lines 11 to 13 the learner gives his basis of understanding, and his state of knowledge about the language being focused on and explicitly examined in the talk. The teacher provides agreement to the learner's display of his state of knowledge, in lines 14 and 15, before following with further focus on the

aspects of the language where the learner's knowledge has been shown to be incomplete and in need of extension.

In the subsequent talk, lines 17 to 26, the teacher provides a metalinguistic focus on the structure of the language. During this focus the learner provides ok receipts, e.g., in lines 19, 21 and 25. Note that the learner has reproduced the target items in isolation (see the previous fragment, #6.25, lines 40 and 43), but has not provided repaired versions of his sentence attempts. This orientates to the fact that for the learner mutual understanding has not been achieved. In fragments #5.8, and #5.9, for example, after isolated modelling and repeats by the teacher and learner, the learner continued talk from the point of previous problematic talk. The repair was ultimately actioned by the learner and the repair item was re-instated in the original context used by the learner. The working on the language as opposed to the specific details of the talk has not yet led to alignment in the learner's understanding. Getting back to the original context of the repairable item is delayed. It does not happen until lines 57 to 58 and 60 of fragment #6.23/c.

Focus on structure 2 by the teacher and the learner is continued in the analysis given in fragment #6.25/b below.

#### #6.25/b

(AJ:LF)  
1 T: but you're right {(0.7) y- y- you're right  
2 L: {Ok  
3 T: 95% of the time .hh {to do to work}  
4 L: {°yes is u::h} like <sup>a</sup>u:h  
5 L: (.) <sup>b</sup>I listen to? <sup>c</sup>(.) <sup>d</sup>u:h° <sup>e</sup>(1.3) <sup>f</sup>al{ors >I-  
6 T: {well  
7 L: I< listen u- uh to the player the-  
8 T: → yeah {(I mean) you- you'd normally use =  
9 L: {(Yeh  
10 T: → = {a noun I listen to} the radio .hh but it's  
11 L: = {>ok ok< (...) noun}  
12 T: → s- similar Louis to I'm looking forward (.) to:

13           → (.) going  
14    L:       >Ok ok <  
15    T: → yeh {to look forward to=is an expression (1.0)  
16    L:           {yeh  
17    T: → so I'm looking forward (.) to going to: the  
18           → theatre  
19    L: → °I am looking for to going°  
20    T: → do you know- (1.2) ((teacher moves to board))  
21           → do you know to look forward to?  
22    L:    yes loo- {u:h                } no no I know I- I look  
23    T:                {you do that}  
24    L:    for but not=  
25    T: → =n- look forward  
26                (0.6)  
27    L: → ah forward (0.9) ah ok looking u:h  
28                (.)  
29    T: → ((T writes on board whilst reading out target))  
30           → to look forward (2.2) to (1.1) doing (1.9)  
31           → something (5.4) imagine (0.5) are you going to  
32           → the concert tonight you're going to a piano  
33           → { (.)    } sonata aren't you tonight .hh if  
34    L:    {yi: yes}  
35    T: → you sa:y .h I'm looking forward (0.7) to going  
36           → to the concert (0.8) it means pt .hh y- you're  
37           → excited about it you're happy that you're going  
38                (0.7)  
39    L:    ok uh  
40                (0.8)  
41    T: → 's diffi{cult to translate into F}(hehh)rench  
42    L:                {uh   he   hhe   h   hh   ok}  
43    T:    .h but it's it's s- for

In lines 4-7 the learner reveals a continuing state of incomplete knowledge and comprehension of target structure 2 as he attempts to provide an example of the structure which has become the focus of the talk and to establish his understanding. This proves to be problematic for the learner who produces several starts of a sentence,

and whose turn is punctuated by pauses and hesitation markers, for example labelled *a*, *b*, *c*, *d* and *e* in the transcription. The learner's example in lines 4-5 is prefaced by a hesitation marker and micro-pause; it is quieter than the surrounding talk and has a rising pitch query.

The teacher withholds from assisting the learner in spite of the pauses and hesitation and the fact that the learner has revealed that his understanding of structure 2 is incomplete. After the learner finishes his sentence in line 7, the teacher provides an affiliative receipt; *yeah*, and then actions a repair of an aspect of the learner's example. The teacher states that the structure highlighted by the learner is 'normally' followed by a noun. The teacher then attends to the repair of an aspect of the learner's example. The teacher does an embedded correction of the repairable *the player*. In this way, the teacher actions a repair to the repairable, but retains the primary focus on the target structures at hand. Examination of embedded corrections in the data can be found in section 7.3.

After an in-breath the teacher introduces an alternative example phrase to illustrate the correct usage of the target structure 2, *it's s- similar Louis to I'm looking forward (.) to: (.) going*. This makes assumptions about expected learner knowledge of this particular example of the target structure. There is no explicit reason given for this knowledge basis in the talk, (as in the analysis of fragment #6.21, from lesson DC:GG). The introduction of, and reference to, this sentence itself forces further revelation of the continuing state of incomplete knowledge and engenders further need for work leading to establishment of understanding. The learner shows in subsequent talk that he is uncertain of the phrase which has been introduced by the teacher in lines 9-19, although initially he claims recognition, or understanding, by *ok ok* receipts, for example in lines 11 and 15.

In line 19 the learner picks out the target structure and does a version of the target. This version is incorrect, °*I am looking for to going*°. The turn is quieter than the surrounding talk and its rising pitch indicates the learner's doubt about the target item. The teacher responds with a check that the learner recognises the example that she has

given, by redoing the example item *to look forward to*. The learner displays in lines 22-24 that he knows the similar phrase *look for*. The learner is not able to produce the problematic feature of the talk, the item ‘forward’.

In next-turn the teacher isolates and narrows down the target by modelling; *look forward*. In line 27 the learner displays his coming to understand the prior talk, *ah forward (0.9) ah ok looking u:h*, but the immediate hesitation marker suggests that the learner is still uncertain about the target, and therefore that mutual understanding has not been established between them. In response, the teacher moves to the blackboard and provides a written, visual representation of the target. She then provides contextualisation of the target structure and draws on the learner’s personal experience to illustrate the meaning of the item. The learner receipts the explanation with *ok u:h* receipts. The hesitation, intonation and loudness of this turn display continued uncertainty about the target. After a 0.8 second pause, in line 41, the teacher reveals that her next strategy in promoting understanding and reducing the linguistic asymmetry which has been revealed through the talk could have been to provide a translation of the item.

The focus on this aspect of the talk continues in fragment #6.25/c below. The focusing on target language knowledge ends with the learner taking the talk back to the original context of the repairable and accomplishing a repair.

#### #6.25/c

(AJ:LF)  
 1 T: it's diffi{cult to translate into F}hehhrench  
 2 L: {uh he hhe h hh ok}  
 3 T: → .{h but it's it's s- for example you have  
 4 L: {ok  
 5 T: → something planned {(.)} in the future (1.1) a  
 6 → *holida:{y } o:{r } a concert o:r .hh*  
 7 L: {hm} {ok ok}  
 8 T: → something and you think ooh oohm I'm  
 9 → happy that it's going to h{appen }.h so you  
 10 L: {ah oui}

11 → sa:y I'm looking forward to: (.) going on  
12 T: → holiday (0.8) I'm looking forward to:  
13 → meeting my friend  
14 L: → Okay I I wait with impatience {u:h ok  
15 T: {absolutely  
16 T: → ye yeh that's the- that's the nea:rest  
17 → tran{slation okay .hh (.) but it's look .h  
18 L: {ok  
19 T: → I'm looking forward to: (0.6) mee:ting (1.4)  
20 → to going  
21 (1.1)  
22 L: ok  
23 T: alright  
24 (5.2)  
25 L: i:t's uh t- to look forward (.) to ye{h  
26 {°hm°  
27 (6.8)  
28 T: very often on the telephone i- at the end of  
29 a conversat{ion } you will say oh I'm looking  
30 L: { °ok°}  
31 T: forward to seeing you  
32 L: → °ah oui° (1.9) ah oui looking forward to see  
33 → you again I- {at the len- end of the =  
34 T: <sup>a</sup>{°yeh  
35 L: = { letter } okay I have ({...})  
36 T: = {<sup>b</sup> °absolutely°} {<sup>c</sup>(that's that)  
37 T: thas right .Hh seeing you  
38 (0.7)  
39 L: ok  
40 T: looking f{orward} to {see:ing you  
41 L: {ah oui} {loo l:  
42 L: l:ooking forward to seeing you again ah{o }k =  
43 T: {yeh}  
44 L: = °ok°  
45 T: that's a very common expression .hh i- at the  
46 end of a (.) letter or: (0.8) at the end of a  
47 telephone conversation



48 (1.5)

49 L: °ok°

50 (2.7)

51 T: yeah? (1.8) ↑good

52 (1.1)

53 L: °ok°

54 (2.8)

55 T: right

56 L: → um (5.3) °I: used to: (.) alors I used (1.0)

57 → to go to the cinema {(..) but I am not} used

58 T: {hm m thas fine}

59 L: → to drinking {(1.5)} so much beer

60 T: {yeah }

61 T: yeh

62 L: so many pints of beer

63 T: good

The teacher returns, from lines 1 to 13, to contextualisation of the target structures. In line 14 the learner presents his analysis and understanding of the teacher's explanation and contextualisation by producing a paraphrase of the target 'to look forward to'; I- I wait with impatience. The teacher receipts and agrees with the learner's display of understanding and assessment of the talk with *absolutely*. The business of the talk continues on the form of the language and in lines 20 to 21. Teacher AJ highlights the pronunciation of the targets again, this time she has moved to the blackboard and so their attention also has a visual focus and display of the target structure.

In line 25 the learner produces a version of the target structure 'to look forward to'. The target is isolated i.e. it is not in a syntactic or semantic context. The learner's focus is still on the structural form of the target, rather than a display of its use and meaning; the learner does not use the same frame as the teacher i.e. he uses an infinitive form. In lines 28-31, following a 6.8 second pause, the teacher provides a further contextualised example of the structure showing a candidate use of the target. The second *ah oui* (line 32) with its animated prosodic movement marks the learner's coming to understand some aspect of the prior talk (the previous °ah oui° is quieter than the

surrounding talk and there is pitch movement). This recognition marker is followed by a production of the target sentence and contextualisation; *I'm looking forward to see you again*. The learner's version in lines 32-33 reveals a potentially incomplete understanding as it includes the repairable *to see*. After affiliative talk, (sites *a*, *b* and *c* in the transcription), the teacher actions further repair in line 37; *.Hh seeing you*. The repair is isolated and marked by a preceding in-breath and stress. After a 0.7 second pause the learner responds with an *ok* receipt. In line 41 the teacher follows with a further redoing of the repair, this time in the wider context of the full target sentence; *looking forward to see:ing you*. The repair element is marked by stress and speech perturbation; *see:ing you*. A repeat by the learner is therefore pursued by the teacher and achieved in next-turn. In line 43 the learner produces a redoing of the target.

The focus on the two target structures is finally terminated with correct versions of both target structures in redoings of the original target sentences being produced by the learner in lines 56 to 57 and 59. Mutual understanding has been negotiated and signalled as being achieved in the talk. The participants move onto the next homework sentence. The repair venture in #6.25 began with a simple indication of trouble and an extensive focus on target language structure, knowledge and use; determining shared understanding of this language knowledge etc. was subsequently conducted by the participants. The repair started with details of the talk specifically but became an opportunity for focusing on broader issues concerning the target language. An active role was undertaken by the learner in the creation of a candidate display of the target language, which potentially might be employed in a re-assessment and re-alignment in his state of knowledge concerning the language which has been the focus of the talk.

The initiation design in the last two fragments of this section are explicitly-packaged. The first fragment is from the final phase of a lesson where the teacher has taken the opportunity to reproduce some of the repairables which were not given 'on the spot' treatment as they occurred earlier in the talk. Correctness is therefore projected as an up-front concern for the participants. The nature of the repair treatment conducted by the participants reflects this focus.

## #6.26

(DC:GG)  
1 T: ((Teacher writing on board))  
2 these are a few things which you said when  
3 you were speaking quickly (0.9) which you  
4 could probably (...) probably improve on  
5 (46 sec)  
6 L: hm  
7 T: what do you think  
8 (2.5)  
9 L: → much better (0.5) it's not correct much more  
10 T: → no you {don't need it  
11 {no  
12 L: → okay much better .h °it depends in which area°  
13 → (1.6) depend on which (.) area (5.2) in what  
14 area (0.9) °depend° (1.0) °don' know° (0.7) wrong  
15 preposition on (0.5) on? (2.8) on is (.) good  
16 (0.7) depends on  
17 T: yeh that's the (.) dependent preposition

In the first turn of #6.26 the teacher sets out the expectations of the language-focused activity to be accomplished in this part of the lesson. He asks the learner to re-consider some of the language he has employed during the lesson and to “improve on” it. Linguistic adequacy is focused on as an issue. The language under consideration has been written on the board.

The learner produces a correction of a first piece of language in line 7 and then seeks confirmation of the non-adequacy of his original attempt, *much better (0.5) it's not correct much more*. The teacher confirms that the learner's assessment of the repairable is correct. In the next-turn the learner produces a ‘yes’ receipt and repeat of the repair. He then proceeds with the next target repairable.

The learner re-considers more language produced at an earlier stage in the lesson in lines 12 to 16. In spite of claims of inability in line 14, the teacher withholds from

producing talk. The learner does succeed in pinpointing the nature of the trouble-source, *wrong preposition*, and comes up with an adequate repair; on. The learner is, however, uncertain of his repair attempt and a repeat of the repair with rising pitch query quickly invites confirmation or assessment from the teacher. The teacher does not produce any talk following this request for help and, after a 2.8 second pause, the learner confirms his repair choice for himself. This turn then terminates with a repeat of the repair and is followed by confirmation from the teacher, (in line 17).

Teacher RR produces an explicit repair-initiation in #6.27 below. The global agenda of the lesson is, however, conversation based; the participants are discussing world environmental issues. The teacher's repair treatment explicitly registers the repair in the talk and underlines the event of the repair. The trouble-source occurs in line 4 and is framed by pauses. This hesitation may signal some learner doubt about her talk, but she does proceed with a continuation of her turn. No attempts to engender a repair are put into action by the teacher in overlap with the learner's talk. On completion of the learner's turn, the teacher highlights the occurrence of the repairable with an explicitly-designed initiation which alludes to native-speaker knowledge of the language; *actually we don't have such a word as touristic*. The learner produces an unsuccessful repair attempt in the next turn. This is followed by a negative assessment object and an exposed correction from the teacher which again alludes to native speaker knowledge; *we have a slang word we can say touristy*.

#### #6.27

(RR:SS)  
 1 L: ... it's got loads of historical (.) places  
 2 and uh the factories are really outside  
 3 (.) Paris .h so you don't really (..) in the  
 4 → centre of Paris it's (...) very touristic (0.5)  
 5 and uh it's supposed to be re- really well kept  
 6 T: → actually we don't have such a word as touristic  
 7 L: → touristical u::h  
 8 T: → no well we have a slang word we can say  
 9 → touristy ((teacher writes on board))  
 10 L: → touris-

11 (2.7)  
12 T: → would be ok or just say lot of tourists (...)  
13 (1.3) but yes there are big parks lots of ...

## Summary

This short sub-section began by discussing a type of repair-initiation which was limited in its power to elaborate the site or nature of the repairable. The initiation comprised an indication of trouble by the teacher, for example “right careful”. The repair performed in #6.24 dealt with an aspect of the talk and target language which had been worked on at length previously. The weak design of the teacher’s initial initiation might then be explained by teacher expectations that the learner will be able to notice the occurrence of similar trouble and therefore be able to put it right again.

In the case of the ‘working-on-talk’ in #6.25 to #6.25/c, the task being conducted by the participants was highly-structured and involved work on target language in sentences written for homework. As getting the target structure ‘right’ is a high priority, the absence of positive assessment and simply indicating trouble, is sufficient to indicate that the problem lies with the target itself. Indeed, in #6.24, learner LF attempts repair to the target following the teacher’s minimal initiation. However, in #6.26, the learner’s repair attempt following a minimally-designed initiation does not deal with the teacher’s intended repairable. An in-depth treatment of the repairable and target language form, use and knowledge which involves issues of linguistic adequacy and the use of metalinguistic terminology, is then pursued.

The sub-section finished by considering two examples of explicitly-designed initiation from the EFL data. Issues of linguistic adequacy and native-speaker judgement were also highlighted in these repair enterprises. The repair treatment provided a heightened focus on correction. One of the fragments examined was taken from a point where the business concerned the re-consideration of trouble-sources which had occurred earlier in the lesson. The other fragment was from a discussion based lesson. The

consequences of the design of the repair treatment for these different lesson types was highlighted and discussed.

The repair work examined in the following sub-section is put into action by teacher displays of understanding of learner prior talk, for example, ‘type 3’ and ‘type 5’ initiation. This initiation engenders a consideration of prior talk by the learner as the teacher presents a display of potential understanding of prior talk and projects confirmation or disconfirmation from the learner. The learner may then need to action repair work before mutual understanding can be signalled as having been achieved. So, in this way, the learner is brought to notice a trouble-source. Pica (1994b and studies referred to therein) suggests that teacher utterances referred to as ‘clarification requests’ for example:

“Did you say lace or race?” offer learners opportunities to hear their own interlanguage production given back to them and, as such, provided a springboard through which they could compare what they had produced in relatively spontaneous or unplanned communication and its L2 version, which they could monitor more carefully in responding to the NS. This offered them opportunities to notice differences between all or part of what they had just expressed in their interlanguage and how it might be expressed in the L2.

(Pica, 1994b:95)

#### **6.2.4 Initiation by Understanding Check**

The repair activity in the first fragment, #6.28, involves the replacement of a single lexical item. The initiation provided by the teacher is explicitly packaged; an understanding check which comprises a ‘repeat of the repairable item’ and information about the nature of the required repair in a question format. Its explicit design can be accounted for as a consequence of a lapsed opportunity of repair-initiation and the emergence of an alternative trouble-source. The teacher therefore has to regain the next-turn repair position. #6.28 is also an example where the learner misunderstands the requirements of the teacher’s first initiation turn.

## #6.28

(DC:GG)

1 L: ..it was about the end of the: Third (.) Reich  
2 the end of the War 1945 and you could (.) see  
3 uh Goebbels and u:h Hess in the: judgement of  
4 → Nuremberg <sup>a</sup>(0.5) it was a re- p-(0.5)ort a re-  
5 (0.6)

6 T: → did they call it the judgement (.) or did they  
7 → have another wor{d for it

8 L: {oh I didn't =know the: the  
9 title of the: (0.5) programme

10 T: → but there's another word for- for when you  
11 → (.) you go to court  
12 (0.8)

13 L: a trial

14 T: Yeh

15 L: hm{m

16 T: → {yeh so that they're often { ca lled (.)  
17 L: {(..) yes

18 T: → The: } Nuremberg (0.9) Trials

19 L: a trial}  
20 (0.9)

21 T: did they show ...

The learner's turn, lines 1 to 4, contains the item judgement which is the focus of repair work in the subsequent talk. There is no display from the learner that this is problematic and the teacher does not initiate or action repair in a 0.5 second pause opportunity, (*a* in the transcription). The teacher makes no claim for speakership and the learner continues the talk. The learner displays some problem in the production of a lexical item, re- p-(0.5)ort a re-. After a 0.6 second pause, the teacher actions an explicitly-packaged initiation, (in line 6). This initiation does not deal with the language that the learner has himself displayed as being a source of trouble and an area where his knowledge of the target language is revealed as being in need of work. The teacher did not utilise prior repair opportunities, and the learner has brought a different item in need of repair to the interactional surface. The teacher claims and regains the

repair position by explicit repair-initiation; an understanding check, did they call it the judgement (.) or did they have another word for it. The teacher does not action an other-correction, but withholds correction and instigates learner self-repair. The explicitly-designed initiation provides the learner with information about the nature of the repair to be accomplished. Again, the repair work is shared out between the participants.

The teacher's initiation marks out the repairable item, judgement, with increased loudness. It is followed by a micro-pause which divides it from the following talk, and it is embedded in a question construction which also marks where a repair is required. The learner does not respond to the teacher's turn as a request for repair of the language item itself, but for repair of the title of the programme he has alluded to, see lines 8 to 9.

In line 10 the teacher addresses the trouble which has been generated from the learner's understanding of his initiation turn. He clarifies expectations and further specifies of the type of repair needed. The initiation locates where the repair is needed and gives information about its semantic nature. This time the teacher's initiation focuses on giving a display of knowledge of the target language; it does not use the contextual framework previously employed by the learner. Language in the teacher's talk is highlighted in this turn by increased loudness and elongated vowels. After a 0.8 second pause the learner offers an answer-repair. The frame he uses is not as in his original trouble-source turn, but orients to that of the teacher's second initiation, (in lines 10-11), which employs a general frame; a *trial*. The teacher explicitly receipts this repair with a *yeh*. The learner does a minimal affiliative turn and does not provide a continuation of the talk.

The teacher brings the terms of reference of the talk back from repair work to the context of the original trouble-source; he does a version of the complete repair in lines 16 and 18. In overlap, the learner provides affiliative talk and repeats the specific repairable item; a *trial*. The learner does not then produce a final repair version i.e. the repair in its original context, as we have seen in fragments #6.22 and #6.25/c. After



a 0.9 second pause, and no attempt to take up talk by the learner, the teacher elicits a continuation with a question.

The need for a second, explicitly-packaged repair-initiation in this spate of talk made the repair more remote from the context of the learner's original doing. The repair was disjointed from the original frame in which it occurred, and so the display of knowledge of the language became a focus of the talk in its own right. This is evidenced by the switch of frame which is oriented to by both participants. It is left to the teacher to do a complete redoing of the original *The Nuremberg Trials* repairable. It is significant that the teacher has not produced an imitable model for the learner before this point and that when it is presented, it is delivered in overlap with the learner. The trouble-source item which was indicated by the learner in line 4 is not worked on.

In #6.29 the repair activity begins with an understanding check, (Schegloff 1987) in line 6. The learner confirms the teacher's previous display and the teacher then initiates work on the prior talk with an explicitly-prefaced 'fill-the-blank' task. The issue of linguistic adequacy is raised by the teacher. The initiation does not engender a learner-repair and further initiation is provided. The teacher withholds from other-correction and pursues self-repair by providing 'clues' in initiation.

#### #6.29

(DC:GG)  
1 L: it's a whole family chronicle (1.0) but it  
2 was uh very well written (1.3) and it plays  
3 in England in Wales >mainly in England and  
4 Wales<  
5 (0.8)  
6 T: pt the: (.) the story?  
7 L: yeah  
8 (0.5)  
9 T: → so (.) oh there's a better way of saying  
10 → it plays you can say it is:  
11 (0.5)  
12 L: situated in  
13 T: → u: { : h } a shorter word that begins with S:

14 L: {(..)}  
 15 (0.7)  
 16 L: (..)  
 17 (1.5)  
 18 T: → just three letters (0.5) S  
 19 L: S: set (0.9) it is set in England and Wales  
 20 T: if you say it pla:ys it {sounds like it's a (.)  
 21 L: {hm  
 22 T: a film or a play {.hh or something so it's set  
 23 L: {hm  
 24 (0.9)  
 25 L: in England and Wales

The learner's first turn, in lines 1-4, contains the repairable item *plays*. There is no signal from the learner of any recognition of the need for repair. After a 0.8 second pause the teacher displays his understanding of the referent in the learner's prior talk and invites confirmation from the learner; *the story?*. The understanding check:

identifies a trouble with a previous turn's talk by proposing a solution to that trouble. ... The locus of the completed repair, therefore, is to be found in the responsive confirmation/disconfirmation of the understanding check.  
 (Heritage, 1984b:319)

The teacher's understanding is confirmed by the learner with a *yeah* receipt.

The teacher begins talk following the learner's confirmation but this ends in a cut-off. A micropause precedes a following *oh* 'change of state token', (Heritage 1984b) in line 9, and subsequent explicit repair-initiation from the teacher. Thus the repair venture so far coincides with a format which has been described by, Heritage (1984:319) as "a basic format for other-initiated repair sequences in everyday talk", i.e.:

1. A: Repairable
  2. B: Understanding check ((repair initiation))
  3. A: Confirmation/disconfirmation ((repair))
  4. B: "'Oh'" receipt
- (Heritage, 1984b:319)

The teacher's initiation in line 9 takes the talk back to the point just before the trouble source, thus locating the site of the required repair. It also contains a partial repair, as the nature of the required repair is indicated; part of the verb phrase required in a subsequent repair is given by the teacher, *it is*.

The learner offers a repair, in line 12, but it is shown to not be the one that the teacher had envisaged. There is an absence of affiliative talk from the teacher in the next turn, and a further initiation clue is provided by the teacher; a shorter word that begins with *s*:. Thus information, or a clue, (McHoul 1990) about the nature of the required repair is provided. The initiation fails to promote a learner self-repair. Further cluing initiation is provided in line 18; *just three letters (0.5) s*. This time the learner responds with a repeat of the teacher's initiation clue followed by a successful repair. After a 0.9 second pause the learner does a redoing of part of the original trouble-source turn including the repair. Note that no receipt or affiliative talk is produced by the teacher at this point although the learner has accomplished an adequate repair. The focus on the business of the repair activity does not finish here as the teacher launches into further explanation of use, and linguistic adequacy. The repair sequence ends with an upshot, in lines 22 and 25, which is collaboratively accomplished by the teacher and learner. The learner provides the completion. Mutual understanding and comprehensibility has been established and displayed through the talk. In a final collaborative completion, the learner has been tested and the repair business collaboratively brought to a close.

The teachers' initiations in the following three fragments also present displays of their understanding of the learners' prior talk. Displays of agreement, or initiation of further work to accomplish mutual understanding from the learner, are projected next-turn actions. The understanding check generates learner consideration of his/her prior talk, ostensibly so that mutual understanding can be explicitly displayed in the talk. However, what we also see in the following three fragments, is that by projecting a display of shared understanding, the learner may notice of inadequacies in his/her prior talk. The display of agreement and understanding projected by the teacher's

understanding check is thus incumbent on some repair work being done first. Pica (1987) claims that negotiating checks on comprehensibility:

serve to restructure the social interaction so that the learner can draw more deeply into his or her interlanguage resources, repeat or reword a message until it is clear to the interlocutor  
(Pica 1987:7)

Consider the design of the repair trajectory which is instigated by a display of understanding in the next fragment, #6.30. The teacher reveals a possible interpretation of the learner's prior talk and this results in repair work to put that interpretation right.

### #6.30

(SP:BS)  
1 T: ... what happens if I: um (.) lose my card  
2 L: .hh well if you lose your card .hh I'm sitting  
3 in the reception (0.6) a{rea  
4 T: → {you're s:itting there  
5 → (.) now °are you?°  
6 L: □→yes I'm sitting there every- (0.5) I'm  
7 → (sit) I'm (sit) in the rec- in th- the reception  
8 → {.hh } every morning  
9 T: {right}  
10 T: ok yeh yeh ok

Items in the teacher's initiation in lines 4 and 5 are phonetically highlighted; s:itting and now. The repair work required to the learner's prior talk is to tense usage. The first highlighted item is the repairable and the second, a part of a question 'clue', which might invoke the learner's assessment of the meaning of tense he has employed. The teacher anticipates that the learner will not confirm her display as being correct, but action, or initiate, repair work so that a display of mutual understanding can then be accomplished.

In response to the teacher's initiation, the learner first of all confirms the display of understanding provided by the teacher, and then produces a continuation, which

includes the trouble-source items. The continuation ends in a cut-off, (in line 6). This is followed by a 0.5 second pause. The teacher does not produce any talk. A self-correction of the tense used in the trouble-source turn is then actioned by the learner in lines 6 and 7. In orienting to the teacher's projection of displaying mutual understanding, the learner noticed, or was pushed into noticing, a repairable aspect of his talk.

Transcription doubt about the learner's pronunciation is displayed in the transcription. The teacher, however, does not project a further focus on this aspect of the language. Explicit assessment markers are produced by the teacher in lines 9 and 10. The teacher instigated the repair business and signals its successful completion.

The repair in the next fragment #6.35 also begins with a display of understanding by the teacher which projects confirmation, or otherwise, from the learner. The learner is talking about his last night visit to a 'steakhouse'. Previously in the conversation the learner has talked about meeting a business colleague. The transcription begins at the point where he talks, as the subsequent talk reveals, about the Slovakian waiter who was in the restaurant. This is the first occasion that he, being the waiter, has been introduced into the conversation. In line 4 the teacher reveals that she has potentially understood the referent of the learner's talk to be the business colleague. This information and understanding needs confirming or shown to be incorrect.

### #6.31

(LS:HH)

- 1 L: ... he's he was .hh an(d) slovak'ian man  
 3 (1.1)  
 4 T: → .hh {the man from the bank?  
 5 L: {who  
 6 L: → uh no- from uh bank from uh the man is (uh/a)  
 7 restaurant  
 8 (0.6)  
 9 T: → .h the {w- who work}s: the waiter?  
 10 L: {English restauran}  
 11 L: → the wor- the waiter waiter u::h who is uh who

12           → is leev .hh uh Slovakia Slovakian u::h (.) uh  
 13           → ({0.6} ) next to { uh Hungaria }

14    T: → {Ah ha}                   {.hh he lives in} Slovakia now?

15    L: → I- yes >yes yes< and uh he is working I- in  
 16           → English restaurant

In line 4 the teacher's turn displays her understanding of the learner's prior talk and projects a clarification of the referent of the talk, with the question .h the man from the bank?. The learner rejects the teacher's display of understanding, no- from bank, in line 6. The subsequent negotiation between the teacher and learner, in which teacher and learner sort out repairable aspects, are also steps in the re-construction of their shared understanding. In lines 6 to 7 the learner provides further information about the referent in the prior talk to clarify the teacher's understanding.

The teacher's turn in line 9 projects a confirmation or rejection of understanding from the learner, accomplishes a repair, displays candidate language, and paraphrases the learner's prior turn; the waiter? is a candidate replacement for the man is (uh/a) restaurant. The learner repeats the teacher's repair and thus confirms the teacher's understanding, in line 11, and then continues the talk.

The teacher claims a coming to understand, Ah ha in line 14, in overlap with the learner's on-going talk. She also initiates work on her understanding of a further aspect of the learner's talk. An understanding check in line 14, presents a display of understanding which the teacher anticipates will be rejected by the learner and so, he will have been brought to notice a trouble-source in his prior talk and take action to put it right; he lives in Slovakia now?. The last item in the teacher's turn, now?, is marked for attention with increased loudness and rising pitch movement. This same strategy was observed in #6.28. The item is leev, which was produced by the learner in line 12, is displayed as having been understood by the teacher as an instantiation of the verb 'to live'. (The learner has intended the verb 'to leave'). The learner does not action or initiate any repair to this, but confirms the teacher's display of understanding;

yes >yes yes<. In his continuation, the learner correctly uses the present progressive tense. The issue of the verbs is not attended to.

In #6.32 an understanding check and an ‘upshot’ engender mutual understanding between the participants.

### #6.32

(LS:HH)  
1 L: ... when I: I'm: tired I: uh (2.0) (he) go  
2 (0.7) to work (0.5) he uh (.. uh) I=u::h  
3 I uh (w..k) I to work  
4 T: → you go to work when you are tired?  
5 (.)  
6 L: yes  
7 T: → oh (0.5) why?  
8 L: → because I:=uh (1.2) usually go: my car  
9 T: hm m  
10 (0.8)  
11 L: → and u:h (tired) .h on foo:t .hh {an-  
12 T: → {ah (0.5) wha  
13 → so the air (0.5) can wake  
15 L: m hm u::h .h uh no not (.) uh about un- u:h (.)  
16 uh 100 metre (0.7) I walk  
17 T: ah ha (.) and afterwards

The learner produces a response to the teacher’s prior elicitation in lines 1-3. The learner provides an answer using the targeted question structure. This is followed by an understanding check in line 4. The learner confirms the teacher’s display of understanding of his prior talk with a ‘yes’ receipt. In the next turn, the teacher produces a ‘news receipt’ token, (Heritage 1984b) and explicitly asks for an explanation; oh (0.5) why?. Following an explanation by the learner, in lines 8 and 11, the teacher produces an ‘ah’ ‘change of state’ token and then an upshot. The teacher’s upshot displays the teacher’s understanding of the learner’s prior talk and of candidate language. In this instance the learner confirms the teacher’s understanding

with m hm before proceeding with a continuation of the talk. See section 7.3 for analysis of further instances of upshotting in the data corpus.

The final fragments in this section include instances of ‘type 5’ repair-initiation, (Schegloff et al. 1977). This initiation type also presents the learner with a display of understanding which invites confirmation or otherwise, as did the initiation in the last three fragments. However, in contrast to some of the examples in those fragments, the initiation here incorporates a repaired version of the learner’s prior talk. In #6.29, for example, the understanding check presented an understanding which the teacher anticipated would be rejected by the learner and repair to the talk therefore actioned by him. The understanding check is therefore another strategy which can avoid other-correction.

In his analysis of subject classroom talk, McHoul (1990) acknowledged the fact that this type of repair-initiation can in fact be regarded as a veiled type of correction. The analysis of the instances of this type of repair-initiation in some of the fragments discussed below, demonstrate this characteristic too. In the first fragment, teacher SFM actions work to the learner’s prior talk with a ‘do you mean’ initiation. Here the device allows the teacher to attend to semantic aspects of the learner’s prior talk and to provide a display of candidate language use.

Consider the repair trajectory which emanates from the teacher’s display of understanding in #6.33.

### #6.33

```
(SFM:GB)
1      L:      u:h the Peto operation in South Africa could
2              not be a s- s:traight black line ((reading from
3              newspaper))
4      T:      hm
5      L:      yes: but u:hh I think (1.1) e::h it's important
6              how much (0.8) .h e:h (1.2) how much the black
7              line how much the white line heh
8              (1.0)
```



9 T: → you mean the idea of balance is impo{ rtant }  
 10 L: → {yes yes}  
 11 (1.2)  
 12 L: many e::h (2.7) many black (.) people (0.5)  
 13 died {(0.6) } for (.) indepe- i-i- independence  
 14 T: {°right°}  
 15 T: °right° (.)°hm°  
 16 L: an u::h (8.7) .hh white people helped (1.5)  
 17 to them .hh uh .hh helped them .h but u:h they  
 18 e:h (4.6) e:h they wasn- they weren't (.)  
 19 working (0.5) for government  
 20 (1.8)  
 21 T: hm=  
 22 L: e::h (4.4) u:h  
 23 (0.9)  
 24 T: → do you mean people like Helen Suzman  
 25 L: → °yes°  
 26 T: → who (0.9) was long um a campaigner (0.5) for  
 27 → equal rights in South Africa  
 28 (0.9)  
 29 L: °yes° an .hh e::h (2.6) it's important u::h when  
 30 (.) the uh racial (0.8) politics (0.6) was (0.7)  
 31 begun ...

Teacher SFM's initiation in line 9 which invites the learner to confirm her display of understanding models candidate language and language use. The initiation provides an alternative way of saying what the learner said in her previous turn. A specific item in the teacher's embedded repair is highlighted by increased loudness; balance. It also projects confirmation of mutual understanding, or indication that mutual understanding has not been achieved, from the learner. The learner confirms the teacher's display of understanding of her prior turn with 'yes' receipts in line 10.

In line 22, the teacher uses the same device to confirm her understanding, the learner's intended meaning, and to provide a display of candidate language. The learner confirms

the understanding by again providing a 'yes' receipt. In this example none of the highlighted language is reproduced by the learner.

Again in fragment #6.34 below, the teacher's do you mean initiation invites confirmation or otherwise. The initiation, as is the case in #6.33, presents a display of candidate target language and is an embedded correction.

#### #6.34

(SFM:GB)  
1 L: e:h a white woman  
2 T: hm mm  
3 L: e::h .hh was working with the black people he  
4 {he  
5 T: {°right hm°  
6 (1.6)  
7 L: °uh°  
8 (4.7)  
9 T: → do yo- .hh do you mean that the black people  
10 → were working under her  
11 L: → no n n no no .hh e::h Margie Pelham  
12 T: hm m  
13 L: → was eh white {.h woman an .hh she went to South  
14 T: {hm m  
15 L: → Africa=  
16 T: =hm m good  
17 L: and e::h (1.0) e:h (1.1) the white (1.7)  
18 government  
19 T: °hm m°  
20 L: in ((the)) South Afri{ca=  
21 T: {°hm m°  
22 (2.6)  
23 L: e::hh (0.9) have e::h .h e::h the ric- uh ricial  
24 politics  
25 (0.7)  
26 T: racial  
27 L: raci{al } p poli politics

28 T: {racial}  
 29 (0.9)  
 30 T: hm m=  
 31 L: =and the white woman .hh e:h was teaching ...

The teacher's understanding check-initiation in lines 9 and 10 incorporates an embedded repair; *working with the black people* is replaced by *the black people were working under her*. The design of this 'working-on-talk' enterprise allows the teacher to deal with the meaning of a spate of talk without focusing down on particular items individually. It does, nevertheless, also allow for attention to specific aspects of the talk in the following way; the item 'under' is highlighted. This item which replaces the repairable 'with' in the learner's prior talk is marked for the learner's attention. On this occasion, the learner rejects the teacher's display of understanding, *no n n no no*, and then proceeds to provide a redoing of her prior talk.

In lines 20 to 24 the teacher and learner attend to some work on the pronunciation of the item 'racial'. After the learner attempts self-corrections, the teacher actions an 'isolated' correction which is followed by a repeat by the learner. This repair action deals with an on-line trouble-source quickly and swiftly and the focus therefore remains on the on-going business, re-aligning and confirming mutual understanding.

In #6.35 teacher SFM again provides a display of her understanding of the learner's prior talk and candidate language use with a 'type 5' initiation. On this occasion, the learner does repeat an item presented in the teacher's initiation, as well as displaying mutual understanding.

#### #6.35

(SFM:GB)  
 1 L: this turn is e::hm (3.2) .h ((clears throat)) is  
 2 → like u::h (1.8) p-passing? (0.8) °u::h°  
 3 (1.5)  
 4 T: → °a passing?°  
 5 (2.1)

6 L: → ((clears throat)) eh this turn is like eh pass  
7 → (2.5) °u:hm° (2.1) going pass  
8 T: yes  
9 L: °turn° (0.8) u{m  
10 T: → {when you say tu:rn (.) do you  
11 □→mean this period  
12 L: → yes (.) this (0.7) pe{riod  
13 T: → {this period  
14 (1.0)  
15 L: → now  
16 T: yes  
17 L: this time  
18 T: °hm°  
19 L: °this time° (2.1) u::h ...

In line 2 the item *p-passing?* is produced with rising pitch query. The learner signals her concern with the language she has produced and invites teacher assistance. The teacher provides an initiation/candidate completion in line 4, but it is not confirmed as being an adequate repair of her talk. The learner continues by attempting further self-repair.

In line 10 a ‘do you mean’ repair initiation which overlaps with a display of intention to provide further talk by the learner, focuses on an item of language produced three times in the learner’s prior talk; ‘turn’. The initiation projects learner confirmation of understanding, or, display of the need of further work. It also provides the learner with a model of candidate target language. In line 6 the learner provides a ‘yes’ receipt and confirms the teacher’s understanding and she then produces a repeat of the item which was phonetically-highlighted and which is a replacement for the item she used in her prior talk ‘turn’; *period*.

The item ‘balance’ which was highlighted in the teacher’s ‘type 5’ initiation in #6.33 was not repeated by the learner. However, in that fragment, the repair which was furnished by the teacher’s ‘do you mean’ initiation did not involve the replacement of one single item with another. The initiation there works on a longer spate of talk.

Teacher AJ brings the focus of the talk back to an aspect which has been worked on previously and actions a correction in the following fragment, #6.36. The teacher regains the repair position with an explicitly-constructed elicitation which includes a ‘do you mean’ initiation. The learner is required to give an explanation of why he used a particular item in his previous talk. The learner’s understanding of this item is displayed and the teacher actions work to re-align this display of understanding.

### #6.36

(AJ:LF)

1 T: → yeah can I ask you a question Louis only the  
2 → living room or any room (0.7) do you stand up  
3 L: u:hh ph{ (°alors°)  
4 T: → { why why did you say living room do  
5 → you mean any room  
6 L: → not any room because u::hh (1.2) °uh° (0.8)  
7 usually u:h=hhhh h (.) the(re) have uh (.) a  
8 party or section (1.0) u:h in dh- generates  
9 uh it is the living room or dhe .h or room  
10 for that u:h{h  
11 T: {a:h ok it’s not {a } living room  
12 L: {uh}  
13 L: no oh what i{t is  
14 T: {i-i-a living room is your pers-  
15 your living room at home  
16 (.)  
17 L: ok  
18 T: ok .hh could be a lou:nge  
19 (1.3)  
20 L: o{k  
21 T: {a lounge  
22 L: ah woui ok m { m  
23 T: {now tha that’s possible tha- we  
24 can use that when it’s a reception (.) yeh  
25 {in a lou:nge or {a recep }tion room  
26 L: {ok {°a lounge°}  
27 (1.6)  
28 T: a lounge or a reception room

29 (8.5)  
 30 L: but u:h (0.7) can I consider that uh in m-  
 31 in my house there is u:h the main room uh  
 32 heh h {uh u:h }  
 33 T: {well you can s}ay living room in your  
 34 house absolutely

In lines 1 to 2, the teacher requests explanation of something produced by the learner earlier in the talk. This item occurred in work to a target three homework sentences prior to the sentence being worked on in #6.36. The learner's attempt to produce talk ends in a cut-off, (line 3), as the teacher takes up speakership and continues the explicit focus on the learner's language use with a second question asking the learner to justify his word choice, and signals the site of the potential repair; do you mean any room. The learner rejects the teacher's understanding and suggestion of his intended meaning. A lack of mutual understanding has been revealed.

In lines 6-10 the learner provides an explanation of his word choice. In the teacher's next turn, (line 11), which begins in overlap with a hesitation marker at the end of the learner's turn, she signals her coming to understand something in the prior talk and gives an assessment and understanding based on the learner's prior explanation; it's not a living room, (line 11). In line 13 the learner explicitly asks the teacher to provide the correct word and action a repair. The teacher gives a candidate target, and models an alternative lexical item, lou:nge in line 18. The item is marked out by elongated vowel, increased loudness and rising-falling intonation. The learner does not repeat, but receipts, the model in line 20 after a 1.3 second pause. In overlap with this receipt, in line 21, the teacher provides a further model; the model has a rising-falling intonation pattern, but the pitch-range is narrower than previously. After this model the learner signals his coming to understand something in the prior talk; ah oui ok m m.

Up until line 26, the learner has not produced a repeat or version of the teacher's model. The learner's version of the model in line 26 is quieter than the surrounding talk and is in overlap with talk which focuses on the use of the target from the teacher. The learner's version occurs in overlap with a second candidate item; reception room.

There is absence of talk from the learner i.e. no receipt or repetition for example. After the 1.6 second pause in line 27, the teacher models both of the newly presented targets. Both models are highlighted for attention. Once again the models are not repeated or receipted by the learner. The learner is withholding from repeating the models because, as his subsequent turn shows, he is still uncertain about the prior talk. The learner continues the focus on the topic by requesting clarification of the meaning and the use of the language being worked on by them. The learner reveals the extent and state of his knowledge i.e. that 'living room' is a word used in the context of a home, and therefore provides the teacher with a basis for providing what needs to be extended, altered etc. i.e. that you don't use 'living room' about a hotel or other public reception/party room. The teacher provides agreement with the learner's display of comprehension. The learner follows with exemplification of the situation and context in which he was employing the language which was at the centre of the teacher's initial initiation.

### **Summary**

In the previous sub-section I have presented and examined some examples of next-turn teacher-initiation which comprised a teacher display of understanding of the learner's prior talk. An understanding check generates a display of confirmation or disconfirmation of shared understanding between the participants and along with this, projects the learner's reconsideration of his/her prior talk. The learner may then have been brought to notice a repairable aspect of his/her prior talk, which he may be able to deal with alone, or collaboratively with the teacher.

The final group of fragments, #6.33 to #6.36, included examples of 'type 5' initiations. This particular repair initiation was shown to be multi-functional. For example it (a) provides the learner with an alternative way of saying what s/he attempted to say i.e. it provides a display of candidate language use, and (b) provides the learner with a display of understanding of his/her prior talk and invites an opportunity to establish or work on mutual understanding, and (c) allows for work on spates of prior talk without necessarily pinpointing out specific language for repetition by the learner.

### 6.3 SUMMARY AND CONCLUDING REMARKS

In comparison to what was seen to occur in the fragments which were examined in Chapter Five, which incorporated ‘working-on-talk’ instigated by the learner’s self-initiation, collaboration in the repair enterprise in Chapter Six is explicitly projected by the teacher. Through NTRI the dealing with, and treatment of, the trouble-source becomes the activity focus of the talk. The teacher highlights the occurrence of the trouble-source after no signal of ‘noticing’ from the learner, and reveals various details about the trouble-source through a range of initiation devices. The teacher does not perform an immediate correction, but projects the learner’s own ‘working-on-talk’ and also helps to direct it towards successful repair accomplishment.

In Chapter Five the most common action following a learner display of inability or request for teacher help was for the teacher to action an ‘isolated’ correction. In Chapter Six, where learners did not display awareness of the repairables in their talk, teachers routinely produced repair-initiation. The possibility, therefore, that the learner’s failure to action a self-repair might be a result of not-noticing and not inability, is allowed for. As in McHoul’s study (1990) teachers then showed their learners where their talk was in need of repair and did not immediately put it right for them.

The NTRI repair enterprise involves collaborative investment between the two parties in the righting of the talk. The teacher’s highlighting of the trouble-source site projects the need for the learner to make an assessment of his/her prior talk and to take reparative action. In this way the teacher ‘pushes’ the learner to notice the problematic aspect of her turn which is pinpointed in initiation and to make attempts to put it right. Through the subsequent attempts made by the learner to accomplish repair, s/he may reveal more about what is his/her potential current level of knowledge of the target language. Further initiation from the teacher builds on this up-dated and on-going display. For example, in #6.3, the teacher’s initiation began with a repeat of the trouble-source and culminated, after extended initiation and learner repair attempts, in a successful learner repair. On a turn-by-turn basis, the teacher and learner create a sequential environment in which information about the aspect of the target knowledge which has come under focus is displayed to and for each other. This knowledge may be tied to the specific



details of the prior talk or may involve a wider focus on L2 linguistic knowledge, where teachers and learner refer to the language in the prior talk using metalinguistic terms, refers explicitly to linguistic adequacy and go about an assessment of their current state of knowledge of the aspect of the language which is under consideration. In #6.6, for example, the teacher's initiation was seen to begin with the details of the learner's prior talk but was expanded to a consideration of knowledge of the language, as a successful self-repair was not forthcoming.

Prolonged initiation entails an extended focus on knowledge of the target language and has a possible risk for the participants and their talk. Focusing on an aspect which has already been highlighted as problematic and one which may be a result of a lack of knowledge on the part of the learner, may increase the possibility of further trouble. These last two aspects of other-repair initiation seem to be in some contradiction. But, once again, as is observed in #6.7 and #6.9, the structural possibilities provided in repair organisation have been shown to have the potential to be sensitive to the level of competence of the learner, and their display of competence in their talk. For example, types of repair-initiation give the learner clues, and narrow down the required work. Sensitive recipient-designing is thus displayed by the EFL teacher.

NTRI by teachers presents part of the learners' prior attempts at producing language for re-consideration. The design of the initiation may then allow for a learner 'noticing' of a repairable, or may 'push' the learner to 'notice'. It also provides some guide for the learners in the working on their talk. The withholding from other-correction and actioning of initiation in next-turn, when learners have not made any displays of awareness of problem with their talk, assists the learner's own noticing of trouble and what could indeed be potential gaps in their knowledge of the target language. This trajectory is a major means of explicit focusing on aspects of what is at the centre of the interactional goal; the target language.

Extended initiation sequences are sequential environments in which aspects of the learner's display of language and potential display of linguistic knowledge are highlighted, and information to align here and now displays of knowledge is provided. Prompted and guided by the teacher, the learner produces a repaired production of prior

talk and also a candidate example of target language use. I propose that it is this vital ‘working-on-talk’ enterprise, where knowledge about the target language is aligned and brought to a level of intersubjectivity between the participants through negotiation and collaboration in their talk, that can potentially lead to a development in learner knowledge of the target language. This change in knowledge might prove to be just be a one-off event within the context of that language lesson. Equally so, it might be an instance in which a change in the learner’s knowledge of the language is indeed brought about.

The analysis of fragments of EFL talk which has been presented in this and the previous chapter, has revealed that when repair ventures involve both parties in the activity of repair, trajectories can typically be cyclical and require investment in the talk. This is particularly so in the case of extended initiation, where the ‘other’ participant, the teacher, stalls the immediate righting of the talk by withholding from actioning other-correction. Teachers orchestrate opportunities for learners to make subsequent attempts at putting their own talk right. In this way, the repair business is not a quick time-out occurrence from the talk, but it may become a resource for focusing on the details of the prior talk and from there, potentially, target language knowledge.

In the following chapter, Chapter Seven, ‘working-on-talk’ which is accomplished by teachers in next-turn other-correction is examined. As with the examples of NTRI which have been explored in Chapter Six, the cases of next-turn other-correction presented in Chapter Seven are actioned by teachers after no explicit displays of awareness of repair need or self-repair attempts. The distinction between exposed and embedded forms of correction, which has been outlined by Jefferson, (1987) has illuminated the analysis. Exposed forms of correction are examined in section 7.2.2. ‘Isolated’ forms of correction which display no explicit repair marking and are not embedded in talk are then presented and discussed in 7.2.3. Even though these ‘isolated’ repairs are actioned in next-turn position, they exhibit characteristics which serve to camouflage or downplay their status as least-preferred trajectories. In 7.3 an embedded form of teacher-correction is discussed.

## CHAPTER SEVEN

### TEACHER-CORRECTION IN COLLABORATIVE WORK ON TARGET LANGUAGE SKILLS

#### 7.1 INTRODUCTION

The examples of work on talk and target language skills accomplished by the EFL teachers and learners encompassed in this chapter have been differentiated from that of previous chapters. This is because the range of ‘working-on-talk’ examined here is accomplished without the involvement of the learner in repair-initiation or repair accomplishment; repair is brought about by next-turn teacher-correction; in an ‘isolated’, exposed or embedded form.

The ‘isolated’, next-turn correction is found to be a common next-turn repair action in discussion and fluency practice lessons in the data corpus. Instances of this correction form in previous chapters has shown that it routinely provides for swift repair work with limited consequences for the apparent business of the talk, the teacher and the learner. The repair business is usually maintained as a ‘by-the-way’ occurrence: teachers do not regularly provide explanation or discussion of linguistic adequacy issues following ‘isolated’ correction, and it does not depend on learner ability for a successful outcome. Exposed forms of repair and extended repair-initiation on the other hand, can be seen to be in conflict with the apparent agenda of a ‘conversation-based’ lesson, as the repair typically becomes the up-front business and can require investment in multiple turns. Conversely, in a lesson where the agenda is, for example, ‘correctness-based’ or focused on grammar, the ‘isolated’ correction form does not project a treatment which entails consideration of wider knowledge of the aspect under repair, or issues of linguistic adequacy. In these types of lessons, exposed forms of correction and initiation afford opportunities for focusing on the talk and target language knowledge, business which is not in contradiction with the lesson agenda.

The teacher repairs in this chapter occur in next-turn position following no explicit learner displays of noticing problematic talk. The fragments of EFL data which have been examined in the previous chapters have also included repair trajectories which involved other-correction by the teacher. As part of larger repair trajectories, these other-corrections were actioned following extended initiation, attempts at learner self-repair, or where learners had requested assistance from the teacher, and in so doing, revealed their own expectations of inability to action a self-repair. In this chapter, ‘working-on-talk’ which is accomplished via exposed and embedded forms of teacher-corrections, occurring in a sequential location other than those previously examined in prior chapters, is presented and discussed.

In sub-sections 7.2.2 and 7.2.3, explicitly-managed, next-turn other-correction and ‘isolated’, next-turn other-correction are examined respectively. In Section 7.3, a specific type of embedded teacher-correction, upshotting, is presented and discussed. This type of correction bears some similarities with the examples of displays of understanding initiations in fragments included in the discussion of repair work in Chapter Six. See, fragments #6.28 to #6.36. Those repair ventures might legitimately have been included in the discussion of embedded repairs in section 7.3, as their status as explicit ‘type 5’ initiation or on the other hand, veiled correction, is somewhat ambiguous. Reservation concerning the identification and status of ‘do you mean’ type initiation was voiced by McHoul (1990).

## **7.2 NEXT-TURN TEACHER-CORRECTION**

### **7.2.1 Introduction**

Next-turn teacher-correction, in contrast to next-turn other-initiated repair trajectories which have been considered in Chapter Six, has the capacity to put troubles right quickly without necessitating levels of involvement from the originator of the trouble. It can therefore potentially minimise further risk which might result from the ‘working-on-talk’ and repair activity. In the context of talk between native and non-native speakers, next-turn teacher-correction is the repair trajectory which is likely to result in

less cost to the interaction, as time out for the repair activity is more restricted and further risks, constrained. The accomplishment of the repair is not dependent on the originator of the trouble, who in the case of the non-native speaker and language learner, may not possess the required knowledge to action a successful repair, Schegloff et al., (1977), suggested that forms of talk which involve a ‘not-yet-competent speaker’ may exhibit alteration in the pattern of repair organisation observed in everyday talk. A relaxation of the dispreference of other-correction would, they suggest, reflect the didactic nature of this type of linguistic development focused interaction. The actual number of exposed, next-turn teacher-corrections in the data corpus is in fact limited to just two examples. There are, however, relatively more instances of next-turn teacher-correction which are ‘isolated’.

Section 7.2.2 presents and discusses two fragments from the EFL data which include instances of exposed forms of next-turn teacher-correction. A strict adherence to the structure of the sequential environment has been paid when categorising them; the examples presented are limited to teacher-correction in next-turn position without attempts at self-repair or explicit evidencing of the learner’s own noticing of a trouble-source. In previous chapters, teacher-corrections were actioned following such evidence in the learner’s talk.

### **7.2.2 Exposed Forms of Next-turn Teacher-Correction**

In the first fragment of this sub-section, #7.1, the teacher does not action a repair in overlap with the learner’s on-going turn, or in potential opportunity sites which are closer to the trouble-source. The resort to next-turn other-correction is legitimised by the fact that the learner has produced three instances of the repairable and as yet, the teacher has withheld from initiating or actioning repair.

#### **#7.1 (#4.6)**

(DC:GG)

- 1 T: and what else did she do (.) in her life
- 2 L: well she uh was an actress she married two
- 3 times she divorced two times .hh and she got

4 ill <sup>a</sup>(.) in the second half of her (.) life she  
5 got <sup>b</sup>(0.6) uh first tuberculosis she suffered  
6 very lot (0.9) from this (0.5) disease .hh and  
7 afterwards u- (0.5) s-she got mentally ill  
8 (1.7)  
9 T: u whe- when you're using (.) ill (.) it's it's  
10 nicer to sa:y she became (0.7) ill {than she  
11 L: {hm  
12 T: she got ill  
13 L: h{m sh-  
14 T: {it sounds a bit-  
15 L: hm  
16 T: (ts....)  
17 L: ok she became mentally ill  
18 (4.9)  
19 T: wh- what type of mental illness was it do you  
20 know?  
21 L: uh manyic depressive  
22 T: oh (1.3) so how wh- how did this manifest  
23 itself ...

A 1.7 second pause follows the end of the learner's trouble-source turn and precedes the teacher's correction. The learner has displayed no awareness of any problem or need for repair. An explicitly-managed correction accomplishes repair of the trouble-source in lines 9 to 10 and 12. Correction becomes the focus of the talk; the repair is not an isolated version of the repair item, but is accompanied by assessment of linguistic adequacy from the teacher. In line 13, the learner receipts the teacher's correction and begins a cut-off attempt to produce a repeat; hm she-. Beginning in overlap with the learner's receipt, the teacher provides further assessment of linguistic adequacy. In line 18, the learner produces an 'ok' receipt and an embedded repeat. This repeat closes the repair business.

In #7.2, the trouble-source occurs in the learner's turn in line 1 and this is followed by a minimal 'hm m' receipt from the teacher, in line 2. The learner's next turn, in line 3, results in an upgraded understanding of the prior talk and in the following turn, line 4, the teacher actions a repair; a fourth position repair, (Schegloff, 1992). The teacher's

repair is preceded by a minimal ‘hm’ receipt of the learner’s prior turn and negative assessment markers, *no not*. As in the first fragment in this section, the repair is not actioned in the nearest site to the trouble-source. The repair position is regained after the learner’s turn in line 3 results in a changed teacher understanding of the learner’s prior talk.

### #7.2

(AJ:JG)  
 1 L: ... if I want (\*) to know the novels  
 2 T: hm m  
 3 L: I have to read u:h English newspapers=  
 4 T: =hm no not the novels the ne:ws  
 5 L: the news  
 6 T: h{m  
 7 L: {the news  
 8 T: a novel is a book  
 9 (\*)  
 10 L: yes  
 11 T: the ne{ws  
 12 L: {n=novel (\*) (...) like in French

The correction in line 4 of #7.2 is accompanied by repair marking, negative assessment markers and repeat of the repairable. The teacher points out what is not acceptable in the learner’s prior turn and provides a correction. As with ‘isolated’ corrections, the correction here is followed by an immediate, repeat of the repair item by the learner. A similar outcome as an ‘isolated’ correction is observed, but with more of a focus on the event of the repair. With exposed sorts of correction, the event of the repair is highlighted by the teacher’s treatment. The event of the repair may not be emphasised by the design of the learner’s response to the correction, however. The nature of the repair, for example whether it is an exposed or embedded affair, is negotiated: “while next speaker can *initiate* correction in one form, this does not guarantee that prior speaker will follow suit”, (Jefferson 1987:98). In line 5, the learner displays his recognition of the correction business by producing a repeat. The teacher then produces a minimal ‘hm’ receipt which is overlapped by a further repetition of the repair by the learner. The focus on this aspect is then extended by the teacher, in line 8, with an

informing or explanation of why the item produced by the learner in line 1, *novel*, is not acceptable. The learner provides a 'yes' receipt following a micro-pause, and asserts prior knowledge of the item focused on by the teacher.

## Summary

This short section has considered the two instances from the EFL data of a form of correction which, it has been proposed, might be prevalent in such a context as the EFL classroom, (Schegloff et al., 1977). Exposed, next-turn correction was found not to be as plentiful as examples of next-turn initiation, or, 'isolated' forms of next-turn correction, in the EFL data. In the first case, the correction followed three instances of the repairable in the learner's talk and an absence of repair at sites nearer to the trouble-source. These facts provide an account for the exposed treatment by the teacher.

In the second fragment, #7.2, the teacher produced a minimal 'hm' receipt of the learner's on-going talk previously, passing up an opportunity for repair, (Schegloff 1982). The need for repair then becomes apparent as the learner proceeds with a continuation. The teacher therefore has to regain the repair position after receipting the learner's 'talk-in-action', and introduces her correction in an exposed format.

If compared with the number of next-turn repair initiation and 'isolated' corrections, exposed next-turn correction is by no means frequently-occurring in the EFL data. The limited instances of the exposed variety of correction and frequent occurrence of NTRI and 'isolated' repairs offers support for the argument that next-turn other-correction remains the least-preferred repair trajectory in the one-to-one EFL classroom situation, too. Tarplee, (1993), on the basis of her examination of naturally-occurring adult-child data, suggests that:

while the preference organisation surrounding correction appears to be no different in this talk from elsewhere, then, it may be that there is instead a difference in the preference organisation surrounding INITIATION of repair.  
(Tarplee, 1993:208)



In the previous chapter, various explicitly-designed next-turn initiations were presented and discussed. The evidence in Chapter Six combined with the evidence here in chapter Seven, suggests that what Tarplee found in her study, is true here also.

Eighteen fragments which include ‘isolated’ next-turn other-corrections are considered in the next section, 7.2.3. The following analysis of fragments reveals that this repair design allows for a short time-out for repair and limits the extent of, and focus on, the repair business. The repair business remains tied to the specific context and details of the prior talk, and it does not provide information which reveals why the repair is required. It is not, for example, a repair form which employs metalanguage to talk about the ‘isolated’ correction, so may then have a potential cost in the context of the language lesson, as it does not entail the examination of, for example, issues of linguistic adequacy behind the repair and other business such as accounting for the repair. Therefore, opportunities to display and consider knowledge and use of the target language, and provided motivation for aligning knowledge of the language, provided for example in initiated trajectories in particular, are not furnished in ‘isolated’ correction trajectories. The employment of an ‘isolated’ other-correction, may then, be a strategy to enable the teacher to avoid giving linguistic explanation. Again, sensitivity to the agenda, learner and teacher is nevertheless an aspect of the ‘isolated’ next-turn correction

### **7.2.3 ‘Isolated’ Next-turn Teacher-Correction**

In the first example, the teacher actions an ‘isolated’ other-correction to deal with a trouble-source in the learner’s prior talk after no attempt to repair problematic talk is attempted by the learner. A wait-time of 0.5 seconds follows after the learner’s turn ends in line 3, giving the learner an extended opportunity space for actioning a self-repair, (Schegloff et al. 1977). The teacher corrects the prior talk and the learner produces a repeat of the repair in next-turn position.

### #7.3

(SFM:GB)  
1 L: ... .h many e::h parents (1.3) don't (0.5)  
2 force (1.6) th- u:h the:ir girls (0.7) for  
3 (.) covering  
4 (0.5)  
5 T: °to cover°  
6 L: °to cover°=  
7 T: =°hm m°  
8 L: °don't force .hh u::m but° ...

There are pauses in the learner's first turn, (lines 1-3), but no explicit displays of uncertainty about her talk. The turn included the repairable items for (.) covering. The teacher actions a correction in line 5; °to cover°, after a delay of 0.5 seconds. The repair is isolated, has no accompanying repair markers and is quieter than the surrounding talk. In contrast to the example of a repair-initiation in fragment #5.1, where a suggestion of candidate language is provided by the teacher, the pitch movement accompanying the isolated production of the item in #7.3 is not rising, but falling. The learner produces a pitch-matched imitation which is then followed by a minimal °hm m° receipt from the teacher. The receipt here is, however, minimal and is downgraded by its 'noticeably quieter than the surrounding talk' production. Receipt such as 'excellent', 'that's great' and so on, would highlight the event of the repair and be designed as an explicit response to the repair business. Levels of minimal and explicit receipting have been presented and discussed in sections 4.3.2 and 4.3.3.

The repair business in this first example is kept within the original frame of the trouble-source turn. It was shown in the analysis of next-turn, teacher-initiated repair fragments in Chapter Six, that the focus of these repair enterprises began with the specific details of the talk but as the repair venture became extended, they typically invoked a more general focus on target language knowledge and issues of linguistic adequacy. The repair became removed from the exact details of the learner's talk, momentarily, and businesses, such as issues of considering linguistic adequacy, were invoked in the treatment. See for example, fragments #6.5, #6.24 and #6.41 - #6.44. The opportunity for the learner to work on his own L2 knowledge and skills in 'isolated'

next-turn other-corrections, when compared with initiated trajectories, or sometimes exposed correction treatment, is more restricted. ‘Isolated’, next-turn other-corrections give no information to justify the repair apart from the fact that they are actioned by the participant who is the teacher. Therefore, ‘isolated’ corrections are devices which can be employed to avoid providing linguistic analysis etc. In fragment #6.4, for example, the teacher’s initiation provided reasons for the motivation of the repair and metalinguistic information; *it’s the tense*. The learner can then use this information to make an assessment of his/her talk and display of target language knowledge. In ‘isolated’, next-turn other-corrections, assessment, explanation or metalinguistic information is not provided.

A phonetic repair is successfully and swiftly accomplished with an ‘isolated’ other-correction in the next fragment. The lesson from which the fragment is taken is chiefly concerned with ‘creating conversation’. The repair does not become an explicitly-managed focus in the talk.

#### #7.4

(SFM:PP)

1 L: ... I think that it i: it is um .hh artifisial  
 2 u:::h job creation  
 3 T: artificial  
 4 L: artificial .h{h } I think that is n:: only  
 5 T: {hm m}  
 6 L: temporally .hh because o:::f ...

An ‘isolated’ correction in line 3 deals with the mispronunciation of an item in the learner’s prior talk. The repair provides the learner with a display of candidate pronunciation, and in the next turn, he produces an adequate repeat. In line 5, a minimal receipt of the prior talk is produced by the teacher in overlap with an in-breath which precedes the learner’s continuation of the talk. It is not designed as an explicit receipt of the repair business.

The next seven fragments illustrate the capacity of the ‘isolated’, next-turn correction to limit the business of repair. These corrections are performed by various teachers in the

data corpus. They exhibit the features already highlighted in the above examples and are also followed by repeats from the learner. In the first two, #7.5 to #7.6, the language-focused activity being conducted by the teacher and learner is a question and answer routine. The learner's task is to make questions and give answers using specified target language structures and information about characters provided by pictures. This is a particular kind of 'working-on-talk', differentiated from 'conversation work' etc. Prior to this point in the talk, the learner has been providing answers to the teacher's question, he is now asking the questions, and the teacher, providing answers. In #7.6 and #7.7, the teacher's correction serves to quickly remind the learner of requirements of the task he has to fulfil. Detailed explanation of the structures has been provided previously and because of the nature of the repair treatment employed here, it is not provided again.

The learner's attempt, in line 1 of #7.5 below, to ask a question using a target question structure begins with a wrong 'wh' word. After a 1.4 second pause the teacher actions an 'isolated' other-correction. This is followed by a correct version of the targeted question structure from the learner. The learner does not produce an 'isolated' repeat of the repair which is then set off from a continuation by a pause or in-breath, as has been typically observed in 'isolated' corrections previous chapters and in the examples provided in this sub-section so far. The repair business is not handled by either participant in an exposed manner and therefore, neither participant emphasises the event of the repair. The teacher's correction accomplishes a repair to a language structure identified for use beforehand, without involving a further, more detailed explanation.

#### #7.5 (#4.32)

(LS:HH)  
 1 L: when uh  
 2 (1.4)  
 3 T: °what°  
 4 L: u:h what does u::h Fred .hh do when i: (1.2)  
 5 he's u::h (1.2) sh:shoy (.) shy

Again, in #7.6, the learner's attempt at a target question begins with the wrong 'wh' word. In overlap with an intention to continue talk signal, the teacher actions an 'isolated' other-correction.

### #7.6

(LS:HH)  
 1 L: when u::h  
 2 T: {what  
 3 L: what does u:h .hh Fred do when he's:: (1.6)  
 4 dirty  
 5 T: when Fred's dirty (0.5) he: has a bath

The 'isolated' other-correction in #7.6 engenders a swift, 'by-the-way' occurrence treatment of the repairable by the teacher and the learner. Following the teacher's repair, as in #7.5, the learner does not highlight the repair event by producing an 'isolated' repeat of the target, but embeds the repair in a continuation of talk.

In #7.7 too, the teacher's other-correction deals with the repair of a 'targeted for use' item of language. This language has been introduced and explained to the learner by the teacher prior to this sequence. The teacher has highlighted 'useful' language to be used in their discussion of business practices. The discussion is to be guided by a list of statements from a text book. The treatment by the teacher serves to remind the learner of the appropriate structure without invoking a more explicit and lengthier focus again.

### #7.7

(SFM:PP)  
 1 L: the falour i-i:z e:h (0.7) every day u:h bad=u:h  
 2 one bad thing to to manegemen  
 3 (0.8)  
 4 T: °hm°  
 5 (1.0)  
 6 L: .h uhm:: (.) um hh (1.0) I can sa:y i- I- in the  
 7 in th'other hand .hh u{ : : h on on} the  
 8 T: {pt on the other hand}  
 9 L: other hand um .hhh (2.1) pt (0.9) u::h phh

The learner attempts to use one of the target phrases that he and the teacher have discussed at the beginning of their lesson; ‘on the other hand’. The hesitation, pauses and cut-offs in lines 7 to 9 point to potential on-coming problematic talk from the learner. His first attempt at the target phrase is followed by a 0.7 second interval. The learner makes no display of a need for further repair and the learner’s *u:h* at the end of this turn, in line 9, marks his claim for continuing speakership. In overlap with the continuation object, the teacher does a correction. The opportunity for repair is ‘seized’ after no noticing by the learner and the possibility of non-repair to language which has previously been focused on and presented for use. The teacher does not initiate repair here, but adopts a downgraded next-turn correction format which allows for a swift repair treatment and little cost to the apparent business of the talk, which in this case is largely conversation based.

The teacher’s repair is not marked by explicit repair markers, there is no increase in tempo, it is quieter than the surrounding talk, but the repairable on is phonetically highlighted. The ‘isolated’ correction provides for a treatment of the repairable which does not entail a prolonged focus on an aspect of the language which has already been subject to explanation etc. The swift repair serves to remind the learner of the structure and he produces an adequate repeat. In fact, the learner begins his repeat in overlap with the teacher’s model/repair. The learner is able to perceive a difference between his and the teacher’s model, (Swain and Lapkin, (1995:273) and Allwright and Bailey, (1991:104)), and produces an adequate repeat to terminate the repair business.

Fragments #7.8 to #7.11 include occasions where the same target item is worked on by teacher and learner. By producing an ‘isolated’ next-turn correction, the teacher: a), ensures that repair is conducted, where no displays of noticing etc. are found in the learner’s talk; b), does not invoke a repair treatment which includes giving explanation or providing an account of the repair business, and c), therefore, limits the repair business and the nature of its focus in the talk.

#### #7.8

(SFM:PP)

1 T: number three: the sha:res of a company (0.5)

2            .h should only be ow:ned (.) by the workers  
3            and management of that company  
4                            (7.5)  
5        L:     is false  
6                            (4.1)  
7        T:     oka:y (0.8) can you: (0.8) can you  
8            expand on that  
9        L:     .hh ((cough)) mm uh chares of the company uhm  
10                            (.)  
11        T:     the sha:res=  
12        L:     =sChares (.) of uh- of a company pt .hh u::m  
13            .hh (7.9) are ev- u- eh are every time hh uh  
14            owned not by de: .h de workers sometimes: by  
15            dhe: menagement  
16        T:     hm m

The learner's turn in line 9 contains the repairables *chares* and the absence of its article. These items have been presented and 'modelled' in the teacher's prior talk, see line 1, where the item 'shares' is phonetically-highlighted by a lengthened vowel. After a micro-pause, the teacher does a correction which deals with both repairables. The repair is isolated, there are no accompanying repair markers, it is phonetically-highlighted, and it is repeated by the learner. The learner's repeat of the item 'shares' only, is latched onto the teacher's repair. A micro-pause physically divides the repair from the next talk before the learner continues speakership and talk gets back on topic. The learner's repeat closes down the focus on repair.

Teacher SFM and learner PP work on the pronunciation of the same item in the next two fragments. The teacher's 'isolated' next-turn correction is delayed and the opportunity space for a learner same-turn self-repair extended, (Schegloff et al. 1977). The teacher's following repair is noticeably quieter than the surrounding talk. The learner produces a repeat producing a continuation of the talk which is set off from the repair repeat by a 0.9 second pause. No receipt of the repeat is produced by the teacher: the learner's repeat ends the business of repair, and the getting back to the business of discussion is marked by the pause.

### #7.9

(SFM:PP)  
1 L: ques- my question is not u:m because it is  
2 forbe:- it's forbidden it's because .hh u:m  
3 every tchares  
4 (0.8)  
5 T: °sh{a:re°  
6 L: {u:h share (0.9) .Hh u::h are property  
7 of u:h (0.6) of uh-nother company (0.9)

The teacher's repair of the same item in #7.10 is produced in overlap with the learner's production; in lines 6 and 7. This may be a display of the teacher's anticipation of the need to work on the item's pronunciation again, as it has been a source of problem before. Again, there are no receipt objects or assessments from either the teacher or learner. The learner's adequate repeat finalises the repair enterprise.

### #7.10

(SFM:PP)  
1 L: ... and you what is your opinion hh  
2 T: He hehh .hh {well  
3 L: {thigz uh th- thingz uh are better  
4 L: now o{:r } in some companies that uh .hh the  
5 T: {yes}  
6 L: workers u::h have (0.6) some s{hares }  
7 T: {shares}  
8 (2.3)  
9 T: hhh ye{s I}  
10 L: {l- } like like British Petroleum ...

Six more fragments which illustrate further how the 'isolated' next-turn minimises the extent of repair on the talk, are presented below. The first two fragments, #7.11 and #7.12, are from lesson SP:LJ, where the agenda is conversation based. The design of the repair business generated by the participants downgrades the event of the repair and limits the extent of time-out required for repairing.



### #7.11

(SP:LJ)  
1 T: what did you see  
2 (2.3) ((sound of a cup chinking))  
3 L: oh yes °what° (1.8) I see  
4 T: saw  
5 L: I=saw (0.7) I saw very much  
6 T: uh {huh  
7 L: {heh he heh...

The learner is telling his teacher about a trip to a brewery in the above fragment. In line 1, the teacher's question attempts to elicit talk from the learner. The learner's next turn, in line 3, includes an incorrect tense use; °what° (1.8) I see. The teacher actions an immediate other-repair to one aspect presented by the trouble-source. No wait-time is allowed for the learner's own noticing and the teacher does not initiate a learner self-repair. The teacher's correction is 'isolated'; there are no repair markers or surrounding syntactic context, and the learner produces a repeat. The learner's continuation which includes an embedded repair repeat is set off from the 'isolated' repeat by a 0.7 second pause. Again, a pause marks the end of repair and the getting back to 'creating conversation'. The continuation includes an embedded repair version; I saw very much, which is followed by a minimal receipt.

In the next four fragment, assessment or receipts are provided by the teacher following the learners' repeats of the 'isolated' correction. Consider the case of #7.12.

### #7.12

(SP:LJ)  
1 T: ... did you [kaUnt'] (.) the steps (.) one two  
2 three (1.7) °did you [kaUnt'] (1.4) the steps°  
3 L: no I{: u}h  
4 T: {°no°}  
5 (0.9)  
6 L: no I don't I{ : I I=yi- } yes i: i: (.)  
7 T: {U {didn't didn't}  
8 L: no I didn't

9 T: ok { (.) good }  
 10 L: { .Hh uh I } : i i i : t (1.1) I think it was  
 11 (.) um four hundred

Part of the teacher's question elicitation in lines 1-2 is highlighted for attention; the verb 'count'. In both productions there is a noticeable release of closure of the final consonant, and it is divided from the following talk by a pause. The teacher's counting following the presentation of the item, *one two three*, illustrates the meaning of the verb for the learner and orients to the possibility that the learner might have trouble with this verb. After a non-response from the learner, following a potential response opportunity in the 1.7 second pause site in line 2, the teacher does a quieter repeat of her question. This version is quieter than the previous version, but exhibits the same speech perturbation features. The teacher's question, at minimum, projects a 'yes' or 'no' response from the learner. The learner attempts to produce more than a basic 'no' response in line 3; *no I : uh*. In overlap, the teacher receipts the learner's response with a °no° agreement, (lines 3 and 4).

After a 0.9 second pause, the learner repairs his previous reply by producing a fuller response to the teacher's initial question. This response includes an incorrect tense use. In overlap with the learner's continuation in line 6, the teacher produces an 'isolated' correction. The learner does not cede speakership and the teacher provides two versions of the repaired item. The teacher pursues a repeat from the learner. Close monitoring of the teacher's talk by the learner is indicated as he produces a repeat of the repair, using the frame of his prior talk, *no I didn't*, in line 8. The repeat is then followed by a receipt and assessment from the teacher; *ok (.) good*. The employment of a positive assessment object can be accounted for by the need to pursue a repeat from the learner. The learner produces a continuation in overlap with a micro-pause and the teacher's positive assessment, which points to his non-expectation of this teacher follow-up action. Providing an adequate repeat, typically signals the successful accomplishment of the repair business following 'isolated' corrections.

In #7.13, two ‘isolated’ corrections are performed by the teacher in very close proximity. The second of these is actioned, in overlap with, and to, the learner’s continuation following a repeat of the first repair. As the learner does not cede speakership and the teacher’s second repair model is produced in overlap, the teacher provides two further models of the repair item. A ‘yes’ receipt is also produced by the teacher to signal the successful completion of the repair. This receipt can be accounted for by the nature of the previous repair activity, which did not follow the format typically demonstrated by the ‘isolated’ correction and repeat repair enterprise. Furthermore, the teacher had passed up the opportunity for repair of the preposition ‘in’ on a previous occasion, by providing a °hm m° receipt, (Schegloff 1982:88).

### #7.13

(SFM:PP)  
 1 L: ... how: how much money uh .hh uh costs u::hh  
 2 → my (.) travel i:: i-in England { .hh } we can  
 3 T: {°hm m°}  
 4 L: see (.) s{ay } a lot of money  
 5 T: {°hm°}  
 6 T: → hm .hhh my journey my journey=  
 7 L: → =my journey i-{in Eng to England is } a lot ...  
 8 T: → {to to to England yes}

The production of the item ‘travel’, which is later replaced by the teacher in a correction, is preceded by a micro-pause. There are no displays of concern post production and the learner proceeds with more talk. In this continuation, the learner actions a successful self-repair. After the completion of this turn, the teacher actions a correction; *travel* is replaced by *journey*. The teacher’s correction is not totally isolated, it is preceded by ‘hm’ receipt and in-breath. The first model of the repair is highlighted by increased loudness. A second model immediately follows. The learner produces a repeat of the teacher’s repair and continues talk, (line 7). His continuation includes the use of an incorrect preposition, this repairable also occurred in line 2 previously. Close monitoring of each other’s talk is displayed as in overlap, the teacher produces three versions of a repair and a ‘yes’ receipt whilst the learner simultaneously provides repeats the repair, (in lines 7 and 8).

In fragment #7.14 below, three other-corrections are actioned by the teacher. One of these corrections occurs in overlap with the learner’s attempt to continue talk. The other two corrections are actioned, as was seen in Chapter Five, after displays of doubt by the learner about lexical items.

#7.14

```
(SFM:PP)
1   L:   ... my company invests=um .h a lot of money
2       u:::h (0.6) varying u:m to: training
3       u{h   ou:r   }in train{ing   .h}h of u:m =
4   T:   {in training}           {°in training°}
5   L: → = (0.7) our salesmans uh
6   L: → salesma/e{n?   .h °salesmen°} uh u:h and u::h
7   T: →           {salesmen good good}
8   L:   .hh write man uh writes u{h   u-   und}erwriters
9   T:           {underwriters}
```

Three repairables are attended to by the participants in this fragment. The learner makes no explicit display of awareness of on-coming problematic talk, but possible “harbingers” (Schegloff, 1984) of potential trouble may be indicated by the sound-stretching in the two items which precede the occurrence of training. However, this item in the talk is not the subject of subsequent repair work. The learner does not cut off from providing talk and proceeds with a continuation of his turn. The teacher actions an ‘isolated’ other-correction which begins in overlap with an uh object following the first production of training. The repair comprises more than a repeat of the specific repair item, *in*, but is not accompanied by repair markers or negative assessment. The learner produces a repeat of the teacher’s repair and then proceeds with a continuation. A second ‘quieter than the surrounding talk’ repeat from the teacher occurs in overlap with the learner’s repeat. An in-breath marks the end of the repair business and the learner produces a continuation, lines 3 and 5.

In line 6, the learner actions a self-correction; *salesmans* is replaced by the item *salesmen?*. The rising pitch movement of the trouble-source item signals some

uncertainty about the acceptability of the repair and projects confirmation and assessment by the teacher. A repeat of the repair by the teacher begins in overlap with the final consonant of the learner's version, (lines 6 and 7). Positive assessment follows the teacher's repeat; *good good*, and in overlap with this, the learner produces a 'quieter than the surrounding talk' repeat of the repaired item. Positive assessment is provided following the repair trajectory including an 'isolated' correction, which was initiated by the learner himself. Positive assessment is, however, not provided in the two other cases in this fragment. They do not include an explicit request for help from the teacher.

In the learner's continuation following the repeat of 'salesmen', another trouble-source comes to light; *write man uh writes uh u-*. The learner makes attempts at self-repair, but, after the second attempt, in overlap with the learner's on-going talk in lines 8 and 9, the teacher produces an 'isolated' other-correction which replaces the learner's self-repair attempts. The learner produces a repeat of the teacher's repair.

Teacher SFM other-corrects in next-turn position in #7.15. A focus on the repair business is maintained on this occasion, as following an 'isolated' correction and repeat by the learner, the teacher produces a further repair version which employs the context of the learner's trouble-source turn. A swift repair is engendered without involving examination of the motivation for the repair. In the case of the following example, getting to grips with explaining the difference between 'dyed black people' and "dead black people" could prove a costly repair business. Furthermore, the agenda of lesson SFM:GB is conversation-based and the correction form employed by the teacher in this example preserves that focus. A repairable is attended to and put right and the business of the talk, discussion, continues. The opportunity to consider why the repair has been actioned, e.g. consideration of issues of linguistic adequacy, explanation of the language of the trouble-source and why it was inadequate, or language of the repair, is not exploited in this instance.

#### #7.15

(SFM:GB)

1 L: °but he's a model°

2 (1.0)  
3 T: oh yes  
4 (2.2)  
5 L: °he's a model° (1.3) °for many black people°  
6 (1.6) an died black °people°  
7 T: .hh uh dead  
8 L: dead=  
9 T: =dead black {°people°  
10 L: {dead (.) °black people°

The repairable item *died* is produced by the learner in line 6. No awareness of a trouble-source is indicated, there are pauses, but no cut-offs, sound-stretches and hence, there are no attempts made by the learner to action any repair to her prior talk. Teacher SFM actions an 'isolated', next-turn other-correction. An in-breath and hesitation object precede the correction. In the next turn, learner GB repeats the teacher's repair. The teacher takes the focus of the repair back to the details of the talk by producing a repeat of the repair item within the original context used by the learner in the trouble-source turn, (in line 9). The learner produces a repeat of this repair version too. There are again no repair markers or receipts from the teacher following either of the learner's repeats.

In #7.16, teacher AJ introduces a focus on specific linguistic items; the verbs 'take' and 'bring'. An 'isolated' other-correction is performed which deals with a grammatical aspect of one of the verbs. The 'isolated' correction allows for a minimal focus on this aspect of the language, and does not require an explanation from the teacher. The teacher retains the focus on the different use of the verbs. Extended initiation is pursued and other-correction withheld in a second repair venture where the repairable concerns the different use and meaning of the targeted verbs; aspects which are focused on explicitly by the teacher in her turns-at-talk. This second repairable aspect is treated very differently from the one connected to the use of a negated simple past tense structure.

#### #7.16

(AJ:JG)  
1 T: let's just look .h (2.8) ((sound of paper turning))  
2 take and bring  
3 L: ah yes {v- very {very important ok

4 T: {yes {yes

5 T: we have to: (3.1) think about (1.6) whe:re

6 you are (1.3) jis where you are

7 (2.9)

8 L: uh (.) I am: in York (.) Associates

9 T: ok you're in York Associates .hh if you talk

10 about ({1.5}) taking something (0.9) to France

11 L: {yes}

12 T: (1.5) you speak from York Associates and you

13 say you take (.) away from where you speak

14 (0.6) alright?

15 L: yes

16 T: .h but (.) from France (.) you bring something

17 to: York ({1.5}) this morning=did you bring

18 L: {yes}

19 your umbrella?

20 (2.1)

21 L: I did not b:rought my umbrella=

22 T: =°hm you didn't bring your umbrella°

23 L: I did uh I (.) did not bring (.) my umbrella {so

24 T: {yeh

25 T: .hh what did you bring this morning

26 (2.0)

27 L: I: (.) brought u:h this morning I brought a:

28 stick?

29 T: ↑yes you {brought a stick=

30 L: {he h

31 L: =yes (...) yes

32 T: hh will you take your stick back to France?

33 (2.9)

34 L: (uh) (.) I will not bring my (.) stick to

35 France

36 T: °now be careful° (1.3) because you're

37 talking about (.) awa:y from (.) where

38 you're speaking (0.5) so it's not bring

39 L: ah I will (b{....)

40 T: {°ta:ke°

41 L: take (.) my stick (.) to France  
42 T: that's it

In lines 1 to 14, the teacher provides some explanation of the difference in use and meaning of the target verbs she has introduced as the focus of the talk. The teacher's question elicitation in lines 17 and 19 projects the use of one of the targeted verbs; *this morning=did you bring your umbrella?*.

A 2.1 second pause precedes the learner's response in line 19. The response includes an inadequate version of the targeted verb; *I did not b:rought my umbrella*. In the next turn, without any delay, the teacher actions an other-correction. No wait-time is allowed for learner noticing or self-repair attempts. The correction turn, which is 'noticeably quieter than the surrounding talk', begins with a minimal *hm* receipt, (as in #4.37 and #4.38. The correction is not limited to the specific repairable item, but the specific item is marked out by increased loudness.

Learner JG produces a repeat of the repair in line 23. This is followed by a *yeh* receipt from the teacher and then a second question elicitation which projects a further production and practice of the target item. The learner is tested following the teacher's explanation and the first inadequate attempt at using a targeted verb.

The teacher's focus now turns to the second target verb, 'take', in line 32. Following a 2.9 second pause, the learner produces a response. In this response the learner highlights the production of a targeted verb, but it is not the verb projected for use in the teacher's question elicitation. In line 32 the teacher pursues an opportunity for a learner self-repair by producing initiation. She first of all points out trouble with a weak initiation; *°now be careful°*, as seen in 6.2.3. A 1.3 second pause follows, and no attempt at producing talk from the learner. The teacher produces further initiation to assist the learner; *because you're talking about awa:y from (.) where you're speaking*. The initiation clue provides information which may help the learner isolate what is inadequate about his prior attempt at using the target item. Again the learner



does not attempt a self-repair. The teacher provides further initiation which explicitly tells the learner what is in need of repair; *so it's not bring.*

In the next turn, the learner claims a coming to understand, *ah*, and he attempts a self-repair using the wrong targeted verb once more. The teacher's pursuit of extended initiation has not generated a successful learner self-repair and she actions an other-correction in overlap with the learner's attempt; °take°. This may be judged as being a 'last resort action', (McHoul 1990). The learner produces an isolated version of the repair which is divided from the following talk by a micro-pause and he completes his response; *take (.) my stick (.) to France.*

The teacher's initiation in #7.16, in steps, provided more and more information to engender a learner-repair. However, in spite of the explicitly-packaged initiation, the learner proved unable to 'notice' what was in need of repair, and so the accomplishment of the repair was performed by the teacher. A repeat of the teacher's ultimate repair, after investment in initiation and explanation of the language, is produced by the learner in line 41. Positive assessment is then provided by the teacher; *that's right*. The teacher initiated and now signals the end of the repair enterprise.

The analysis of EFL other-corrections in this section so far has shown that 'isolated' repairs, i.e. repaired item without surrounding syntactic frame, explicitly-packaged assessments, receipts and repair markers, project next-turn repetition from learners. This pattern was also observed where teacher-corrections occurred following self- and other-initiated trajectories in which the learners had opportunities to put talk right for themselves. As I have demonstrated, repeats are expected next actions following teacher models. This is so following exposed and 'isolated' correction activities. The learner's repeat is an explicit display, without all the repair garnishings, i.e. receipts and explicit repair objects, that they have perceived differences between teacher models and their own attempts.

Fragment #7.16 included an instance where the learner was unable to meet the requirements of the teacher's initiation. In spite of recurrent initiation which narrowed

down the work and amount of self-noticing required on the learner's part, JG was unable to perform a self-repair. Carroll et al. (1992) have suggested that:

correction provides positive input, data that presumably are available independently (or at least are potentially available). However, it does so in a context that might draw learners' attention to the form of their utterances. There can be no doubt, then, that correction is usable in principle, if the learner can recognize the corrector's intent, which is something that cannot be granted as automatic or universal. Correction violates many of the usual conventions of discourse. It does not contribute to furthering the informational goals of a conversation and so may be perceived as lacking in relevance.  
(Carroll et al., 1992:177)

The discussion of repair fragments included in this chapter reveals ways in which the broader concept of 'repair' is, in fact, very much in tune with the furthering of goals in one-to-one EFL classroom conversation. The activity of repair can itself be a goal in EFL classroom talk. The examination presented in this thesis has shown that it can provide an opportunity for focusing on an aspect of the target language. This may be an aspect which is specific to the agenda of the lesson, for example, a grammar-focused lesson. Repair can be viewed as a resource for creating access to candidate target language knowledge and knowledge alignment. It is not therefore a violation but a necessary and important aspect of the 'working-on-talk', repairing talk and establishing intersubjectivity negotiated by teacher and learner. Different forms of correction by the teacher may in fact, as has been shown in this thesis, limit possible 'violation' to the on-going talk by restricting the extent of time-out and nature of the repair business.

The examination in this sub-section now turns to instances where 'isolated' corrections fail to engender adequate repeats from the learner, and therefore, a minimally-designed repair business.

In #7.17, the learner does not notice the difference between her own and the teacher's pronunciation, and therefore she does not produce an anticipated repeat of the repair. A "simple repetition" or modelling of the correct form" by teacher SFM is therefore "useless" (Allwright and Bailey, 1991:10).

### #7.17

(SFM:JJ)  
1 L: ... so: we can talk about u:h (.) uh ah  
2 my subject  
3 T: that's excellent  
4 L: ye{s (that's excellent) ({}.) } I'm very fo-  
5 T: {that's good {good}  
6 L: → I'm very (.) [rVki] he hh  
7 T: [lVki]  
8 L: he hh  
9 T: [lVki] yes .h yes .hh

In line 6, the learner's attempt at talk ends in cut-off and a self-repair follows; I'm very fo- is replaced with I'm very (.) rucky. The learner's turn ends in laughter and no concern about the adequacy of the repair is signalled. In next-turn, the teacher produces a redoing of the specific repair item, lucky. The teacher's repeat here is not accompanied by a receipt, assessment object or explicit repair marking. The teacher's other-correction projects some further work to be actioned; on pronunciation.

However, the learner does not do a redoing of the item, she does more laughter. The teacher does not prolong further focus by explicitly projecting work on the item after the continuing laughter. In line 9, the teacher repeats the trouble-source item and produces 'yes' receipts which signal the completion of that particular activity. A final repeat, and repair, is not achieved in the above fragment because the learner did not notice the difference between her own pronunciation and the teacher's. The teacher does not pursue further work on the item.

Again in the following fragment, #7.18, the learner initially fails to meet the requirements of the teacher's 'isolated' correction.

### #7.18

(AJ:LF)  
1 L: u::h alors he was resentful for u:h-  
2 (1.1)  
3 T: of=

4 L: =it's not finished  
5 T: of  
6 L: of  
7 (4.1)  
8 T: yeah can I ask you a question Louis only  
9 the living room or any room

The learner is producing a homework sentence in line 1. The turn ends in a cut-off and a 1.1 second pause follows. The learner's turn includes the repairable item *for*, but there is no display of recognition of the need for repair of this item. Following this item there is a claim for continuing speakership marker. After the 1.1 second pause in line 2, the teacher actions an other-correction. This correction isolates the repairable item and there are no repair markers. In the following turn, the learner does not attend to the correction activity by producing a repeat, but tells the teacher that the sentence is "not finished".

In spite of this misunderstanding of the requirements of her repair, a repetition from the learner is pursued. The teacher follows with a repeat of the other-correction, (in line 5), and the learner provides a repeat in line 6. After a following 4.1 second pause, the teacher returns the focus of the talk to the examination and the clarification of something connected with a previous homework sentence. They do not complete the homework sentence which was started in this fragment.

The learner does not produce an immediate repeat following the teacher's 'isolated' repair in fragment #7.19. An item in the teacher's repair is queried.

#### #7.19

(SFM:PP)  
1 L: ... I read too u::m (0.8) n:ex uh two weeks:: .hh  
2 → u::h in Greece u{:h n:}: .hh (1.0) it will be:  
3 T: {hm m }  
4 L: u::h a meeting {uh  
5 T: → {pt there will be (.) there will  
6 → be a meeting  
7 L: → there?  
8 T: → the:re {(.)} there will be=

9 L: {u:h }  
 10 L: → =there will be a meeting .hh u::m h .hh (1.1)  
 11 u:::h (0.5) with th- s- uh EC ...

The learner's talk prior to the production of the repair, *it*, displays hesitation and a delay. The learner's concern with the on-coming talk is indicated. The learner cedes talk to the teacher who begins talk in overlap with an *uh* object. Repair of the learner's talk is undertaken with an 'isolated correction in line 5; *there will be*. The teacher's repair comprises a redoing of part of the learner's prior turn without any accompanying repair objects. A micro-pause precedes a second repair version which reproduces more of the context used in the learner's prior turn. The learner has not yet attempted to produce a repeat.

A repeat by the learner is seen to have been put on hold until confirmation of the specific repairable item is provided. In line 7, the learner reproduces the repair item with accompanying pitch query; *there?* In response, the teacher produces further repeats, the first of which is of the specific repairable item; *the:re* (.) *there will be*. In line 10, the learner produces an adequate repeat and proceeds with a continuation. He takes up the talk where he left off prior to the repair business. The teacher does not provide following assessment or receipting. The learner's repeat finalises the repair business and the following pause marks the end of repair and return to the business of 'creating conversation'.

An immediate repeat following an 'isolated' teacher-correction is not forthcoming in the next fragment. A second production of the teacher's 'isolated', next-turn other-correction from the teacher is also sought by the learner in #7.20.

#### #7.20

(AJ:JG)  
 1 L: .... I'm (.) responsible (2.6) uh (0.9) for  
 2 → the built (.) of storage  
 3 T: → °hm the building°  
 4 (0.5)  
 5 L: → of?

6 T: → the building  
 7 L: → the building (0.5) of storage (1.5) the ....

There is no explicit recognition or ‘hitches’ which signal the likelihood of an up-coming repair in the learner’s turn. In next turn, line 3, the teacher receipts the learner’s prior talk with a minimal receipt and actions a correction to an aspect of the repairable in the learner’s prior turn; the building replaces the built. An immediate repair repeat is not produced by the learner. The learner projects a second production of the repair with a ‘fill-the-blank’ prompt in line 6; of?. The teacher produces a louder, again ‘isolated’, repair version in line 7. This time there is not a preceding ‘hm’ receipt. The learner repeats the repair and a following 0.5 second pause which sets it off from his subsequent return to the business of the talk; ‘creating conversation’. Again, no assessment or receipt is produced by the teacher. the learner terminates the repair business with his adequate repeat.

In the last fragment of this sub-section, the teacher actions an ‘isolated’ next-turn correction which is successfully repeated by the learner. However, an alternative item is subsequently presented by the teacher in a more exposed design. The ‘isolated’ repair is upgraded.

#### #7.21

(SFM:PP)  
 1 L: ... to resolve the the problem u::h we can .hh  
 2 assist a:nother thing .h we have profish- u:h  
 3 u- (0.6) profissionals .h{h } of the .hh of  
 4 T: {°good°}  
 5 L: the: trainings .hh uh who: one y- one year are  
 6 training u:h u::h .hh to something u:h  
 7 another year are traini{ng uh .h to} another  
 8 T: {hh ah right}  
 9 L: thing u::h (...) it’s real (.) we ha- .h we  
 10 have in Portugal a profa- .hh we we: we know it  
 11 → .h uh profissionals of formation  
 12 (0.6)  
 13 T: → training=

14 L: → =u:h training u{:h  
 15 T: → {so y- (0.5) {profes}sional (.)  
 16 {I- yes}  
 17 T: → trainee::s  
 18 L: → hm m trainees yes yes=  
 19 T: → =professional trainess  
 20 L: yes  
 21 T: → they're constantly {training they're  
 22 L: → { uh training  
 23 T: → constantly l:earning new skills  
 24 L: yes  
 25 T: → yes remember that word .hh um ({0.5}) training  
 26 L: {h h }  
 27 T: → you- you said formation  
 28 L: → hm  
 29 T: → it's actually training that you meant (.)  
 30 → training (1.7) and they are sponsored by ...

In #7.21, the teacher initially performs a correction which is designed to engender a quick repair business, but subsequently actions more explicit repair which upgrades the previous repair and also attends to further repairable aspects of the learner's prior talk. In line 13, after an extended opportunity space for a learner self-repair, the teacher replaces the item *formation* with *training*. This item has been produced several times by the learner in his prior talk. The learner produces the projected repeat following the 'isolated' correction, and signals an intention to continue talk. In overlap with the continuation marker following his repeat, the teacher also produces a cut-off attempt to take up speakership. A 0.5 second pause follows and the teacher then performs correction to the items *professionals of formation*, which were produced by the learner in line 11.

The learner receipts and repeats the teacher's repair. 'Yes' receipts claim prior knowledge of the item, (Heritage 1984b). Latched onto the second 'yes' receipt, is a further version of the repair from the teacher; *professional trainees*. The learner does not produce a repeat in spite of the fact that the teacher's model is isolated. The

learner's 'yes' receipt is followed, in lines 21 and 23, by an explanation of the meaning of the language which has been presented in the teacher's repairing; they're constantly training they're constantly l:earning new skills. Apart from the repeat of 'training' which occurs in overlap with this explanation, the learner does not do any more versions of the repair but does produce receipts. He does not for example, produce a repaired version of his trouble-source turn and attempt to bring the focus of the talk on repair to an end himself by providing a candidate display of the language which has been worked on over the prior turns. Jefferson observes, "that while next speaker can initiate correction in one form, this does not guarantee that prior speaker will follow suit", (1987:98). The teacher's focus on this aspect of the learner's talk continues with explicit detailing of the inadequacy of the learner's attempt; yes remember that word .hh um (0.5) training you- you said formation and it's actually training that you meant. The teacher then moves the talk on from the business of repair in line 30, with a question elicitation.

## **Summary**

This section has examined 'isolated', next-turn other-correction. The analysis has shown an interesting feature of the 'isolated' next-turn trajectory; that the actioning of the other-correction by the teacher is not actually the final move in the repair business. The repair activity is not seen to be successfully accomplished on the action of the teacher's other-correction. Learners routinely produce a subsequent imitation of the repair in next-turn and bring the repair business to a close. In that way, the learners, the parties who originated the trouble-source, perform the ultimate self-correction. A difference, therefore, has been highlighted between NTRI and next-turn other-correction in the signalling of the end of the repair business. Receipting and highlighting the event of the repair is avoided following 'isolated' next-turn other-correction. Some examples where receipts or assessments did follow 'isolated' corrections were presented in this sub-section, but their occurrence was accounted for. Typically, it is the learner who brings the repair to a close with an adequate repeat before providing a continuation of the talk.



The examination of fragments in this section has revealed a range of behaviours which serve to downgrade and camouflage the activity of a next-turn other-correction. These characteristics orient to the status of other-correction in next-turn position as the least preferred repair activity and support the argument that Schegloff et al.'s organisation of repair (1977) in mundane talk is operational in EFL classroom talk too. If other-correction, or NTRI, is not actioned by the teacher, (after no attempt is made by the learner at self-repair, nor request for help or display of awareness of trouble in the learner's talk), the last resort opportunity to deal with trouble, to repair the talk and to make the learner aware of trouble, will be lost. And so, an occasion in which the learner's attention is brought to a lack of inadequacy in his talk and subsequent potential projections which entail working on that talk and redressing asymmetries, will also be lost, that is unless a third, fourth and so on position repair is not actioned, (Schegloff, 1992a). The teacher provides the learner, who reveals that his level of knowledge is incomplete, with a display that his talk needs repair.

The occurrence of 'isolated', next-turn other-correction in the EFL data can be specially accounted for. They can be legitimised by what is going on locally in the talk or its global agendas. So, for instance, in language lessons which include 'free conversation' or discussions, other-correction means that the repair ventures are swift and there is smaller interactional investment in the business of putting talk right than what would be involved in extended initiation sequences. The participants can therefore get on with creating conversation, but repairables are not left untreated. The focus on aspects of the talk or target language which is engendered through 'isolated' next-turn other-correction is more limited than in other-initiated repair.

However, the analysis here has also pointed to the fact that 'isolated', next-turn other-corrections do not engender a treatment of a trouble-source which involves an up-front consideration of issues of linguistic adequacy, or examination outside the specific details of the talk. This form of correction is then, a means of avoiding giving explanation about the language. Learners are 'pushed' to make repair amendments, but are not 'pushed' to reconsider their knowledge of the target language or issues of linguistic adequacy overtly through the talk in an 'isolated' next-turn other-correction. As with NTRI, discussed in Chapter Six, the 'isolated' teacher-correction and following

learner repeat also wind the talk back to the repairable and trouble-sources are put right before a continuation of the talk. In ‘isolated’ correction though, there is no opportunity for the teacher to present a rationale for why the correction has been done or about the way it has been done.

‘Isolated’ other-correction, without its explicit display of motivation for the correction, as with exposed corrections, relies greatly on the learner’s recognition of the intent of repair activity, (Allwright and Bailey, 1991; Carroll et al. 1992). Steps to understanding and displaying knowledge, which are provided by initiation, are not provided in isolated other-correction. The learner is presented with the correct end result, but is not guided to that end result as is the case of initiated-repair or in exposed correction.

The next section presents and examines examples of a specific form of embedded correction found in the data corpus; ‘upshots’. With embedded correction, “utterances are not occupied by the doing of correcting, but by whatever talk is in progress ... correction occurs, but is not what is being done interactionally”, (Jefferson, 1987:95). In embedded repairs, correction is a ‘by-the-way’ occurrence in an on-going business in the talk. In the fragments presented in the following sub-section, the upshot is seen to be accomplishing a range of businesses as well as including repair of aspects of the learner’s prior talk. For example, they present the learner with a display of the teacher’s understanding of his/her prior attempts at talk and invite the learner to confirm or reject this display, as well as providing a version of the learner’s prior talk, i.e. modelling candidate target language. The examples provided in the next section also shows how the nature of the learner’s dealing with some of the aspects of the upshot in what are relatively more explicit ways, raises the profile of that function of the upshot business.

### **7.3 AN EMBEDDED FORM OF TEACHER-CORRECTION: UPSHOTTING**

Section 7.3 includes the analysis of a multi-functional, embedded form of teacher-correction. The fragments presented and discussed below reveal the type of work which can be accomplished by this device. An upshot projects a display of confirmation of

mutual understanding and comprehensibility between the speakers. It: a), provides a display, from the teacher's view, of the point reached in the talk; b), projects an opportunity for an affiliative or non-affiliative display from the learner, and c), provides the learner with a display of language that s/he might have used in the prior talk. An upshot presents the learner with a candidate redoing of the his/her prior talk and so involves an embedded correction.

Upshots are also seen, in this section, to be able to perform 'working-on-talk' which does not necessarily focus down on specific aspects of the learner's prior talk, as in other-initiation trajectories and 'isolated' corrections. An upshot is a way of dealing with longer stretches of talk than a single lexical item or semantic aspects of the learner's prior talk. Moreover, an upshot can enable a teacher to work on more than one repairable at once.

A further characteristic is the closing implicativeness potential of the upshot, as it invites the learner to confirm a mutual state of understanding before talk moves on, or to reveal a need to work on the talk before an understanding can be shown to be shared by the participants. They may serve as a check, before the interaction proceeds, (perhaps onto a next-topic), to ensure that asymmetries which have been uncovered in the prior talk, have indeed been redressed. If the learner does not display agreement with the teacher's upshotting, further work on aspects indicated as a result of the upshot may be attended to. An upshot allows the teacher to perform all these actions in a way which does not depend on learner involvement in the actioning of the work on talk, and will not necessarily involve emphasis on the repair activity. The embedded repair is a device which "incorporates the correction with the ongoing talk" and limits the potential for an accounting activity from the learner, (Jefferson, 1987:97). Exposed correction, on the other hand, isolates the business of repair and "the doing of correction can be invested with a set of activities which would otherwise be unavailable; i.e. the 'accountings'", (Jefferson, 1987:97).

In the first example, the upshot in lines 20-22 provides a teacher summary of the learner's prior talk and a display of candidate target language. In the next turn, the

learner does not produce affiliative talk to confirm the teacher's and consequently, their mutual understanding.

### #7.22

(SFM:PP)

1 L: ... the falour i-i:z e:h (0.7) every day u:h  
 2 bad=u:h one bad thing to to manegemen  
 3 (0.8)

4 T: °hm°  
 5 (1.0)

6 L: .h uhm: (.) um hh (1.0) I can sa:y i- i- in the  
 7 in th'other hand .hh u{ : : h on on} the  
 8 T: {pt on the other hand}

9 L: other hand um .hhh (2.1) pt (0.9) u::h phh (2.7)  
 10 I can't generalising uh I can't- I: think u:h I  
 11 can't I:: hh (0.8) .hh (3.3) °o:h wh-what I can  
 12 see° (.) °say° .hh u::m  
 13 (2.2)

14 T: ={{°°  
 15 L: ={{I: hh I think that is:: everybo- e- e-  
 16 everyday bad to to management {°falour°  
 17 T: {°hm°  
 18 (2.3)

19 L: .hh

20 T: → fair enough (1.6) so i- in your opinion then .hh  
 21 → u:m business failure is (2.1) phh (2.4) u- hh  
 22 → very often (.) due to bad management  
 23 (1.0)

24 L: → °o:h° (0.5) hh uh I think that I I hh (2.9) I  
 25 → didn't understand very well what falour is  
 26 → <sup>a</sup>(0.7) because u:m I think (1.7) that if I have  
 27 → a falour I {can I can s-} failiure (0.8) .hh

28 T: → {pt failiure }

29 L: u:h (1.5) is evri- i- e-veryday is bad to me  
 30 (0.9)

31 T: °hm m°

32 L: u::m: (1.0) eh of course ((cough)) I say m::  
 33 many t=a lot of times u:h everybody uh haf  
 34 have failures .h u:m .hh bu(.)t=it isn uh it  
 35 isn't uh (0.4) good in: .hh in every  
 36 ci:rconstances  
 37 T: °h{m°  
 38 L: {u:::h (.) is every(thing) i:s i: never is  
 39 good  
 40 T: °hm hm°  
 41 (3.0)  
 42 L/T?: .hhh  
 43 T: °uh okay° alright good go- good hh .hh alright

Although the learner's turn in lines 1-17 displays hesitancy and there are pauses, the teacher withholds from assisting or taking over speakership. The teacher produces a receipt in overlap with the learner's on-going talk. In lines 15-16, the learner completes a response to the teacher's question elicitation which involves one of the textbook discussion sentences. The teacher produces receipts of the prior talk in lines 17 and 20; a minimal hm receipt and more explicit receipt, *fair enough*. After a 1.6 second pause, the teacher begins an upshot of the prior talk in line 20.

The hesitation, cut-offs, pauses and in/out-breaths, in lines 20-22, mark that the teacher has some problem in producing this upshot. The teacher explicitly details in the upshot that she is providing a display of understanding based on the learner's prior talk; so *i- in your opinion then . . .*. The learner's response to the teacher's upshot, beginning in line 24, is preceded by a 1.0 second pause. The learner does not provide affiliative talk in the turn following the teacher's upshot. The closing implicative potential of the teacher's upshot is seen to be 'on hold' whilst the learner attends to the fact that he has misunderstood the meaning of the item 'failure'; *I didn't understand very well what failour is*. The freestanding °oh° in turn initial position, in line 24, marks a claim of his coming to understand something in the prior talk. This 'change of state' token is a strong indication that the learner was previously uninformed about some matter in their talk, but has now been informed as a result of the prior turn, the teacher's upshot, (Heritage, 1984b:305).

The learner's pronunciation of 'failure' is worked on in lines 27 and 28, as, in overlap, with the learner's continuation and attempt to hold on to talk; *can I can s-*, the teacher performs an 'isolated' correction. The first syllable of the teacher's model is phonetically-highlighted. The learner cuts off from his continuation and repeats the teacher's model, (in line 27). The learner's repeat is treated as an adequate repeat by the teacher as further work to the item is not projected by the teacher: neither does the teacher provide a receipt of the repair. As is typically seen after 'isolated' corrections, an adequate repeat by the learner brings the business of repair to a close.

A 0.8 second pause which follows the learner's repeat, serves to divide the repair activity from the on-coming talk which gets back to the on-going business. The repair which deals with the pronunciation of the item 'failure' is a repair in a 'repair-in-action' context. Its design therefore retains it as a secondary and 'by-the-way' occurrence of the talk, and focus therefore is maintained on the repair connected with the upshotting business which is already under way.

A 0.9 second pause follows the completion of the learner's turn in line 30. The teacher takes a minimal turn with a 'quieter than the surrounding talk' 'hm' receipt. The learner takes up the talk again in overlap with this receipt, and in lines 32 to 35, and 38, produces further talk connected with providing a revised display of understanding as a result of the teacher's upshot. In line 43, an explicit display of finality of focus on that business is produced by the teacher; *uh okay alright good go-good hh .hh alright.*

In #7.22, the learner response is confined to the upshotting business of confirming understanding. However, work on re-aligning understanding is required. The teacher's upshot also dealt with the meaning of the learner's prior talk and did not involve the presentation of straight lexical replacements for items employed by the learner. In the fragment which follows, the learner confirms the teacher's understanding provided in the upshot. The teacher's upshot does provide one-to-one replacements for language items used by the learner in his prior turns.

The teacher's upshot in line 20 of #7.23 below provides the learner with alternative candidate language. The upshot includes an item which is a possible replacement for other language presented in an 'isolated' correction format.

### #7.23

(AJ:JG)

1 L: → ... we have to: (1.0) (p.. partie partout)  
 2 °u°

3 T: → distribute o{r  
 3 L: → {to distribute  
 4 T: → or alloc{ate  
 5 L: {the (.) a a allocate yes we have  
 6 to (0.5) allocate (0.8) different  
 7 responsibilities  
 8 T: → hm (1.5) hm  
 9 L: at uh uh ({ 2.6 }) different responsibility  
 10 {°hm° }  
 11 (6.7) a a at uh  
 12 T: to  
 13 L: to to {...} to (.)°different  
 14 T: {to different}  
 15 L: responsibilities°  
 16 T: °hm m°  
 17 L: (..) uh (1.1) to different u:h (0.6) people  
 18 T: °hm m°  
 19 L: uh some of them (..) people some of the  
 20 other French people and some of them (....)  
 21 T: → so you have to sha:re  
 22 L: → we have to share {yeh oui oui  
 23 T: → {share (.) the  
 24 → responsibility  
 25 L: → to share the responsibility ...

In lines 1-16, AJ and JG work on specific lexical and grammatical aspects of the learner's talk, for example, the verbs 'allocate' and 'distribute', and preposition 'to', with

‘isolated’ corrections and learner repeats. The teacher’s upshot which is produced later in line 20 provides a display of the teacher’s understanding of the learner’s prior turn, summarises what the learner has produced, repairs talk produced in turns in lines 6 to 20, and also provides an alternative repair to upgrade the repair on verbs actioned in lines 3 and 4.

The teacher presents the verb ‘share’, in an upshot. The alternative replacement is phonetically-highlighted. The learner provides a version of the teacher’s embedded repair and *oui oui* agreement which confirms the teacher’s display of understanding of his prior talk and claims prior knowledge, (Heritage 1984b). The teacher continues her upshot and embedded repair of the prior talk; *share the responsibility*, in line 25. The learner produces a repeat of this version of the repair in next turn.

The teacher’s embedded repair is built to make it a ‘by-the-way’ occurrence in the business of confirming displays of understanding. The learner provides confirmation of understanding, but also focuses on the correction aspects of the device by providing repeats of the candidate language it also presented.

In the next fragment, an upshot follows the actioning of pronunciation work to the word ‘hire’. The upshot is employed to confirm the meaning of the word and provide a display of understanding of the learner’s prior talk. The learner confirms the teacher’s display of understanding and does not provide a repetition of the language used in the upshot turn.

#### #7.24

(SP:LJ)  
1 L: → they [hi:r] (0.5) places  
2 T: → right oh they [h:i:re]  
3 L: → y- they hire places yes  
4 T: → [h:i:re h:i:re] places .hh so they’re not the  
5 → property of S..=  
6 L: =no  
7 T: ok  
8 L: that’s right



The learner produces an attempt of the word 'hire' in the first turn of #7.24. The teacher is asking about sports' facilities provided by the company for its staff. In the next turn, the teacher performs an embedded repair of the pronunciation of the item. The teacher receipts the learner's prior talk, his choice of verb is appropriate, and then produces an 'oh' 'change of state token' followed by a display of understanding which repeats of part of the learner's prior talk. The item 'hire' is precisely articulated. The learner begins to produce a receipt following the teacher's display, but this is cut-off and he produces a repeat of the modelled language, which displays pronunciation closer to the teacher's version than his previous attempt and a 'yes' receipt.

In the next turn, the teacher produces two further repeats of the repaired item before actioning an upshot which provides a display of the meaning of the highlighted item and projects a display of confirmation and mutual understanding from the learner. The learner confirms the teacher's paraphrase of an item included in the upshot, and display of understanding of his prior talk with an agreement token. Further receipting by teacher and learner follows.

In #7.25, the teacher's upshot provides a display of understanding of the learner's prior talk, displays candidate language and projects a next-turn display of agreement or non-agreement from the learner.

#### #7.25

(SFM:PP)  
 1 L: .HHhh but u:h-I: know too that is a little  
 2 part of the=uh every money than dhe my  
 3 company invests m: .hh because I con- u::h  
 4 I i i think that the .hhh the the:: the  
 5 training is not uh hh spend money (.) is  
 6 invest money  
 7 T: → pt Ahh u::h °ah° so as far as you're  
 8 → concerned .h{h training} is in{vestment =  
 9 L: → {of course } {an investment=  
 10 T: → = investment for the future}  
 11 L: → = of course o: of } course of course

12 T: → not (.) spending money  
 13 L: → Of course  
 14 T: °hm mm° (1.0) °hm m° (1.4) °hm° (1.5) .HHhh  
 15 now your company: (0.8) seems

The teacher's upshot in lines 7-9 and 10 is explicitly detailed as being a display of what the learner has said in his prior talk; so as far as you're concerned .hh training is investment investment for the future. In response, the learner provides, in overlap, a display of agreement with the teacher's display of what he has said in his prior talk, with several repeats of *of course*. He also produces a repeat of an item in the teacher's upshot in overlap with the upshot, (lines 8-9 and 10-11). On completion of the upshot, the learner produces a last display of confirmation and agreement of understanding with a further instance of 'of course', which " treats the inference as self-evident rather than merely likely", (Heritage 1984b:311).

In fragment #7.26 below, there are two teacher upshots. The teacher and learner are talking about Turkish attitudes to nude/topless sunbathing. The learner is explaining about different types of beaches where certain practices are acceptable. The learner is having problems with a word/phrase she wants and is trying to explain its meaning. The teacher is offering possible candidates. The teacher's first upshot, in line 4, supplies a resume of the learner's prior talk from the teacher's point of view, and includes a suggestion of a candidate repair item. The learner provides a 'yes' agreement following the upshot. The teacher follows with a 'quieter than the surrounding talk', 'isolated' repeat of the candidate repair item. An aspect of the upshot is then provided as a candidate completion. The teacher has a basis for expecting the candidate language provided in line 6 will be confirmed as an adequate repair of learner prior talk because of the confirmation of the upshot by the learner. The learner does not then provide a repeat in response to the 'isolated' presentation of the candidate, because it is rejected as an adequate repair of her talk, and further work follows.

#### #7.26

(SFM:GB)  
 1 L: yes (.) but uh .hh they can e::h do u:m (2.7)  
 2 uh (2.1) some (0.5) some beach

3 (1.8)

4 T: → so it's sort of like restricted beaches

5 L: → yes

6 T: → °restricted beaches°

7 (.)

8 L: → NO no- restric- ted e:h

9 (1.5)

10 T: → private?

11 (1.2)

12 L: → n- n- no- not private (0.7) e:hh some beach

13 → e::m (1.9) are different (0.9) than another

14 T: uh huh

15 L: °than others° .hh and e:m (4.1) u:hh .h (2.8)

16 L: uh (4.2) a:nd the beach .h e:hh intensive

17 tourists

18 (1.7)

19 T: °a lot of tourists°=

20 L: =°a lot of tourists° .h{h e} :hh they (0.6)

21 T: {hm mm}

22 L: they can do easily (0.6) but .hh eh if (0.5)

23 e::h there are many Turkish people (0.8) on

24 the beach .h they e::h (0.9) they can't he he

25 he .h do easily he hehe {he .hh

26 T: → { I see (0.9) because

27 T: → uh (.) there are some Turkish people who feel

28 → uncomfortable ({0.8) about that

29 L: {yes °yes°

30 (2.4)

31 L: yes (.) um I I I don't like (1.4) ...

No correction of specifics relating to grammar, lexical choice etc. in the learner's talk, in lines 1-3, is attempted by the learner or initiated or accomplished by the teacher. In line 4, after a 1.8 second pause, the teacher does an upshot of the learner's prior talk. The teacher's upshot displays her understanding of the learner's prior talk. The teacher passed up opportunities to either action or initiate repair on specifics of the learner's prior talk, but her upshot provides a candidate target of language use for the learner.

The teacher displays her understanding of the learner's prior talk and projects a display of affiliation from the learner in next-turn.

In line 5, the learner confirms the teacher's upshot and their mutual understanding etc. with a *yes* receipt. The learner does not produce a repeat. The teacher then does a repeat herself in line 11. This time the target item, 'restricted beaches', is produced in isolation, it is divorced from a surrounding syntactic context and it is 'quieter than the surrounding talk'. In the next turn, the learner explicitly rejects the teacher's repair, indicating that she knows that the item provided by the teacher is not acceptable and not what she requires. The teacher has therefore revealed an understanding of the learner's prior talk which is incomplete; the repair activity and establishment of mutual understanding has not yet been accomplished and this is signalled by the learner's rejection.

After a 1.5 pause the teacher offers another candidate. This time the teacher's recognition of potential rejection by the learner is indicated by the model's rising intonation. This item, *private?*, is also rejected as a possible target candidate by the learner. The learner's talk continues with more explanation of the meaning of the word/phrase she requires. Lines 16 to 17 includes the repairable *intensive tourists*. A 1.7 second pause which follows represents an extended opportunity site in the trouble-source turn for self-repair or repair-initiation. There is no display made of awareness of error or any repair attempts from the learner. The teacher then actions a correction in line 19. The repair exhibits various 'camouflaging' qualities which downgrades its status as a least preferred activity, and limits the effects of the repair business on the on-going talk. For example, the repair activity is not explicitly marked out by the teacher or the learner. The teacher picks out the repairable and it is redone as °a lot of tourists°. In this correction: (a) there are no explicit repair markers, (b) there is no surrounding syntactic frame, (c), there is an even pitch, and (d), it is quieter than the surrounding talk. The teacher's repair-model is imitated by the learner in receipt and this imitation is pitch-matched.

The repair is attended to in a minimal way and it does not become the focus of the talk. The camouflaged other-correction in this fragment has economically and swiftly dealt with the need for repair and avoids potentially lengthy repair initiation which could provide further problematic talk and expense to the original topic. The global agenda of this lesson is ‘creating conversation’; exposed forms of repair involving initiation and repair attempts would have a different interactional cost.

The ‘camouflaged’ quality exhibited in the repair is also a feature of the redoing of the previous candidate target ‘restricted beaches’ by the teacher, in line 6. This model is presented by the teacher after an upshot and an affiliative *yes* receipt from the learner which display agreement and understanding. However, on this occasion, the target is not immediately imitated by the learner because she is aware that the item produced by the teacher is not a possible candidate.

Lines 2 to 6-28 contain another teacher upshot of the learner’s prior talk. This upshot begins with ‘because’. The *I see* which begins this turn claims the teacher’s coming to understand something in the prior talk. The upshot displays the teacher’s understanding of the learner’s prior talk, and projects affiliation in next-turn. A model of exemplary language is also provided for the learner, but it is not isolated from the surrounding talk and does not share other characteristics of the ‘camouflaged’ example of other-correction. Part of the teacher’s talk is phonetically-highlighted; *feel uncomfortable*. This time, the learner confirms the teacher’s understanding and establishes that mutual comprehensibility has been generated through the talk. As before, the teacher’s upshot is ‘yes’ receipted by the learner. The teacher’s highlighted model, *uncomfortable*, is not repeated or imitated by the learner.

In the next fragment, #7.27, the teacher’s upshots again attend to the repair of semantic aspects of the learner’s prior talk and display candidate language as ‘by-the-way’ occurrences in the business of pursuing shared understanding. The first embedded repair deals with more than one repairable aspect of the learner’s previous turn.

#7.27

(SFM:GB)  
1 L: ... they aren't Islamic clothes .hhh e:::h  
2 (3.4) e::h (1.5) after many years: (1.6) e::h  
3 .h h-h (.) uh (1.1) a hat (0.8) u::h is  
4 belong a hat (1.8) °is belong° (4.2) yes  
5 (0.6) to Gre:- Greece  
6 (1.2)  
7 T: → .hh so the hat comes from (.) Greece  
8 L: → yes Greece  
9 T: °yes°  
10 L: Greece and e:hm (1.7) °black° (1.6) °clothes°  
11 (1.6) °comes from° (1.3) e::i ehh (1.5) A-  
12 Africa  
13 T: °right°=  
14 L: =°Africa°  
15 T: → .h so when you say black clothes you mean  
16 → like a black ro:b:e  
17 (0.6)  
18 L: y{es °b}lack robe (.) l{ong°  
19 T: {lo:ng} {black (.) dress a-

The learner's turn in lines 1-5 displays hesitancy and concern with the on-coming talk, for example, pauses, cut-offs and repetition. The teacher does not provide any assistance at these positions or at other potential sites. The learner displays concern with her on-coming talk *belong- a hat (1.8) is belong (4.2) yes (0.6)*. The learner's 'yes' assessment of her own following the hesitant production of her turn, is an explicit signal of her self-monitoring.

After a 1.2 pause in line 6, repair work dealing with the semantics of the learner's prior utterance is executed by the teacher in an upshot. In this upshot it is not the repair element which is intonationally highlighted. The focus on the repair items and the repair aspect of the upshot is therefore downgraded. In response to the upshot, the learner provides a confirmation of understanding; *yes Greece*, in line 8. Evidence that the upshot turn also engendered a repair is provided by an acceptance of the replacement

items embedded in later talk. The teacher's repair is redone by the learner exactly, and so is grammatically incorrect in this context, see the learner's turn in lines 10 to 12. This grammatical repairable is not attended to by the teacher. Instead, work on the semantics of the learner's utterance is carried out in lines 15-16 with another teacher upshot.

This upshot is explicitly packaged as an understanding check; so when you say black clothes you mean. The repair activities in this fragment are not restricted to the replacement of a single lexical item but concerns the establishment of mutual understanding and comprehensibility and the re-equilibration of the talk before talk continues. By doing an upshot the teacher is supplying an understanding of the learner's prior talk. This projects the opportunity for learner alignment by confirming the teacher's understanding, or non-alignment which displays that further work on talk is necessary before affiliation is possible. Both these features confirm that mutual understanding has been achieved. The upshot also serves to summarise the prior talk and does provide a candidate model for the learner. The item 'robe' is phonetically-highlighted. The learner follows the upshot by confirming the display of understanding with a 'yes' receipt, and then producing a repeat of the highlighted item.

The fragment below follows on from #7.27. The 'working-on-talk' which is accomplished by the participants involves the sorting out of further aspects of meaning.

#7.27/a

(SFM:GB)  
 1 T: .h so when you say black clothes you mean  
 2 like a black ro:b:e  
 3 (0.6)  
 4 L: y{es °b}lack robe (.) l{ong°  
 5 T: {lo:ng} {black (.) dress a-  
 6 T: → a=black robe .hh so that's traditional (0.6)  
 7 in Africa  
 8 (1.9)  
 9 L: e::h nort of (.) Africa

10 T: °northern Africa° {right  
 11 L: {(..) .hh °north eastern  
 12 clothes°

The learner does not produce affiliative talk in immediate response to the teacher's upshot in lines 6 and 7 of this fragment. Before mutual comprehension is achieved and is acknowledged as having been achieved, the participants action further collaborative work on the prior talk. After a 1.9 second pause the learner does a repair, (in line 9), of the teacher's prior turn. The repair element is phonetically-highlighted. The teacher then does an upgrade of this repair. The teacher's redoing is 'quieter than the surrounding talk'. The teacher also follows this with a minimal *right* receipt, (in line 10). Mutual comprehension is confirmed and talk continues. In her following turn, lines 11 and 12, the learner produces a quiet upgrade of the teacher's upgrade, in which she replaces Northern Africa with °north eastern clothes°.

The teacher's upshot in the next fragment, #7.28, is produced after the teacher and learner action repair of specific details of the learner's turn in lines 4 to 17. Once the work on these aspects of the talk is accomplished, the teacher's upshotting turn projects confirmation/disconfirmation from the learner and provides a candidate redoing of learner prior talk.

#### #7.28

(SFM:PP)  
 1 T: ... .hh so looking (0.9) firstly at u:m  
 2 number one then .hh business failure is due:  
 3 to ba:d management=  
 4 L: =mm is uh is (.) is true: (.) because (1.0)  
 5 eh .h umm (1.5) .h (1.5) uh hhh uh: because  
 6 if I('m) .hhh if I (.) umm (1.6) I don't  
 7 winner (.) uh:: (uh/a) business iz not (.)  
 8 very good >to to to< to mane:gement  
 9 (1.0)  
 10 T: .Hhh if y- (.) if you don't succee:d  
 11 (0.7)



12 L: y- yes { I }f y- if you don't uh=don't  
 13 T: {y:es}  
 14 L: succeed<sup>o</sup>  
 15 (0.6)  
 16 T: ={{°yes°  
 17 L: ={{it's not so: so good >to to to< manege  
 18 (0.5)  
 19 T: → .Hhh so: (0.6) business failure then is (.)  
 20 → is a reflec{tion (.) } a reflection (0.6)  
 21 L: → {>I(k)<tion}  
 22 T: → on th- {on bad managem}ent  
 23 L: → {o: o: on bad}  
 24 L: → hm bad manege(°ment°)  
 25 T: → °yes° (0.9) °yes°

As in fragment #7.27, a repair sequence is followed by a teacher upshot of the prior talk, (in lines 19 to 20). This upshot accomplishes repair to semantic aspects of the learner's prior talk, summarises the stage that they have collectively reached and provides a candidate redoing of what the learner could have said. The teacher highlights the word reflection in her upshot. The learner attempts a repeat of this highlighted model in overlap with the teacher's on-going talk.

The teacher re-models the target, reflection, again following the learner's overlap. A subsequent 0.6 second pause in line 20 sets the target item off from the continuation and completion of her turn. In overlap, the learner attempts to provide, but does not accomplish a completion of the teacher's turn; o:o:on bad-. In line 24, the learner then provides a minimal 'hm' receipt produces a version of the final items of the teacher's previous turn; hm bad manege(°ment°). This is followed by two 'quieter than the surrounding talk' 'yes' receipts from the teacher.

Teacher DC's upshot in #7.29 summarises the learner's prior talk, displays his understanding of it, accomplishes an embedded repair and provides a display of candidate target language. The teacher's replacement of the item report which was

used by the learner is phonetically-highlighted; history. The learner does not repeat any part of the teacher's upshot turn; his response orients to the primary upshotting business of confirming/disconfirming displays of understanding. Learner GG produces a yes receipt and a minimal 'hm' receipt in overlap with the teacher's on-going upshot.

### #7.29

(DC:GG)  
 1 L: ... a report about uh bears and man (1.7) all  
 2 kinds of bears living bears real ones teddy  
 3 bears  
 4 (0.7)  
 5 T: → so (it's/it was)just sort of a history of the  
 6 → re{lation between bears and man ...  
 6 L: {yes hm

Likewise in #7.30, teacher SP provides a display of her understanding of the learner's prior talk and models candidate target language. Again, the learner does not repeat any part of the upshot, but orients to the main business of providing a display to confirm that their understanding is mutual.

### #7.30

(SP:BS)  
 1 L: ... you have to be out of the building .hh five  
 2 o'clock {.hh } because (1.9) your key card  
 3 T: {°right°}  
 4 L: ({.}) will stopped  
 5 T: {hm m}  
 6 (1.3)  
 7 T: oh {right } (.) ok  
 8 L: {...five.})  
 9 L: yes  
 10 T: ok so if I'm still in at five .hh I won't be  
 11 able to get out (.) after that  
 12 L: that's right

By actioning an upshot, the teacher is able to deal with repairable aspects of the learner's prior talk in a way which does not require learner involvement in its accomplishment. In #7.30, no specific language item is marked out or highlighted. There are indeed specific repairable items which could have become the focus of specific repair work; the building .hh five o'clock, where there is an absent preposition and the verb phrase will stopped. The teacher's upshot provides the learner with a candidate way of saying what he said in his prior talk, but the primary business is kept to establishing mutual understanding.

Teacher SP's upshot in line 16 of #7.31 below, again enables her to display candidate use of the target language without resorting to explicit repair business which would involve time out, or pinpoint specific language employed in prior talk for working on by the learner. The language-focused activity being constructed by the teacher and learner in this part of lesson SP:BS is a role-play. The nature of the 'by-the-way' repair within the business of confirming understanding, thus preserves this focus.

### #7.31

(SP:BS)  
 1 T: ... will I be able to use this card (0.8) when  
 2 I go: (.) to Stavanger or  
 3 (1.0)  
 4 L: pt .{h u: : }h (0.9) because you're a  
 5 T: {other places}  
 6 L: temporary (.) per{son in S..  
 7 T: {(....)}  
 8 T: hm m  
 9 (0.5)  
 10 L: u:h you cannot use (0.5) the key card in  
 11 Stavanger  
 12 T: oh right  
 13 L: you have to be a visitor (0.8) when (1.3) u::h  
 14 (1.9) when (.) you are (.) in Stavanger  
 15 T: → good {ok right ok .hh so this card is only fo:r  
 16 L: {yes  
 17 (0.6)  
 18 L: S..

19 T: here right ok  
 20 L: yes  
 21 T: ok

Similarly in the next fragment from SP:BS, #7.32, the teacher's upshot attends to the language display in the learner's prior talk without getting to grips in the way that might be generated by initiation techniques which locate the trouble-source, or other-correction. The teacher's upshot provides a display of candidate language and provides the learner with an opportunity to affirm the teacher's understanding of his prior talk, or in the event of an incorrect upshot display by the teacher, generate an opportunity to bring about an alignment in their mutual understanding.

#7.32

(SP:BS)  
 1 L: ... the yellow one (.) is uh (1.2) for uh  
 2 (. ) pt h people (0.6) as you  
 3 T: hm m (.) ok so people who are he{re (..) .hh =  
 4 L: {temporary =  
 5 T: = right} ok  
 6 L: = ye:s }  
 7 L: temporary  
 8 T: yeah

Upshotting does not explicitly call for the learner to make an assessment of specific details of the talk in the way that might be required in initiation trajectories and other-correction.

In the last fragment. #7.33, the teacher's upshot is interrupted by the learner and then taken up again, see lines 3, 4 and 6.

#7.33

(DC:GG)  
 1 L: ...their personalities their character their-  
 2 completely different from the

3 T: so do {you th-  
4 L: {to my opinion  
5 T: do you think the acting is is stronger  
6 L: much stronger her {and impressive and real and  
7 T: {righ  
8 L: characteristic

The teacher completes the upshot, first attempted in line 3, in line 6. It presents the learner with a display of teacher understanding of his prior talk and projects a display of agreement and mutual understanding, or an opportunity for aligning that display in further talk. It also provides the learner with an example of candidate target language use. A repeat of the item ‘stronger’ which is highlighted in the upshot is embedded in the learner’s following display of “strong” agreement and confirmation of understanding; an upgraded assessment, (Pomerantz, 1984:66).

### **Summary**

In this section, an embedded form of teacher-correction has been presented and discussed, upshotting. This form of correction has been revealed to be a versatile ‘working-on-talk’ action. The upshot’s primary business has been shown to be the displaying of understanding and projection of confirming/disconfirming of mutual understanding. In conjunction with this primary business, correcting business may also be accomplished as a ‘by-the-way’ occurrence, (Jefferson 1987). In the fragments examined in this section, in response to the upshot, learners always provided confirmation or disconfirmation of the teacher’s display of understanding and therefore established shared understanding. Sometimes, learners also attended to the ‘by-the-way’ business of repair, as repeats of items which were phonetically-highlighted in the upshot turn, were sometimes repeated. Whether the correction activity of the upshot became a focus in the subsequent talk was down to the learner. Another device by which the teacher can focus on the details of the talk without necessarily invoking an overt consideration of linguistic adequacy and knowledge of use of the target language has been revealed.

Upshots are multifunctional; they allow the teacher to perform the following kinds of work: (a), to display his/her understanding of the prior talk, (b) to project a confirmation of understanding and therefore of mutual understanding from the learner, or conversely, a display of the need for further working-on-talk, (c) to model examples of candidate language which might have been used by the learner, and (d), to work on the learner's prior talk in an embedded way, without involving the learner in its accomplishment and without necessarily focusing down on specific features. Upshots also allow the teacher to deal with more than one repairable at a time, when faced with a range of trouble-sources in the learner's prior talk and over more than one turn-at-talk.

#### **7.4 SUMMARY AND CONCLUDING REMARKS**

In this chapter, repair work which is accomplished by the teacher in exposed, isolated and embedded forms of repair, after no displays of 'noticing' or repair attempts by learners, were examined. Only two examples of next-turn exposed other-corrections were found in the data corpus. This is perhaps contrary to expectations detailed by Schegloff et al. (1977), who suggested that in contexts such as the EFL classroom, there might be an alteration to the preference of self-correction and so more instances of other-correction would be found. The two examples discussed in 7.2.3, were instances of exposed corrections where teachers were regaining the repair position; hence the exposed nature of the repair can be accounted for.

Compared to the very limited instances of exposed other-correction, there was a sizeable number of isolated, next-turn correction in the data. These were presented and examined in 7.2.3. Although actioned in next turn, 'isolated' corrections are not accompanied by explicit repair markings etc., and this camouflaged design downgrades their status as next-turn corrections. 'Isolated' corrections were also seen to be actioned, in Chapters Four to Six, in trajectories where learners requested help or failed to accomplish successful self-repairs and following other-initiation. The analysis of teacher corrections in this thesis provides evidence to support a claim that in EFL classroom, self-correction remains to be the preferred trajectory. 'Isolated' corrections, in next-turn and within

extended sequences, were the most common form of teacher-correction actioned in the data.

Lastly, teacher upshots, an embedded correction form, were examined in section 7.3. Embedded repair is a 'by the way' occurrence in which prioritises the business of confirming or disconfirming displays of understanding of learner prior talk. Correction is actioned alongside this primary business. The upshot is a device which accomplishes repair to the talk without projecting repair-oriented work from the learner. Learners consistently provided 'yes' receipts following teacher upshots in the fragments examined in the previous section. Sometimes they made the correction aspect of the upshot a focus of the subsequent talk too. A further example of teacher and learner negotiation in repair and 'working-on-talk' activities has been highlighted

In the next chapter, Chapter Eight, one of the activities which has been highlighted as one which may be accomplished in an upshot, a display of target language, is considered in greater detail. Ways in which language is highlighted, modelled and practised by the teacher and learners are explored in Chapter Seven. In previous chapters, fragments have included examples where language has been presented and modelled for teachers, for example, 'isolated' repairs, and then 'practised' by learners in following repeats.

## CHAPTER EIGHT

### WORKING-ON-TALK: HIGHLIGHTING, MODELLING AND PRACTISING TARGET LANGUAGE

#### 8.1 INTRODUCTION

This chapter considers the following language-focused activities which are routinely conducted by EFL teachers and learners as they go about their business of managing L2 development; the presentation, modelling and practising of candidate target language. These behaviours comprise an enterprise in which specific items of language become the focus of the talk. In the previous analytic chapters, fragments in which language has been presented and modelled for learners by teachers in other-correction environments and then repeated, or practised, by learners, have been highlighted and discussed. Chapter Eight re-examines some of the instances of modelling and practising which have been touched upon previously and highlights specific teacher and learner behaviours.

A range of issues which are associated with highlighting the phonetic realisation and pronunciation of the target language are focused upon here. The examples of target language modelling and practising presented in this chapter were located in the following two environments: (a) where specific items in the learner's talk are worked upon, for example, in isolated corrections, and (b) where candidate language, which may potentially be a 'first presentation' of an item, is supplied in embedded forms of correction or explicit repair initiation, for example, in upshots and understanding checks.

In section 8.2 the examination of modelling begins with 'isolated' next-turn other-corrections or other-corrections which are part of repair trajectories including self-repair attempts and initiation. With this particular action, teachers focus on specifics of the learner's talk which are inadequate in some respect. They are attempting to put them



right and at the same time displaying candidate models. Following this, examples where target language is presented as ostensibly a 'first presentation' or as an 'ideal' piece of candidate language, for example, in an embedded repair or tentative completion, are examined. In this scenario, the teacher may not necessarily be replacing or redoing specific items of language previously produced by learners, s/he may be modelling target language items as a result of a display of understanding of the learner's prior talk or providing a suggested completion.

The previous chapters have revealed the integral role played by repair in working-on-talk enterprises and the establishment of mutual understanding and comprehension between EFL teachers and learners. Repair has been shown to be an important resource in the L2 context: repair trajectories are environments in which EFL interactants collaboratively focus, and action work, on what is at the centre of their interactional task; the target language.

The analysis of fragments in the previous chapters has considered instances in which EFL teachers action a redoing of the learner's prior talk. Performing a version of a co-participant's prior utterance entails "picking out a portion of that talk and displaying it for further work to be performed on it, for example. corrective, evaluative or investigative work" (Tarplee 1993:19-20). In this way, EFL teachers draw, and focus, learner attention on various aspects of the language. In chapters Four to Eight inclusive, this has been shown to take into account the display of language use and therefore potentially a display of current level of linguistic knowledge, made in the learner's prior talk. Learners too picked out areas requiring work for themselves in Chapter Five. The present chapter also includes modelling actioned by teachers which does not strictly involve the 'picking out' of a portion of the learner's prior talk etc. It also considers language which is presented as a first presentation or as candidate target language, which the learner might have used in the context of his prior talk.

The EFL classroom is just one example of a context in which modelling language is an activity conducted in the talk. Other examples are the context of speech therapy interaction (Gardner 1994) and adult-child interaction, (Tarplee 1993). In the case of the institutional context of speech therapy, working-on-talk is remedial, and attention is

focused on the phonetics of talk. The EFL classroom is a context where both remedial and developmental working-on-talk occurs, as the everyday context of adult-child conversational interaction can be. The working-on-talk that takes place in the L2 classroom can involve all aspects of language use and knowledge.

The activity of modelling language, in the context of speech therapy work, has been defined by Gardner (1994) as:

the intention to highlight a particular target word, or phone(s) within [a] word, for special attention by the listener (child). This may be through suprasegmental, syntactic or other means  
(Gardner, 1994:58, footnote 1)

For EFL classroom talk this definition is necessarily extended to include longer stretches of talk where language targets are not limited to single lexical items or target phones.

Gardner (1994) reports that in speech therapy talk target phones or words which are the focus of the language activity of the therapy session are highlighted in the following ways. In the first instance the semantic reference of the target to be worked on is established and then it is singled out for "intensive work" prior to being restored to a linguistic context which is "more natural". See the example from Gardner's study given below, (Gardner 1994:35):

```
1 Therapist: The lion is pointing to: (0.4) .h w{
2 Child:                                     { [wɔʔə]
3 Therapist: Yes water.
4                                     (0.5)
5 Therapist: The water's coming out isn't it
6                                     (1.0) ((Bernice nods))
7 Therapist: .h Water comes out of the, .h [f::aunt=In]
```

The task in this example of speech therapy talk begins as a 'fill-the-blank' task. There is a stepwise pitch rise and the final item  $t_0$ : is extended. A 0.4 second pause follows and the therapist's imminent continuation is cut off by an attempt by the child to

produce a completion. The therapist receipts the completion with a positive yes receipt and then produces a version of the target. The therapist's version of the target contains "a clearly articulated medial /t/ in contrast to the child's glottal stop but the speech flow is smooth and does not have the characteristics of a highlighted model" (Gardner, 1994:63). After a 0.5 second pause the teacher produces a further version of the target in an embedded correction.

A résumé of the features of target modelling observed by Gardner (1994) in her speech therapy data follows for comparison with the characteristics and range of characteristics in EFL classroom talk which are highlighted in the analysis presented in this chapter:

### **Characteristics of Modelling in Speech Therapy Talk**

- a) there is disruption to the normal syntactic context of a modelled word. Typically, removal of all syntactic context from novel words and redosings is found.
- b) the talk immediately preceding the target is typically delivered in a rhythmical way that prepares for the work to come.
- c) the target word is divided physically from surrounding utterance by a glottal stop or an intake of breath.
- d) within the key word speech perturbation of speech flow is found. This differentiates any individual target phone.
- e) speech perturbation features, e.g. amplification of friction etc., lengthened vowels, maximum prominence on a given syllable, pitch movement, added loudness, duration and silence to heighten contrast.

The following section examines instances of target language modelling in 'isolated' repair environments. Various teacher highlighting and modelling behaviours are described. The analysis includes description of pitch features of talk which have been checked by computationally-extracted F0 Macspeech Lab software.

## 8.2 HIGHLIGHTING, MODELLING AND PRACTISING TARGET LANGUAGE IN ONE-TO-ONE EFL TALK

### 8.2.1 Other-Correction Models

Various fragments which were analysed in Chapters Four to Eight, revealed that certain repair activities projected a repetition of the teacher's repair by the learner in next-turn position. In such repair trajectories, trouble-sources are not only dealt with, but target language is modelled by the teacher and is also routinely 'practised' by the learner. Learners practise candidate target language by producing pitch-matched imitations or versions of teacher repair models before getting on with continuing the talk. Typically, the 'practising' of the candidate model is set off by a pause or in-breath etc. The ultimate imitation by the learner ensures that even though the repair has involved the least preferred trajectory (Schegloff et al., 1977), the repair activity has nevertheless terminated with a 'self-repair'.

Fragments #8.1 to #8.4 are examples of 'isolated' correction models of target language. As has been shown in the previous analytic chapters, repair enterprises display various techniques for taking the focus off the event of repair and preserving the nature of the on-going talk. The 'isolated' correction typically deals swiftly and successfully with the repairable, and engenders an explicit response action from the learner. A common feature observed in the EFL data fragments is that a partially correct display of an intended item is provided in the repairable turn. The learner has, therefore, displayed partial knowledge, but some amendment is needed. An 'isolated' correction quickly puts it right without too much cost to the on-going talk.

A highlighted 'isolated' repair model is produced by the teacher in the first fragment, #8.1, following unsuccessful repair attempts by the learner and a quick request for help.

#### #8.1 (#4.3, #5.23)

(LS:HH)

```
1 L: tomorrow after da:y (.) u::h arrive{d}
2 arrive uh new (.) ambass: ambassman
3 (.) ambass?man uh?
```

4 T:     ambassador  
 5 L:     ambassador (0.6) new ambassador (1.2)

The teacher's model in line 4 is presented without any surrounding syntactic context. The repair is isolated for display. The item is highlighted by precise articulation, a noticeable long closure of the /mb/ sequence and has a high-fall pitch movement with the rise peak of the pitch on the /a/ vowel. This peak is relatively high in the speaker's pitch range. Increased loudness of the second syllable is also noticeable. The learner provides a pitch-matched imitation in next-turn and a 0.6 second pause sets it off from his continuation of the talk.

The design of the teacher's repair in this first fragment, without any explicit repair accoutrements, i.e. explicit repair objects, on the one hand downgrades the activity whilst phonetic highlighting is preserved. This shows remarkable sensitivity to the local needs of the talk. A repair is required, but that could entail digressing from the apparent business. An 'isolated' correction has potentially the most limited cost for the talk. But, work on lexical and pronunciation aspects of the repairable, are, nevertheless, highlighted and in that way made a 'greater' focus.

The teacher's highlighted model and repair in #8.2 is produced following a repair enterprise which, in contrast to the previous fragment, requires investment in multiple turns. The learner makes attempts at self-repair, but ultimately a teacher correction is supplied.

#### #8.2 (#4.5)

(RD:BG)

1 L:     it's a lak big lak  
 2                                 (0.9)  
 3 T:     a big?  
 4 L:     big uh (0.8) sea no?  
 5                                 (0.9)  
 6 T:     a big s:ea:?  
 7 L:     yeh (0.9) it's a water  
 8                                 (1.1)  
 9 T:     ah a big lake

10 L: lak{e  
 11 T: {lake yes  
 12 L: A big lake

The teacher's production of the specific repair item is not isolated or set off from surrounding talk by a pause or in-breath. However, we do again notice precise articulation of the item, i.e. a long / l / consonant, long / ei / vowel, long closure and strong aspirated release of the voiceless velar. The word is also noticeably louder and slower than surrounding talk and its pitch movement is high-fall. A repeat is produced by the learner in next-turn.

The learner's attempts at working on his pronunciation of the item 'development' in #8.3, and producing an adequate repeat following a teacher repair model are not immediately successful. A further highlighted model is then supplied by the teacher.

### #8.3 (#5.8)

(LS:HH)

1 → is bank mean .hh Eropen (1.0) divelop  
 2 → divelopia di- divelops  
 3 (0.9)  
 4 L: → ={{di}velop  
 5 T: → ={{eu}  
 6 T: → european (0.6) development  
 7 L: → divelopmen {an-  
 8 T: → {divelopment  
 9 L: → dev- developmen developmen .hh and uh h uh  
 10 °developmen an° (1.4) uh recort-(.)ivation

In line 6, the teacher's correction displays candidate pronunciation of two items in the learner's prior talk. The two parts of the teacher's repair are divided by a 0.6 second pause and the item which proved to be most difficult for the learner to produce and the target which he focused on himself, is phonetically highlighted. Once again the word is carefully articulated with a loud second syllable where the peak of the rising-fall pitch occurs. In the next turn, the learner attempts an imitation of the repair before proceeding

with an immediate continuation. This continuation is overlapped by the teacher and further pronunciation practice of the item is projected as the teacher produces a further 'isolated' model. This model, like the first one, is carefully articulated with a noticeably loud second syllable with rising-fall pitch. The learner produces more attempts at repeating the item before getting on with continuing the talk. The teacher does not generate further pronunciation work on the item.

Likewise in #8.4 below, the teacher's 'isolated' repair does not succeed in generating an adequate repeat from the learner, hence, the repair business is not terminated. Further models and attempts at repeating are produced. A potentially swift repair business is prolonged and the business of 'creating conversation' is given over to the business of correction.

#### #8.4 (#5.6)

(SFM:NJ)  
 1 L: after graduating from night school .hh I was  
 2 → awerd (ko..) awe:rd (.) the: certificate  
 3 (0.7)  
 4 T: → I was awarded  
 5 L: → oh I was aw- w- {a-  
 6 T: → {awa:rded

The teacher's repair follows self-repair attempts by the learner. The model is isolated, is noticeably louder and slower than surrounding talk and has an extended /ɔ/ vowel. The rising-falling pitch peaks on this lengthened vowel. The learner attempts a repeat but does not provide an adequate imitation and therefore more highlighting and practising of the item ensues.

The teacher's model in #8.5, unlike previous fragments, is presented in an explicit treatment of the learner's prior talk. At this point in the talk the participants are going through the learner's attempts at homework sentences. Thus, 'correctness' is an agenda of the talk.

### #8.5 (#6.17)

(AJ:LF)

1 T: th{e the the} sorry {(.) the °wh{a-°

2 L: {i:s:: e-} { eu::h {the the =

3 L: = wear of (uh/a) {helmet} of u::h (0.9)

4 T: {ah hah}

5 L: of uh hul- hat

6 (.)

7 T: °yeh°

8 L: is uh compulsory=

9 T: → =good (.) list{en}(.) the wearing

10 L: {no}

11 L: →

the (.) wearing okay

The teacher initiates a redoing of the learner's prior turn, which involves providing a completed homework sentence by indicating a troublesome aspect of the learner's prior talk in line 1. Following the completion of the homework sentence, the teacher actions a repair. The teacher makes an explicit claim for the learner's attention, *listen*, in line 9. The coming model is then set off from the prior talk by a preceding micro-pause. The item is noticeably louder, but not noticeably slower than the surrounding talk, and has a rise-fall pitch movement on the accented syllable of the word. The learner produces a repeat in the next turn and this is followed by a receipt.

The last three fragments examined in this section include examples of 'isolated' repair models which in contrast to the examples examined previously exhibit 'prosodic disguising' where changes in rhythm, tempo and pitch movement downgrade or highlight the event and the actioning of repair (Local 1992). The teacher's behaviour can be seen as an attempt to relieve the focus on the repair event and the performing of a next-turn other-correction. There is less heightened focus on the activity of repair than in fragments #8.1 to #8.5. In #8.6 an appropriate adjective is replaced by the teacher in an 'isolated' correction maintaining the talk's primary agenda of 'creating conversation'.



### #8.6 (#7.26)

(SFM:GB)  
1 L: ... e:hh intensive tourists  
2 (1.7)  
3 T: °a lot of tourists°=  
4 L: =°a lot of tourists° .h{h e}:hh  
5 T: {hm mm}

The teacher's other-correction model is isolated, 'noticeably quieter than surrounding talk'. lowish in her pitch range and does not exhibit speech perturbation features. The repair element *a lot of* is not phonetically highlighted. The pitch peak occurs on the first syllable of the word *tourists*, (and falls from mid to low) and is not on 'lot' which is part of the talk which is a replacement for the trouble-source. The learner's following self-repair is an imitation; it is pitch-matched, isolated and 'noticeably quieter than surrounding talk'.

Similarly in #8.7 below, the focus on the specific repair item is downgraded and the repair business dealt with swiftly.

### #8.7 (#4.4)

(SP:LJ)  
1 L: uh i- uh I: (1.5) I (.) ate  
2 T: °hm m good°  
3 L: I ate (1.6) uh mixed grill  
4 T: mixed ↑grill  
5 L: mixed grill=  
6 T: =ok now tell me ...

The teacher's repair and model is again isolated and not marked by increased loudness or a change in tempo. The peak of the pitch range of this correction is on the word 'grill' and not the word 'mixed' which was inadequately pronounced by the learner. The learner supplies a repeat in the next turn and the repair focus is this terminated.

Likewise, a repair is successfully and swiftly accomplished by the participants in the next fragment, #8.8, with little effect on the apparent business of the talk. the teacher's

'isolated' repair has a simple pitch fall, is lowish in her pitch range, and is not noticeably louder or slower than surrounding talk. These features are 'opposite' to those seen in the first group of highlighted fragments. The learner's following repetition is an imitation; the teacher's pitch movement is copied and it is also noticeably quieter than the surrounding talk.

### #8.8 (#7.3)

(SFM:GB)

1 L: ... many e::h parents (1.3) don't  
 2 (0.5) force (1.6) th- u:h their girls  
 3 (0.7) for (.) covering  
 4 (0.5)  
 5 T: °to cover°  
 6 L: °to cover°=  
 7 T: =°hm m°  
 8 L: °don't force .hh u::m but° ...

Again in #8.9, the repair is camouflaged. The repair is not highlighted phonetically and it has a simple pitch fall. A repeat of the item is embedded in the learner's next turn.

### #8.9 (#7.1)

(SP:LJ)

1 T: what did you see  
 2 (2.3) ((sound of a cup chinking))  
 3 L: oh yes °what° (1.8) I see  
 4 T: saw  
 5 L: I=saw (0.7) I saw very much  
 6 T: uh huh

## Summary

The previous sub-section has explored the design of other-correction models and the subsequent treatment actioned by the learners. One feature that these repairs shared was the removal of syntactic context. This feature was also found to be typical in modelling

in speech therapy talk (Gardner, 1994). Two groups of 'isolated' repair models could be differentiated because some of them exhibited phonetic highlighting whilst others did not. The latter group displayed an 'opposite' orientation, i.e. they were marked out not by their highlighting features, but by their camouflaged design. Although a small selection of examples were included in this sub-section, an initial illustration of the highlighting/camouflaging phenomena, highlighting or camouflaging behaviours has been presented. Again, the design of the repair behaviour is seen to be sensitive to the agenda of the lesson and the local needs of the talk. For example, 'highlighting' highlights an aspect of the correction activity which is being conducted, but keeps it confined within a minimal repair enterprise. A summary of typical 'isolated' other-correction behaviours and characteristics follows:

### **Summary of Typical Characteristics of Highlighted 'Isolated Other-Correction Models**

Highlighted instances of 'isolated' repair models in the EFL data are typically highlighted by:

- (a) being noticeably louder than surrounding talk
- (b) being noticeably slower than surrounding talk
- (c) precise articulation and speech perturbation features, for example, long consonants and vowels, long closures and noticeable aspiration of final voiced plosives
- (d) removal of syntactic context
- (e) being imitated by the learner
- (f) rise-fall pitch movement on vowel or stressed syllable of word. Typically the rise peak is relatively high in the speaker's pitch range

The set of fragments in the next section, 8.2.3, display instances where target language is presented as, ostensibly, first presentations and candidate targets. The model which is presented by the teacher is not necessarily a one-to-one replacement of an item in the learner's prior talk and may be part of an embedded correction. Therefore, the correction is a 'by-the-way' occurrence of some other interactional business.

## 8.2.2 First Presentation and Candidate Target Models

The model in the first fragment comes after a learner explanation of the word she is searching for. The teacher signals a 'coming to understand' and then produces two models of a repair/candidate completion.

### #8.10

```
(SFM:GB)
1      T:    is it that?
2      L:    without clothe {bikini or u:{ : : h °yes°}
3      T:    {oh          {a nudist=a nu}dist
4      L:    °yes°
5          (1.1)
6      T:    oh a'right
```

In this sequence the teacher is offering possible candidates to assist the learner in completing her talk. The learner is then aware of the trouble-source and she provides a paraphrase of the word she is looking for. The teacher signals a change of state as she comes to understand some aspect of the learner's prior talk in line 3, she then provides a candidate repair in line 3. The model presented in this fragment is marked out by a glottal stop before the indefinite article, increased loudness of the accented syllable, a longer / u / vowel, rising falling pitch, and a noticeably aspirated final / t /. The teacher's model is not treated by the learner in the same way as models occurring in 'isolated' correction environments; this model is not imitated by the learner in next-turn position. The model is 'yes' receipted by the learner. This receipt occurs in overlap with the teacher's second production of the candidate item.

Where the learner seeks the teacher's assistance in a wordsearch, for instance, typically a highlighted model is presented, as can be seen in the following fragment, #8.11. Again, the learner has not actually produced an inadequate realisation of a word in her talk.

#### #8.11

```
(SFM:GB)
1  L:    .. but some (.) vwoman covered (1.0)
2        u::hm long ((gesture))
3        (1.0)
4  L:    Lo:ng.
5  T:    A lo:ng (.) v:eil
6  L:    Veil yes long veil an .hh uh ...
```

A similar pattern is observed in #8.12, where the teacher replaces a candidate item suggested by the learner as a potential self-repair.

#### #8.12

```
(SFM:GB)
1  L:    ... an .hh long u::h
2        (1.4)
3  L:    coat?
4  T:    yes like a (.) a rob:e
5        (1.7)
6  L:    yes
```

The teacher 'yes' receipts the learner's repair and then supplies an alternative repair. The item is set off from the previous talk by a micro-pause and the following highlighting is observed. The repair is noticeably louder and slower than the surrounding talk. The target is highlighted by on-syllable rising-falling pitch, careful articulation, extended vowel and noticeable release of the final consonant / b / . The learner does not repeat the item by 'yes' receipts it and asserts her prior knowledge, (Heritage, 1984b).

Explicitly-managed, highlighted repair work is employed on getting an item right in the next fragment. The learner requests teacher assistance after self-repair failures and a suggested candidate completion is supplied by the teacher. The learner then pre-empts a

repeat, but this repeat begins before the teacher completed her model and, consequently, the learner produces an inadequate version of the repair. A more explicit repair is actioned later in the talk in which the item is highlighted.

#8.13 (#5.22)

(SFM:PP)

1 L: ... .h and my and the conquerins- conquerency?  
 2 T: competi{tors  
 3 L: {competit- competitance uhh

The second model presented by the teacher has a full vowel in the first syllable compared with the earlier version in #8.13. The peak of the rise-fall pitch movement falls on the second syllable and we notice firm closure of the voiceless bi-labial plosive with audible strong aspiration on release.

#8.13a (#5.22)

(SFM:PP)

1 T: ... yes remember the word competitors

A highlighted model is presented in a very different framework in #8.14. In the previous fragment, the teacher's second model was part of an explicit repair enterprise. In #8.14, correction is a 'by-the-way' occurrence of a teacher upshot.

#8.14

(SFM:GB)

1 L: ... if (0.5) e::h there are many Turkish  
 2 people (0.8) on the beach .h they e::h (0.9)  
 3 they can't he he he .h do easily he he he  
 4 {he .hh  
 5 T: {I see (0.9) because uh (.) there are some  
 6 Turkish people who feel uncomfortable (0.8)  
 7 about that ...

There are various highlighting characteristics which mark out the target model 'uncomfortable'. The model is produced in an upshot and (a) it is preceded by a glottal closure which follows the lateral of 'feel' released into the initial vowel of the target, (b)

there is (secondary) stress on the first syllable of the target, (c) it has a long velar nasal, (d) it is noticeably slower than the surrounding talk, and (e) the second syllable is once again highlighted by rising falling pitch movement. Moreover, the target, unlike most of the previous examples, is embedded in a surrounding syntactic context, and it is 'yes' received by the learner, not repeated. The learner orients to the primary business of confirming understanding and does not make the correction aspect of the upshot a focus of the following talk. The teacher's embedded repair has dealt with problematic talk, provided a model of candidate language, but not made repair demands on the learner, or sacrificed the apparent business of the talk by prioritising correction.

Similarly, the teacher's highlighted model in #8.15 is presented along with the business of displaying and seeking confirmation of understanding. It is again not a correction of one specific item in the learner's talk.

#### #8.15

(SFM:GB)

- 1 T: is there (0.8) a group (1.8) that actually is  
 2 (0.8) fairly fanatical (1.1) fundamentalist  
 3 (.) where the women are actually covered  
 4 L: yes  
 5 (1.3)  
 6 T: that's another s:ect (0.5) is it?

The model 'sect' in #8.15 is embedded in a syntactic context and is received by the learner, not repeated or imitated. The model itself is noticeably louder and slower than the surrounding talk and has high-fall pitch movement. The initial consonant is extended in duration with a noticeably increased amount of friction, whilst the final consonant release is again noticeably aspirated.

Teacher SP supplies several highlighted models of the item 'minus' in #8.16. The learner has not made inadequate attempts at producing this word but has omitted to use it altogether in his detailing of very cold temperatures. The teacher is therefore presenting him with an ideal piece of language for use in this context.

## #8.16

(SP:BS)  
1 L: ...from um (0.9) seven eight degrees  
2 T: hm {m  
3 L: {(....) thirt(een/y) degrees maybe (1.0)  
4 it's extremely  
5 T: what m:i:nus  
6 L: °yes°  
7 T: m:i:nus seven (.) eight to m:i:nus thirty  
8 (0.5(  
9 L: °yes°  
10 T: righ{=ok  
11 L: {°mi:nus°

The target in line 5 is highlighted by a long / m / consonant, long / aɪ / vowel (with the first element of the diphthong noticeably extended in time) and breathlessness. This first model has a simple fall pitch movement and it is noticeably quieter and louder than surrounding talk. The learner does not produce a repeat following the teacher's modelling; he produces a 'yes' receipt which claims prior knowledge. The teacher's second model in line 7 again has a long / m /, long / aɪ / vowel, but this time has a rise-fall pitch. Both times the models are noticeably low pitch.

### Summary

In this sub-section, I have presented and discussed some more instances of highlighted target language presentation and modelling. These models comprised candidate target language and repairs which were not presented as 'isolated' corrections of items in learner prior talk, but as candidate language in, for example, embedded corrections and candidate completions or provided as 'first presentations'. A summary of the range of behaviours associated with models presented as first presentations or candidate language is found below.



## **Summary of Characteristics of 'First Presentation' or 'Candidate Target Language' Models**

These models in the EFL data are typically highlighted by being/having:

- (a) noticeably louder
- (b) noticeably slower
- (c) high-fall pitch
- (d) precise articulation, noticeable increase in aspiration of voiceless plosives, strong friction, long closures of consonants, long vowels
- (e) preceded by glottal closure, in-breaths and pauses - the target item is therefore set off from the rest of the utterance

And also:

- (f) the target is not necessarily imitated or repeated by the learner
- (g) the target model is receipted by the learner

## **SUMMARY AND CONCLUDING REMARKS**

The analysis in this chapter has further exemplified the resource that repair trajectories provide for the work on talk that is conducted by EFL teachers and learners. We have considered teachers and learner behaviours associated with the tasks of highlighting, modelling and practising target language. A range of typical phonetic-highlighting behaviour has been identified and discussed. These behaviours share some similarities with highlighting and modelling behaviours of speech therapists doing therapy (Gardner, 1994), for example, 'isolated' correction targets are divorced of a surrounding syntactic

context, whereas embedded repairs are not. However, they too, are typically set off from surrounding talk by glottal closure, in-breaths and pausing.

Highlighted models displayed a range of features which include, for example, tense articulation, stronger friction, noticeable release of closure of voiceless consonants and lengthening of both vowels and consonants. Highlighted models are typically realised with on-syllable rising falling pitch contours.

The 'noticeability' of rising-falling pitch has been commented on by a number of linguists, for example, O'Connor and Arnold (1961) and Roach (1983). Roach, for instance suggests that a rise-fall pitch can be employed to "convey rather strong feelings of approval, disapproval or surprise" (Roach, 1983:119). However, there are difficulties of assigning specific 'meaning' to given pitch contours, see for example, Local et al. (1986). And, Local asserts:

In order to make sense of the phonetic detail we observe, the analysis must be situated in an interactional framework where the categories of the analysis are carefully warranted, or justified, by the interactional behaviour of the participants themselves and not simply by the armchair intuitions of the analyst.  
(Local, 1996:179)

However, in the context of the current study, the regular co-occurrence of rising-falling pitch of certain words within particular interactional sequences suggests that this contour is being designedly used in the 'highlighting' of specific linguistic items.

## CHAPTER NINE

### CONCLUSION

This thesis has investigated routine talk created by participants involved in one-to-one EFL lessons. It has provided an orderly and detailed interactional analysis of the ways in which one-to-one EFL participants deal with issues concerned with talk adequacy, the target language and knowledge of the target language. In particular, it has provided detailed analyses of how the repair trajectories built by these participants invoke collaborative ‘on the spot’ displays of candidate talk and target language use. The negotiated ‘working-on-talk’ business conducted by EFL participants produces a potential source of knowledge about the target language that might be an important aspect of L2 development. The conclusion presented here aims to provide a summary of the main findings of the study, assesses the contribution made by the study and highlights possible directions for further research.

This thesis had four main aims: To explore the collaborative and negotiated nature of EFL talk. To investigate the nature of repair organisation in the one-to-one EFL context and make comparisons with findings of mundane talk and further examples of institutional talk. To examine exactly how EFL participants work on issues associated with linguistic abilities. And to show how CA provides important analytic resources which reveal previously unreported systematicities in the resources brought to bear on doing EFL talk.

This thesis charts by way of systematic and detailed analysis, some of the recurrent features of one type of EFL data. As detailed descriptions of EFL classroom talk are rare in the literature, this study therefore contributes to the relatively small amount of work that constitutes the body of knowledge in this field. As a result of implementing the techniques of CA, this study has revealed the collaborative ways in which the co-management of classroom foreign language development works. In adopting the

recipient-oriented and co-created view of talk advocated by CA, legitimate claims about the functions of linguistic objects and their interactional accomplishments have been made. These claims have their grounding in the empirical and inductive analysis of naturally-occurring one-to-one EFL talk. The present study represents further illustration of the sensitivity of the CA approach to the examination of talk-in-interaction in general.

This thesis clearly shows how the range and organisation of repair practices highlighted by Schegloff et al. (1977), for mundane talk, are observable in the institutional context of the one-to-one EFL lesson and reveals how they are implemented in a particular type of EFL classroom situation. It has demonstrated the role of repair trajectories in the work on target language skills and knowledge that one-to-one EFL participants negotiate. It also shows how they are sensitive to lesson agendas and levels of learner competency. In Chapter Six I showed how other-initiated trajectories provide an environment where learners share in the responsibility for putting talk right and a detailed focus on the target language may be projected. Repair thus becomes the up-front focus of the talk. On the other hand, in Chapter Seven, I demonstrated how next-turn other-corrections provide for a swift repair treatment and do not require learner responsibility for repair accomplishment.

The findings of the analysis of EFL repair work suggest that a preference for self-correction is operational in the one-to-one EFL classroom context. This same finding is demonstrated in another 'not-yet-competent' context by Tarplee (1993). She concludes that the preference for self-repair is operational in the context of adult-child picture-book labelling. Similarly, McHoul (1990) finds other-initiation to be the most frequently occurring repair trajectory in his analysis of Geography classroom talk. Prior to these investigations we might, however, have expected to find otherwise. In their 1977 paper on repair in mundane talk Schegloff et al. Anticipate alteration to the status of other-correction in contexts involving 'not-yet-competent' participants. However, the analysis in this thesis along with McHoul (1990) and Tarplee (1993) demonstrates the widespread applicability and flexibility of the repair framework advanced by Schegloff et al. and its capacity to encompass forms of talk beyond mundane talk.

Contrary to the initial expectations expressed by Schegloff et al. (1977), the EFL teachers in the present study are routinely seen to pursue repair initiation and withhold from giving correction in next-turn. As is the case in mundane talk, other-correction is routinely structurally delayed in the one-to-one EFL classroom data. Learners are afforded opportunity sites for potential self-repair. The EFL teachers do not systematically take on responsibility for repair accomplishment in the event of trouble or breakdown. The teachers do frequently refrain from actioning other-correction and produce repair initiations in spite of their apparent ability when faced with apparent learner disability (Norrick, 1991). Opportunities for potential learner self-repair attempts are pursued and upheld. In Chapter Six, for instance, I demonstrated that in environments where learners did not display recognition of trouble-at-talk teachers are routinely produced repair initiation. Teachers therefore allowed for the possibility that 'not-noticing' and not inability could account for the lack of learner self-repair attempts.

There are, in fact, only two examples of exposed next-turn other-correction in the EFL data corpus and they can be specially accounted for in the talk (Chapter Seven). The type of other-correction which does, however, feature frequently in the repair work orchestrated by the EFL teachers and learners is the 'isolated' correction. The most common action following displays of inability or unsuccessful repair attempts is the 'isolated' correction. This form of correction overwhelmingly promotes a quick repair accomplishment. The analyses in Chapter Eight show clearly that the status of other-correction as a least preferred activity is acknowledged, and catered for, by the teachers via various behaviours. 'Isolated' other-corrections are often noticeably quieter than the surrounding talk and they are not accompanied by overt repair markings. Their potential impact on the talk and interactional cost is downgraded.

This thesis demonstrates the relationship between repair work and phenomena such as lesson agenda, learner competency and extent of 'working-on-talk'. Consider, firstly, the design of trajectories involving 'isolated' other-correction and secondly those involving other-initiated repair. After 'isolated' other-corrections the EFL learners routinely provide minimal repeats and this ensures that trajectories culminate in an ultimate occasioning of self-repair and serve to keep the focus on correction to a minimum. The learner's repeat is commonly divided off from the continuation of talk by

a pause or in-breath. In such lessons where the agenda concerns 'creating conversation' the design of this particular repair type requires minimal time out from the ongoing talk and does not project linguistic explanation about the language, 'Isolated' other-correction keeps repair as an 'along the way' property of the talk. Learner repeats following 'isolated' other-corrections routinely close down the repair episode and talk then returns to its primary business.

Next-turn other-correction may indeed be a means of eliminating potential risk in the light of prior displays of learner inability, and a way of delimiting the extent of repair impact on the talk. As noted by McHoul (1990), it may be also be employed in order to seize the last site opportunity of righting trouble when it is possible that 'learner' self-repair is not forthcoming. However, as mentioned above, next-turn other-correction may entail a reduction of the capacity for explicit 'working-on-talk', of the kind that is generated, for instance, by repair initiation. Focusing on the nature of talk itself and unpicking details of the talk, which are occasioned through initiation, are restricted in next-turn other-correction trajectories. The involvement of the originator of trouble in righting the problem is also not required with other-correction. Other-correction has a potential cost to the kinds of activities that engender explicit focusing on, monitoring and displaying states of knowledge about the target language. Note, however, that the neat distinction described above can be somewhat blurred by the phenomena of exposed and embedded repair accomplishment, (Jefferson 1987). Just how far the business of repair and focus on language form become the explicit business of the talk is open to negotiation.

Repair trajectories that are set into motion by other-initiation constitute an opportunity for focusing the originator of trouble on the site and nature of the repairable and conserving the potential for self-repair. A repairable aspect of prior talk is revealed and an opportunity for learner self-repair is furnished. Again, as found by McHoul (1990) in his examination of subject classroom talk, repair-initiation in the EFL data provided clues to assist 'not-yet-competent' participant self-repair. In Chapter Six, for example, I showed how initiation provided steps towards ultimate learner self-repair. Tarplee (1993) has also discussed the instructional nature of explicitly designed repair initiation

in adult-child talk. The explicit design and frequent occurrence of repair initiation is a shared characteristic of these three institutional and 'educational' contexts.

Where EFL teachers pursue initiation, talk is focused on the talk itself and learners are required to be overtly involved in the business of putting talk right. Extended initiation involves the teacher in locating trouble and providing assistance to facilitate learner self-repair. The collaborative treatment of the trouble-source projects the learner's monitoring of his/her prior talk, and leads him/her onto providing displays of knowledge, or lack of knowledge, of the target language as s/he attempts self-repair. The design of the teacher's initiation affects the amount of monitoring required to identify the location and nature of the trouble that has instigated the repair activity. In this way, both teacher and learner are engaged in the monitoring of learner prior talk and the collaborative management, and accomplishment, of repairing their talk. Moreover, extended initiation trajectories frequently projected exposed analysis of the target language and target language knowledge outside the specific details of the talk itself. 'Isolated' other-corrections meanwhile projected a minimal repair focus and avoided the need for giving explanation.

With respect to the examination of one-to-one EFL classroom talk in particular, the advantages of employing CA insights in the reconceptualisation of the L2 classroom language learner's linguistic environment have been highlighted. A long research tradition in SLA research and applied linguistics has been motivated by the examination of the nature of the L2 learner's linguistic environment, and how that environment might facilitate foreign language development. This thesis has indicated the shortfalls of the traditional SLA view of interaction. Conversational interaction is an inherently mutual and collaborative activity. It is an enterprise in which participants fit their turns at talk to prior actions and project future actions, as talk unfolds. Analyses of EFL interaction presented by previous studies have been hinged on the functional categorisation of linguistic objects which have been derived arbitrarily, and, on an ad hoc basis. i.e. without attention of the participants' own orientation as displayed through their co-constructed talk. Such attention is given in a CA study.

This thesis has focused on the structure of the interaction in which one-to-one EFL teachers and learners ordinarily engage. The nature of the EFL learner's linguistic environment has been highlighted. The findings presented indicate characteristics of the mutually created talk between EFL teacher and learner that may have consequences for the learner's L2 competency. Repair sequences have been at the centre of the detailed examination here. Future CA motivated analysis of EFL talk might include examination of the design and nature of the talk constructed by EFL teachers and learners when going about particular types of businesses and tasks: work on grammar, on pronunciation, giving explanations and providing definitions. Furthermore, the interactions in the present study have been limited to one teacher and learner. A wealth of EFL environments are yet to be explored from the CA perspective, for example, multi-party EFL talk (where the participants do or do not share the same native language), interactions involving non-native speaker teachers or where lessons include the use of the native language. Longitudinal studies of the development of repair practices adopted by new language learners is also a further interesting possibility for analysis.

The present study provides a detailed analysis of what teachers and learners actually do when confronted with troubles in their talk. One possible area for future investigation would be to explore the extent to which such sequential analysis of repair work actioned by so-called 'experienced' language teachers might uncover the nature of successful repair practices. the discoveries could then provide an informed and insightful basis for teacher training and development. Likewise, consideration of repair practices adopted by the 'good language learner' could provide information about successful learning strategies. This thesis has, for instance, clearly demonstrated some ways in which teachers and learners create opportunities for practising and monitoring production. The analyses presented have shown that different repair trajectories afford opportunities for curtailing focus, or extending focus, on details of the talk and target language and target language knowledge. the notion of what is 'successful' in this context is related to factors such as low or high interactional costs, reliance on learner capabilities or facilitation of lesson goals and agendas. Trajectories which might, in one situation, be regarded as costly or inefficient because they require a halt to the on-going talk and allow details of the talk etc. to become the talk's focus, in another provide an



opportunity in which issues related to linguistic ability are worked on in depth. A next-turn correction might produce a speedy righting of prior talk, but its operation may reduce the potential for learner involvement.

Finally, further work should be focused on investigating the universality of repair organisation. This is suggested from the fact that the participants involved in the interactions examined in this study bring a range of different competencies and experiences to their learning situation: native languages, cultures, levels of L2 ability and prior language learning-teaching experiences. The examination of their interaction clearly shows that they operate the same procedures for getting to grips with details of the talk, target language and target language knowledge.

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