

# **The Practices of Multiple Other-Initiated Repair in Online Second Language Interaction**

**By**

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## Abstract

In adopting the Conversation Analysis approach as the theoretical framework for this study, this thesis seeks to investigate the multiple other-repair initiation practices that target the same trouble source in second language interactions between L1-L2 and L2-L2 speakers of English. The concept of multiple other-repair initiation in this study is defined as a series of other-repair initiations (ORIs) that are repeatedly generated to address the same trouble source. A review of the existing literature has revealed that the phenomenon of ‘multiples’ has received little attention. In light of this, this research aims to provide insight into this particular area of research where the dataset for the study comprises either one-to-one or three-party interaction between unacquainted individuals.

In order to achieve this, the interactions were conducted using a ‘video chat’ application of the social networking site Google Plus Hangouts, and the data were video/audio recorded using screen recorder software, Camtasia. All of the Google Hangouts (i.e. video chat rooms) for this study were created<sup>1</sup> and online invitations sent to a random four<sup>2</sup> participants from selected communities<sup>3</sup> by the researcher one week prior to the original day of recording the Hangout session. During the actual event, the researcher was not present or involved in the interaction, all the sessions were recorded by three participants and “none of [them] had any prior knowledge of, and connection with present study” (Jenks, 2014:158). At the start of each chat session, most of the participants were unacquainted with each other and they had joined chat rooms for the purpose of practising their spoken English. Participants in this study were L1 speakers of English from the UK and US and L2 speakers were from different backgrounds.

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<sup>1</sup> This enables the researcher to directly inform the participants of the objectives behind the study with great ease, as well as affirming their approval and consent to partake in the study.

<sup>2</sup> Please see the logic behind the restriction to include only four participants for each of the Hangout sessions (Section 3.5.2).

<sup>3</sup> For the purpose of this study, the researcher joined a number of communities where participants were interested in practising their spoken English by using the video chat room facility in Hangouts (see Section 1.4.3).

Through analysis of multiple other-initiated repair sequences in English L1-L2 and L2-L2 interactions which took place in an online video chat and out of classroom context, attempts have been focused to explicate the following: 1) factors that trigger multiples, 2) repeated attempts of repair operations that have been employed to restore the same trouble source and achieve mutual understanding and, lastly, 3) to explore the types of action that this practice accomplishes.

Close examination of interactions between unacquainted participants in this online setting reveals that multiples have been triggered, not only as a result of linguistic competence (in the case of L2 speakers) or understanding (in the case of L1 speakers), but also as a result of sequential problems and social actions. Analysis also shows that there are recognisable differences between L1 and L2 speakers in terms of the practices in multiple other-initiated repair. In other words, L1 and L2 speakers display different preferences to indicate the types of trouble in their interlocutors' prior turn. The L1 speakers seem to have a preference to indicate the problem as hearing rather than a problem in understanding or speaking. This preference has been demonstrated by using some distinctive features, such as 'apology-based format' in the repair initiation. In contrast, the L2 speakers tend to show a preference of displaying all the types of trouble they encountered in their co-participants' utterances. Their preference has been associated with exposing the trouble source, not only through employing repeated attempts of other-repair initiations, but also through offering multiple solutions that treat the trouble as understanding.

This suggests that there are different interactional goals; that is, while the L2 speakers' goals are to exploit the multiple repair sequences as interactional resources in order to accomplish some linguistic functions, as well as interactional goals, the L1 speakers' goal is to focus on subject matter. Finally, when talk failed to solve problems, participants employed the interactional resources (affordance) available in this online setting to address the trouble source through written means, even though shifting the current interactional mode was not always the preferred method to repair by the speaker of the trouble source turn. Thus, the findings of this thesis have implications for English teaching materials and also add to L2 interactions in the out of classroom context.

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## Conversation analysis workshops

- Workshop: Advanced Topics in Conversation Analysis, Loughborough University, Loughborough, 20<sup>th</sup> - 22<sup>nd</sup> March 2015
- Module: Social Interaction & Conversation Analysis, The University of York, York, 12<sup>th</sup> January-2<sup>nd</sup> March 2015
- Workshop: Advanced Conversation Analysis: Sequence Organisation, The University of York, York, 28<sup>th</sup> November 2014
- Workshop: Understanding Communication in Interaction, Loughborough University, Loughborough, 24<sup>th</sup> -26<sup>th</sup> October 2014
- Workshop: Introduction to Conversation Analysis, University of the West of England, Qualitative Research International Summer School, Bristol, 30<sup>th</sup> July 2014

## Conferences

- Presentation: *Exploring second language interaction beyond the classroom: a micro analytical examination of an online, multi-party*, Routledge Applied Linguistics workshop video-based, University of Oxford, 18<sup>th</sup> September 2015
- Presentation: *Multiples Other-Initiated Repair Practice in L2 Online Video Chat*, EMCA Doctoral Network - North West Doctoral Training Centre, Manchester, November 6 & 7 2015
- Poster Presentation: *Multiples Other-Initiated Repair targeting the single trouble source, 3<sup>rd</sup> Postgraduate and Academic Researchers in Linguistics Conference (PARLAY), the University of York, 11<sup>th</sup> September 2015*
- Poster Presentation: *Google Plus Hangouts: Online Video-Based Language Practice*, 14th International Pragmatics Conference, 26-31 July 2015 in Antwerp, Belgium.
- Poster Presentation: *Second Language Social Interaction in Online Video Conferencing*, 8<sup>th</sup> Saudi students Conference, Imperial College London, sponsored by the Saudi Ministry of Higher Education and King Abdullah University of Science and Technology (KAUST), January 31, 2015 – February 1, 2015
- 8<sup>th</sup> Conversation Analysis Conference, Department of Social Sciences, Loughborough University, 15<sup>th</sup> December 2014
- Poster Presentation: *Exploring Interaction Beyond The Classroom A Micro Analytical Examination of an Online, Multi-party, Video-Based Platform (Google + Hangouts)*, 7<sup>th</sup> Saudi students Conference, Edinburgh International Conference Centre (EICC), 1-2 February 2014
- Conference Presentation: *Exploring the impact of developing the learners' collaborative learning skills using GOOGLE PLUS on their interaction in EFL virtual classroom*, 12<sup>th</sup> ECLS Conference, Newcastle University, June 2013

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# Chapter 1. Introduction

## 1.1 Setting the scene

In the current globalized age, online mediated interaction through new communication technologies is increasing (Kappas and Krämer, 2011). Such online interaction not only takes place within institutional settings and amongst team members, but it can also take place in private meetings amongst families, friends or even strangers (Bargh and McKenna, 2004).

However, while this continuous rapid advancement in online communication technologies has resulted in opening up geographic boundary restrictions, as well as allowing people across the globe to access each other's culture and interact without ever meeting face-to-face, being monolingual can be a serious restriction and barrier that can hinder communication during such instances. This is because, as Block and Cameron (2002:1) state, "language is the primary medium of human social interaction, and interaction is the means through which social relations are constructed and maintained".

Among world languages and as a lingua franca, English is "chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries" (Seidlhofer, 2005: 339). Furthermore, the English language that is used worldwide is highly regarded as one of the important and basic skills, as well as a prerequisite in appealing to most professional areas of employment. With its global dominance (Crystal, 2003), the English language has also expanded remarkably on the Internet and with prevailing success. Smit (2010:45) affirms, "as the main means of communication for international business, trade and transport, international research, education and (mass) culture, English is firmly established in this present role, and will remain so for some time to come".

Therefore, to meet such a demand, which is the need for an efficient means of communication in English for many purposes, such as financial, educational, as well as leisure purposes (e.g., travel), it has encouraged many language learners to benefit from the advantages that new communication technology has to offer. Some of these include providing a convenient environment for meeting and interacting with like-minded individuals in a more economical, flexible and accessible manner.

Consequently, a significant number of language learners from different linguistic backgrounds have joined online chat rooms as an opportunity to learn and practise their target language with experts, in a more relaxed and informal environment. More specifically, this is found in the context where English language learning is taught as a foreign language and practice towards it in everyday life is limited (Jenks, 2014).

Due to the English language being a lingua franca in a great deal of chat rooms amongst language learners - many of whom come from various backgrounds, have different first languages, as well as varying L2 linguistic competencies - misunderstandings and ensuing repeated requests (through the use of multiple repair) tend to be among the most recognizable features that frequently occur within the context of L2 interactions. Thus, while the phenomenon of multiple repairs is not common in first language interaction (Schegloff et al., 1977), it is a distinctive feature that commonly occurs in L2 interaction (Egbert et al., 2004; Seo, 2011; Nikazm, 2015; Suh, 2015).

While Egbert et al., (2004), Seo (2011) and Nikazm (2015) all found that multiple repair is a useful interactional resource that language learners utilize to maintain mutual understanding, Pitzl (2005) and Suh (2015:58) found that extending other repair initiation sequences tends to be associated with “the gravity and complexity of misunderstanding”.

Therefore, in order to understand the practice of multiple repair in online L2 interactions, this thesis will address the practice of repeated attempts of other repair initiations in what are known as “multiples” (Schegloff et al., 1977:369).

Through the analysis that is presented in Chapter 4, this study will argue that the use of multiple other repair initiations by L2 speakers is not always triggered by understanding issues, but rather, there is a set of interactional goals to accomplish certain linguistic functions, as well as social actions that go beyond repairing.

## **1.2 English as a lingua Franca**

The term English as a lingua Franca has been defined and interpreted by a number of researchers (e.g., Seidlhofer, 2001; Firth, 1996), where Firth (1996: 240) explains it to be “a ‘contact language’ between persons who share neither a common native

tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication”.

Consequently, it can be said that ELF refers to any situation where people speaking in English do not share the same first language, this situation may involve people trying to learn and practise language as is the case with the participants in this study, or maybe not be, as is the case with business negotiations. Although speakers in the ELF setting mainly focus on achieving their communicative goals successfully rather than their “language proficiency achievements” (Smit, 2010:52), it can also be a setting where incidental learning occurs. According to Firth and Wagner (1997, 1998, & 2007), learning may occur through interaction, hence any ELF interaction among participants from different backgrounds may result in some kind of learning even if not purposefully established to be a learning situation. For example, the environment could be business oriented and in such a setting incidental learning could take place. This is in accordance with Firth (2009:123):

This ‘learning’, however, is undertaken incidentally and marshalled in the services of institutionally-mandated work tasks and responsibilities which, we discover, results in developing a relativized interactional and communicative competence that aims to fit the particular interlocutor and the locally-situated work task, rather than any ‘stable’ or ‘standard’ language model or overarching linguistic ‘target’.

Therefore, the context of this study is considered to be a *langue franca* context where participants were from different L1 backgrounds and their main goal was to practise their spoken English with L1 speakers of English and with other L2 speakers who were considered more expert. As such, the terms of English as a *Lingua Franca* (ELF) and English as a Foreign Language (EFL) will be used interchangeably in this study.

### **1.3 Research overview**

When the ground-breaking article on repair by Schegloff et al. (1977) was published, it became widely accepted that repair is a mechanism to achieve mutual understanding during interactions by resolving trouble in hearing, speaking or understanding. Most importantly, it was made clear that repair was to be regarded as independent from the phenomenon of error (Schegloff et al., 1977). As such, within L2 interactions, where

learners have limited access to linguistic resources, reliance was made upon repair practices to achieve understanding. However, as Wagner and Gardner (2004:10) state, “deviations from the linguistic norms of the target language are common and inevitable in second language speakers' talk, but they rarely create trouble for understanding and meaning”. This is because, between threatened intersubjectivity and error, there is no one-to-one relation taking place, as Schegloff et al. (1977:363) explain, initiation repair may occur during any aspect or part of talk-in-interaction and that “nothing is, in principle, excludable from the class repairable”.

Furthermore, according to Schegloff et al. (1977), the domain of repair can be divided into four different repair trajectories which may be dependent upon the one who initiates the repair (i.e., self-initiated vs. other-initiated) and the one who provides repair (i.e., self-repair vs. other-repair). After acknowledging these four types of repair trajectories, this thesis is primarily interested in the type of ‘other initiated self-repair’, which, in the Conversation Analysis (CA) literature, refers to instances where “the recipient of the repairable item indicates a problem in the talk and the speaker resolves the problem” (Liddicoat, 2007:173).

Previous research on repair in L1 interaction (Schegloff et al., 1977; Drew, 1997) has shown that other repair initiation is “generally extremely effective in dealing with trouble sources in talk” (Schegloff, 2000: 212). Moreover, a single repair sequence is found to be effective in resolving the trouble source, as asserted by Kitzinger (2013:252): “other-initiation of repair is very effective at resolving troubles of speaking, hearing and understanding; and intersubjective understanding is overwhelmingly achieved after a single repair sequence”. However, there have been instances where a single repair sequence is not sufficient in creating and maintaining intersubjective understanding, and as a result, subsequent treatment of the first repair operation is not adequate. Thus, in such cases, the recipient may launch a second repair initiation, which requires a second repair operation and subsequently leads to expanding the repair sequence.

These repeated attempts and practices of other repair initiations are known as “**multiples**” (Schegloff et al., 1977:369). According to Schegloff et al. (1977), ‘multiple’ other repair initiations do not usually expand over more than two sequences and they can be used to increase the strength in locating the trouble source.

However, even though this is generally the case, there have been a number of studies on L2 interaction examining the phenomenon of multiples (Egbert et al., 2004;

Seo 2008, 2011; Nikazm, 2015; Suh, 2015) in which they have shown that the repair sequence can expand beyond two sequences as a result of the speakers' limited linguistic resources. For instance, Egbert et al. (2004) found that learners employed the multiple repair as an interactional resource to achieve mutual understanding. Interactional resource, in this sense, has been demonstrated by how individuals are able to resolve a problem by means of continuously deploying available resources, which in turn, is a counter-argument for those who believe breakdown in communication is a regular occurrence in L2 interactions (Egbert et al., 2004). In a similar vein, Seo (2008:12) states that repair 'is [a] very useful' practice, where verbal, as well as non-verbal resources, are employed as interactional practices to accomplish the "participants' specific goals in conversational interactions".

In order to align this study with the aforementioned efforts that have explored the phenomenon of 'multiples' in L2 interaction, as well as adopting a micro-analytical examination of conversation analysis, this thesis aims to explore the practice of multiple other repair initiations by focusing on multiples that target single trouble sources and repeatedly render the prior repair solutions as insufficient. More specifically, this thesis seeks to explore the practice of multiple other repair initiations in L2 interaction between two groups, L1-L2 and L2-L2 speakers of English, within an online video chat setting.

It is also noted that multiples as practice of other-initiated repair represent a small area of study in the conversation analysis literature. As the literature review will show, Egbert et al. (2004), Seo (2008, 2011), Nikazm (2015) and Suh (2015) have examined the *multiple other repair initiations* in L2 interaction which incorporate *interconnected multiple trouble sources*, as well as the role of verbal and non-verbal resources in dealing with trouble source, however, none of them have systematically focused on examining the repeated attempts that are deployed to treat a single trouble source. Thus the originality of the present study is built upon the fact that the phenomenon being researched has yet to be studied systematically.

With respect to the above, this thesis contributes to the multiple repair literature in the following ways. While the multiple repair sequences are seen to "reflect the gravity and complexity of a misunderstanding" (Suh, 2015:58), the current findings of this study have shown that L2 speakers' orientation toward the practice of multiple other-repair initiations as an interactional resource and a

resourceful skill in resolving communicational troubles and to achieve mutual understanding.

This study also adds to the repair literature of research as in earlier SLA research, repair was seen as a “mar [in] the flow of a conversation” (Varonis & Gass, 1985:73), “as a marker of disfluency” [and as] a signal that remediation is in order for those who are doing repair” (Gass & Varonis, 1985, cited in Hellermann, 2011:147). This study has provided insight, from a CA perspective, into the practice of multiple other-repair initiations in L2 online interaction and how L2 speakers employ it as resourceful skills and interactional resources rather than as disfluency issues.

#### **1.4 Significance of the study**

For a long time the concept of repair has been central to SLA research. For example, from the perspective of the interactionist, repair is considered to be an important component in promoting language learning. This is based on the fact that when an L1 speaker and L2 learner encounter problems, their joint effort to solve these problems through the negotiation of meaning provides the learner with an opportunity to produce comprehensible input (Krashen, 1985; Swain, 1985, 1995). As such, repair is regarded as a driving force for the development of interlanguage (Pica, 1987). For instance, in the theory of Interaction Hypothesis, there is “a strong focus on repair as the home for learning” (Wagner, 2004: 614). This is based on the argument made by Ellis (1994:4) where “engaging in interpersonal oral interaction in which communication problems arise and are negotiated facilitates language acquisition”.

Despite the rapid growth of research on the construction of the phenomenon of repair in L2 talk pertaining to language learning and intercultural communication using CA methods, such as in the classroom between teachers and learners (McHoul, 1978, 1990; Seedhouse, 1997, 1999, 2004; Macbeth, 2004; Hall, 2007), in the language classroom among learners themselves (Hellermann, 2011), between L1 and L2 speakers (Hosoda, 2000, 2001, 2006; Kurhila, 2001, 2004; Wong, 2000; Svennevig, 2008) and between L2 and L2 speakers (Mazeland and Zamah-Zadeh, 2004; Firth, 2007), little research has been conducted into the mechanism of multiple other-repair initiations such as ‘interactional resources’ in L2 learners’ interaction (Egbert et al., 2004) as a way to accomplish “the participants' specific goals in conversational interactions” (Seo, 2008:12).



Another aspect of repair that makes it an interesting aspect for research is that repair is considered to be “an extremely generative topic” (Sidnell, 2010:136) because, as Schegloff et al. (1977:381) state, it is a “self -righting mechanism for the organization of language use in social interaction”. This means that there are a large number of ways in which repair may be utilized in different contexts, as well as for various interactional goals that go beyond ‘correcting’ (Kitzinger, 2013:255). This study has thus sought to explore one of the repair aspects which has not received much attention, which is the practice of multiple other-repair initiations in L2 interaction between L1-L2 and L2-L2 speakers of English, within an online video chat setting.

Furthermore, previous research on repair practices in L2 interaction between L1 and L2 speakers show that L1 speakers do not overtly deal with the trouble source, nor do they repair it explicitly. That is, they frequently repair in an embedded manner (Kurhila (2001, 2004; Brouwer et al., 2004). However, the current findings of this study reveal that L2 speakers appear to orient toward expanding repair sequences through both their employed multiple other-repair initiations and multiple repair solutions as ways to achieve mutual understanding. In other words, L2 speakers show their willingness to engage in extending repair and to deal with their second language problems overtly through their use of all other-repair initiation formats.

As such, the findings of this study could provide a generalisable feature in relation to L2 interaction. This claim is drawn from the findings of this study and also from the findings that have been found in previous CA studies that research L2 interaction in formal and informal settings. In such instances, certain cases have been observed where participants repeatedly perform multiple other-repair initiations to resolve issues in understanding. Examples include an online setting for both written and voiced-based chat (Tudini, 2010 & Brandt, 2011) and a study of face-to-face interaction (Egbert, 2004; Seo 2011). All these interactions took place between L1 and L2 participants and with those who do not share the same L1. Although these aforementioned studies did not focus on researching this phenomenon per se, each case did uncover different actions and, thus, one may postulate that certain aspects of this phenomenon could be generalised to L2 interaction in different online and face-to-face interaction contexts.

## 1.5 Rationale and focus of the research

As previously stated, this study aims to explore the practice of multiple other repair initiations that target the same trouble source in the talk between L1-L2 and L2-L2 speakers in an online video chat environment. With respect to the various elements incorporated within this study, despite audibility issues that may often arise from this type of setting, such as occasional buzzing, hissing and ‘distortion’ (Rintel, 2013), and coupled with the interaction of individuals who use English as an additional language whilst also not sharing the same first language, the majority of troubles in this study that occur during interaction are regularly resolved in one single repair sequence.

However, in this study, also there are many documented instances where a recipient of the trouble-source turn treats the response to the first initiation as being insufficient for resolving the issues in understanding. Consequently, they produce more than two other repair initiations (in some cases, up to four) in order to locate the repairable item. It is therefore this particular practice of ‘multiples’ that this research seeks to address and examine, which is achieved through a micro-analytical examination of the setting of an online, video-based interactive platform known as ‘Google Plus Hangouts’.

For the sake of simplicity in describing the use of the multiples between two groups, close attention is given to focus specifically on the instances that provoke multiple other repair initiations as they are organised sequentially and in turns, “ensuing exchanges repairing ‘communicational trouble’ in the participants’ joint endeavour to construct or negotiate meaning” (Smit, 2010:158). As such, analysis in this thesis will be guided by the following research questions:

- What are the sources of trouble that trigger the multiple other repair initiations from L1 and L2 speakers?
- How are these multiples initiated and repaired by L1 and L2 speakers?
- What actions are accomplished through the multiple other repair initiations?

Furthermore, these questions will help to explore whether the use of multiple other repair initiations differ between the two groups (L1-L2 and L2-L2) within this online setting, as suggested by Schegloff (2000:234):

Non-native speakers bring a special set of characteristics, capacities, vulnerabilities, and practices of speaking, hearing, and understanding to a socio-interactional site already shaped by a range of structures of practice which seem to transcend cultural and linguistic boundaries in a relatively robust way.

Consequently, other additional unique features may be found in the L2 interactions between participants using an online chat room, in comparison to traditional face-to-face interaction (Tudini, 2010). Subsequently, the setting of this research will be outlined in the following section, which also highlights the academic contribution that this study has to offer.

## **1.6 Context of the study**

As previously specified, the setting for this study is online, synchronous, video-based chat rooms (Conabree and Dodsley, 2013). The data were collected from Google Plus, which provides a chat room service known as ‘Hangouts’ for the purpose of online interaction with other users. In this section, Google Plus and the other four features (Circles, Communities, Events and Hangouts (chat rooms)) will be outlined in greater detail.

### **1.6.1 Google Plus**

Google Plus is a relatively new tool for online social networking; it is regarded as a ‘social layer’ that was created by Google Inc. in 2011, with approximately 300 million active users<sup>4</sup> (Vic Gundotra<sup>5</sup>, 2013). As its name suggests, Google Plus is one of the applications and tools that is owned and controlled by Google which has been designed to facilitate usage for users across all Google services, with a focus on social networking. This has allowed them to gain popularity and grow faster in comparison to other social networking platforms (Lloyds, 2013). Google Plus also integrates its service with other Google applications, such as Gmail and YouTube, by using the same login and password. Furthermore, a Google Plus application can be downloaded and accessed via mobile phones and tablet devices (Conabree and Dodsley, 2013).

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<sup>4</sup> This figure was cited and referenced at the time of writing this thesis.

<sup>5</sup> <http://googleblog.blogspot.co.uk/2013/10/google-hangouts-and-photos-save-some.html>

Figure 1.1 is a screenshot of the user interface (UI) as is it viewed on a computer screen.



**Figure 1.1: Google Plus UI**

There have been many features that are designed to promote and encourage collaborative interaction within the Google Plus network. This is where users can interact, organize and share information on specific topics of interest, as well as set up an event and invite others to join them (for a full list of features, see Conabree and Dodsley, 2013). For the purpose of this study, four key features of Google Plus have been selected which are as follows: 1) Circles, 2) Communities, 3) Events and 4) Hangouts. Although Hangouts produce the primary data set for this thesis, the other three features (Circles, Communities and Events) are important, as they provide an element of support for Hangouts by enabling users to organise their information and to create invitations. This will be illustrated in the following sections.

### **1.6.2 Circles**

Circles are effectively a means of allowing users to group and organize other Google Plus users for the purpose of sharing information whether they are centred on work or personal activities (Lloyds, 2013). This is evidently an essential feature of the Google Plus social platform, as users can have up to 5000 individuals within their circle and the amount of people who can follow these circles is unlimited (Conabree and Dodsley, 2013). This feature enables users to then choose who they share specific information with and who sees their posts, by only allowing those who are in that particular “circle” to see it. Additionally, circles are effectively a means of ensuring

that privacy is maintained within the online domain (ibid). While users can organize and entitle their circles according to specific topics (i.e., family, friends, acquaintances and so forth), the circles' names or titles are inaccessible for both sides (i.e., the user and people they follow). In other words, anyone can see the total number of followers of a particular circle but the subject matter discussed is completely confidential unless they have been given authorisation from the creator of that particular circle.

This is beneficial for those who wish to collaborate on a specific topic without any external influences. For the purpose of this study, the researcher used her Google Plus account to follow other users who were interested in practising their English, and subsequently added and organized them into specific circles based on their geographical area. Grouping people based on geographical area was useful as it helped to ascertain what time zone they were in, which in turn allowed the researcher to set up a convenient time for a Hangout event (see Section 1.4.4 for further details).

### 1.6.3 Communities

Communities is a feature that has been designed to help users find and meet other groups of people who share specific interests, such as travel, teaching and learning languages. For the purpose of this study, the researcher joined a number of communities where participants were interested in practising their spoken English by using the video chat room facility in Hangouts. Figure 1.2 below is a screenshot of the English communities:

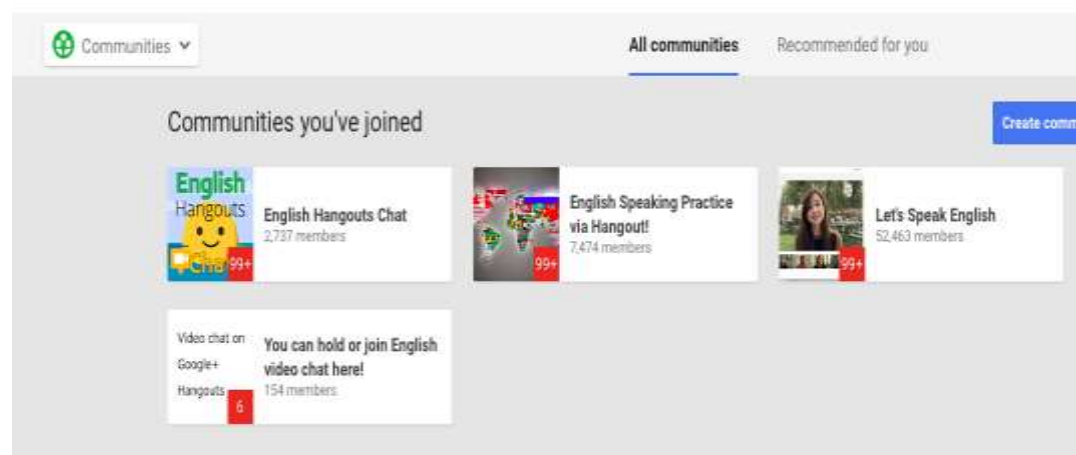


Figure 1.2: English communities

#### **1.6.4 Events**

Events page plays an important role in organizing sessions and meetings. Most importantly, this feature is integrated with Google calendar, whereby users can set up the time and other details regarding events, and then invite users from specific circles to attend. Moreover, individuals have many options to control the event page, such as the facility to showcase an offline/online event, identify the number of people, share the event privately or publicly and allow or disallow guests to invite others or post photos (for full list of features see Conabree and Dodsley, 2013).

In relation to this study, the event page was vital as it facilitated and organized the Hangout. The researcher used this feature not only to inform users of the time of the sessions, but also to provide any relevant information concerning the study, including an information sheet (see Appendix C), consent form (see Appendix D) and debriefing form (see Appendix E), and the procedures that would be adopted for recording the participants before they agree to join (see Section 3.5.3 for further details).

#### **1.6.5 Hangouts**

Hangout is the central feature of Google Plus that is discussed within this thesis. It is a free multi-way video conferencing tool that allows users to interact with other users across the world in real-time via the Google+ website or mobile app using an Internet connection, webcam, microphone and an audio device (i.e., speakers). Individuals can speak one-on-one or in groups of up to 10 people concurrently<sup>6</sup>, in either a public or private video chat room. Figure 1.3 provides a screenshot of the user interface which highlights how these chat room discussions focus more on "face-to-face" group interaction, as opposed to one-on-one video chats. This is achieved by utilising sophisticated technology that seamlessly switches the focus to the person who is currently chatting (Conabree and Dodsley, 2013). For those who use audio-based Hangouts (where they choose to disable their video camera), an avatar is used to represent the different users, which is then displayed in a similar manner as above to

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<sup>6</sup> Users who have Google Plus Business can speak to 15 people concurrently

identify the current speaker, i.e., “screen names [...] illuminate or flash when an interactant was speaking” (Jenks & Brandt, 2013: 231).

As alluded to earlier, there are two types of Hangout: Hangouts On Air (HOA) and Private Hangouts (PH). The former allows users to broadcast live presentations, conferences and online TV shows, which are subsequently streamed via YouTube and are automatically recorded for individuals to view at a later date. Moreover, HOA can also have up to 10 users interacting live on camera, but it is available to be viewed by an unlimited audience who can also interact with a presenter during the live broadcast through the use of Google comments and YouTube comments.

With regard to Private Hangouts, these sessions can also allow up to 10 users within a video conferencing room and up to 100 people via text-based chat. Furthermore, many apps can be used inside the hangout, allowing users to share documents, a scratchpad or their own screens with other users (Conabree and Dodsley, 2013). In addition to the many built-in apps, such as YouTube and Google Docs, the new Capture Third Party apps built using the Hangout API are also available (ibid).



**Figure 1.3: Hangouts UI: Video talking**

Within this study, PH was used because all the participants within the English practising communities predominantly used PH for this particular purpose. However, it is important to note that PH is not automatically recorded by YouTube as in the case for HOA. Therefore, in order to record the sessions for data analysis, the participants were used third party software Camtasia (see Figure 1.4).

It should be noted that all of the Google Hangouts (i.e. video chat rooms) for this study were created and online invitations sent to a random four<sup>7</sup> participants from selected communities<sup>8</sup> by the researcher one week prior to the original day of recording the Hangout session. However, during the actual event, the researcher was not present or involved in the interaction, all the 20 sessions were voluntarily recorded by three participants and “none of [them] had any prior knowledge of, and connection with the present study” (Jenks, 2014:158). At the start of each chat session, most of the participants were unacquainted with each other and they had joined chat rooms for the purpose of practising their spoken English (see Section 3.5.3 for further detail).



Figure 1.4: Camtasia UI

## 1.7 Significance of L2 interaction in online chat rooms

In recent years, the remarkable growth in the number of individuals opting to study abroad, in addition to a rise in global migration, has led many people to engage in informal language learning beyond the educational context. Thus, a high proportion of L2 learning occurs more frequently outside of the formal language learning settings (Wagner, 2004). Consequently, a significant number of language learners are making a conscious decision to interact using L2 online learning facilities that go beyond the formal language learning classroom.

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<sup>7</sup> Please see the logic behind the restriction to include only four participants for each of the Hangout sessions (Section 3.5.2).

<sup>8</sup> See (Section 1.6.3)



With respect to the above, it should be noted that from the CA perspective the formality and informality of online learning is that participants actually produce themselves through interaction. In other words, the classroom could provide informal learning and similarly, the online chat setting could be very formal and serious. Therefore, from the CA perspective, participants' behaviours and actions have to be considered in determining whether formal or informal language learning is taking place. Furthermore, Jenks (2014:22) states that "a social-interaction perspective can...provide a context-sensitive understanding of how language is used as an interactional resource to engage in formal and informal learning activities". Therefore, based on this CA perspective, language learning settings cannot be referred to as *informal* just because they do not take place in a traditional classroom.

This rapid increase in the use of communication technologies for L2 learning and use in the out-of-classroom environment necessitates an understanding of the nature of L2 use and learning occurring in this online setting. This is important as Theodorsdóttir (2011:185) pointed out "more knowledge about learners' activities outside of classroom is relevant for language teaching as well as for a better understanding of language learning practices and is beneficial to the development of language learning and teaching material".

Taking into account the impact that Computer-Mediated Spoken Interaction (CMSI)<sup>9</sup> (particularly videoconferencing) has over learners' exposure towards L2 meaningful and authentic interactions, this study seeks to increase our understanding towards differences between online communication involving and not involving native speaker, specifically in terms of how L2 speakers are practising English usage in online setting with non-professional L1 speakers as well as with other L2 speakers with non-English teacher present.

In focusing attention on the setting of this study (i.e., online video-based interaction), this study seeks to expand upon the existing literature that highlights the use of L2 within non-educational environments. Although it is widely accepted that the traditional setting for language learning is in a physical classroom, research implies that this should be expanded into alternative contexts and situations in order

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<sup>9</sup> CMSI: see Section 2.14.1 for further details.

to gain a better understanding of L2 talk, as well as enabling learners to experience real-life interactions and scenarios (Firth & Wagner, 1997, 1998, 2007; Gardner and Wagner, 2004; Wagner, 2004).

Moreover, the setting that has been adopted in this study underlines a significant research gap, as until recently, this particular medium was relatively non-existent; hence, there is insufficient data to analyse its potential in relation to language learning. Furthermore, this continual advancement within technology has evidently brought about new affordances, as well as constraints (Hutchby, 2003), which also emphasises why this research is worthy of an empirical investigation. It is therefore envisaged that this will provide deeper insight into the relationship between this particular communicative tool and the impact of the interactions it instigates and facilitates.

This study also contributes to the research on native speakers' (NS) and non-native speakers' (NNS) interaction, as well as research and literature of multiple other-initiated repair and other-initiated repair. Furthermore, although this thesis is not focused on language acquisition, it may be of interest for those researching the use of microanalysis of interaction, particularly in identifying and recognising the various processes involved in second language acquisition, and to uncover what out-of-classroom interactions can offer language learners.

Thus, the overall findings from this study will contribute towards the growing body of knowledge for learning settings beyond the classroom. Moreover, a contribution to the area of computer-mediated language learning research and the use of technology in language education could also be made from this endeavour.

## **1.8 Organisation of chapters**

The overall focus and relevance of this study have been discussed in this chapter. Also, in this chapter, a detailed description of the setting (Google Plus Hangout) has been provided. As such, the next chapter, Chapter 2, provides an explanation for the theoretical framework of the repair organization from the conversation analysis perspective, followed by a closer look at previous research on repair in L2 talk. A specific focus on the domain of other repair initiation in L2 contexts is also made.

Chapter 3 discusses the research methodology employed in this study, which is the implementation of Conversation Analysis (CA). This chapter also presents the

theoretical underpinnings of CA and Ethnomethodology (EM). Subsequently, a detailed description pertaining to the core principles of CA and the issues of reliability, validity and generalizability are given. In addition, the chapter will address some criticisms of the CA methodology, as well as a justification of its suitability for this study. This chapter also offers an overview of the participants who attended the chat rooms. This is then followed by a discussion of the processes adhered to, in terms of the data collection, transcription and research analysis. Ethical issues and the role of the researcher in the research process will also be considered in this chapter.

In Chapter 4, the cases of multiple other repair initiations derived from the recorded online video chat are analysed and, in Chapter 5, the main findings from the analysed data are discussed in greater depth with a comparison of these findings from the relevant literature. Finally, Chapter 6 offers a conclusion to the study, summarising the main findings and providing the implications of this study, as well as directions for future research.

## **Chapter 2. Literature Review**

### **2.1 Introduction**

The aim of this chapter is to introduce and review three key concepts that are central in examining the organization of multiple other repair initiations found within this study. These concepts are: (1) the Conversational Analytical framework for the organisation of repair, (2) the main findings from previous studies on the repair organization of both L1 and L2, with a greater focus on other repair studies of L2 interactions, and (3) L2 interactions that occur in chat rooms.

To achieve this, it is important to first discuss the aspects of L2 interaction from both the cognitive and social perspective (Section 2.2), subsequently followed by a look at the identities in L2 interaction in Section 2.3. In addition, the theoretical framework of repair in CA will also be addressed in Section 2.4. Furthermore, within the ensuing subsections, important concepts within the repair domain are presented: opportunities for the initiation of repair (Section 2.5), the sequential structure of other repair initiation (Section 2.6), the forms of other repair initiation (Section 2.7) and actions beyond repair (Section 2.8).

Having identified the key concepts in the domain of repair, the second section that is central to this chapter seeks to review the main findings from previous second language studies on L2 repair organisation, which shall be presented in Section 2.9. Moreover, the repair practices in L2 are reported in Section 2.10, followed by the phenomenon of multiple other repair initiations in L1 interaction and the main findings in relation to it (Section 2.11). Subsequently, the multiple other repair initiations in L2 interaction are then presented in Section 2.12.

Lastly, the third key section of this chapter reviews previous research of L2 interactions that go beyond the classroom context (Section 2.13). In light of this, Computer-Mediated Communication (CMC) and Computer-Mediated Spoken Interaction (CMSI) are presented in Section 2.14. The chapter then ends with Section 2.15, which incorporates a summary of the main concepts that have been discussed and addressed.

## 2.2 Second language interaction

The concept of interaction is considered to be a key factor and at the heart of the language acquisition process from both the cognitive and social perspective (Walsh, 2011). From the interactionist's perspective, the use of oral communication is a way in which the potential for second language acquisition using interaction is established. Thus, interactionist theorists originally concentrated their efforts on the important role that interaction had in the process of language acquisition, thereby devising a number of theories; among them are three key hypotheses in the field which incorporate Krashen's Input Hypothesis (1985), Long's Interaction Hypothesis (1983, 1996) and Swain's Output Hypothesis (1985, 2005). More specifically, within the frame of the Interaction Hypothesis, modified interaction that takes place between language learners and their expert interlocutors is seen to be a more fruitful interaction, as Long (1996:451-2) pointed out:

Negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS [native speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways.

According to the interactionist, repair is considered to be an important component in promoting language learning. This is based on the fact that when an L1 speaker and L2 learner encounter problems, their joint effort to solve these problems through meaning negotiation provides the learner with an opportunity to produce comprehensible input (Krashen, 1985; Swain, 1985, 1995). As such, repair is regarded as a driving force for the development of interlanguage (Pica, 1987). For instance, in the theory of Interaction Hypothesis, there is "a strong focus on repair as the home for learning" (Wagner, 2004: 614). This is based on the argument made by Ellis (1994:4) where "engaging in interpersonal oral interaction in which communication problems arise and are negotiated facilitates language acquisition".

Based on this claim, 'conversational adjustments' occur as a result of interaction with the L1 speaker through repair initiation by the learner using: "comprehension checks, verifications of meaning, definition requests and expressions of lexical uncertainty" (Porter, 1986:207).

SLA researchers have studied these conversational adjustments through the use of functional categories. These categories are limited to six items and are used for the sake of coding to study the negotiation sequences which include: “comprehension checks, clarification requests, confirmation checks, verifications of meaning, definition requests, and expressions of lexical uncertainty” (Porter, 1986: 207). However, study of conversational repair by using functional analysis where researchers use their own terms to label what participants are doing has been criticised as this does not show how learners employ the practice of repair (Firth & Wagner, 1997; 1998).

Some SLA researchers have also utilized sequential analysis to study repair (Varonis & Gass, 1985). In their model, which was established to describe the negotiation of meaning in the talk of non-native speakers (NNS-NNS) and also between native speakers NS who came from different linguistic and cultural backgrounds, Varonis & Gass (1985) investigated conversational progress and interruption of this progress. They claim that the flow of conversation is marred by interruption to deal with repair (meaning negation) and, according to their model, this occurred when participants did not share the same linguistic and cultural background.

However, throughout the past two decades these SLA methods in dealing with language learning and learners’ acquisition behaviour have been criticised by Firth and Wagner (1997, 2007), as reflected by the psycholinguistic methodological style of the 1990s through which learning was seen as an individual and a cognitive process achieved by ‘decontextualized learners’.

With these critiques in mind, Firth and Wagner (1997) call for a reconceptualization of the SLA theory and methodology by proposing another understanding of L2 learning from social and contextual perspectives in which the CA methodological standpoint is adopted. With regard to this, Firth and Wagner outline the fine-grained analysis that occurs, assessing the interactions amongst individuals when they communicate using other languages. This movement has resulted in a developing field known as CA-for-SLA, where great emphasis has been placed on language learning as a social process.

Following Firth and Wagner’s (1997; 1998) call, a number of studies have been conducted with an interest in issues pertaining to language learning and intercultural communication using CA methods. Great deals of these studies were conducted to examine the L2 interaction carried out in the classroom and from a CA

perspective. Many of these studies address the practice of repair, such as in the classroom between teachers and learners (e.g., Seedhouse, 2004; Macbeth, 2004; Hall, 2007), as well as in the language classroom among learners themselves (Hellermann, 2011).

Whilst, from a CA perspective, repair is considered to be one of the competencies that language users can employ to restore trouble and re-establish mutual understanding, in earlier SLA research repair was seen as a “mar [in] the flow of a conversation” (Varonis & Gass, 1985:73), “as a marker of disfluency” [and as] a signal that remediation is in order for those who are doing repair” (Gass & Varonis, 1985, cited in Hellermann, 2011:147).

Repair is considered to be one of the key concepts in CA, as well as a normal feature of conversation in all human languages<sup>10</sup> (Dingemanes et al., 2015) and in interaction between L1-L1, L1-L2, and L2-L2 speakers (Tudini, 2010). In the following section, a detailed description of the concept of repair from a CA perspective will be provided.

### **2.3 The conversation analytic framework for the organization of repair**

Repair is considered to be a core element in human action and talk in interaction, through which the social actors are depended on as interactive systems in order to restore the problematic talk of hearing, speaking or understanding; thus, speakers can re-establish and maintain mutual understanding. As a result, the organization of repair is defined as “a set of systematically organized, party-administered practices through which a conversation’s participants manage such inescapable contingencies” (Hayashi et al., 2013:9). However, despite its current importance and central role in the organisation of interactions, this was not the case prior to the 1970s, as repair mechanisms were largely overlooked as being worthy of investigation in their own right.

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<sup>10</sup> Dingemanes et al. (2015:11) state “while linguistic details of repair initiators can vary from language to language, both the general shape of the system and its principles of use in informal conversation are strongly similar across different languages, suggesting that we are tapping into the very infrastructure for social interaction (Levinson, 2006)”.

Nevertheless, the emergence of a ground-breaking paper on repair by Schegloff et al. (1977) has empirically established the concept of repair to become “a basic constituent of interaction, per se” (Hayashi et al., 2013:29). In essence, their paper established a basic theoretical framework to investigate the practice of repair in human conduct through “re-specifying” four core elements which are detailed in the following sections.

### **2.3.1 Error vs. Trouble source (repairable)**

Firstly, the term ‘error’ was replaced by ‘trouble source’ or ‘repairable’ (Schegloff et al., 1977). As explained by Hayashi et al. (2013:10), this was not only a terminological replacement, but empirical evidence that showed that “not all errors are corrected (recipients often overlook mistakes and other infelicities if they can grasp the basic import of what is being said), and not all matters that are subject to repair involve errors (as when ambient noise makes hearing a remark impossible)”.

Moreover, Hellermann (2011:148) states that even though the repair source is referred to as a trouble source, this does not mean it occurs because of a mistake, error or deviation in language structure. Rather, this trouble source is in relation to the on-going progressivity that pertains to the local order during talk-in-interaction (Schegloff, 2007). In turn, it may be a result of the recipient’s lack of understanding, attention, hearing, infelicitous referencing or some other cause (ibid).

### **2.3.2 Correction vs. Repair**

The next element presented by Schegloff et al. (1977) is a “typological amplification” which is concerned with replacing the term ‘correction’ with ‘repair’ (cf. Jefferson, 1987). The concept of ‘correction’ tends to be associated with focusing on analysing mistakes. However, such a perspective becomes problematic for the empirical matter, since not all errors need to be corrected in an interaction, provided the co-participants can grasp what is said. For this reason, they justify their use of the term ‘repair’ as follows:

The term correction is commonly understood to refer to the replacement of an ‘error’ or ‘mistake’ by what is ‘correct.’ The phenomenon we are addressing, however, is neither contingent upon error, not limited to replacement ... Accordingly we will refer to ‘repair’ rather than correction in order to capture the more general domain of occurrences (Schegloff et al., 1977: 363).



In light of this, the concept of repair that is based on the aforementioned perspective is clearly established upon the premise that the aim of repair is to achieve mutual understanding and is independent from the phenomenon of error (Schegloff et al., 1977). Hayashi et al. (2013:10) elaborates upon this, stating that such independence is based on expanding “the domain of potentially relevant conduct; since any aspect of conduct can be a source of trouble”, to which Schegloff et al. (1977: 363) further explain, “nothing is, in principle, excludable from the class repairable”.

### **2.3.3 Self vs. Other**

Schegloff et al. (1977) also differentiate between “self” and “other” initiated repair through which the trouble sources are signalled by two different speakers. The term ‘self’ refers to the speaker of the trouble source turn who initiates repair on his or her own talk, whilst the term ‘other’ refers to the recipient of the problematic talk who initiates repair on their co-participant’s talk. The importance of such a distinction between the ‘self’ and ‘other’ is clarified by Schegloff et al., (1977: 361) in their footnote, stating that analysts would implement this distinction to justify a disciplinary division of labour with “self-correction being occasionally discussed by linguists ... and other-correction by psychologists” (Schegloff et al., 1977: 361 footnote 1).

### **2.3.4 Repair Initiation vs. Repair Solution**

The final core element established by Schegloff et al. (1977:365) is the suggestion of an “organizational amplification” which is concerned with distinguishing between two different practices involving (1) repair initiation, defined as “methods for indicating trouble and making its management the focal activity within the interaction until either the trouble is resolved or efforts to do so are abandoned” and (2) repair solution, that is, “practices for resolving whatever trouble of speaking, hearing or understanding has arisen or been indicated”. Such organizational amplification results in four different repair trajectories:

- 3 Self-initiated self-repair
- 4 Self-initiated other repair
- 5 Other-initiated self-repair

## 6 Other-initiated other repair

This thesis is primarily interested in the third type ('other-initiated self-repair'), which, in the CA literature, refers to instances where "the recipient of the repairable item indicates a problem in the talk and the speaker resolves the problem" (Liddicoat, 2007: 173).

In addition to re-specifying the concept of repair through the four aforementioned core elements, one of their main findings by Schegloff et al. (1977) was that self- and other-repair were not to be regarded as alternatives to each other; rather, it was found and noted that self-repair was more preferable than other repair (Kurhila, 2001). This understanding of 'preference' refers to a sequential one, as opposed to being referred to in the emotional or psychological sense. That is, there is a preference of self-initiation over other-initiation, as well as a preference for self-repair over other-repair. The reason behind this preference will be explained in more detail in the following Section 2.5.

### **2.5 Opportunities for the initiation of repair**

The previous section highlights the importance of distinguishing between 'who initiate' and 'who repair' when shaping the domain of repair, whether this is by the self or other. Further to this, the concept of 'where repair initiated' is also crucial in shaping repair organization. That is, the organization of repair initiation, whether by the self or other, is based on their sequential positions (Schegloff, 2000). In the domain of self-repair, the speaker of the trouble source turn has four possible (opportunity spaces) positions for repair initiation and solution. Firstly, the current speaker initiates and fixes the trouble (1) within the same turn-constructional unit (TCU) as the trouble source turn. In this position, repair initiation forms are accomplished by perturbations in speech (Schegloff, 1979b; Schegloff et al., 1977).

The next position is (2) the transition place repair, but unlike the first position, where the current speaker uses explicit alert repair initiation and then fixes the trouble at the same trouble source turn, many transition space repairs can be accomplished without a prior alert repair initiation indicator. In turn, the speaker usually expands repair by adding more talk in the transition space. The following position is (3) third-turn repair. This is similar to transition space, with the exception that intervening talk

from other speakers is present. Schegloff (1997b:35) argues that “transition space repairs and third-turn repairs are really instances of the same sort of repair operation, being discriminated by what is, relative to their production, an organizationally incidental occurrence”.

It is further important to note that third-turn repair is carried out when a response that is treating the trouble-source turn is communicatively adequate, whilst also not showing any misunderstandings. In contrast, the last position, (4) third-position repair occurs when speakers of the trouble source can initiate repair on their own talk, especially when this is apparent to them and after a turn where the response shows that they have been misunderstood (Schegloff, 1992b).

In all aforementioned positions for repair initiation, opportunity space is generally subsequent to the trouble source element (Schegloff, 1992b). It should also be noted that these positions contribute to what has come to be known as a structural ‘preference’ of self-initiated over other-initiated repair (Schegloff, Jefferson & Sacks, 1977). This structural ‘preference’ is based on the evidence that the person who is speaking at a particular moment is the one who is able to perform the repair and generate a repairable item, and hence, it is more fitting that the person who made the error should have the first opportunity to fix it (Sidnell, 2010).

Up to this point, self-repair initiation positions have been identified; yet it is also important to address other-repair initiation self-repair, which is the focus of this thesis. Other repair initiations often always occur in a turn that follows the trouble-source turn and before a response can be made to it (Schegloff, 2000c). This shows that other-initiated repair generally consists of a short sequence, where one may presume it is aimed at resolving the trouble in speech, hearing or a misunderstanding. In doing so, it often halts and interrupts the normal ongoing action that individuals are engaged in.

Many of these other-initiated repairs shape sequences of an FPP initiation and an SPP repair (Schegloff, 2007). However, it is found that such repair initiations in the next-turn are not to be the case in L2 interaction (see Wong, 2000), as illustrated in Section 2.10. Furthermore, other-repair initiation self-repair also contributes to a structural ‘preference’, as almost all other-repair initiations are followed by self-repair, incorporating a space where the original speaker of the trouble source turn can fix their own talk. In such instances, this affirms the order in which repair occurs, as

the repair that is made during natural conversations shows a structural preference for self-initiation and self-repair (Macbeth, 2004).

## **2.6 Sequential structure of other repair initiation**

Repair sequence consists of three elements: (1) the trouble source, (2) repair initiation and (3) the repair solution. These elements exist in the repair domain, whether initiated by the self or other (Schegloff et al., 1977). While the repair activity in self-repair is mostly accomplished within the same turn, other repair initiations require multiple turns to be achieved. Thus, the three turns of (1) the trouble source, (2) repair initiation and (3) the repair solution form the basic and minimum other repair sequence. In the CA literature, this is referred to as a ‘single repair sequence’ or ‘minimal other repair sequence’. In contrast, repair occasionally requires another round or more repair sequences. These non-minimal other repair sequences are called ‘multiples’ (Schegloff et al. 1977), which is the focus of this study.

### **2.6.1 Minimal other repair initiation sequence**

According to Schegloff et al. (1977), other repair sequences consist of a minimum of three basic turns, and use the terminology of CA research on “repair”. These three core components form the minimum repair sequence and are as follows:

A (Turn 1): Trouble source

B (Turn 2): Other repair initiation

A (Turn 3): Repair solution

With regard to the source of trouble in talk, this can occur as a result of different types of trouble such as hearing, speaking or understanding. Moreover, Schegloff (1987a: 210) states that these troubles can refer to “misarticulations, malapropisms, use of a ‘wrong’ word, unavailability of a word when needed, failure to hear or to be heard, trouble on the part of the recipient in understanding, incorrect understandings by recipients”. The second component is repair initiation which is a technique whereby the recipient is used to signal the trouble in hearing, speaking or understanding (Schegloff et al., 1977). This technique utilises different forms which vary in terms of

locating and specifying the trouble source from the prior turn (more details concerning repair formats are given in Section 2.7). The last component is repair solution. This is a strategy that is deployed to fix the trouble source through a set of ‘repair operations’ (e.g., replacement, repetition, insertion or deletion (cf. Scheloff, 2013)).

Both the components of repair initiation and repair solution produce what Jefferson (1972) labelled a ‘side sequence’. The side sequence refers to the moment when the main course of action is put on hold in order to fix the problematic talk. Thus, when two parties contribute to the side sequence, the use of other-initiated repair becomes a cooperative behaviour that demonstrates how individuals are able to communicate and work with one another in attaining a mutual understanding (Clark and Schaefer, 1987; Schegloff, 2000).

To conclude, the previous sections have addressed how the repair initiation component plays an essential role in shaping the organization of repair, through which one can determine “who initiates repair” [and] “where repair initiated” (Schegloff, 2000:207). The other repair initiation is one of the most important components as it opens up the side sequence and suspends any on-going interactional activity in order to treat what was just said in the prior turn as a source of trouble. This ensures that the trouble is given a relevant repair solution in the following turn. As a result, when the repair solution is successfully accomplished, the side sequence is closed and the main interactional activity that was put on hold can subsequently be resumed (Binjamin, 2013; Dingemanse and Enfield, 2015).

### **2.6.2 Non-minimal other repair initiation sequences**

Existing literature has shown that single repair sequences require the minimal three turns. Through these three turns, trouble is signalled by the recipient and then resolved by the trouble-source turn speaker. Based on the type of trouble, the trouble-source turn speaker has to conduct the repair using one of the operations, which may include, for example, reformulation, repetition or confirmation. If the repairable is successfully fixed, the recipient usually indicates this by using a change of state marker such as 'oh' (Heritage, 1984). This shows that a change of state in the speaker's

knowledge has changed from “deficiency in understanding to understanding” (Egbert et al., 2004:179), at the very least on sequential level<sup>11</sup>. At this point, and as mentioned earlier, the side sequence is closed and the main interactional activity that was put on hold can now be resumed once again.

However, there are certain cases where a single repair sequence is not always effective in creating and maintaining intersubjective understanding, and subsequent treatment of the first repair operation is not adequate. Thus, with regard to this, the repair initiation turn speaker may initiate a second other repair, requiring a second repair operation. These repeated attempts and practices are known as “multiples” (Schegloff et al., 1977:369), a concept that will be explained in more detail and tracked in the CA literature in Section 2.11.

## 2.7 The forms of other repair initiation

There is a set of forms and techniques of other repair initiation to signal the trouble source. These forms of other-initiation repair play two main roles, which primarily involves “locating the trouble source” (Schegloff et al., 1977:377), as well as restricting “what the trouble with it is” (Schegloff, 1997:506). Moreover, Schegloff et al. (1977:369) state that these initiators have a “natural ordering” which is associated with their power in locating the repairable. That is, the power of initiator increases by the specificity of the trouble source. These forms can vary on a scale ranging from weaker to stronger, where the former can refer to having very little grasp over the trouble source, while the latter may relate to having an adequate understanding of the trouble source (Schegloff et al., 1977). The following diagram<sup>12</sup> illustrates the order of other repair initiation:

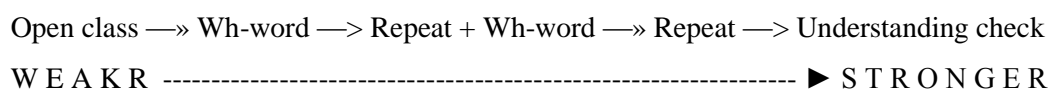


Figure 2.1: Typology of other-initiation forms

<sup>11</sup> It should be noted that ‘oh’ has also been found where speakers use it to claim understanding (see Wong, 2000). This understanding is not accessed through the participants’ cognitive abilities, but rather, only through a display of their verbal and non-verbal (embodied) interaction resources in the subsequent turns.

<sup>12</sup> It is taken from Sidnell, 2010:123-124

### **2.7.1 Open class**

Open class is where a recipient indicates trouble in a prior turn, but does not specify any trouble element. These initiators are given the term “open class” by Drew (1997:69) and include examples such as “what?”, “huh”, “pardon” and “sorry”.

### **2.7.2 Category-constrained interrogatives**

Initiators in this category are more specific, in that the recipient locates the specific item as the repairable, using question words such as “who?”, “what?”, “where?” and “when?”.

### **2.7.3 Positioned interrogatives**

In this category, recipients locate the repairable by framing it with question words or words that directly follow or precede it, or both. For example, “you study what?”.

### **2.7.4 Repeat**

This category is where the recipient repeats the entire or some part of the previous turn to locate the trouble source.

### **2.7.5 Understanding checks**

Understanding checks is one of strongest techniques of repair initiation as the recipient displays an ample grasp of the prior talk. This is achieved by paraphrasing it and occasionally framing with ‘you mean’, Kitzinger (2013:249) explains this as the recipient who has claimed “to hear and have a possible grasp on what is meant, subject to checking this out with the speaker of the trouble-source turn”.

### **2.7.6 Non-verbal formats**

In addition to the aforementioned verbal forms of repair initiation, other repair can also be initiated non-verbally through the use of visible behaviour (Goodwin, 1981) or gestures, such as a head tilt or head poke (Seo & Koshik, 2010), as well as eyebrow movements, gazes and head or body movements (Enfield et al., 2013). Furthermore, other repair initiation formats have been extended, not only in spoken language, but also including sign language. Enfield et al., (2013:18), for example, found that in Australian sign language, “the freeze look behaviour—the act of keeping the whole body in a still position while looking directly at the person who has just asked a question—functions as an open-class other-initiator of repair (OIR)...”.

## **2.8 Actions beyond repairing**

The practice of other repair initiation is found to be used in accomplishing other actions beyond solving the problems of hearing, speaking and understanding. In the CA literature, other initiated repair is found to be exploited in the two following environments detailed below.

### **2.8.1 As a vehicle for social action**

On certain occasions, progressivity may be maintained by allowing an individual to register disbelief or surprise, rather than problems arising from hearing or misunderstandings. Such actions of ‘surprise’ or ‘disbelief’ are given the term ‘pseudo’ by Kendrick (2014). In addition, when showing an acknowledgement of noteworthy information within the next turn, there is a certain pressure that is similar to the type of pressure that is placed in attempting to resolve interactional trouble in the other initiation repair sequences.

Previous research on L1 has found that surprise is conducted when using the practice of other repair initiation (see Wilkinson & Kitzinger, 2006; Kendrick, 2014). This observation has been confirmed in recent research on L1 that studied the practice of other repair initiation (including the L1 of 12 languages), which found that this practice of surprise is prevalent (e.g., Levinson 2015; Dingemanse 2015; Floyd 2015, Gisladottir, 2015). While providing details on the above, this thesis focuses on the structure of repair rather than pragmatic issues such as culture and social dimensions.

### **2.8.2 As result of sequential problems**

It has been documented that other initiated practice is not used as a result of ‘genuine’ or ‘pseudo’ problems, but more because of sequential problems. That is, ill-fitted sequences (Schegloff, 1990, Drew, 1997) or as Dingemanse et al. (2015:6) called them “trouble-prone contexts”. This refers to sequential trouble that leads to other repair initiations as a result of “ill-fitted” actions (Drew, 1997:84) or mismatch between other repair initiations and the repairable. This kind of trouble is well-illustrated by Drew (1997:98) in his paper on ‘open-class’ repair initiators, where it was shown that other repair initiation can be employed as a means of resolving interactional problems that were caused by “sequential rather than sentential/utterance-based”.



In the previous section, the focus has been on the conversation analytic framework for the organization of repair. In the following section, a detailed insight into the main findings of the repair organizations on L2 will be made, wherein most of these findings result from a comparison of the findings in L1 interactions.

## **2.9 Repair preference organization**

In L1 conversation, Schegloff et al. (1977) observed a preference for self-repair and self-initiation over other-repair and initiation (cf. Norrick, 1991). In second language interaction, various studies have examined repair organization within the classroom, in relation to repair organization found in L1 talk (McHoul, 1990; Macbeth, 2004; Seedhouse, 2004). In contrast to the results of ordinary conversation, where self-repair in the same turn as the trouble source is predominant, McHoul (1990) found that other initiation and other repair were more frequent than in ordinary conversation. He examined the practice of repair within the classroom in greater detail and according to his analysis of classroom discourse, the common practice of repair was other repair initiation in the next turn following the repairable turn.

In addition, McHoul (1990) found that the practice of other repair initiation was conducted more frequently by teachers than the practice of self-correction by students. He also noted a preference for self-correction stating “Teachers correct themselves and so do students. 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” (McHoul 1990: 376). Thus, by providing their students with clues, the teachers were able to guide and promote their students in performing self-correction, which in turn caused other correction to be “structurally delayed” (Kim, 2010:12).

In addition to McHoul’s (1990) stance on repair preference, Norrick (1991) also challenged the view of the preference of self-repair/correction over other-repair (Schegloff et al., 1977). The argument put forth by Norrick (1991) was that, in asymmetric speech situations between L1 and L2 speakers, repair sequences are formed by the participants’ linguistic knowledge rather than by preference.

Conversely, the preference for other repair initiation over self-initiation of repair and self-repair in the classroom, as opposed to ordinary conversation, is justified by some researchers. Both Macbeth (2004) and Seedhouse (2004) provide an

account for this preference, and also differentiate between repair and correction in the classroom. While correction is regarded by Macbeth (2004:705) as “both a contingent and a normative exercise...[and]... an identifying task and achievement of classroom teaching”, repair has an important role in dealing with the troubles of hearing, speaking, understanding and in maintaining intersubjectivity of interactional classroom work (ibid).

With such non-identical dual roles, MacBeth (2004:723) asserts that they “are to be understood as co-operating organizations”. According to Seedhouse (2004), the organization of repair may vary based upon the activity type, whether this is accuracy or fluency. As such, he found that on accuracy and form, activity initiations of repair/correction in teacher-fronted classrooms were predominantly made by the students, whereas self-initiation/correction was more common between students themselves on the fluency activity, similar to the findings in ordinary conversation (cf. Markee 2000).

The aforementioned discussion has concentrated on repair organization, wherein the focus is on correcting learners’ errors in association with pedagogical goals and practices that are employed by teachers in the classroom. In other words, repair/correction itself is the interactional business of classrooms, in which the pedagogical focus accounts for such overt other repair/correction. However, when the repair itself, not the interaction business of talk (Jefferson, 1972, 1987), is also observed in the organization of repair within institutional and everyday talk, it was found that participants did not orient to repair, nor did they topicalize repair; instead, they focused on ongoing main activity (Kurhila, 2001, 2006; Brouwer et al., 2004; Hosoda, 2000).

Kurhila (2001, 2006) examined the organization of repair in asymmetrical talk between L1 and L2 speakers that occurred in a variety of everyday and institutional situations in Finland (e.g., universities and hotels service encounters desks). She observed the frequent occurrence of other-correction in such asymmetrical talk, however, its occurrence was sequentially constrained. In contrast with previous research in second language studies, where the focus on L1 speakers’ corrections was mostly associated with learning and acquisition, Kurhila approached her data from a sequential point of view by focusing on the interactional locus of the error rather than the type of error. Through her analysis of naturally occurring L1/L2 conversations, she found that L1 speakers neither repeated the trouble source produced by the L2

speakers, nor did they provide them with opportunity to self-correct. Instead, L1 speakers employed the ‘outright repair’ and ‘en passant repair’ in an embedded manner to correct the deviations in L2 speakers’ talk. According to Kurhila (2001:1108), due to the nature of the conversation in institutional encounters, L1 speakers employed the outright repair in an embedded way and interweaved it with other activity of checking for accuracy. Examples of this included “extending an answer or modifying a registering repeat”.

Kurhila (2001, 2006) further explained that there are a number of factors behind the significant frequency of using outright repair practice in the talk between L1 and L2 speakers. These factors include keeping the repair sequence short which, in turn, increases the focus on the interaction goal. Secondly, she stated that L1 speakers should not take for granted that L2 speakers have an ample linguistic knowledge to correct their own errors. Thirdly, as this is not a pedagogic context and the “primary aim is not to increase the language proficiency of the NNS” (2001:1108), she explained that “by doing an outright repair, the native speakers manage to do correction without becoming language teachers” (2001:1108).

Furthermore, she found that when the matter of identities as an NS and NNS become relevant in association with linguistic knowledge, the repair is accomplished ‘en passant’, whereby the participants begin to ‘rush’ through the repair sequence with minimal disruption on the ongoing activity (ibid). In contrast, the everyday talk repair is produced only when the L2 speakers show uncertainty with certain linguistic elements. The preference for self-correction that is observed in L1 conversation (Schegloff et al., 1977) has also been found in L2 conversation through the practice of embedded correction (Kurhila, 2006; Brouwer et al., 2004).

In their data, Brouwer et al. (2004) recognised embedded correction to be typical practice in L2 conversation, where repair is accomplished and integrated with the ongoing activity. This means that the trouble source is indicated and repaired within the main sequence (rather than initiating the side sequence) and within the same turn as a second pair part (Brouwer et al., 2004). Such behaviour of embedded correction displays the preference structure for self-repair.

Another repair procedure is to shorten the repair sequence, as examined by Svennevig (2008). He observed that when participants detect a possible problem of understanding or acceptability in their interlocutors’ other repair initiation; they shorten the repair sequence by offering self-repair and solving the trouble source in

the subsequent turn. Therefore, while the fit second action is to confirm the recipient candidate's hearing or understanding, the speaker of the trouble source turn makes a "short cut" by addressing the problem immediately in the following turn and preempting a second repair initiation.

The noteworthy observation from the review of the aforementioned second language studies on repair shows that participants' repair conduct not only displays their orientation to structure preference in self-repair, but also that they conduct repair in a manner that minimises the effects when correcting an on-going interactional activity. This is done in three ways: 'en passant' repair (Kurhila, 2001, 2003), by embedding the correction into the subsequent action (Brouwer et al., 2004) and also by minimizing repair through 'short cut' repair (Svennevig, 2008).

The above section has discussed the various repair practices in L2 interaction from both conversations in everyday situations and in institutional settings. With respect to this, the following section is interested in presenting the distinctive practices of repair initiations in L2 interaction found in everyday talk and in a business setting, where "non-nativeness can be made relevant at any time, by a speaker or recipients" and also by other means including the strategies of repair and correction, accent and delay (Wagner and Gardner, 2004:16).

## **2.10 Repair initiation practices**

Research on repair in L2 interaction has identified repair practices. These practices include "doing pronunciation", using repair initiation from the trouble source speaker and by means of isolating the target word from an ongoing action (Brouwer, 2004). The following practice is the practice of delayed next turn repair initiation (Wong, 2000) while another practice is multiple other repair initiation (Egbert et al., 2004; Seo 2011; Nikazm, 2015 and Suh, 2015).

One of the distinctive practice of repair sequences in the sequence of "doing pronunciation" is examined by Brouwer (2004:93) in L2 interaction of everyday conversation between Danish and Dutch speakers. In her data, when L2 speakers encountered difficulty in pronouncing certain lexical items, they initiated a side sequence by 'isolating' the target word in need of repair from the ongoing turn in a number of ways. This was done by "by pausing just before the word, by a break in the overall pitch movement of the turn, and by the local rising intonation of the word.

Repeating (unframing) and reframing the word seem to isolate the word further from its original habitat” (ibid: 104-5). All of these techniques were understood by the L1 co-participant as an indication to invite a response. In turn, the L1 speaker offered an appropriate action in the following turn, either by providing confirmation or correction.

Nevertheless, it should be noted that correction is not the only result for repair initiation. In certain cases, the L1 speaker may overlook the errors made by an L2 speaker if it does not cause an issue or disrupt the interactional business between the individuals speaking. In reacting to repair, the correct pronunciation is repeated by the L2 speaker in the subsequent turn, through which prior actions that were put on hold are resumed (Brouwer, 2004).

In addition to the sequence of doing pronunciation, Wong (2000) explored the practice of delayed next turn repair initiation produced by L2 speakers. This concept of ‘delay’ has been researched from a number of different perspectives in L1 interaction (Jefferson, 1986; Lerner, 1996; Pomerantz, 1984b; Schegloff 1992; Schegloff, Jefferson and Sacks, 1977, cited in Wong, 2004) and as Wong (2000:114) explains, it refers to “inter-turn silences, i.e., silences which appear after a possible completion of a turn-constructive unit (TCU)”. As for the practice of delayed next turn repair initiation, this has also been found in the talk between L1 speakers and in talk involving L1 and L2 speakers. In his study of repair practices in L2 talk, Wong (2000) identified that L2 speakers delayed repair initiation within the turn following the trouble source.

In response to Wong’s study, Schegloff (2000:205) notes that L1 speakers use the practice of delayed next turn repair initiation when the speaker of other repair initiation speaks ‘prematurely’ “without sufficient time to complete a proper analysis of prior turn”. In contrast, Wong (2000:261) argues that the cases of delayed next turn repair by L1 speakers differed from those produced by “talkers and learners” of second languages who are “not-yet-mature understanding”.

The studies that have been reviewed in L2 interaction thus far show that participants are achieving intersubjective understanding with minimal and embedded correction, or within short single repair sequence (Kurhila, 2006; Brouwer et al., 2004; Svennevig, 2008). However, a number of studies on L2 have reported that repair sequence can be expanded beyond single sequence and that they can include multiple sequences. Within these sequences, a speaker may deliver more other repair

initiations until the repair solution has been achieved. This is referred to as ‘multiple other repair initiations’; the following section will provide more details concerning this practice.

The practice of multiple other repair initiations is the main focus of this thesis and has been identified as a distinctive repair practice in L2 conversation in a number of studies (Egbert et al., 2004; Seo, 2011; Nikazm, 2015 and Suh, 2015). As this practice of ‘multiple’ other repair initiations is the most fundamental concept within this thesis, it necessitates tracking its occurrence in the literature. Thus, the following section will provide a comprehensible description of this concept and phenomenon.

## **2.11 Multiple other repair initiations in L1 interaction**

Within the context of CA, the term ‘multiples’ was first used by Schegloff et al. (1977:369) in a footnote to their seminal article on repair where they claimed that “if more than one other-initiated sequence is needed, the other-initiators are used in order of increasing strength”. Based on this perspective, ‘multiple’ other repair initiations are used to increase the strength of locating the trouble source.

Based on their data of L1 (English language) interaction, Schegloff et al. (1977) claimed that repair sequences do not usually expand over more than two sequences. Schegloff (2000; 2007) later elaborated upon this, further stating that repair sequence may expand up to three sequences, so a third repair initiator may be used when a second repair sequence fails to solve the trouble.

However, he also clarifies that “although it is not uncommon to find two such repair sequences, it is unusual to find more than three” (Schegloff, 2007:106). He further explains that in the case where the trouble source is still present after three attempts, it often occurs that all parties abandon the repair and they try a different approach to continue the interaction (Schegloff, 2007:106). Similarly, recent CA research on L1 (Dingemans et al., 2015) confirms those observations by Schegloff et al. (1977) which highlights that most repair sequences involve two repair sequences, and ‘multiple’ other repair initiations, which are used to increase the specificity in locating the trouble source:

Earlier observations based on English have shown that when other-initiated repair does not immediately lead to a satisfactory solution but instead goes another round, people tend to become more specific in their subsequent choice

of repair initiator [3<sup>13</sup>,24<sup>14</sup>]. We looked at complex sequences that feature multiple subsequent attempts at repair initiation and confirm that this tendency holds across all the languages in our sample (Dingemanse et al., 2015:7).

Recent research on L1 multiple other repair initiations by Enfield, Dre, and Baranova (forthcoming) have shown that there are at least two different ways in which multiples can occur. These ways include (1) most common and (2) less common. The former is concerned with cases that treat the first repair solution as insufficient “leading to multiple successive rounds of repair initiations” [ this type ] take two or at most three repair initiations in total” (Dingemanse, 2015:235). According to Enfield, Drew and Baranova (forthcoming), cases that expand beyond three repair sequences seemed to involve more than one multiple source of trouble. With regard to the latter, the less common is concerned with cases in which a repair initiation turns out “to become itself a source of trouble for the original speaker, who initiates repair on it” (Dingemanse, 2015:235).

In addition to these two types of multiple other repair initiations, Kendrick (2014:167) provides another type of multiple in his video recording data corpus where “the repair solution for one OIR<sup>15</sup> can become the trouble source for a next OIR, a phenomenon referred to as cascading troubles by Lerner, Kitzinger and Raymond (2009) in the domain of self-initiated repair”. In his study, he examined the various practices of other repair initiation in an informal social interaction between English speakers from the UK and the US.

Although the aforementioned studies on L1 have reported different types of multiple other repair initiation, the most common type is used to increase the ‘specificity’ in locating the trouble source. The following section will review the phenomenon of multiple in L2 interaction.

## **2.12 Multiple other repair initiations in L2 interaction**

The concept of multiples has been studied within the L2 framework by a number of researchers, such as Egbert et al. (2004), Seo (2011), Nikazm (2015) and Suh (2015).

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<sup>13</sup> Schegloff et al. (1977)

<sup>14</sup> Clark and Schaefer (1987)

<sup>15</sup> Other Initiated Repair

These aforementioned studies take place out of the classroom environment, beyond the teachers' and researchers' intervention and control. In contrast to the findings from multiples in L1, CA studies of multiples on L2 have shown that the repair sequence can expand beyond two sequences as a result of the speakers' limited linguistic resources.

Egbert et al. (2004), for example, examined long repair sequences, where multiple other repair initiations were employed due to the limitation of linguistic resources of the L2 speakers. They describe this long repair sequence as “involving a highly complex interconnected set of actions with several degrees of embeddedness” (Egbert et al., 2004: 180). The interaction took place in non-educational settings in a student dormitory where six university students from different language backgrounds (i.e., German, Chinese and Italian) were all studying at the same university in Germany. The repair sequence was conducted between the Italian and Chinese students who were learning German as a second language and possessed different levels of proficiency of this language. Utilizing the CA, Egbert et al. (2004) found that the expanded repair sequences turned out to be complex, particularly when the trouble sources were not only concerned with the participants' differential linguistic resources, but also in terms of different cultural understandings.

That said, Egbert et al. (2004: 199) state that the repair mechanism is “flexible in that allows for a large number of expansions, [but at the same time] it is robust in that interactants keep resorting to it until the repairable is amended”. Multiple repair as an interactional resource in this sense has been demonstrated by how individuals are able to resolve the problem by means of continuously deploying the available resources, which in turn, is a counter-argument for those that believe breakdown in communication is a regular occurrence in L2 interactions (Egbert et al., 2004).

In her recent study of ESL tutoring sessions, Seo (2011) examined the role of embodied resources in multiple of repair that are engendered as a result of unshared linguistic resources between Korean speakers who hire English teachers for the purpose of improving their English. Her data analysis showed that L2 learning (more specifically, learning new words and achieving mutual understanding) has been assisted by the coordination of interactional resources for the various semiotic modalities which incorporates “talk, gaze, gestures, body orientation, and material objects” (Seo, 2011:127).



Affirming and expanding upon Seo's (2011) findings, Nikazm's (2015) study focused on verbal and bodily conduct in multiple repair which incorporates gesture, gaze, body posture as well as translation, albeit in a limited capacity. In this study, Nikazm (2015) examined multilingual interaction between six American students who were learning German. The students were asked to practise their German at any time and on a topic of their choice without a teacher present. The findings confirmed Seo's (2011) findings in that L2 learning and intersubjective understanding are attained as a result of learners being engaged in multiple repair practices through the deployment of verbal resources (e.g. syntax, vocabulary, prosody) and embodied (non-verbal) resources (e.g. gesture, gaze, body posture). Moreover, Nikazm (ibid) argues that multiple repair practices, through which verbal and non-verbal resources are collectively deployed to handle the trouble source, show that the L2 speakers have an understanding of the problem, whilst it also shows their orientation as L2 learners and a part of the learning community.

In contrast to the aforementioned findings of both verbal and non-verbal repair mechanisms, which were found to be useful interactional resources employed by speakers with limited linguistic resources in order to restore mutual understanding, Suh (2015:104) found that multiple other repair initiations "reflect the gravity and complexity of a misunderstanding". This study investigated multiple other repair initiations in L2 interaction between speakers during business negotiations, but they did not share the same L1. Using CA, Suh found that the repair organization that involved multiple other repair initiations was very complicated, and as a result, the more repair sequences expanded, the less order became. She referred to this repair trajectory as 'repair complex' because she found that within the repair complex, several trouble sources are interconnected and other repair initiation operates on the repairable, which is not actually included in the trouble source turn. Further, Suh (2015) found that repair complex was employed to accomplish actions beyond repairing, which include: disguising dispreferred actions, such as disagreement, and also to achieve teamwork.

In addition to these studies, there have been other studies that have indirectly examined multiple other repair initiations within L2. Mazeland and Zamah-Zadeh (2004) examined word-clarification on the trajectory of repeated other repair initiations using elicited data in lingua franca interactions of immigrant adult learners who studied Finnish as L2. Participants for this study, who came from different

backgrounds and described as beginners, were clustered in pairs and were asked to talk Finnish in the format of an interview “with one party asking questions and the other answering” (ibid: 135). Using CA, Mazeland and Zamah-Zadeh (2004) found that, despite the learners’ limited linguistic resources, they used conceptual, interactional and semantic procedures to explain the meaning of unfamiliar words to their interlocutors.

In a study by Svennevig (2008), although the phenomenon of multiple other repair initiation was not the focus per se, his study examined L1 and L2 interaction in an institutional setting and found that speakers frequently initiated other repair in the first round using candidate hearing, whilst in the second round, they initiated other repair using candidate understanding. Multiples within the data of the study showed that there was a preference to treat trouble as one of hearing rather than that of understanding or acceptability. Svennevig (2008) further found that, what turns out to be a problem of understanding or acceptability in the second other repair initiation is actually initially initiated as a hearing problem. In short, the practice of multiples in Svennevig’s study is used to disguise the trouble of understanding or acceptability in the first go (i.e., trying the least serious construal of a problem first).

The aforementioned studies have provided an insight into the practice of multiple other repair initiations that have occurred between co-present participants and from those who knew each other before conducting these studies. In addition, the interaction in these studies takes place outside the classroom between three kinds of speakers: (1) (L1-L2) speakers, (2) (L2-L2) speakers who do not share the first language or (3) bilingual L2 learners who do share the first language. While most of the studies have examined the multiple repair sequences, which incorporate interconnected multiple trouble sources, as well as the role of multiple verbal and non-verbal repair resources in dealing with trouble source (e.g. new words), none of them have systematically focused on examining the repeated attempts that are deployed to treat a single trouble source. It is also noted that multiples as practice to other-initiated repair are representative of a small area of study in conversation analysis literature.

It is therefore this particular practice of multiple other repair initiation, which targets the same trouble source in L2 interaction between two groups L1-L2 and L2-L2 speakers of English, this research seeks to address and examine systematically, through the use of a micro-analytical examination on the setting of an online video

based interactive platform known as Google Plus Hangouts. In the following section, L2 interactions within an online setting will be discussed.

### **2.13 L2 interaction beyond the classroom**

Classroom interaction has generated much interest by researchers and academics. Unsurprisingly, the explanations are not hard to imagine, as classrooms are regarded as “the central ‘cells’ of schooling” (Smit, 2010: 20). However, research implies that this should be expanded into alternative contexts and situations in order to gain a better understanding of L2 talk, as well as enabling learners to experience real-life interactions and scenarios (Firth & Wagner 1997, 1998, 2007; Gardner and Wagner 2004; Wagner, 2004). This view is further supported by Schegloff (2000, cited in Wong and Olsher, 2000: 122), who accurately illustrates the L2 learning experience as follows:

The talk that language learners are going to have to do when they’re not in the hothouse of the classroom is situated in the real world where they have real things to do, and that’s the talk that people ideally should be recording and studying if they want to understand what the real world problems are for those who are speaking a language that is not their native language.

In line with the view of examining second language learning in the out of classroom context, a number of longitudinal studies have recently examined L2 interaction in a number of social networking settings (e.g., Kurata 2011; Pasfield-Neofitou 2012). For example, Kurata (2011:2) has emphasised the importance of examining L2 interaction beyond the classroom context and calls for a consideration of such alternative environments because they offer opportunities for learners to use and practise their target language “through meaningful and authentic interactions” (ibid). Furthermore, Kurata (ibid: 2) found that these settings seem to provide learners with more relaxed and “non-threatening environments than semi-naturalistic settings since the learners may be concerned about the teachers’ or NSs’ evaluation of their performance during interactions in the latter cases”. Additionally, Smit (2010:18) states that “non-educational settings are preferred because they provide evidence for the ‘normality’ and widespread communicative success of using English as a lingua franca”. One of the most common non-educational settings that has attracted people’s attention is Computer-Mediated Communication (CMC). The reason is because online

communication is a critical part of “social interaction in today’s world” (Jenks, 2014:17).

## **2.14 Computer-Mediated Communication**

Computer Mediated Communication (CMC) has been defined by Berge and Collins (1995:11) as “the use of computer systems and networks for the transfer, storage and retrieval of information among humans...the computer /network system is primarily a mediator rather than a processor”. In the same vein, Levy (1997:79) defines CMC as being “concerned with communication between two or more participants via a computer”. Within the realm of time, CMC has two modes: synchronous and asynchronous. In the former, participants interact with one another at the same time (i.e. in real time), whereas the latter occurs with certain time constraints, such as in the use of emails.

In addition, both modes of communication can take place through the various applications of CMC, which may comprise the use of emails, social networking, blogs or chat rooms, with the use of various modalities, whether it is text, audio or video. In relation to this thesis, the focus is concerned with online synchronous video chat using ‘Google Plus Hangouts’.

Moreover, with regard to the context through which the technology of CMC is utilised, there are two types of context: formal and informal. In the formal context, CMC is used to serve the goals of institutes. For example, businesses are able to conduct national and international conference calls or deliver worldwide customer support, while in a formal classroom setting, teachers can incorporate IT-driven communicative approaches within their lessons (Jenks and Firth, 2013). Conversely, in informal contexts, individuals integrate CMC in their everyday life as a means of socialising, chatting (ibid) and, in the case of L2 learners, to improve their ability and proficiency in a second language, which is done in accordance to their own pace and convenience. These sessions are neither given any formal assessment or planning/timetable. As such, this thesis is concerned with the use of Computer-Mediated Spoken Interaction (CMSI) beyond the educational context.

### **2.14.1 Computer-Mediated Spoken Interaction**

In recent years, other forms and terms of CMC have become prevalent, such as Electronic Mediated Communication (EMC) (Baron, 2008) and Digitally Mediated Communication (DMC), which incorporate mobile phones, tablets and other electronic devices (Crystal, 2011). Moreover, Jenks (2014) points out that the term CMC and text-based interaction are often used interchangeably within literature; in fact, CMC is so widely-used to refer to text and writing, even though efforts have been made “to develop classification systems” that cover the wide range of online communication technologies (ibid: 36). As such, Jenks distinguishes the mode of communication that encompasses both voice-based and video-based interaction by using the term ‘Computer-Mediated Spoken Interaction (CMSI)’. For that reason, this term will be adopted for this thesis and used throughout.

### **2.14.2 CMC for language learning**

CMC, which includes the use of social networking, chat rooms, blogs and so forth, has gradually emerged as a valuable area of study within second language use and acquisition (Pasfield-Neofitou, 2012). This is because all of these tools may have the potential to provide a natural learning environment outside the classroom. This is more specific in the context of language learning, where the target language is taught as a foreign language and practice towards it in everyday life is limited (Jenks, 2014). One of the frequently cited unexplored benefits of the potential importance of CMC technologies in second language use and learning is that, “CMC may provide a vehicle for learners to not only have contact with native speakers of their target language, but to also learn language outside of the classroom” and without the need to do so using teacher-led activities (Pasfield-Neofitou, 2012:1).

In addition, second language (L2) learners will benefit from CMC because, as González-Lloret (2011:308) states, their development occurs as a result of engaging with other individuals who speak the target language, which includes L1 speakers. This is vital for linguistic acquisition, as well as in developing pragmatic and social competencies. In terms of the formal use of CMC, this has long attracted research interest in the field of second language learning and teaching, whereby the field in what is known as Computer Assisted Language Learning (CALL), has “emerged as a

distinct field with the beginning of CALL-centred conferences and professional organizations that accompanied the spread of the personal computer in the early 1980s” (Hubbard, 2009:3). CALL has extensive, varied and growing literature, including online learning, computer-based assessment, teacher and learner training, intelligent CALL (ICALL), and a number of developing areas such as mobile language learning and virtual worlds.

As a main subfield of CALL, CMC began to emerge in the 1990s, although some the CMC applications like email were utilised earlier in the 1980s. Additionally, Hubbard (2009:10) pointed out that CMC was “widely practised and has become perhaps the most researched area in the field of CALL”. For several decades, CALL has investigated a wide range of issues pertaining to teaching and learning, as well as much work devoted to design and in the implementation of CALL materials, in which various pedagogic topics and issues are investigated (Stickler and Hauk, 2006).

Concerning the methodological and theoretical stance within the field of CMC, while CMC applications for L2 learning have been studied from different methodological and theoretical positions, a great deal of CMC research has relied upon cognitive theories to investigate the influence of using CMC technology on the process of acquiring linguistic and communication functions. In this respect, the focus has been on documenting learners’ experiences when using CMC (e.g., motivation and anxiety reduction (Kern, 1995)). In terms of Synchronous CMC (SCMC), this has also attracted researchers’ interest, specifically those who adopt the interactionist perspective, in which they were mostly concerned with comparing SCMC with traditional face-to-face settings, as well as in contrasting the outcomes of different CMC settings, tasks and modalities (Blake, 2007). This is because interactionists believe the more verbal communication that learners are engaged in, the better they will acquire the language.

Taking the importance of oral interaction in mind, the vast majority of CMC studies that have been conducted by interactionists in both synchronous and asynchronous communication were based on written interactions (i.e. text-based threaded discussion, chats, blogs, and wikis). This is due to their “interest in individual cognition, SLA has not yet looked into the question of how a second language works in the world as a tool to achieve intersubjectivity (mutual understanding) between speakers who do not have a common first language” (Gardner and Wagner, 2004:13).

Within the abundance body of literature on CMC, a relatively modest number of studies have examined CMSI (e.g., Hampel & Hauck, 2004; Jepson, 2005; Lamy, 2004; Sykes, 2005) and an even smaller number of studies have sought to investigate video-based interaction (e.g., Buckett et al., 1999; McAndrew et al., 1996; Wang, 2004; Wong & Fauverge, 1999; Yangüas, 2010; Zähler et al., 2000).

Although these studies have examined CMSI with various analytical focuses, none of them have adopted the CA perspective as its theoretical stance. Therefore, “detailed transcripts of CMSI, which from a social-interaction perspective should minimally include timed pauses and paralinguistic features, do not represent the empirical basis from which observations of online spoken communication are made” (Jenks, 2014:30).

### 2.14.3 Chat rooms

In the domain of CMC, the use of online chat rooms has had a relatively long history of being considered the “most interactive end of the CMC spectrum” (Paramskas, 1999:17). In his book on social interactions in L2 chat rooms, Jenks (2014:13) emphasises that the popularity of online chat rooms is because “they are now used in multiplayer computer games and virtual online worlds”.

Furthermore, Hubbard (2009) states that while the major part of synchronous CMC research and practice has been carried out in some version of a chat environment, the overwhelming majority of them have been limited to text. Even though audio voice-based chat have been examined by many researchers, Jenks (2014) points out that a large number of these studies have been dominated by quantification, where interaction is not the focus of the studies in its own right.

However, in recent years, a number of research studies on CMSI chat rooms from the perspective of conversation analysis have emerged; namely, from Jenks (2009; 2010; 2014), Sukrutrit (2010), Brandt (2011), Jenks and Firth (2013) and Brandt and Jenks (2013). These studies primarily focused on communicative settings, as the medium for interaction (Skypecasts)<sup>16</sup> “did not support videoconferencing”

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<sup>16</sup> *Skypecasts*, an audio chat room feature of *Skype*. *Skypecasts* are conducted primarily in the voice medium, although interlocutors can send each other private text messages (Jenks & Firth, 2012:213).

(Jenks & Firth, 2013:213). Thus, while these studies provided an insight into how L2 interactions were managed in chat rooms using Skype, they addressed the voice-based setting only, where the use of gestures and body language as an interactive resource were unavailable as the participants were unable to see one another.

With a significant focus of attention on video-based interaction, Cabrero (2013:12) states that most studies in videoconferencing have focused on “reporting the technical capabilities of the platforms employed”, “learners’ affective perceptions” and “pedagogical implications for curriculum design”. Jenks and Firth (2013:212) support the sentiments expressed by Cabrero (2013) in their review of CMC literature and analysis of Skypecast. They assert that the most of the existing research has concentrated its efforts on exploring videoconferencing and its suitability for a number of institutional purposes, which incorporates, for example, “conducting meetings, collaborating on projects, delivering lessons”.

#### **2.14.4 CMC affordances and constraints**

The current widespread growth of communication technologies is taking place at a monumental rate, and with such continual advancements in technology, it has evidently brought about new affordances, as well as constraints (Hutchby, 2003). Subsequently, this may have resulted in adapting interaction according to these new features and tools within communication technologies. In light of this, some of the research conducted in CMSI studies (e.g. voice-based and video-based interaction) has shown how interaction has been adapted in accordance to a particular online platform that offers a particular feature of communication. For example, Jenks (2014) has shown how turn-taking systems in voiced-based chat rooms are performed differently from those in text-chat. These differences, as illustrated by Jenks (2014:93), are as follows:

Turn transitions occur in one sequential location in text-based CMC and in multiple locations in CMSI. Turns are often adjacently placed in CMSI, but are typically disjointed in text-based CMC. In CMSI, turn constructional units unfold, and are monitored, in real time. In text-based CMC, turn constructional units are displayed after message transmission. With regard to overlapping utterances, text-based CMC participants do not normatively orient to the one-speaker-at-a-time rule, as the floor space can handle multiple conversational floors. When overlap occurs in CMSI, at least one interactant will normatively



yield the conversational floor. Many of the interactional differences identified were connected to two contextual issues: turn monitor and message persistence.

In a similar vein, Brandt (2011) examined L2 interaction in voiced-based chat rooms using Skypecasts. He found that when participants encountered difficulty in understanding a new word, they engaged in multiples of verbal repair, and when verbal repair was deemed inadequate, participants pursued their intersubjective understanding by incorporating written means through the feature of private messaging in order to resolve the problem. Brandt (ibid) also found that participants adopted this written method of repairing if the source of trouble was to deal with a word; however, if the source of trouble was the entire turn, participants who were in charge of repairing the trouble source were reluctant to do so (i.e., to provide written repair in text chat).

These studies further show how interaction has adapted in accordance to a particular online platform that offers a particular feature of communication (that said, see Meredith<sup>17</sup>, 2014:141). To extend the research from these current observations, this study aims to examine a new communication medium (online video-based interactions from Google Hangouts), where it is envisaged that this will provide a deeper insight into the relationship between this particular communicative tool and the impact of the interactions it instigates and facilitates.

With that in mind, the primary aim of this study will be to uncover the practice of multiple other repair initiations in L2 interaction between L2 speakers of English, who are engaging directly with one another for the sake of practising their English speaking ability.

Within the abundance of CMC studies in the area of second language acquisition, specifically in examining the role of CMC in the process of language learning, research into the use of CMC outside of the classroom (Pasfield-Neofitou, 2012:14) and from the Conversation Analysis perspective has been given minimal attention (Jenks, 2014). As such, this study seeks to expand upon the existing

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<sup>17</sup> She argues that “we should not presume that the constraints and affordances of the technology impact the interaction in particular ways, irrespective of the participants themselves, as participants may actually exploit particular affordances in a variety of ways”. (Meredith, 2014:141).

literature that highlights the use of L2 within CMSI and in an outside of classroom context.

Taking into account the aforementioned perspective, this study seeks to contribute to the field of research of L2 use in non-educational settings using online video chat, whilst adopting the Conversational Analysis perspective that is in line with researchers who believe that:

- “Second language speakers use their relatively limited linguistic resources in the second language together, with all the other available resources they have at their disposal, in order to achieve successful outcomes as equal, rather than deficient, participants in their social worlds” (Gardner and Wagner, 2004:17).

## **2.15 Summary**

In this chapter, the role of interaction in second language learning has been discussed. Subsequently, the concept of repair and its principles have been discussed in light of the conversation analytical perspective. Following this, the concept of repair in L2 interaction and how it is treated from an SLA perspective and CA perspective have been given, and while the former codes and quantifies features of repair sequences in order to test language theories, the latter treats repair as interactional resources on which speakers rely to achieve understanding.

In addition, research on repair preference practices in L2 interaction within both institutional and everyday conversation has been discussed. While overall repair preference organisation in institutional settings is shaped by the goals and guidelines of the institute, in everyday talk, individuals repair with minimal imposing on an on-going interaction by embedding it in the next action, or by using ‘en passant’ repair or ‘a shortcut repair’. In addition to the repair preference organisation, research on L2 other repair initiation practices have also been outlined.

Researchers have shown the specific features that frequently occur in L2 interaction as opposed to L1 interaction, such as multiple other repair initiations, which occur due to the limitations of the L2 speakers’ linguistic resources. This discussion has led to introducing research on multiples in L2 interaction by showing the multiple other repair initiations that are concerned with multiple trouble sources. Therefore, the main focus for this study is to examine multiple other repair initiations

that target the single trouble source. The last section discussed L2 interaction out of classrooms and goes on to discuss the use of chat rooms as being one of the settings that have been used by L2 learners as a means of practising and interacting with L1 speakers.

In addition, some L2 studies in CMC and CMSI have been reviewed in light of the affordances and constraints by showing that the various platforms offer different technological tools and features, which in turn, play an important role on how interaction is managed and shaped, based on the platform in which this occurs. Therefore, this study aims to consolidate previous studies in exploring the affordances and constraints that are offered by a contemporary interactive platform of Google Hangouts in order to ascertain how interaction is shaped and managed within this setting.

## **Chapter 3. Methodology**

### **3.1 Introduction**

In the previous chapter, the CA research findings were reviewed extensively. The aim of this chapter therefore, is to present the methodology of Conversation Analysis (CA) as the primary theoretical and methodological framework that is adopted in this study. This chapter will elaborate upon the theoretical and methodological principles of CA which, in turn, will help to explain the subsequent chapter of analysis (Chapter 4). In terms of the overall structure for this chapter, there are nine key sections (with their respective subsections) as follows: The chapter begins by reintroducing the focus of the study and research questions (Section 3.2). In the following section, the research paradigm and the perspective of ethnomethodology as the epistemological foundations of CA are described (section 3.3).

In the subsequent Section 3.4, theoretical assumptions and fundamental concepts of CA are presented. In Section 3.5, data collection and analysis procedures are explained. In addition, within this section the research participants, pilot study and data transcriptions as well as ethical considerations are presented. This will be followed by Section 3.6 on the concepts of reliability and validity. The limitations of this CA study and how these limitations are overcome are discussed in Section 3.7. The discussion pertaining to the overall suitability of using CA for this study is addressed in Section 3.8. Finally, a summary of the main points presented in this chapter is given in Section 3.9.

### **3.2 Focus of the study and research questions**

As previously highlighted in Chapter 1, this study aims to investigate second language social interaction in a non-educational environment using ‘Google Plus Hangouts’. More specifically, this study focuses on examining the practice of multiple other initiated repair that targets the same trouble source in the talk between L1-L2 and L2-L2 speakers in an online video chat environment. Based on this, the originality of this study is built upon the fact that the phenomenon being researched has yet to be

studied systematically. In addition, as the literature review shows, no study has examined multiple repair initiations from the CA standpoint in an online setting. Therefore, it can be claimed that the phenomenon of multiple other repair initiations has not been studied systematically within applied linguistics research or in the field of social interaction and conversation analysis. The following research questions have been presented in order to uncover the interactional functions of this practice in this online setting, as well as the various methods and procedures employed to repair trouble and to explore actions that this practice achieves:

- What are the sources of trouble that trigger multiple other repair initiations from L1 and L2 speakers?
- How are these multiples initiated and repaired by L1 and L2 speakers?
- What actions are accomplished through the multiple other repair initiations?

The aim of the first question is to track the causes of multiple repair initiation in L2 talk from both groups. The second question will reveal how these repeated other repair initiations are dealt with and through which repair solutions these troubles are repaired. This question is important as it will show if there are any differences or similarities between groups in dealing with repeated requests. The aim of third question is to determine if there are any actions the practice of multiple other repair initiations accomplishes. The analysis in the following chapter will provide thorough details for each question. That is, analysis will not only focus on how other repair is initiated, employed and how the subsequent initiators have been conducted, but it will also focus on the type of trouble sources that trigger these multiples, as well as considering the strategies and repair operations that are needed to restore the same trouble source that repeatedly render the prior repaired turns insufficient.

### **3.3 Research paradigm and epistemological foundations of CA**

The paradigm of this study is qualitative in nature, which is essentially focused on “human beings in social situations” (Robson, 2011:17). Generally speaking, qualitative research is concerned with describing people’s words and actions in an exhaustive manner, as opposed to quantifying the data, and it is therefore interested in

the idea of studying phenomena in their indigenous place and describing situations “from the perspective of those involved” (Robson, 2011:19). The present study utilises the qualitative paradigm, even though it adopts the methodological approach of Conversation Analysis (CA) which Hutchby and Wooffitt (1998: 94) state, “involves more a cast of mind, or a way of seeing, than a static and prescriptive set of instructions which analysts bring to bear on the data”. CA has subsequently been established as a new ‘paradigm’, resulting in a set of distinctive techniques for “collecting and treating evidence” (ten Have, 2007:7) in order to study mundane and naturally-occurring talk in the interactions of any setting (Heritage, 1984).

The epistemological position of CA is centred on the perspective of ethnomethodology (EM) (Heritage, 1984b). The approach of EM is based upon the phenomenological paradigm, and ontologically, it is based on constructionism, in which the perspective is aligned with the belief that “social phenomena and their meanings are constantly being accomplished by social actors” (Bryman, 2001: 18). As a result, the EM perspective is a fundamental underpinning for the conversation analytic approach which “sees social constructs as being talked in and out of being by interactants” (Seedhouse, 2005:258). Both approaches are interested “in the detailed ways in which members of society collaboratively constitute the situations in which they find themselves and the (inter)actions that take place in those situations” (ten Have, 2013).

While Garcia (2013:14) explains that EM is concerned with discovering “the methods, procedures, and background assumptions people use to accomplish almost any aspect of social life”, Seedhouse (2004:13) asserts that CA “focuses solely on human actions which are manifested through talk”. In light of this, both researchers agree that the CA approach is considered to be the application of the theoretical perspective of EM (Seedhouse, 2004; Garcia, 2013). In light of this, the following section is devoted to explaining the primary view concerning EM.

Garfinkel (1963; 1967) was the first to develop the ethnomethodological theory in the University of California. It emerged as a social inquiry which was founded as a result of refusing the Parsonian perspective (1937), which adopted traditional methods from sociologists who tended to commonly concentrate on macro social rules to study “the root causes of social facts or social problems (e.g. gender inequality, or crime)” (Garcia, 2013:12). In addition to this attentiveness, when focusing on explaining the reasons that trigger social behaviour and social facts,

sociologists tended to base their description of social problems using “a model of social structure which treats it as a “container” within which people’s lives are lived rather than as a product of human action” (ibid). Consequently, EM was implemented to investigate how social structure and social organization occurs as a result of human action. This is achieved by implementing an emic approach to study the practices and procedures that people use to perform social structure and facts (Pike, 1967).

Garfinkel was the first to coin the term ‘ethnomethodology’ as he attempted to investigate what procedures people took when producing social order and social organization. Thus, “ethno” means people or culture, whilst the “ology” suffix means “the study of” (Garcia, 2013:14). In the following statement, Francis and Hester (2004:20) provide a number of useful descriptions that summarize the goal of ethnomethodology and its way of investigating social actions:

Its concerns are with the ‘observability’ of ordinary social life, and its principle method of investigation is that of observation. Its focus is upon the methods by which observable social activities are produced. It seeks to investigate how social activities are accomplished by members of society.

Therefore, in order to explore how these social activities, methods and techniques that are implemented in underlying social processes within the various realms of the social world, Garfinkel (1967) designed a number of studies. One such example of this is known as ‘breaching experiments’. Breaching experiments were designed with the ultimate aim of discovering the ‘common sense understanding’ and ‘background assumptions’ that people rely on to produce their actions, as well as interpreting each other’s actions. Garfinkel’s main method of analysis within these breaching experiments was to explore and demonstrate the social norms through a deliberate violation and breach of routine procedures, and then observe how people would subsequently react to this. One set of breaching experiments was set out to prove the indexicality<sup>18</sup> of human action. The results revealed that when routine practices were

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<sup>18</sup> The term ‘indexicality’ is one of the EM principles and means “the observation that the meaning of utterances comes not from the words alone, but from their use in a specific context” (Potter, 1996: p. 43).

not adhered to, and when individuals' expectations were disregarded or violated, the reaction would be quite emotive and individuals would express astonishment, dismay and also frustration. This further highlighted what may ensue from participants if things do not go as they expected (Garfinkel, 1967).

Having outlined the distinctive theoretical and methodological aspects of the EM perspective, which requires the analyst to uncover the set of practices used by members in interactions through "closely observing their actions in their sequential context" (Garcia, 2013:24), this chapter will focus more specifically on the field of CA study that evolved and was developed from the Ethnomethodological perspective. That is, addressing CA that centred on giving meaning to human action and social organisation through the direct observations of individuals' actions and methods as implemented through talk.

### **3.4 Introduction to Conversation Analysis**

Conversation Analysis is a key approach to study human interaction. Harvey Sacks is regarded as the founder of this discipline which he developed in the early 1960s and improved upon during the early 1970s, up until his tragic death in 1975. Following his death, much of the subsequent development of CA was left to his collaborators, colleagues and students, wherein his collaborators, Emanuel Schegloff and Gail Jefferson, published all the lectures that Sacks gave during the late 1960s, and subsequently referenced then to Sacks (1992). It is within these lectures that the source of all future developments for CA is to be found (Coulter, 1995).

The original work conducted by Sacks on CA methodology was based on the work he did as a research fellow at the Centre of the Scientific Study of Suicide; a centre that provided a helpline for people who were feeling suicidal. The centre itself was partly a suicide prevention service and was also involved in academic research on the phenomena of suicide (ten Have, 2007). Moreover, Sacks used the group therapy sessions that were conducted in the centre as his data set (ibid). As a result, Sacks used this early data to develop some of the first ideas with respect to conversation. It was only the invention of the tape recorder that enabled Sacks to further progress these concepts, creating the opportunity to capture speech and replay it for the purpose of inspecting finer details (Heritage, 1997).



With regard to this, not only could researchers repeatedly play conversations to offer their analysis of a conversation, but they could also make it available for co-researchers to peer-review their analysis and evaluate whether or not they thought the analyst was correct in their assessment.

Alongside Sacks, Emanuel Schegloff is also regarded as the most published conversation analyst in the field of CA, both in the collaborative work with his colleagues and independently (Heritage, 2003). His book 'Sequence Organization in Interaction' is a vital resource for conversation analysts, as Kitzinger (2008) states, it not only focuses on sequence organization, but also provides a review of other areas within CA embedded within it. This has provided researchers and CA enthusiasts alike the opportunity to grasp a robust overview of CA, despite the book's focus on sequences.

Additionally, Gail Jefferson is another renowned researcher and contributor in the area of CA. She was responsible for developing the original notation for the Jeffersonian transcription, producing a basic transcription system that conversation analysts still currently rely upon. This is important because research has shown that when people are engaged in talk, they orient to the finer details of talk and analysts also needs to examine this in order to "discover the procedures participants use to construct their actions" (Cora Garcia, 2013:41). As a result, observing and identifying words that are emphasised, the pauses, the sound stretches, the cutoffs, the speed and volume during talk, all of which are regarded as the finer details of talk, are extremely important in how interactants themselves "use such details to construct their utterances and interpret the utterances of others" (ibid). A great deal of credit and acknowledgement must therefore be given to Jefferson for providing a system that is able to capture this speech which has also underwent further development (ten Have, 2007).

As Schegloff and Sacks (1973:289) state, CA emerged as a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically, and formally". Heritage (1984b:245) further explains that the ultimate aim of this discipline was to study "organizational features of talk which are displayed, appreciated and used in the actual events of interaction". In light of this, the CA approach has become increasingly influential in research, not just within sociology where it was born, but also in a number of different academic fields, such as in linguistics, education, psychology, anthropology and communication studies. In

other words, CA is often regarded as a leading methodology in cross-disciplinary research.

Despite its name, conversation analysis is not only concerned with the study of people's ordinary and everyday conversation with friends and family, but it is also a method that can address all forms of social interaction (Schegloff, 1984), whether in formal or informal settings, such as institutions (i.e., hospitals, courts, classrooms) workplaces or talk involving L1 and L2 speakers. CA research is also not just concerned with "talk" in the traditional sense of words spoken, but also in the use of bodily conduct, facial expressions, objects and space as a means of communicating.

### **3.4.1 CA theoretical assumptions**

There are three theoretical assumptions related to CA that distinguish it from other qualitative approaches. These principles, according to Heritage (1984), can be briefly summarized as follows:

#### **3.4.1.1 *Talk is structurally organised***

With regard to this principle, Sacks was able to demonstrate that "ordinary mundane speech exhibits an extraordinary level of orderliness" (Wooffitt, 2005:19) through a series of empirical studies (Heritage, 1984). This was in spite of the widespread dominating view from Chomsky (1957, 1965) who stated that the primary focus should be on the underlying structure of language and disregard analysis of everyday talk (actual speech), as Heritage (1984: 235) claims "social interaction is beset by randomizing factors which make any attempt at analysis problematic". Hence, taking turns within speech is systematically connected, such as following up an invitation with rejection or acceptance. Tracking the application of this principle in talk will be explained in more detail in Section 3.6.5.

#### **3.4.1.2 *Talk as social actions***

CA's focus on talk is not just done as a means to transmit information between speakers, but rather, it refers to talk as action, talk as a way of doing things, accomplishing social action such as, 'complimenting someone', 'issuing the invitation and asking questions' (Wooffitt, 2005). Consequently, talk is always used to achieve a

specific goal and objective, and not just for ‘chit chat’ (Sidnell, 2010). The notion of talk as social action is also manifested when speakers not only form and produce actions based on prior utterances and behaviours, but also to display their understanding. This will be outlined further in the subsequent section.

#### **3.4.1.3 *Talk creates and maintains intersubjectivity***

CA focuses on action, as it understood by the speakers, is actually involved in the actual application of such an action. Therefore, actions that are oriented by the participants themselves should refer to what they understand themselves doing, or what they understand other people doing. Moreover, participants rely on the sequential placing of preceding utterances and behaviours as an “interpretive resource in order to make sense of one another’s actions” (Hutchby and Wooffitt, 2008:138). For example, when an individual takes his/her turn to speak, they orient to the prior turn which, thereby becomes a significant feature in the context of the interaction because it generates a specific context for what is to occur in the subsequent turn. Hindmarsh et al. (2001:119) explain that this means that “each action as a matter of course, embodies and displays an understanding of the immediately prior actions and provides the context in which the next emerges”. Thus, by continuously creating a “next turn”, individuals who take their turns in talk begin to exhibit mutual understandings that are generated through a sequential ‘architecture of intersubjectivity’ (Heritage, 1984); either that, or it develops into objects of repair at any third turn in a sequence that is ongoing (Schegloff, 1992).

### **3.4.2 Context**

The concept of context in relation to the study of language and social interaction has two meanings (Sidnell, 2010). Firstly, CA views the context as a focus on turn-by-turn talk, where this subsequently unfolds during interaction (Hutchby and Wooffitt, 2008:138). Sidnell (2010:246) provides two meanings for context, with the first definition as follows:

In the broadest formulation, context in this sense includes the particular type or kind of interaction the participants understand themselves to be engaged in: a scholarly discussion, a petty dispute, an intimate chit-chat or whatever else..

With regard to the second meaning of context, this refers to the “larger” or “macro” characteristics of the social world, such as “social stratification, class, race as well as social institutions” (Sidnell, 2010:246). Although CA strictly focuses on actual interaction, it is able to study the larger macro context, provided that this is relevant to the participants involved in the interaction that is under analysis, as opposed to “a description of the physical setting or the participants” (Seedhouse, 2004:43). This is because the turn-taking performed by individuals will illustrate a number of relevant features pertaining to the context which are subject to analysis. The analyst therefore has a methodological advantage, as he/she does not have to speculate which elements of the context are relevant; rather, he/she can directly see what is relevant to the participant (Wooffitt, 2005).

In summary, CA analysts are reluctant to adopt an ethnographer’s approach when analysing an interaction that is based on characterisations of context, the setting and its participants for two reasons (Wooffitt, 2005). The first reason is that there is a genuine issue for analysts to understand and formulate what the actual context is (Schegloff, 1991, 1997). This is because there could be an infinite amount of contextual information that is theoretically relevant and could be cited (Seedhouse, 2004).

The second reason is that, because interaction can, in its own right, be regarded as a domain of activity, it does not necessarily reflect cultural or social constraints or individual personalities (Wooffitt, 2005). In light of these reasons, CA often regards context to be dependent and fluid, which Schegloff (1987b:112) further elaborates upon as follows:

A notion like ‘context’ will have to remain substantively contentless, and uncommitted to any prespecified referent and be instead ‘programmatically relevant’ [that is] relevant in principle, but with a sense always to-be- discovered rather than given-to-be-applied. (Schegloff, 1987b: 112).

### **3.4.3 Emic perspective**

From an analyst perspective, any study that implements CA means it is vital to adopt an emic approach. This means that one should observe and recognise the participants’ understanding as an outsider. Hence, the task of a CA analyst is to arrive at the sense of the participants’ understanding which Seedhouse (2004:12) states, will enable them

to “develop an emic perspective, to uncover and describe this organization and order; the main interest is in uncovering the underlying machinery which enables interactants to achieve this organization and order”. The role of the analyst is therefore not to analyse the actions performed by talk, but rather, to observe how the speakers themselves analyse their actions performed by talk. This is further advocated by Seedhouse (2004:16) who proposes that a ‘radically emic perspective’ should be used as it will enable the researcher to question the actions of the participants within the data; namely “why that, in that way, right now?” He further explains that this question “encapsulates the perspective of interaction as action (why that) which is expressed by means of linguistic forms (in that way) in a developing sequence (right now)”. The emic approach therefore necessitates that analysts follow certain fundamental principles when involved in data collection and analysis.

With regard to data collection tools, it is imperative that they undergo a detailed inspection of the recordings from naturally occurring interactions, as well as meticulously constructed transcripts. A vital prerequisite when collecting and analysing data for CA is to ensure that the conversation is naturally occurring (ten Have, 2007). That is, irrespective of how the data have been produced or documented, the CA data are always considered to be “primary sources” of talk-in-interaction (Markee, 2000; Wooffitt, 2005; Liddicoat, 2007). Hence, the actual talk should be collected by a means of audio or video recordings.

In recent years, CA researchers have not only relied upon audio-based (verbal) interaction, but have increasingly incorporated video recordings to examine their participants’ visual features. This has enabled them to observe and analyse how these embodied aspects can contribute to interaction, such as the use of a gaze, body posture and positioning, gestures and facial expressions (Goodwin, 1980, 1986, 2000, 2007; Heath and Luff, 1996). Video recordings offer a number of advantages that have been cited in the literature and are subsequently given preference due to the importance of the embodied aspects of interaction (Goodwin, 1980, 1986, 2000, 2007). Additionally, Brown and Rodgers (2002:81) assert that they allow the researcher to capture “non-verbal signals [including] gestures, facial expressions, body posture, participant spacings”.

In addition, issues that are usually associated with video recordings, such as preserving the anonymity of participants, have become easier to address with technological advancements. For instance, researchers can now blur images and

change voices using additional editing software in order to preserve the anonymity of their participants.

Once the audio and video recordings of the participants interacting in a specific setting have been made, there is then a need to have a precise and detailed transcript of these recordings. Cora Garcia (2013:37) explains that, while interactants “construct their talk with a great degree of complexity”, access to this detail is needed in order to allow analysts to have a deeper understanding and insight into the actual interactions. To ensure this is implemented, all the recordings need to be transcribed to permit analysts working “with a large collection of data and to study the details of the interaction carefully” (ibid).

It should also be noted that, without obtaining speech elements of the interaction, such as timing, shifts in volume, pronunciation, stress, emphasis, laughter, breaths, overlap and intonation, researchers will gain a superficial view of what transpires within the talk. A more significant insight is therefore evident if the details of the participants’ utterances are available. This includes a greater understanding of the processes that were used when constructing the interaction by the participants (ibid). From this, the result fulfils another principle of CA methodology which Heritage (1984:241) classifies as: “no order of detail can be dismissed, a priori, as disorderly, accidental or irrelevant”.

After recording and transcribing the data, analysts should strictly adhere to CA’s distinctive approach in analysing data, which will be considered in the following section.

### **3.4.4 Analytic principles**

There are a number of analytical features distinguishing CA from other social research methodologies. These features include CA being referred to as a methodology that is ‘theoretically unmotivated’ (Psathas, 1995) and that a strict reliance is placed upon the actual empirical data. That is, it does not impose any exogenous theories, contextual elements or theoretical constructs, all of which are disregarded within the analysis process (Heritage, 1984; ten Have, 2007). Moreover, as Cabrero (2013:55) states, CA “is not interested in generating explanations that fit the agenda and conceptualizations of any other theory”. This data-driven (bottom-up) approach is exclusively based upon the actual interaction that occurred amongst the

participants in situ. It should be noted that CA is not without a theory, because it is in itself actually a theory and an approach in empirical research. The idea of a data-driven approach is in itself a theoretical position. The focus of the data driven is to “give a particular shape to the ways of developing an analysis in Conversation analysis” (Liddicoat, 2011:70). The analysis therefore focuses on participants’ own displayed orientations and understandings (ten Have, 2007; Heritage, 1984). The reason for this is because the personal understanding of the participants is pivotal to the meaning and manufacturing of their actions “out of which analysis may develop” (Heritage, 1984:243). In this section, the analytical principles that have been discussed have subsequently been used to guide the analysis of this research, which will be expounded upon in Section 3.5.5; however in the next section, discussion will continue to consider more specific fundamental concepts of CA.

### **3.4.5 Interactional Organisations**

As previously explained, the CA approach “seeks to describe the underlying social organization through which orderly and intersubjectively intelligible social action is made possible” Kitzinger (2008: 560). In turn, through the use of the CA empirical research findings, the orderly organisation of talk in interaction can be established and verified. This is ultimately achieved by adopting four different but interlocking types of interactional organisations, which were initially defined by Sacks, Schegloff and Jefferson (1974). These interactional organisations are regarded as vital tools, not only for the participants’ use as a means of interpreting the actions of others, but also as an analytical tool for analysts. Seedhouse (2004:17) concurs, stating these interactional organastions should be used, “both as an action template for the production of their social actions and as a point of reference for the interpretation of their actions [and] analysts should use them in the same way”. In light of this, the following section will expound on these interactional organisations in further detail, which will be drawn upon later in the study during the analytic chapter.

#### **3.4.5.1 *Sequence organisation***

The importance of sequence organization in interaction is explained by Heritage (2013:43), who states:

Sequence organization is the engine room of interaction. It is through sequence organization that the activities and tasks central to interaction are managed. Sequence organization is the primary means through which both local interactional identities and roles (story teller, news deliverer, sympathizer) and more enduring social and institutional roles (woman, grand- parent, Latino, etc.) are established, maintained, and manipulated. This role for sequence organization is true for both ordinary conversation and institutional interaction.

From this, one may note that turns in interactional talk, as Schegloff (2007:3) states, “are not haphazard but have a shape or structure”. Rather, they are sequentially organised, which is crucial in achieving mutual understanding (Limberg, 2010). This sequence is defined by Schegloff (2007:9) as “a course of action implemented through talk”. Thus, the meaning of “talk doing action” is where the listener monitors the person who is talking in order to see what action they do, so that they can subsequently decide which action is appropriate for them to do after this person has finished. The objective behind this is so that their action fits in accordance with the previous action.

It is this basic concept that underpins the area of sequence organization, in that actions come in sequences, such as the ‘Question-Answer’, ‘Offer-Acceptance/Declination’ and ‘Greeting-Return greeting’ forms of interaction (Levinson, 2013:107). These ‘paired utterances’ are known as ‘adjacency pairs’ and create the basic components of action sequences (Schegloff and Sacks, 1973). Moreover, according to Schegloff and Sacks (1973: 295-6), adjacency pairs ‘consist of two turns of talk’, whereby turns must be produced ‘by different speakers’ and ‘be the adjacent’, one after another. It is, however, noted that this does not necessarily mean that they must be immediately adjacent to one another, but they should still have a level of clarity in following one another and they must be relatively ordered. In other words, one utterance must come before another, creating a sense of firstness and secondness (First Pair Parts (FPP) and Second Pair Parts (SPP))\_ ‘pair typed’; this means that only certain types of SPP (e.g., acceptance or decline) are relevant after a certain type of FPP is given (e.g., offers).

These adjacency pairs are also referred to as the ‘building blocks’ of conversation, as they are the simplest kind of units out of which conversations are built (Schegloff, 2007). As highlighted, there are different types of adjacency pairs, such as the greeting sequence, question/answer sequence, request/granting sequence, offer/acceptance or refusal sequence, apology/absolution sequence. One may note in



such cases, that the FPP in adjacency pairs, which are the initiating action, provides a slot for the SPP as the responsive action.

Theoretically, the notion of ‘conditional relevance’ occurs when the FPP (initiating action) generates the expectation of the response, making the production of an SPP (responsive action) relevant. Conversely, if an SPP is not produced, its absence is noticeable and the recipient is accountable for their inability to respond (Seedhouse, 2004). Hence, the missing second action can lead to an interesting interactional situation, where normal social interaction breaks down. It is those types of exceptions that demonstrate and prove what the conversational rules must be in which individuals become accountable for ‘violating the conversational rules’, such as not providing an appropriate second response when this action is made available and conditionally relevant within the sequential slots.

Although the adjacency pair is one of the basic building blocks for sequences, these sequences can be expanded upon beyond this foundation through the use of various techniques and by inserting a sequence in different places with relation to the base sequence of an FPP and an SPP (Liddicoat, 2007). For instance, a sequence may be added before the FPP (Pre-Sequence), in between the FPP and SPP (Insert Sequence), or even after SPP (Post-Expansion sequence). Moreover, Liddicoat (2007:125) explains that “sequence expansion is constructed in relation to a base sequence of an FPP and an SPP in which the core action underway is achieved”.

*Pre-Sequences:* are defined as being preliminary to the base sequence (Schegloff, 2007). There are specific types of pre-sequences, such as pre-invitations and pre-announcements, and from a technical perspective, they are recognised as being sequences that project the contingent occurrence of the base sequence for things like an invitation or announcement (ibid). This means that if an individual receives a pre-invitation, they will have a fairly good idea of what will come after this (i.e., the actual invitation).

*Insert sequences:* are made between the base FPP (initiating action) and SPP (responsive action). These allow the prospective SPP speaker to acquire the information they need in order to produce the main SPP (Schegloff, 2007). In summary, insert sequences are always between the base FPP and base SPP, they are always initiated by the person who will perform the base SPP and are used to collect information that is necessary prior to being able to issue the base fitted SPP.

*The post expansion:* occurs after the base SPP and is of two types. The first is called the minimal post-expansion. It is referred to as minimal because it is not exactly a sequence, but rather, it is just one turn or a ‘third turn’ in a sequence that does not project further talk. This is why it is also occasionally referred to as “sequence closing third” (Schegloff, 2007:186). The second type of post-expansion is called non-minimal post-expansion. This has features that are similar to pre-expansions and insert sequences, because it is a sequence in its own right, as well as still occurring after the base SPP and consisting of two turns: the (FPP post-expansion) and (SPP post-expansion). Thus, in contrast to the minimal post-expansion, which is only one turn that closes the sequence off, the non-minimal post-expansion is two turns and the FPP post-expansion keeps the sequence open, as it requires a response to itself in its own right (Schegloff, 2007).

In light of these expansions, it is obvious that adjacency pairs are vital in the creation of ‘intersubjectivity’ between co-actors and is a resource for people to understand what is meant by a given utterance. One may therefore concur with Heritage (1984b: 256) in that, not only are adjacency pairs the building blocks for sequences, but they are also “the basic building-blocks of intersubjectivity”.

#### **3.4.5.2 Turn Taking Organisation**

Participation in conversation transpires through the system of turn taking; Schegloff (2007:1) states “one of the most fundamental organizations of practice for talk-in-interaction is the organization of turn taking”. Through the mechanism of turn taking individuals can achieve the norm of one speaker at a time with no or respectively little overlap, this has been estimated to be only 5% overlapping (Levinson, 1983). Based on the observation in relation to turn-taking rules, which is described in the classic paper by Sacks et al. (1974), the speaker is entitled to just one Turn Constructional Unit (TCU); if they possess it, they have the right to finish their turn, and then the other person may take their turn.

According to Sidnell (2010), the TCU, out of which turns are built, come in three main types: they can be as short as a single word (Lexical TCU), as long as a whole sentence (Sentential TCU) or they can be somewhere in between these (Phrasal/clausal TCUs). While the turns may consist of more than one TCU, it is

possible and acceptable that a TCU be a single lexical on its own and in its production context.

Furthermore, TCUs are projectable (Lerner, 1996), which means that the next speaker does not have to wait until the current speaker finishes their turn; rather, they monitor and project the point that is likely to be finished. This can be achieved through a set of various resources that the participants can utilize to monitor and project on-going talk for possible completion, including grammar, prosody and action (Ford and Thompson, 1996; Tanaka, 1999). This technique is known as 'transition relevance place' (TRP) (Sacks et al., 1974). Within this technique, there are two distinct actions taking place: the first is, at the end of a speaker's TCU, either the next speaker will come in and speak or, secondly, the current speaker will continue either by 'adding increment to the last TCU they had brought to possible completion or by producing a whole new TCU' (Liddicoat, 2011).

#### **3.4.5.3 *Repair organisation***

As repair is one of the central aspects of this study, it has been discussed in great detail in Chapter two. Therefore, in this section only a definition of repair is provided. Repair is defined as the mechanisms that speakers employ to deal with the different types of trouble during a discussion (Schegloff et al., 1977). It is a significantly effective device that speakers can use to sustain and manifest intersubjectivity within conversation (Schegloff, 1992). In general, there are three kinds of trouble in talk in interaction: 1) trouble in speaking, 2) trouble in hearing and 3) trouble in understanding the talk. Therefore, repair seeks to deal with those particular aspects whereby an individual is able to adjust their speech in a particular way using a number of different repair operations (see Schegloff, 2013).

As these points discuss the principles underlying the methodological approach of CA, the following sections will provide comprehensive information on the research participants and data recording, transcription and analysis procedures.

### **3.5 Data collection and analysis procedures**

In this section information about research participants, the pilot study, data recording, transcription and analysis will be described in more detail. In addition, the ethical considerations that were followed during data recording will also be explained.

#### **3.5.1 Participants**

Participants in the Google Plus communities came from various backgrounds and from different countries. As stated previously, the researcher joined a number of Google Plus communities where participants clearly stated that they wanted to practise speaking English using Google Plus. These communities included, but were not limited to ‘Practising English Speaking via Hangouts’, ‘English Video Chat’, ‘Let’s speak English’ and ‘English Hangout Chat’. It is worth noting that native speakers of the target languages have created the majority of these circles across the Google Plus communities, and in the case of this study, the native speakers of English were from the UK and US. With regard to the participants, the majority of those who were added to the researcher’s circles were non-native speakers of the English language, yet they were considered to be the most active when it came to this subject matter as they were observed visiting these communities on a daily basis. At the start of each chat session, most of the participants were unacquainted with each other.

Additionally, with regard to their background, this highlighted diversity in their geographical locations as it included different countries and cultures (i.e., the US, UK, South America, North America, Russia, Thailand, Turkey, Japan and the Middle East). In addition, most of the participants justified joining these communities as they needed to improve their English language for various purposes, such as studying, to advance their career, to travel or to interact with other cultures. In terms of their English language ability, the levels of competency also varied (see extracts in Chapter 4 for more information on this).

During the data collection stage, it should be noted that the researcher had no involvement or direct interaction with the participants in gaining additional personal information – that is, the participants’ interactions with one another was the only way the researcher knew about their cultures and backgrounds (Brandt, 2011).

Based on the methodological approach, this study does not view the absence of detailed information concerning the participants to be problematic, as contextual

information is only significant when it is demonstrably oriented by the participants (ibid). Thus, the only information made available about the participants' backgrounds was as a result of their interaction which was then made available to the researcher (ibid).

### **3.5.2 Pilot study**

To ensure the quality of recording and to minimise disruption during the actual event, the Camtasia software was piloted. A simple Hangout session was created and recorded accordingly. As a result of this piloting, a number of issues arose, including video footage without audio, and that participants were unable to hear the person who was recording the session. This indicated possible hardware or software issues; however, by contacting the developer of the software, solutions were received and overcome. Moreover, two Hangout sessions were recorded with 10 users (because this is what Google allows), however it was found that when transcribing the data, it was too difficult to track what each person said as, on certain occasions, users would speak almost simultaneously, thus causing difficulty in tracking what they actually said. In order to resolve this issue, a restriction was necessary and it was decided to include only four users for each of the Hangout sessions.

### **3.5.3 The role of researcher in this study**

It is essential in qualitative studies that researchers are required to clarify their role and involvement in the study they undertake (DeWalt KM, DeWalt BR, 2010). This is because the nature of qualitative research necessitates researcher involvement at each study stage including “from defining a concept to design, interview, transcription, analysis, verification and reporting the concepts and themes” (Fink, 2000).

Concerning the role of the researcher in this conversational analytical study, the researcher had no direct interaction with or observation of the participants during the actual event (data recording). During the data collection, the researcher created and set up the chat room and, because participants came from different parts of the world, the researcher allocated a start time that would suit participants' different time zones one week prior to the actual event. It was essential for the researcher to undertake this step of creating the chat room in terms of ethical considerations and to obtain

informed consent, this is further explained in Section 3.5.4. After establishment of the chat room and allocating the start time, the researcher subsequently sent random invitations to four people (please see Section 3.5.2 for the reason behind limiting the number of participants to four). The researcher did not attend the actual event or observe the interaction and the whole 20 sessions were recorded by the participants themselves.

### **3.5.4 Data Recording and Ethical Considerations**

The aim of this section is to discuss the procedures of recording data and research ethics that pertain to “the collection, transcription, analysis and presentation of online spoken communication data” (Jenks, 2014:157). A vital prerequisite when collating and analysing data for CA is to ensure that the conversation is naturally occurring (ten Have, 2007). When describing their database of research for CA, Sacks, Schegloff and Jefferson (1974:698) explain that they are all “tape recordings of natural conversation”. Thus, the reasons for preference of using naturally occurring data have been explained by Cora Garcia (2013:31):

Because [naturally occurring interactions] have the potential to teach us more about how people deal with real situations in everyday life. Naturally occurring data allows for more grounded explorations of how the context of talk is used by and becomes relevant for participants.[...]. The environment in which the talk occurs, its authenticity and the authenticity of its surroundings are likely to be critical to obtaining accurate examples of behaviour in these settings. Such naturally occurring data, although more difficult to collect, have the advantage of being unimpeachably “real”. The social context of the talk is the indigenous context of that setting rather than the artificial context of the laboratory.

That is, irrespective of how the data have been produced or documented, the CA data are always considered to be “primary sources” of talk-in-interaction (Markee, 2000; Wooffitt, 2005; Liddicoat, 2007).

The data for this study were captured utilizing Camtasia, a screen recording software to record the webcam (video-based interaction in Google Private Hangout). As this study was comprised of Private Hangouts rather than Hangouts On Air as previously explained, the researcher utilized Camtasia, because Hangouts On Air is automatically recorded by YouTube and Private Hangout is not; this is why third party software (Camtasia) was needed for recording the sessions privately. The

recording sessions comprised 20 sessions with each session ranging from 20 minutes to up to 2 hours. All of the sessions for this study were set up and created by the researcher and they were recorded by three participants who “none of [them] had any prior knowledge of, and connection with present study” (Jenks, 2014:158).

Although Google Plus Hangouts allows up to ten concurrent users per Hangout session, in this study, the researcher only invited up to four participants per hangout. The reason for this restriction, as previously stated in section 3.5.2, was to allow the researcher to effectively track, record and transcribe the sessions for data analysis. Most of the sessions ended up with two to three participants who had accepted the invitation and attended accordingly. The topic of discussion to help users practise their English speaking varied in each hangout, such as sport, education, religion and culture, with the majority of the participants possessing a limited amount of knowledge on or having limited interest in each subject matter.

During each event, the researcher sent an online invitation to the four selected participants one week prior to the actual Hangout session. Within this invitation feature, there are a number of advantages. These advantages include the fact that the researcher is ultimately in control of who will be invited and can participate in the session. This enables the researcher to directly inform the participants of the objectives behind the study with great ease, as well as affirming their approval and consent to partake in the study. Additionally, by sending specific invitations, it allowed control over chat room “lurkers”, those who may regularly enter and exit rooms (Jenks, 2014:158). Another benefit of using this feature was that it prevented disruptions amongst the participants by allowing notification messages to be sent one hour prior to the start of the actual event.

With regard to the overall procedures that were implemented to inform the research participants, the following steps were taken: firstly, the information sheet, consisting of the aims, purpose and nature of the study, along with the consent form, were provided on the event page so that participants could read all the relevant information pertaining to the study. This also helped them to understand the procedures for how the session would be recorded before they agreed to join. To confirm their attendance, users clicked the “YES” option, to confirm that they had read the relevant information and wilfully gave their consent and agreement to participate in the study. To ensure that the means of communication between the researcher and participant was maintained, the researcher set up the Hangout sessions

with text chat within the chat facility. This chat allowed the participants to post any questions they may have had prior to the actual event. Lastly, in the event that further clarification was required, the participants were able to contact the researcher directly via email (See the copy of the information sheet, consent and debriefing forms in Appendices).

As the participants specifically opted for the Google Plus Private Hangout sessions (i.e., not accessible to the public), the researcher adhered to the guidelines of ethical considerations and the assurances that were stated in the consent form. The primary objective here was to ensure that the participants' confidentiality was protected and that they remained anonymous throughout the study. To achieve this, the data were only stored on the researcher's computer and were password protected. Furthermore, when data were to be shared with others for research purposes, the participants' voices were changed and their images were anonymized using a blurring effect. With regard to the transcript, pseudonyms were used in place of the participants' real names, screen name/avatars and places (Jenks, 2011).

### **3.5.5 Data Transcription**

After collecting ten hours of audio and video footage from the Google Hangouts recordings, the next step was to listen to them in Camtasia software for the purpose of capturing any phenomena of interest, and also using CLAN (a transcription software), to transcribe the data for further analysis. The transcription system adopted in this study utilises the Jeffersonian transcription system which was first developed by Gail Jefferson (1983a, 1985, 1996, 2004).

To analyse the data, CA analysts strongly encourage working from the actual recording, which is the primary data associated with transcripts (ten Have, 2007). One significant advantage of this is that researchers may be able to repeatedly examine the same portion of a recording and transcription which can subsequently lead to the researchers noticing different perspectives or deeper meanings of what is being conveyed. For instance, when a recording is initially examined, there may be vague observations made on what is said; however, upon further analysis through repeated listening of the same portion, the observations may have greater transparency or "a greater clarity" emerges (Sidnell, 2010: 29). Thus, the combination process of



transcription production and the actual recording involves repeated listening and playing of the data, which in turn permits analysts to not only check the transcripts and track the loss of detail, but also provides them with more opportunities to develop the analysis, as well as perhaps “return to the data with new interests” (Liddicoat, 2007:9).

It is well known within research that CA transcriptions are laborious and time-consuming tasks as they are interested in a detailed and precise transcript of recorded data (Liddicoat, 2007). This not only concerns what has been said, but also analyses how it is said, particularly addressing various elements of speech, such as timing, shifts in volume, pronunciation, stress, emphasis, laughter, breaths, overlap and intonation (ten Have, 2007). In addition, the transcription system was developed to not only capture the verbal realms, but also to include nonverbal communication, such as gaze direction (Goodwin, 1984) or any other observable behaviours (Hepburn & Bolden, 2013). The underlying rationale behind this is that, within CA, “no order of detail in interaction can be dismissed a priori as disorderly, accidental, or irrelevant” (Heritage, 1984b: 241). Having said that, “it is worth noting that transcripts never totally complete” (Cora Garcia, 2013: 44). Moreover, Jefferson (1985: 25) justifies this as:

When we talk about transcription we are talking about one way to pay attention to recordings of actually occurring events. While those of us who spend a lot of time making transcripts may be doing our best to get it right, what that might mean is utterly obscure and unstable. It depends a great deal on what we are paying attention to. It seems to me, then, that the issue is not transcription per se, but what it is we might want to transcribe, that is, attend to.

Thus, the availability of these details of participants’ utterances has a number of advantages as they allow analysts to gain a significant insight into and a greater understanding of the procedures that are utilized when constructing the interaction by the participants (Cora Garcia, 2013). With all of the daunting processes that transcription entails, it is still an important and key resource in the process of CA analysis (ibid). Moreover, as Hepburn and Bolden (2013:75) state, “CA transcription is a fundamental resource for data sessions, presentations and journal articles, and, as such, it is often the medium through which analysts encounter and evaluate each other’s work”.

### **3.5.6 Data Analysis**

Although the video recordings and construction of the transcripts are essential elements of CA, they are deemed to be the initial preparatory stages within this approach. The actual task of analysis is still required (ten Have, 2007). Locating the phenomenon of multiple other initiated repair has been conducted using the classic conversation analytic procedure which basically includes the aspects detailed below.

#### **3.5.6.1 Observation**

The first procedure of analysis was based upon ‘observation’ (Sacks, 1984) which entails the following: a total of 20 video recordings were listened to and watched simultaneously, aided by transcripts. It should be noted that during this stage in the research, no specific analytical focus was considered. In other words, I was interested in second language use in this online setting, but I did not know which aspects of interaction I was going to focus on until I started the first stage of data analysis. That is, although the research began with a broad focus which was interested in the use of L2 in this context, the research focus emerged from an initial examination of the data.

The importance of beginning with this observation is to allow “for the discovery of aspects of the organization of interaction that we do not already know about” (Sidnell, 2013:87) and to implement the process of ‘unmotivated looking’ (Psathas, 1995). The researcher requires such a perspective, in order to attain “examination not prompted by pre-specified goals” (Schegloff, 1996:172) and, in contrast, it enables them to be more receptive to discover new phenomena (Liddicoat, 2011).

#### **3.5.6.2 Identify the phenomenon**

The process of observation was repeated a number of times taking advantage of “recordings that they can be examined repeatedly and, unlike our memories of what happened, do not change over time” (Sidnell 2013: 86). During this process, a number of interesting phenomena arose in this study, such as participants discussing word definitions, using gestures to confirm certain actions (i.e., repair, understanding and so forth). The phenomenon of other initiated repair arose more than six times in the first 17 minutes of the transcribed data, three of which were multiples.

### **3.5.6.3 *Establish a collection***

After locating the phenomenon of multiple other initiated repair, the next step was to gather instances of this in the form of a collection. Thus, every instance of multiple other initiated repair was captured using an “inductive search through a database to establish a collection of instances of the phenomenon” (Seedhouse, 2004:39). The collection comprised 30 instances.

### **3.5.6.4 *Form the regularities and patterns***

Following this, the researcher started to define what boundaries should be set for the phenomenon of multiple other initiated repair. As a collection of 30 instances was established, the researcher sought to “describe the practice or phenomenon in terms of its generic, context- independent properties, moving away from the particularities of any single case” (Sidnell, 2013: 78). The importance behind analysing each case separately has been described by Sidnell (2011:91) who states that “different cases reveal different aspects or features of the phenomenon. Indeed, one’s sense of what one is looking at typically changes as a collection of instances grows”. Consequently, analysing individual instances as part of larger collections not only permits one to “see the range of actions a given practice can implement, [but also] reveals participants’ own orientation to specific aspects of the device” (Sidnell, 2010:33). Moreover, analysing each single instance of the phenomenon is a vital step as it permits the adoption of an emic approach which is to observe and recognise the participants’ understanding as an outsider (Seedhouse, 2004).

In the section that follows, the issues of reliability and validity in relation to employing CA will be addressed. To do so, the issues of reliability and validity are examined in relation to this research.

## **3.6 Reliability and validity**

In order to establish and assess the quality of a particular study, it is vital to use the concepts of reliability and validity as its criteria (Bryman, 2008). The concept of reliability in Conversation Analysis research is verified by a number of key elements which Peräkylä (1997:206) outlines as: 1) the selection of what is recorded, 2) the

technical quality of recordings and 3) the adequacy of transcripts. Consequently, this study sought to adhere to these specific elements in the following manner:

### ***1. The selection of what is recorded***

With regard to the selection of recordings, due to the nature of the recording being of online video chat that utilized a webcam, the participants had no control over the location of this kind of camera. Moreover, prior to the data collection stage and due to the ‘data driven’ approach in CA, the researcher did not have any prior focused or specific themes to investigate a particular practice during the chat sessions. Rather, the researcher was only guided by certain CA concepts to explore the organization of L2 interaction within the online video chat setting. Furthermore, the participants had the ability to record all the data, so the researcher had no control over what participants recorded, such as the content of topics and the time<sup>19</sup>. Additionally, 20 sessions were recorded over a four-month period which approximately resulted in 10 hours of recordings in an attempt to maximise and satisfy the reliability of this research.

### ***2. The technical quality of recordings***

In terms of the element pertaining to the technical quality of the recordings, before any recordings of the actual events were made, the researcher piloted the data capturing software by setting it on record for two hours to ensure that the quality of recording was of a high standard. This step was very important for the transcription process (of which the details concerning the piloting software is provided in Section 3.5.2). The researcher also provided participants who recorded the sessions with good quality headphones and a microphone, however, ascertaining their quality as well as the quality of the Internet connection for the other participants was not necessarily achievable.

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<sup>19</sup> Although the time allocated for each session was an hour per session as pre request to issue the invitation, participants usually did not stick to one hour. So recordings range between 20 minutes and 2 hours.

### *3. The adequacy of transcripts*

Finally, regarding the element of the adequacy of transcripts, the transcripts in this study underwent a number of drafts to maximise their level of suitability and accuracy. These drafts included transcribing what was said, followed by the next stage of how it was said, and finally by repeatedly examining and analysing the actual recording in light of the transcripts (the importance of combining this process is explained in Section 3.5.4). From a technical viewpoint, after identifying the phenomenon of multiple other initiated repair, the researcher transcribed what was said first, then after collecting all cases of the phenomenon, the transcripts were checked many times. Moreover, reliability concerning the adequacy of transcripts was achieved in a number of ways. Firstly, the transcription system principles that were utilized as a standard practice within CA research were adhered to. The researcher attended a number of training workshops at Newcastle University, Loughborough University and the University of York during the third and fourth year of the PhD to learn how to successfully implement these principles accordingly. Secondly, the transcriptions were first reviewed with the researcher's supervisor, as well as peer-reviewed by other PhD students in four different data sessions during the last two years of the PhD in MARG (Micro Analysis Research Group) data sessions at Newcastle University. Lastly, the transcriptions were subject to observation of many CA researchers during the researcher's participation of three CA conferences and EMCA Doctoral Network meetings.

Another element of reliability is concerned with whether or not the study results can be replicated or repeated (Bryman, 2002). This element is in favour of CA research, because at this present moment, the procedure of analysis, transcripts and their analyses are available to the reader for scrutiny, which is in contrary to many other research methodologies. Such availability of the analyses of data is favourable in terms of this aspect of reliability, as Seedhouse (2005:254) states, it means they are "rendered repeatable and replicable to the reader...". This thesis therefore adhered to this practice, by presenting the procedure of analysis, transcripts and their analyses and making them "publicly available for challenge by any reader" (Seedhouse, 2005:254).

The notion of validity in qualitative research is of four types 1) internal, 2) external, 3) ecological and 4) construct validity (Bryman, 2001:30). Thus, in order to

effectively address and analyse the validity of this study, these four types will be elaborated and discussed in detail.

In terms of internal validity, this is concerned with, “the data prove what the researchers say they prove” which refers to “soundness, integrity and credibility of findings” (Seedhouse, 2005: 255). As this research employed CA methodology, the researcher endeavoured to maximize internal validity through an emic perspective which is concerned with reflecting the participants’ viewpoint instead of that of the analyst. By employing an emic perspective, the researcher was able to demonstrate and support what was claimed, by ensuring the data were only based upon the details of the interactions themselves (ibid). Thus, with regard to the internal validity within this thesis, the analytical claims for the practice of multiple other-initiated repair targeting the same trouble source and their various interactional functions that were generated was substantiated specifically due to the participants’ own understanding; thereby strictly adhering to the emic perspective.

In terms of external validity, this is concerned with generalising the findings of the study beyond the research context. The notion of generalisation has been a criticism for qualitative research, including CA, as Seedhouse (2005:256) states, “they are context-boned”. In this thesis, generalisability refers to the idea of extending the findings investigated in this study to other, similar, online settings. Within CA research, there has been a significant growth in studies that demonstrate the interactional phenomena found in institutional talk and in mundane talk, whereby they both possess a number of common features. For instance, although Seedhouse (2005) emphasises the context-dependency found in CA research, he states that this does not necessarily mean that the findings that are generated are not generalisable. He goes on to propose in his study that if the reflexive relationship of interaction and pedagogy can be shown within L2 classrooms, then this is something universal and generalisable for any L2 classroom.

Although this thesis is the first study that systematically investigates this phenomenon (multiple other initiated repair targeting the same trouble source), the findings of this study could provide a generalisable feature in relation to L2 interaction. This claim can be drawn from the findings of this study and also from the findings that have been found in previous CA studies that research L2 interaction in formal and informal settings. In such instances, certain cases have been observed where participants repeatedly perform multiple other repair initiations to resolve

issues in understanding. Examples include an online setting for both written and voiced-based chat (Tudini, 2010 & Brandt, 2011) and in a study of face-to-face interaction (Egbert, 2004; Seo, 2011). All these interactions took place between L1 and L2 participants and with those who do not share the same L1. Although these aforementioned studies did not focus on researching this phenomenon per se, each case did uncover different actions and, thus, one may postulate that certain aspects of this phenomenon could be generalised to L2 interaction in different contexts for future studies.

The third type of validity, ecological validity, is “concerned with whether findings are applicable to people’s everyday life” (Seedhouse, 2005:257). This concept is strongly evidenced in CA methodology as one of the primary principles within CA research is that the data are taken from situations that are in a natural setting, such as interactions and situations that would have occurred, regardless of whether it was being recorded or not (Brandt, 2011). Therefore, the ecological validity of this study is automatically achieved; the data is a recording of naturally occurring speech in situ and thus, any analytical claim made by researcher is “strongly data-driven... which are... evidenced in the data of interaction” (Heritage, 1984: 243). As such, CA research, in comparison to other research methodologies, can be regarded as highly ecologically valid (Seedhouse, 2005).

The final type of validity, construct validity, is fundamentally a key element within the quantitative paradigm (Bryman, 2001). This is where researchers are primarily interested in describing the phenomenon through creating and applying categories (Seedhouse, 2005). In light of this, one may observe that CA research is not necessarily interested in this particular perspective, as the emic perspective is only concerned with the categories and constructs that the participants themselves make relevant and demonstrate in their social conduct (ibid).

### **3.7 Limitations of study**

The main criticism that has been attached to the CA methodological approach is that its micro-analytic examination style is solely interested in examining behaviours distantly beyond their macro-social issues (Wooffitt, 2005). One of the frequently cited criticisms is that CA is indifferent in terms of incorporating macro-social issues of power, gender, ethnicity and so forth. Moreover, as previously stated, the principle

of the emic perspective proposes incorporating the larger social issues that may be reflected by those made indigenously and demonstrably by the interactants themselves in the talk under analysis.

In response to the claim that CA only adopts a micro-analytic lens to examine larger social issues, in recent years there has been a number of growing CA studies (i.e., Kitzinger, 2000, 2008; Stokoe, 2006; Benwell, 2012) that shows the CA capability in examining gender issues through a micro-analytic lens. Such gender issues have been generated indigenously, as well as that which is evidently pertinent to the participants involved in the interaction under analysis.

There are a number of limitations that have been highlighted in this thesis. One such limitation was the use of the screen recording software (Camtasia) which permitted researcher to observe the audio and video interactions of the participants in real time; however, this only allowed researcher to access three computer screens during the sessions. In addition, access to their embodied conduct was not accessible and therefore, researcher was unable to see how they managed their video chat sessions or what they did off screen (i.e., the only access available was what they output on the screens via their webcams). For instance, researcher was unable to observe whether participants would search for definitions of new words on their computers during discussions with their interlocutors, or how they went about finding the spelling for certain words. While this is a certain limitation to the whole process, the output on the screen that was recorded was sufficient and relevant in presenting a systematic overview of the interactional practices that were taking place by the participants.

Another possible limitation is that this thesis is based on either dyad parties or three-party interaction. If researcher had multi-party interaction, the data could potentially show how participants seek to adapt multiple other repair initiations in such a setting. Although Google Plus Hangouts allows up to ten concurrent users per Hangout sessions, in this study, the researcher only invited up to four participants per Hangout. The reason for this restriction, as previously stated in Chapter 1 (Section 1.4), was to allow the researcher to effectively track, record and transcribe the sessions for data analysis. In respect to this, when the sessions were actually conducted, the major part of each session comprised two to three participants who had accepted the invitation and attended accordingly. However, in my data, there were two cases in relation to multiple repair initiations where three participants interacted,



and this was in interaction between one L1 speaker and two L2 speakers. In both cases, the L2 speakers were those who were involved in either providing repair or initiating repair.

Although the speakers' interactional practices were oriented to the technological affordances in this setting (e.g., using text chat), as well as addressing how this was exploited by speakers within this research, this study does not put too much emphasis on the CMSI features specific to the repair organisation and how it was shaped in an online setting (see Jenks, 2014). However, these limitations, I believe, are due to the limitations of time and, therefore, this would be a fruitful area for further work.

### **3.8 Justification for using CA**

There are a large number of research approaches of L2 speakers' use of communication technology where the focus in interviews and surveys could be directed toward participants' opinions and perspectives (see Guichon and Cohenin, 2014) in terms of how and why they use this communication technology. However, I was more interested in investigating what participants actually did in interaction and, therefore, I elected to use some kind of discourse analysis methodologies. The discourse analysis methodologies available to study spoken interaction are various, such as discourse analysis, discursive psychology, rhetorical psychology, speech act theory, critical discourse analysis and Foucauldian forms of discourse analysis, or the analysis of discourses (Wooffitt, 2005:1). Nevertheless, the value provided by the methodological approach of CA over the aforementioned approaches is that CA stands independently as a theory and methodology within the study of social interaction (Richards et al., 2012). That is, it provides a specific focus on talk itself, which is not just talk as conversation, but encompasses talk as action, talk as a way of doing things, as well as focusing on actions as they are understood by the interactants actually involved in doing such actions, or actions as oriented to by the individuals themselves. Thus, CA "offers the most sophisticated and robust account of language in action" (Wooffitt, 2005: 2).

Furthermore, Heritage (1984:241) states that, the basic objective of CA "is to describe the procedures and expectations in terms of which speakers produce their own behaviour and interpret the behaviour of others" whereby it can establish

“communicative understandings” (Mazur, 2004:177). Moreover, this study examines online video chat talk where not all the participants share the same first language. Therefore, adapting CA methodology requires the analysts to avoid imposing deterministic identity categories such as NS/NNS, unless “participants are orienting to such constructs in the details of their talk” (Seedhouse, 2004:16).

Additionally, this study aims to uncover interactional practices of multiple repair initiations that participants exhibit when using online video chat sessions. It is not to examine their level of learning or language acquisition; hence, CA was selected as the most suitable methodology. In adopting this perspective, Wooffitt (2005:186) states that the researcher is required to reject “premature theorising and [focusing] on the detailed analysis of the organisation of interaction as a topic in its own right”. Drawing attention to how effectively the aims of this study can be achieved, it is apparent that the CA methodological approach is best suited for this purpose, as it not only allows the researcher to discover the practice of multiple other initiated repair, but it also allows to explore a variety of actions that this practice generates and accomplishes. This was not possible without the comprehensive processes that CA offers when examining interaction on a moment-by-moment basis (Heritage, 1984).

### **3.9 Summary**

The aim of this chapter was to set forth the theoretical and methodological aspects of CA that were employed within this research. In addition to this, the focus of the study, research questions and a thorough insight into the theoretical perspective and methodology pertaining to conversation analysis were presented. Following that, a detailed description of research participants, the pilot software, the data recording tools and ethical considerations, the process of data transcription, as well as the data analysis procedures were provided. In addition to this, methodical issues including reliability, validity and certain limitations of this CA study were given. Finally, the chapter concluded by discussing the suitability of adopting CA for this study.

## Chapter 4. Analysis

### 4.1 Introduction

The aim of this chapter is to explicate how multiple other repair initiations targeting the same trouble source in L2 interactions are managed and organized. This is achieved by (1) tracking the causes of multiple repair initiations in L2 talk and through which the troubles are repaired; (2) determining the various actions in the practice of multiple other repair initiations. That is, the analysis will not only focus on how other repair is initiated, employed and how subsequent initiators have been conducted, but it will also focus on the type of trouble sources that trigger these multiples, as well as considering the strategies and repair operations that are needed to restore the same trouble source that repeatedly render the prior repaired turns insufficient. To achieve the aforementioned aim, analysis in this chapter will be guided by the following questions:

1. What are the sources of trouble that trigger multiple other repair initiations from L1 and L2 speakers?
2. How are these multiples initiated and repaired by L1 and L2 speakers?
3. What actions are accomplished through the multiple other repair initiations?

This chapter is divided into three main sections, each section comprises collections of similar sequences, through which multiple other repair initiations are deployed differently. The first two sections (4.2.1 and 4.2.2) are answered the first research question whereas the second question will be answered through analysis. The third section (4.2.3) is devoted to answer the last question. As highlighted in this section 4.1, the aim and focus of analysis for this chapter has been discussed, while section 4.1.1 seeks to clarify the terminologies that are used in this chapter. In section 4.2, the type of trouble sources that trigger multiple other repair initiations and how the collections of similar sequences are grouped based on the source of troubles are discussed. The first main source of trouble that triggers multiples is problematic talk which is described in section 4.2.1; this is further divided into two subsections of

multiples that are formed, based upon the method of repair solution conducted through talk section 4.2.1.1 and written means section 4.2.1.2. Section 4.2.2 presents the second main trouble source that triggers multiples as a result of sequential disruption from ill-fitted responses between actions, results from an inappropriate shift between sequences (4.2.2.1) and overlapping utterances (4.2.2.2). The third section 4.2.3 explores multiples as a device to perform actions beyond repair. Finally, section 4.4 summarises the main findings in this chapter.

### 4.1.1 Terminologies and justifications Terminologies and Justification

In the CA literature, the term Other-Repair Initiation is shortened to ORI. However, the phenomenon of multiple other-repair initiations in this study will adhere to Schegloff's (2000) characterization, that is, multiples will be indicated based upon their number of occurrences in extracts as "M1 (Multiple 1), M2 (Multiple 2)" (Schegloff, 2000: 212) and so forth. The methodological justification for using M1, M2... etc. over ORI1, ORI2... etc. is to make clear that various M1, M2 etc. are linked to the same trouble source and to distinguish them from other types of *multiple* other-repair initiations that have been cited in the CA literature (see Section 4.2.1). As such, this thesis will focus particularly on the type of *multiple* other-repair initiations that address a *single trouble source*. The terms *Trouble Source* and *Repair Solution* will be indicated by TS and R1, R2 and so forth, respectively. This is exemplified in the following extract:

#### Extract 4.1

[V.A.26\_Hangout\_test and text]

```

1   S:      >do you< en↑joy ↑it?
2           (0.7)
3           ((white noise))
4   B:      e:::r ↑yes ↑yes, (.) of course
5           (0.8)
6   B:      but it' s (.) it' s (.) it' s a ↑little ha::rd I have to
7           TS do: (0.6) a lot of test every day,
8           (0.5)
9   S: M1 a lot of text?
10          (0.3)
11  B: R1 ye::s
12  S: M2 is that a lot of reading?
13          (0.6)
14          ((white noise))
15  B: R2 e:::r ↑yes sometimes
16          (0.7)
17  S:      yea:h mine's the same I have to do quite a lot of
18          reading as well,
19          (2.7)
20  B:      oh (.) ye::s (0.6) yes

```

## **4.2 Types of trouble sources that trigger multiple other repair initiations**

This section will explain the logic of how the phenomenon of multiples within this chapter has been organized. Previous research on repair has shown various ways of grouping the repair phenomena. For example, a grouping based on the repair initiation formats, the repair solutions operations or the actions the repair accomplished. In this chapter, the phenomenon of multiple other repair initiations will be grouped based upon the trouble source that triggers them, as opposed to grouping them based on the number of sequences. In doing so, three different environments will be presented through which multiple other repair initiations can occur. These environments include: (1) Multiples as result of problematic talk (2) Multiples as result of sequentially ill-fitted actions (3) Multiples as a vehicle to perform other actions beyond repairing.

### **4.2.1 Multiples as result of problematic talk**

Generally speaking, the practice of repair is considered to be an interactional resource on which speakers rely to fix troubles that result from hearing, speaking or understanding (Schegloff et al., 1977). In turn, other repair initiation is when other signals a troublesome in one of these three troubles, which requires the speaker of the trouble source turn to resolve the trouble, either by fixing or confirming it. Therefore, all the problems in talk within these three domain areas (i.e., mishearing, misspeaking or misunderstanding) will be explained in this section. This section will be further subdivided into two subsections; while they both deal with problematic talk, I will distinguish between them based on the format of repairing, which is done either through talk or written means (text chat). What follows is the subsection through which repair is conducted through talk.

#### **4.2.1.1 *Repair through talk***

This subsection focuses on repair solutions that are done through talk and result from the following trouble sources:

## Issues in understanding

The cases of multiples in this subsection have been grouped based upon the evidence of directionality of repair initiations from unspecific (open class) repair initiation to a more specific one (e.g., through using understanding checks). As such, the subsequent repair initiations prove that problems are not of hearing, but rather, of understanding, because the recipient first initiates repair as hearing issues targeting the entire prior turn as trouble, and then goes on to initiate repair as understanding check (Svennevig, 2008). Extract 1.1, highlights an example of this, which took place when A (English native speaker) and B (Turkish speaker) were becoming acquainted. Speaker A hears a woman talking with B (i.e., B has some physical co-people talking in his background). As a result, A's orientation to these background noises leads him to ask B 'who are you with?' This question results in two other initiated repair by B, as he first signals the hearing issue and then goes on to an understanding check:

### Extract 4.2

*[V.A.6\_Hangouts\_who are you with]*

```
1      *A:      TS      who are you with
2                        (2.5)
3      *B:      M1      sorry?
4                        (0.3)
5      *A:      R1      who are you with (.)your sister: (.)your cousin:
6      *A:      (.) your mum,
7                        (2.3)
8      *B:      M2      did you mean (0.2) e:::r what i have?
9                        (0.4)
10     *A:      R2      i can hear u:::m (0.2) mayb:e a:: gir[l or woman ]
11     *B:      [yeah i have ]
12                        (0.2)
13     *B:      some (.) friends (0.4) e::[:r near          ] to me
14     *C:      [C enters chat room]
15                        (0.4)
16     *A:      o:kay
```

In line 1, A asks B "who are you with". Following a 2.5 seconds gap (line 2), B responds with other initiation repair using open class (Drew, 1997), "sorry?" (line 3). This repair initiation shows that the recipient does not grasp the preceding turn, and subsequently targets the entire prior turn as a trouble source. After a short pause (0.3 seconds gap), Speaker A repairs (lines 5-6). This repair solution treats the problem as hearing and understanding, so A does not only repeat the trouble source "who are you with", but also provides B with some candidate responses in the form of a list series of possibilities to choose from "your sister:

(.) your cousin: (.) your mum, ” (lines 5-6). However, after a 2.3 seconds pause, this repair solution also becomes a trouble source, as B initiates the second repair using candidate understanding which paraphrases the trouble source and frames it by “did you mean” (0.2) e:::r what i have?” (line 8), which shows that B hears and grasps what is meant by “who are you with” in the prior turn, so he is verifying this with A.

However, after this repair initiation, which is already designed to elicit a confirmation, A treats it as the problem of understanding. Thus, he does not simply confirm it by stating yes or no, but instead, he elaborates on this by clarifying and explaining his prior turn. In face-to-face interaction, Svennevig (2008:344) located a similar phenomenon and termed this a “short-cut repair sequence”. In his research on Norwegian social workers and non-native clients, Svennevig found that when a speaker of a trouble source detects that a recipient has a problem of understanding, the speaker goes on to provide a repair for that trouble source in order to preempt another repair initiation.

Although speaker A does not confirm speaker B’s understanding, he offers self-repair using the specification term “i can hear u:::m (0.2) mayb:e a:: gir[l or woman ]” line 10, which requires speaker B confirmation. As a result, the repair solution is formed by simply presenting the word “gir[l or woman]” as a specification term for the generic term “who are you with”, which suggests that A thinks B should be able to recognize it if it links to its specific options “your sister: (.) your cousin: (.) your mum, ”. In response, B supplies his response before A begins to utter a second option “[yeah i have] (0.2) some (.) friends (0.4) e::[:r near] to me” line 13. So the end of A’s repair solution “[l or woman]” is uttered in overlap with the beginning of B’s turn “[yeah i have]” line 13.

It should be noted that from a CMSI perspective “background noises have interactional and/or sequential consequences” (Jenks, 2014:98). As such, in the above extract, background noises have led speakers to engage in multiple other repair initiations.

This extract shows quite clearly that *both repair initiations* in the above extract target the same trouble source - ‘who are you with’, but the second one is more specific. Interestingly, *both repair solutions* reference the same question ‘who

are you with' but the latter is more specific than the former, which in turn, is “securing mutual understanding” (Baranova, 2015:558).

In the following extract, two speakers (Arabic and Portuguese – A and B respectively) have been getting acquainted. Prior to the beginning of this excerpt, A and B were talking about the weather in their countries. This segment begins with B asking A if he has rivers around the city in which he lives. Speaker A initiates four multiple other repair in order to locate the trouble source:

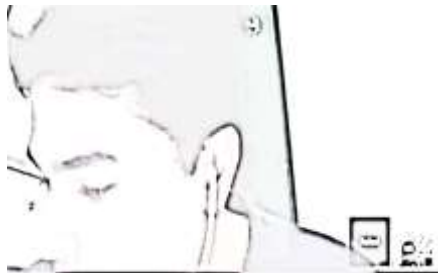


Figure 4.1: Head tilt



Figure 4.2: Furrowed eyebrows

### Extract 4.3

[V.3\_Hangouts\_rivers]

1	*B:	TS	you have rivers around::: your (.)city he:- in
2	*B:		>where you live>?
3			(0.4)
4	*A:	<b>M1</b>	<b>sorry? (Head tilt see Figure 4.1)</b>
5			(0.5)
6	*B:	R1	you have river?
7			(0.5)
8	*B:	R1	you know the river?
9			(2.0)
10	*B:	R1	Amazon
11			(0.6)
12	*A:		u:::m (0.7) yes
13			(1.1)
14	*A:	<b>M2</b>	<b>Am- Amazon? (Furrowed eyebrows see Figure 4.2)</b>
15	*B:	R2	yeah
16			(0.4)
17	*B:		are you:: (0.3) nearby Amazon?
18			(1.7)
19	*A:	<b>M3</b>	<b>Amazonia? you know-? y- y:ou mean?</b>
20	*B:	R3	yes the river



21 (1.5)  
 22 \*A: M4 ther-? here? ((points)) when- i where i am no ↑w: =  
 23 \*B: R4 =yeah  
 24 \*A: very (.) very (.) yeah (.) very close ((head nods))  
 25 \*B: fo::h [that's mean] <you are> in thuh:: jungle now£  
 26 \*A: [i think we-]  
 27 (1.5)  
 28 \*A: £yeah hehehehe £kind off£ [hehehehe]  
 29 \*B: [hehehehe]

In lines 1-2, Speaker B asks his co-participant whether he has rivers around his city. In this turn, B has undertaken self-repair by abandoning the locative phrase (here) “he:-” to preposition “in”, and instead produces a question, using rising intonation when asking >where you live>? (lines 1-2). After a short 0.4 second gap, Speaker A initiates the first other repair by using “sorry?” (line 4) and tilting his head forward towards the computer screen, signalling trouble in hearing or understanding, but not specifying the source or type of trouble (see Figure 4.1). Therefore B could target such ‘open class’ and treat any portion or the entire prior turn as problematic, necessitating repair.

In order to repair, Speaker B does not respond with a complete repetition, but rather focuses his repair on the lexical item ‘river’. Moreover, at line 6 - 8, he responds to the open class repair initiation as follows: (1) with partial repetition of the trouble source turn “you have river?”. When there is no uptake by A in the subsequent 0.5 seconds gap (line 7), (2) B self-selects and offers an alternative repair solution by checking the interlocutor’s background knowledge “you know the river?”, which is uttered with a questioning, upward intonation. Speaker A does not respond to this turn either in the subsequent 2.0 seconds (line 9), (3) Speaker B does not repeat, but rather offers a different word of what he is treating as the source of trouble, by substituting the word ‘river’ with a more accessible one to what he is trying to reference as the Amazon. After a 0.6 seconds gap, Speaker A responds to this repair, but with hesitation “u:::m”, and a 0.7 pause, and then replies with the acknowledgment “yes” (line 12), it shows that the repair has failed.

One may postulate that Speaker A uses “yes” not to display understanding, but rather to defuse the interactional pressure found in B’s effort to provide various repair operations to explain the lexical “river”. This is evident after a significant pause (1.1 second gap), where Speaker B does not react to this acknowledgment and lets Speaker A self-select and other initiates the second repair in the form of candidate hearing

‘try-marked’ (Sacks and Schegloff, 1979), by uttering it with a questioning, upward intonation “Am- Amazon?” (line 14). Moreover, by Speaker A furrowing his eyebrows during the utterances of the word “Amazon”, it signals a further lack of understanding (see Figure 4.2). By adopting this hesitation and questioning tone, he signals that he encountered some trouble in ascertaining or confusion about the referent of “Amazon”. The repair solution shows that B has taken the repair initiation to be for checking understanding, so he confirms it using “yeah” (line 15).

Following a 0.4 second gap, B self-selects and reformulates the trouble source in the previous turns to “are you:: (0.3) nearby Amazon?” (line 17). After a 1.7 second gap, this repair fails again when eliciting A’s confirmation; rather, he initiates the third repair with the goal of checking understanding. This repair initiation deals primarily with the confusion over the referent of “Amazon” and in the prior turn, it clarifies the trouble source target by pronouncing it differently “Amazonia?” with post-framed “you know-? y- y:ou mean?” (line 19). Speaker B not only confirms A’s understanding by providing an acknowledgment using “yeah”, but he also repeats the “river” (line 20). This indicates that Speaker B is targeting the lexical river as the origin of trouble source (line 1). Again, following a 1.5 second gap (line 21), a third repair operation fails, as Speaker A initiates the fourth repair with an understanding check targeting the location of river and produces the turn with cut off, rising intonation and non-vocal aspects of pointing “ther-? here? ((points)) when- i where i am no ↑w:” (line 22).

However, in this repair initiation, A signals to B that he understood his original question of whether he had any rivers, with reference to information A previously divulged regarding his two cities, the city where he lives or in the other city where he works. B immediately confirms A’s understanding with “yeah” (line 23). Speaker A eventually provides the awaiting second base pair part and straightaway displays his understanding by emphasizing the river nearest to the city where he works “very(.)very (.)yeah(.)very close” in a combination of head nods (line 24), which indicates that they have reached a mutual understanding. Speaker B reacts to this by providing a change of state token with elongation o::h and at the same turn produces the following joke using other repair initiation “£o::h [that's mean] <you are> in thuh:: jungle now£” line 25. This joke ‘reaps laughter’ (Egbert 2004:193) by both speakers and



39  
40 \*B: [yeah ]  
41 \*A: [that's] good  
42 (0.5)  
43 \*C: ye[ah ] (0.3)we are in different zone than youf ((A))  
44 \*A: [hehe]  
45 \*C: [hehehe ]  
46 \*B: [yeah hehehehe]  
47 \*A: [heheheh ]

The extract begins with Speaker A asking Speaker B “what time is it there in (.) Netherlands now?”. Following a 0.9 second gap, B responds with an open class repair initiation ‘s-sorry?’ targeting the entire prior turn as problematic. In response, A self-repairs and reproduces the turn in a more accessible manner, with “what time is it in Netherlands?” One may note that in his repair operation, he removes ‘there’ and ‘now’ that are found in original question and treats them as ‘dispensable’ (Scheloff, 2010) (line 5). However, Speaker B continues to misunderstand the prior turn and provides a wrong fitted response by talking about the weather and skating (lines 7-15). Analysis of this turn highlights that B produces it with some problems, comprising many pauses, elongation and repetition. Following a 2.4 seconds pause, Speaker A’s self-initiated third position repair seeks to deal with the problematic understanding of his prior trouble source turn (line 1), so he clarifies the trouble source by reformulating and specifying his turn with the following question “but it is- is night time? (.)over there? right now?”. He also adds some elements that were removed earlier, such as ‘there and now’ ‘over there?’ and ‘right now?’ (line 17).

Again, after a 1.1 second gap, Speaker B acknowledges the receipt of the prior turn using ‘yeah’ (line 19). At this point, Speaker C attempts to clarify for Speaker B, by explaining what Speaker A intended by his initial question, but his utterance overlaps with B’s utterances of “yeah” (line 22). Speaker B once again repeats the same thing about the weather (line 23), which is where C initiates the second other repair on behalf of Speaker A in the following three steps: first, he draws B’s attention to what A meant by his question: “=what what he ask about”. Next, he asks the question “what time is it?” and after 0.4 seconds, he specifies it further using the phrase ‘the hours now? Lastly, he sets up the ground for Speaker B to provide the requested response by saying “i think no- not big different between e:::r England and Netherland” (lines 25-26).

Speaker C then self-selects to continue, but this overlaps with B's utterance (line 29) in which B provides a response to C with regard to the different time zones between the time in the UK and the Netherlands using self-initiated repair, "[yeah] maybe one one hour right?". In line 30, C confirms and then initiates the third other repair using a questioning tone "i think you are in midnight now?". Speaker B then provides the second base pair part SBPP for Speaker A's first base pair part FBPP by repairing Speaker C, "a no:: e-eleven pm (.) eleven[haf]" (line 32). A immediately acknowledges receipt of the wanted response by using the change state token 'o:h' which overlaps with C's acknowledgment token 'okay'.

This section has analysed the causes of multiple other repair initiations and has argued that the problem in understanding is the main source of trouble. The next subsection analysis will focus on the trouble source of misspeaking.

### **Misspeaking**

CA informed research on L2 studies (e.g., Egbert et al., 2004) have found that misspeaking is one of the troublesome causes in L2 interaction, where speakers mispronounce lexical items. As a result of this, repair sequences are expanded until speakers achieve mutual understanding. As observed in the previous section, this section will show the difference between L1-L2 and L2-L2 speakers when using the practice of multiple other-repair initiations and how they repair these multiples. The following extracts in this section will demonstrate this observation. The first extract deals with two male participants who are L1 speakers of Arabic and Spanish and who are becoming acquainted. Prior to the beginning of this extract, Speaker A asks Speaker V if he has ever been to the UK, to which Speaker V responds that he has not, but that he has listened to many English people talking via 'TED Talks' clips and YouTube videos.

However, when mispronouncing the word 'TED Talks' as "*tatox*", it causes confusion for speaker A and subsequently becomes the trouble source that results in eliciting a five round repair sequences. Both interactants are very patient until they achieve understanding.

## Extract 4.5

[V.25\_Hangouts\_Tedtalks]

1 \*V: i've been listening to a lot of English people  
2 (0:8) a::m:: (0:7) speaking tadox? ((Ted talks))  
3 **TS** (.) do you know (0.2) do you know about tadox?  
4 (3:0)  
5 \*A: **M1** **what (0:2) t- (0.2) tadox is?** ((Ted talks))  
6 (1:7)  
7 \*V: R1 ta↑tox↓ is there's like a::m (0:4) they speak about  
8 ideas:: in a (0:3) they have a lot of a:: YouTube  
9 videos ab-about them  
10 (1:8)  
11 \*A: ch::::m::: it might i dunno to be honest about,  
12 **M2** **is this like m:: (0:6) kind of la- slangs or::**  
13 **a: just:: a local languages or what?**  
14 (2:0)  
15 \*V: R2 no there all over the world there: (0:5) is like a group  
16 of people that a: talk about ideas an [d  
17 \*A: [o:::kay (.) okay  
18 \*V: ((different)) things and its a- i like them (( ))  
19 a[nd ]  
20 \*A: **M3** [ oh:] **so so like a sharing ideas?**  
21 (0:3)  
22 **it's a website it's [it's] it's a website to share ideas**  
23 \*V: [yeah]  
24 \*A: **and communicate with people?**  
25 (1:3)  
26 \*V: R3 y::ah it's a website and they have like a::m (1:5)  
27 videos (.)of people (.) expressing their ideas=  
28 \*A: =o::h that's [fantastic  
29 \*V: [it's call tadox  
30 \*A: ta[tox  
31 \*V: [and you can watch it on Yo- YouTube  
32 (1:3)  
33 \*A: < okay <  
34 (1:3)  
35 \*A: **M4** **O::H its a: abbreviation as ted?**  
36 (1:4)  
37 \*V: R4 ted yeah  
38 \*A: £O::H Ye::ah for SURE hehehehe t-ted talks well known  
39 there's(0:7)p[enty plenty of] speakers all over the£  
40 \*V: [hahahahaha yeah]  
41 (0:4)  
42 \*A: world and in different topics a [nd this is really] good  
43 \*V: £[yeah yeah ]£

At the beginning of this extract, V informs A that he has had the opportunity to listen to many English people via “tadox” (lines 1-2). In line 3, V asks A if he knows about “tadox” – “do you know (0.2) do you know about tadox?” After a relatively long gap of 3 seconds (line 4), A indicates the first repair by using a question “what (0:2) t- (0.2) tadox is?” (line 5). He produces the turn with pauses and cut-off, as well as uttering it slowly which indicates unfamiliarity with this term. The repair initiation is specific in that it locates the trouble source, which is the term “tadox” that is used in the prior turn (line 3). Following a 1.7 second

gap, the trouble-source turn speaker repairs it in two steps: first, with embedded correction by producing alternative pronunciation ta↑tox↓. Following this, he starts to explain the term “ta↑tox↓” by describing what it is about, and that there are a lot of people who discuss their idea. He also goes on to explain that there are a lot of these videos on YouTube (lines 6-8). After a 1.8 second gap, Speaker A continues to show no display of understanding this term, by saying “ch:::m:: it might i dunno to be honest about” (line 11), and at same turn, he initiates the second other repair using alternative questions by offering an irrelevant explanation to what has been said in the previous turn: “is this like m:: (0:6) kind of la- slangs or:: a: just:: a local languages or what?” (lines 12-13). Following a two seconds gap, Speaker V self-repairs in the third position (lines 15-16) by first rejecting A’s explanation and then starts to clear up the misunderstanding by explaining the term as ‘no there all over the world there: (0:5) is like a group of people that a: talk about ideas an [d’ (lines 15-16). Interestingly, speaker A straightaway and, overlapping with the pervious turn, acknowledges this using the receipt marker / token ‘[o::kay (.)okay’ , (line 17).

However, before V completes his turn, speaker A again initiates the third other repair twice, overlapping with V’s utterance,, using candidate understanding, prefaced by ‘oh’ , - ‘oh so so like a sharing ideas? (line 20) and following 0.3 seconds and before receiving any response from V, he launches another repair initiation using candidate understanding ‘it's a website it's [it's] it's a website to share ideas’ (line 22) which overlaps with V’s confirmation ‘yeah’, and speaker A utters the last part of his repair initiation - ‘and communicate with people?’ (line 24).

Analysis of this extract shows that in this repair initiation, Speaker A forms this turn based on the first information that has been given to repair the trouble source by V in lines 7-9. Thus, Speaker A now starts to provide a more relevant explanation with regard to ‘tatox’, as a website where people can exchange ideas. After a 1:3 second gap (line 25), V acknowledges A’s understanding and repetition of certain words “y::ah it's a website and they have like a::m (1:5) videos (.) of people (.) expressing their ideas=” (lines 26-27). In response, A provides assessment of this saying “o::h that's

[fantastic". Speaker V continues and repeats that website called 'tatox' in lines 29-30, which Speaker A also repeats. In line 31, Speaker V completes his turn by telling Speaker A "you can [and you can watch it on Yo- YouTube". Speaker A responds to this by quietly uttering, "<okay<" in line 33.

However, such quietness does not last for long, as after a 1.3 second gap, he initiates his fourth other repair by offering his candidate understanding prefaced by 'oh' 'oh its a: abbreviation as ted?' (line 35), which V confirms after a 1:4 second gap by first repeating the word 'ted' and then providing the acknowledgment token 'yeah' (line 37). After this (line 38 -39), Speaker A enthusiastically and loudly comes out with a change of state token 'O: :H' , and the acknowledgment token 'YE: :AH' and confidently and loudly utters 'SURE' and laughs, and again confirms his understanding by stating that "ted well known and its speakers come from over the world". In turn, Speaker V responds by laughter and an acknowledgment token "yeah" (line 40).

In terms of noteworthy observations throughout this extract, although the four other repair initiations were repaired, the second and third repair initiation in this extract differ from the first and fourth ones in that speaker A *acknowledges* and, at the same time, *initiates other repair* on the provided repair. Moreover, such juxtaposition of responses targeting the same item subsequently generated overlapping utterances with Speaker V, which caused interruption in the ongoing activity as previously observed (the highlighted text shows):

11 \*A: ch::::m::: it might i dunno to be honest about,  
12 **M2** **is this like m:: (0:6) kind of la- slangs or::**  
13 **a: just:: a local languages or what?**  
14 (2:0)  
15 \*V: no there all over the world there: (0:5) is like a group  
16 of people that a: talk about ideas an [d  
17 \*A: [o:::kay (.) okay  
18 \*V: ((different)) things and its a- i like them (( ))  
19 a[nd ]  
20 \*A: **M3** [ oh:] **so so like a sharing ideas?**  
21 (0:3)  
22 **it's a website it's [it's] it's a website to share ideas**  
23 \*V: [yeah]  
24 \*A: **and communicate with people?**  
25 (1:3)  
26 \*V: y::ah it's a website and they have like a::m (1:5)  
27 videos (.)of people (.) expressing their ideas=  
28 \*A: =o::h that's [fantastic  
29 \*V: [it's call tatox



A similar observation regarding mispronounced lexical items and how L2-L2 speakers deal with this trouble source overtly until they achieve understanding is evident in the following excerpt.

During this meeting, A and B are L1 speakers of Turkish and Arabic respectively and begin talking about one of the benefits of communication via online spoken chat which closes the gap between different cultures and provides opportunities to make new friends from different countries. Speaker A tells B about his main goal of using online spoken chat on a regular basis, as he would like to have a group of foreign friends. However, the participants' disparities in pronunciation of the lexical 'foreigner' becomes the trouble source. Although these participants have achieved mutual understanding in the first sequence, this is disrupted when the trouble turn speaker repeats and pronounces the lexical 'foreigner' as 'fory', resulting in a second other repair sequence:

#### Extract 4.6

[V.A.15\_Hangouts\_foreign]

```

1    *A:          i want to have (0.4) e:::r (.) group of
2    *A:      TS  (0.5) e:::r (0.2)((forey)) (0.3) friends
3                (1.1)
4    *B:      M1  for English? (.) sorry
5                (0.9)
6    *B:      M1  say that again=
7    *A:      R1  =i (0.5)i want to have (0.3) a group of
8    *A:          (.) foreign friends
9                (0.5)
10   *B:          y:eah for- foreigner (.) >foreigner>
11                (1.1)
12   *A:          °yes°
13                (0.5)
14   *A:          for- (.) fory
15                (2.0)
16   *B:      M2  for FREE?
17                (1.0)
18   *A:      R2  a- i: want to: (0.4) have >friends from
19   *A:          another countries>
20                (0.2)
21   *B:          [>okay> it's it's]
22   *A:          [especially      ] from America and England=
23   *B:          =okay this is (.) e:::r is: called (0.3)
24   *B:          a foreigner
25                (1.5)
26   *A:          yes

```

In line 1, Speaker A mentions that '...want to have (0.4) e:::r (.) group of (0.5) e:::r (0.2) forei- (0.3) friends'. After a 1.1 second pause (line 4), Speaker B initiates the first other repair using candidate guesses, then apologises: "for English? (.) sorry". However, when A does not respond

in 0.9 seconds, B repeats his request with "say that again" (line 6). This repair initiation first pinpoints the trouble source by having the candidate guess what Speaker A means. When this fails in eliciting repair, Speaker B repeats his request, targeting the entire turn of trouble source. In response, Speaker A repairs by repeating the entire trouble source with less hesitation and more clearly (lines 7-8). Following the short 0.5 gap, B acknowledges and displays that he now understands A's statement in such a way as to suggest that he has a problem in hearing the lexical item "foreign" in the original statement (line 2). Thus he repeats this word twice "y:eah for- foreigner(.)>foreigner>" (line 10). Following a 1.1 second gap, A confirms B's response and utters it quietly °yes° (line 12). Although the first repair sequence is closed up to this point, the second repair sequence resumes after A utters the word "for- (.) fory" (line 14). After a two second gap, a mispronounced utterance leads B to initiate the second repair, with candidate guessing "for FREE?" (line 16). A one second gap is then followed by Speaker A's repair, and his repair constitutes three parts: the first part is a partial repetition of the original trouble source turn "a- i: want to: (0.4) have >friends" (line 18). Second, he substitutes the word "foreign" with "from another countries" (line 19). The third part of A's repair is uttered in overlaps with B's acknowledgment token, which is "[especially] from America and England" (lines 20-21). So A decides to change the repair strategy by trying alternative pronunciations by adopt specification method.

In the case of repairing, he does not repeat the phrase "foreign friends", but rather produces it in such a way as to suggest he thinks B should be able to recognize "foreign" as a specific term that links to its broader category "friends from another countries" and "[especially] from America and England". In response to A's repair, Speaker B explicitly corrects the mispronounced item: okay this is (.) e::r is: called (0.3) called (0.3) a foreigner' (line 24). B's acknowledgement token 'yes' (line 25) does not show if he agrees with such pronunciation offered by A.

In the previous two extracts it was observed how L2-L2 speakers dealt with the problem (mispronounced items) explicitly, where both speakers kept initiating multiple repair and various repair operations until they achieved understanding. The

next extract will demonstrate how the trouble source is addressed when interaction involves L1-L2 speakers.

M and S, who are speakers of L1 in Spanish and English respectively. Before the transcribed segment, Speaker M asks Speaker S what she does for a living. At the beginning of this extract, Speaker M self-selects and introduces himself as a student majoring in ‘*industrial engineering*’ which he pronounces as “*industr’al= =engine’ring*”. However, this professional term soon becomes a trouble source for his L1 English-speaking co-participant who deploys two other repair initiations:

### Extract 4.7

[V.A.2\_Hangouts\_industr’al engine’ring]

1 M: ah o::kay I a::m (.) a ↑student (.) ↑too, (.)  
 2 M: **TS** I am studying industr’al= =engine’ring,  
 3 (0.5)  
 4 S: **M1** **you’re studying ↑what ↑↑sorry?**  
 5 (0.6)  
 6 M: R1 indust↑r’al, (0.5) engineering.  
 7 (2.5)  
 8 S: **M2** **I’m sorry I ↑can’-, (0.4) say again ↑↑please?**  
 9 (2.8)  
 10 M: R2 en↑gine’ring (0.3) industr’al eng:ine’ring  
 11 (0.7)  
 12 S: oka:y.  
 13 (1.3)  
 14 S: >do you< en↑joy ↑it?  
 15 (1.5)  
 16 M: e::::r ↑yes. ↑yes.  
  
 ((109 lines omitted))  
  
 110 M: ↑do do you li::ke you::::r (0.4)  
 111 M: (your ma:yer) (0.4) ↑geo↑↑graphy?  
 112 S: **do I like ↑what ↑sorry?**  
 113 M: you:r mayor (.) your e::::r ↑your  
 114 studies? (.) er ↑geography  
 115 S: ↑yeah? yea:h (.) it’ s good  
 116 **so >what do you-< what kind of things**  
 117 **do you ↑do (.) in your ↑studies?**  
 118 M: e::::r (0.4) ↑ye::s er (0.4) e::::r well  
 119 e::::r, (0.4) the ↑↑weathe:r? (.) here (.)  
 120 i::s (0.4) sometimes is (0.6) is ↑cold,  
 121 S: ah [ha]

As highlighted in the extract, speaker M provides speaker S with information pertaining to his area of study (“I ah o::kay I a::m (.) a ↑student (.) ↑too, (.) I am studying industr’al= =engine’ring” (lines 1-2). After a 0.5 second gap (line 3), S responds with the other repair initiation in the form of a partial repeat plus question word (positioned interrogatives), and then

an apology “you’re studying ↑what ↑↑sorry<sup>20</sup>?” This pinpoints the area of study (industrial engineering) as the trouble source by framing it with the words that immediately follow M’s saying “I am studying”, followed by the subject name as uttered by M, “industr’al= =engine’ring” in line 2. After another 0.6 second gap (line 5), M repairs by simply repeating the located trouble source; however, the repeat is enunciated, so he first pronounces “indust↑r’al”, and then after a 0.5 second pause, he pronounces the term “engineering”, which further orients the trouble as one of hearing (line 6).

With regard to this repair solution, it is noted that it fails, as after a 2.5 seconds gap, S initiates the second other repair targeting the same trouble source in the previous turn “indust↑r’al, (0.5) engineering”. This indicates that Speaker S has a problem in understanding his pronunciation (line 6). Unlike the previous repair initiation which specifies the trouble source using a partial repeat, this repair initiation constitutes three parts: firstly, “I’m sorry”, is an open class (Drew, 1997), and then “I ↑can” indicates that she is going to say that she cannot do something, but then she stops and reformulates her turn. After a 0.4 second pause, she requests him to repeat what he has said, using the phrase ‘say again’ and the turn final politeness marker ‘↑↑please?’ (line 8).

Following a 2.8 seconds gap, M treats the problem as hearing and understanding, so he repairs this by repeating the word “en↑gine’ring” which, from his perspective, seems to indicate that this word is the problem for speaker S to understand. After a 0.3 second pause, he produces the form “industr’al eng:ine’ring” in such a way as to suggest he thinks S should be able to recognize the term “industr’al eng:ine’ring” as a specific term that links to its broader category of “en↑gine’ring” (line 10). S displays receipt of M’s

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<sup>20</sup>“...the distinction here is implicated in the negotiation of responsibility for the trouble to which the repair initiator responds. Specifically, Robinson argues that while “context-free structures of interaction bias practices of repair such that other-initiated repair is vulnerable to communicating a stance that responsibility for trouble belongs to the speaker of the talk that inspired repair initiation”, the apology-based format conveys that “responsibility belongs to repair-initiators, rather than to their addressees”. (Robinson 2006: 137, cited in Sidnell, 2010:124).

turn with “oka:y”, without repeating the term industrial engineering (line 12). In addition, she precedes this by a 0.7 second gap and by a 1.3 second gap after it (lines 11 and 13). This could suggest that she still does not fully understand the term, even though she claims she does through the use of her acknowledgement using “oka:y”. By asking a follow-up question “>do you< en↑joy ↑it?” (line 14), it indicates that she has given up on her attempts to understand the term, and has instead opted for progressivity. This is evidenced by the subsequent sequence in lines 116-117.

Over the course of the following 109 lines, there is a negotiation for a number of issues pertaining to learning new languages (see full extract in Appendices). However, this sequence is particularly important in illustrating that Speaker S’s statement “oka:y” in line 12 does actually show that she was ‘claiming understanding’. As shown within the extract, this leads to resuming repair sequence after 109 lines of transcript. In the following extract, speaker M again asks S if she likes her major of Geography. As a result, S initiates repair using partial repeat, plus question word and apology, which targets two terms, *major* and *Geography*, as trouble sources. In line 112, Speaker S initiates repair in the form of partial repeat plus a question word and apology “do I like ↑what ↑sorry?”. Speaker M immediately repairs in the form of first repeat – “your mayor” - and then specifies it to ‘your studies’, followed more specifically by – “Geography” (lines 113-114). In response, S acknowledges with “↑yeah? yea:h (.) it’s good” (line 114). After this, S self-selects and asks M “so >what do you- <”, she cuts-off (i.e., “aborts the TCU in progress” (Kasper, 2006:342) and she continues and reformulates her turn with “what kind of things do you ↑ do (.) in your ↑ studies?” (lines 116-117). In this question, S uses the generic word *studies* rather than *industrial engineering*, which seems to highlight that she is attempting to take another chance in eliciting what M does for his studies; however, this question fails to generate the requested answer. This is because speaker M provides an inappropriate next action by talking about the weather “e:::r (0.4) ↑ye::s er (0.4)e:::r well e:::r, (0.4)the ↑↑ weathe:r?(.)here(.) i::s (0.4)sometimes is(0.6) is ↑ cold,” (lines 118-120).

In response, speaker S claims understanding of what is being said by providing the change states token “ah [ha]”, which is usually used to mark understanding. Speaker S pretends that she understood the prior action and prioritizes the progressivity of talk over intersubjectivity and repair initiation. One may therefore conclude that the aim of analysis for this aforementioned extract was to prove that speaker S did not understand her co-participant’s pronunciation of the professional term *industrial engineering* and claimed intersubjectivity by deploying receipt tokens ‘okay and ah ah’, but does not explicitly demonstrate that understanding (see Koole 2010 for a discussion on the differences between claims and displays of understanding). Interestingly, the L1 speaker in this extract seems to adopt a ‘claim understanding’ as a communicative strategy to minimise the repeated other-initiated repair on the L2 speaker’s talk. This phenomenon was also found in Kurhila’s (2001) research on L1 and L2 interaction which showed that L1 speakers avoid initiating other repair on L2 speakers’ talk.

In the section that follows, it will be argued that recipients partially understood the prior turns, and that multiples were deployed to seek confirmation or to check understanding.

### **Seeking confirmation**

In this section, although speakers use multiple other repair initiations, they treat the trouble source turn as partially understood by using the form ‘candidate understanding’ or ‘understand checks’ (Schegloff et al., 1977). As stated by Schegloff et al., (1977) this type of format is considered to be one of the strongest other repair initiation formats, as recipients of talk can resay or paraphrase what is said in the trouble source turn, indicating that they (i.e., the recipients) have a possible grasp and understanding of what is meant by the speaker in the previous turn. Yet this understanding is bound by verifying this with the speaker of the trouble source turn, who may confirm or contradict this understanding in subsequent turns (Sidnell, 2010; Kitzinger, 2013). In general, the speakers in this section seek clarification in two ways:

1. Recipients nearly repeat the trouble source turn, which shows they partially understood, “but still has doubts about one element” (Floyd, 2015: 479).

2. Recipients paraphrase the trouble source turn by providing additional information to resolve any ambiguity (ibid).

Both these cases require confirmation or disconfirmation. Nevertheless, despite the candidates' strength of understanding to achieve mutual understanding in a single repair sequence, it was found not to be the case in the data corpus of this study, as interactional activity resumes after deploying multiple other repair initiations to check what the speakers' meant action is in the prior turn. This observation is demonstrated in the following extracts.

Extract 8 occurs between two speakers of Arabic and Russian when they are becoming acquainted. When Speaker B mentions that he is a student at university (lines 5 and 6), Speaker A asks him about his typical study major at university (line 8). This question turns out to be troublesome for Speaker B, which leads him to initiate other repair twice using candidate understanding.

#### **Extract 4.8**

*[V.A.13\_Hangouts\_where am I study]*

1        \*A:                what about you?  
 2                        (0.2)  
 3        \*A:        **TS**                what kind of studying are you doing?  
 4                        (1.8)  
 5        \*B:        **M1**                u::m .hhhh(0.7) **where (0.6) i am (0.5)**  
 6        \*B:                <study<? (0.6) °you mean°,  
 7                        (1.6)  
 8        \*A:        R1                °a:re you° (0.1) studying what?  
 9                        (0.8)  
 10       \*B:        **M2**                hhh um (0.3) o- where (.) am i (0.3) study?  
 11                        (0.9)  
 12       \*A:        R2                yes  
 13                        (.)  
 14       \*A:        R2                what's your-(.) what what what are you (.) doing?  
 15                        (1.0)  
 16       \*B:                u::m (0.3) hmm hmm (0.8) hhhh (0.3) i'm (2.0)  
 17       \*B:                study: in (0.5) (\*\*\*\*) university?  
 18                        (0.6)  
 19       \*A:                o:h that's good  
 20       \*B:                u::m  
 21       \*A:                it sounds good  
 22                        (0.4)  
 23       \*B:                ( all the- ) e::r (2.0) network (.) administration  
 24                        (1.4)  
 25       \*B:                and i working (0.3) as (1.1) admins- network  
 26       \*B:                administrator  
 27                        (.)  
 28       \*A:                w::ow  
 29       \*B:                huh huh .hhhhh

30 \*A: fantastic this sounds good  
 31 (0.8)  
 32 \*A: you me::an it's in (1.0) a business sectors or  
 33 \*A: in technology sectors  
 34 (0.8)  
 35 \*B: technology  
 36 (.)  
 37 \*A: okay

Speaker A begins this excerpt by reciprocating a question that seeks to ask Speaker B what type of studying he is doing. This turn delivers incrementally as follows: “what about you”, and after a short pause, “what kind of studying are you doing?” (lines 1-3). After a 1.8 second gap (line 4), B produces the first other repair initiation using candidate understanding. This turn is produced with some problems as it contains verbalized thinking and inhalation “u: :m .hhhh” (0.7) where (0.6) i am (0.5) <study<? (0.6) °you mean°. Moreover, this turn is produced with various problems as it consists of many pauses, some elements that are uttered faster, as well as others that are uttered more quietly “<study<? (0.6) °you mean°” (lines 5-6).

That said, it aims to have Speaker B’s understanding of the prior turn confirmed. Instead of directly confirming B’s understanding, A responds to this with other repair initiation in the format of partial repeat plus a question word, “°a:re you° (0.1) studying what?”, which redirects the trajectory of repair initiation (line 8). Following a 0.8 second gap, B again launches his second other repair initiation which repeats certain elements from his own first repair initiation (lines 5-6) in the format of an understanding check: “hhh um (0.3) o- where (. ) am i (0.3) study?”. Unlike the first repair initiation, this turn has short pauses and is delivered slightly faster. Furthermore, both repair initiations by B target *the place*, as he is checking twice using the question word *where*. Following a 0.9 second gap, Speaker A responds by confirming “yes” (line 12). However, this is used as a defusive device to release interactional pressure. This is evident by the following turn, where Speaker A again self-selects and repeats his original question in line 2, with a slight reformulation that begins with a cut-off “what 's your-(. ). He then repeats the question word *what* three times, which appears to target the area of study that B is pursuing, as opposed to where he is studying “what what what are you (. ) doing” (line 14). Following a one second gap, B responds with an inappropriate fitted next action “u: :m (0.3) hmm hmm (0.8) hhhh



(0.3) i'm (2.0) study: in (0.5) (\*\*\*\*) university?" (lines 16-17); this is because the prior turn asks what B is studying, not where he is studying.

Additionally, this reply comprises certain elements of trouble as it has been delivered by verbalized thinking "u::m", confirmation "hmm hmm" and in breath "hhh", as well as containing many pauses, all of which are uttered quite slowly. In response to this, Speaker A provides two assessments "o:h that's good" and "it sounds good" (lines 19-20). Following this topic, Speaker B self-selects and goes on to provide more information over the type of the studying that he is currently engaged in, which was the targeted action/answer that Speaker A was looking for. "(all the- ) e::r (2.0) network (.) administration" (line 23) "and i working (0.3) as (1.1) admins- network administrator" (lines 25-26).

In response, Speaker A provides a surprise token 'w:ow' and assessment 'fantastic this sounds good' (lines 28-30). After a 0.8 seconds gap, Speaker A then puts forth another repair initiation in the format of candidate understanding by asking whether his major study of network administrator is in the field of business or in the technology field "you me::an it's in (1.0) a business sectors or in technology sectors" (lines 32-33). Speaker B replies with technology and, from this, understanding is eventually confirmed and the speakers then go on to resume their interactional activity.

A similar observation with regard to using multiple other repair initiations in order to check understanding is demonstrated in the following extract where three participants (speakers of American English, Arabic and Spanish) are becoming acquainted. The extract begins with Speaker J asking M what he is studying in school, to which M replies *industrial engineering*. This phrase triggers two other repair initiations by C, using the candidate understanding format. Schegloff (2000: 216) termed this phenomenon "the **addressed other goes first**" when "other repair initiations... appear to be withheld from next turn position involves repair initiators who are not the addressed recipients of the trouble source turn". This observation is illustrated in the following extract:

## Extract 4.9

[V.23\_Hangouts\_industrial engineering]

1 \*J: and what do s- what do you study in e::r in in the school  
2 (1.0)  
3 \*M: **TS** a:h yeas (.) i am studying (.) industrial↓ (.)engineering  
4 (1.9)  
5 \*J: oh my goodness wow=  
6 \*A: **M1** =**industrial engineering?** (0.3) **you said?**  
7 (0.6)  
8 \*M: R1 yea::s (.) [yeas ] [industrial engineering ]  
9 \*A: [e:: ]  
10 \*J: [ wow ]  
11  
12 (2.5)  
13 \*J: fthat (0.2) that sounds hard to mef [hahahaHAHAHAHA]  
14 \*M: [hahaha ]  
15 (1.6)  
16 \*J: [hahahaha ]  
17 \*A: **M2** [**e::r** ] (0.4) **y- the-so:: e::::r** (0.5) **you said**  
18 **industrial that means you are link to factories and::**  
19 **e::r (2.4) [this stuff]**  
20 \*M: R2 [y:::es ]  
21 (0.4)  
22 \*A: ok[ay ]  
23 \*M: [yeah]  
24 (0.5)  
25 but (0.8) e::r (0.6) u:m i think e::r (.) for also  
26 (0.5) fields of industry  
27 (0.4)  
28 \*A: okay=  
29 \*M: = e::r (0.7) manufactory:: (0.5) or banks or::(0.6)  
30 e::r logistics=  
31 \*A: =oh logistics (.) [okay]  
32 \*M: [or: ] ( )  
33 (0.3)  
34 \*M: i think it's a:: a- good (.) a good mayor  
35 (0.7)  
36 [it's good mayor] ((major))  
37 \*A: [( )]  
38 (0.3)  
39 \*M: because you can work in a lot of (0.6) e::r files? ((fields))  
40 of (.) the:: (.) economy?

In line 1, J asks M about what he is studying in school and after a one second gap, M answers with *industrial engineering* (line 3). After 1.9 seconds, J surprisingly responds to the prior turn (line 5) using a surprise token 'oh my goodness wow', which seemingly displays his understanding of the prior turn. However, in line 6, Speaker A instantly initiates the first other repair by repeating 'industrial engineering' and post-framing by 'you said?'. M repairs it in line 8 by providing an acknowledgement token twice 'yea::s(.) [yeas] and then repeats [industrial engineering]; this repair solution indicates that M has taken the repair initiation to be regarded as candidate hearing.

More interestingly, in the following turn and, overlapping M's utterance of *industrial*, J again produces a surprise token *wow* (lines 9-11) which leads to a 2.5 seconds pause in line 12, which is the case in online setting interaction (cf. Jenks, 2014). In line 13, J elaborates upon his level of surprise by extending this expression of surprise, saying “\tthat (0.2) that sounds hard to me£ [hahahaHAHAHAHA]” . The last part of J's laughter is overlapped with that of M's (lines 13-14). Interestingly, A does not join in the laughter and, following a 1.6 second gap (line 15), he again initiates the second other repair initiation using candidate understanding targeting the term “*industrial*” . In this repair initiation, Speaker A elaborates upon the term ‘*industrial*’ by specifying and linking it to factories (lines 17-19). This repair initiation is succeeded by eliciting more information from M concerning his study of industrial engineering.

In response, M first provides minimum and elongation confirmation using “*y::es*” (line 20), and then extends his repair by rejecting A's specification of the term *industrial* using the discourse marker “*but*”(line 25) and he gives his explanation of *industrial* by linking it to various industries such as logistics and banks, as opposed to restricting it to factories that was stated by Speaker A (lines 29-30). In line 31, A illustrates a sign of agreement with the provided explanation as he utters a change-of state token ‘*oh*’ and repeats *logistics*, which is then followed by confirmation by the receipt token ‘*okay*’ . M then provides an assessment of his major of study twice ‘*i think it's a:: a- good (.) a good mayor*’ (line 34) ‘*[it's good mayor]*’ (line 36). He goes on to further upgrade his assessment of his study major by stating that it can create opportunities for him to work in a number of fields within economy (lines 39-40).

A similar incident occurs in Extract 10, where two speakers (L1 in Portuguese and Turkish) are talking about the actual ending of the summer season in their countries. Speaker A inquires about when the summer will last in his co-participant's city:

#### **Extract 4.10**

*[V.A.14\_Hangouts\_July already passed]*

1	*A:	yes today is twenty fifth but it how long will be take
2		(.) the summer (0.3) in ((your city)) until when
3		(2.4)
4	*B: <b>TS</b>	until:: (1.6) i can say July

5 (2.2)  
6 \*A: M1 **July already passed**  
7 (0.6)  
8 \*A: we can (0.5) e:::r (0.3)  
9 \*B: R1 i mean sep- September Septembe Septembe sorry i am sorry  
10 so[rry ]  
11 \*A: [it's ]okay no problem  
12 (0.3)  
13 \*A: M2 **so you mean in- it's e:r the-like (0.3) another one**  
14 **month (.) one month left (.) for:. the summer?**  
15 (.)  
16 \*A: **is that right?**  
17 (1.4)  
18 \*B: R2 yes

In line 4, Speaker B responds to A's question by stating 'until:: (1.6) i can say July'. He starts his turn with verbalized thinking using elongation *until::*, and after a 1.6 second pause, he suggests the month of July. Following a 2.2 seconds gap, Speaker A initiates his first other repair in the format of an explicit correction 'July already passed' (line 6), and after a gap of 0.6 seconds, he self-selects with *we can*, but it is not clear what he is intending to say (line 8). At this point, Speaker B quickly self-repairs: 'i mean sep- September Septembe Septembe sorry i am sorry so[rry]'. He starts his turn with *I mean*, which indicates his intended response and then provides a different and, what he now sees as, correct answer. After this correction, it clearly appears that both participants have reached a mutual understanding; however, Speaker A resumes the repair sequence again when he initiates his second repair using two forms of repair initiations. The first one is candidate understanding: 'so you mean in- it's e:r the-like (0.3) another one month (.) one month left (.) for:. the summer' and following that, he self-initiates using the question form: 'is that right?' (line 16). Both of these repair initiations are minimally confirmed by Speaker B using the acknowledgement token *yes* (line 18). The above section therefore provides examples of multiple other repair initiations in the form of candidate understanding. These differ from examples in extracts 4.3 (Amazon) and 4.5 (TedTalks), in that participants did not initiate repair repeatedly to locate the repairable, but rather, to reflect and ascertain their understanding by paraphrasing or repeating the entire or part of the trouble source turn. Nevertheless, this does not mean to say that every repeat indicates understanding, which will be demonstrated in certain extracts within this chapter, wherein speakers repeat the utterances using a try-marked intonation (Sacks and Scheloff, 1979), in the form of

candidate hearing, which shows that the speaker himself does not understand what has been said.

#### **4.2.1.2 *Seeking repair through written means***

Research in second language face-to-face interaction on multiple other-repair initiations has shown that when verbal repair is deemed insufficient to achieve intersubjective understanding, speakers employed non-verbal resources in order to facilitate repair using gestures, gaze, body orientation and material objects (Seo,2011; Nikazm, 2015). These non-verbal resources of gestures and body movements are not always accessible in CMIS interaction as some speakers may interact using audio-based methods or they may choose to switch their camera off. In addition, gestures and other bodily conduct resources may be deemed inadequate, even in video-based interaction where interaction is held due to mispronounced as well as spelling of some words. Therefore, in CMIS interaction when verbal repair or repair through talk is deemed inadequate, speakers choose to switch to text chat in order to solve the trouble source as will be demonstrated in this section.

As previously mentioned in earlier chapters, the context of this study is online video chat (Google Plus Hangouts). This platform has many affordance features that are publically accessible for all participants in the session, allowing them all to share, collaborate, gain access to text chat, even in the case where speakers join the interaction at a later stage (this kind of feature does not exist in Skypecasts), as well as YouTube and to share screens without navigating away from the main screen. However, such affordances have not always been relied upon to ease problems that participants encounter in relation to language learning, such as being able to resolve the confusion of mispronounced lexical items. In contrast, in some cases, participants have used text chat as the final option to resolve a trouble source. Previous CMSI research on repair initiation practices has shown that using this method of repair which switches from verbal repair to written repair (using text chat) is found when verbal repair is deemed inadequate. For example, in Brandt's (2011) study that examined L2 interaction in voice-based chat rooms using Skypecasts, he found that when participants encountered difficulty in understanding a new word, they engaged in multiples of verbal repair, and when verbal repair was deemed inadequate, participants pursued their intersubjective understanding by incorporating written

means through the feature of private messaging in order to resolve the problem. Brandt also found that participants adopted this written method of repair if the source of trouble was to deal with a word; however, if the source of trouble was the entire turn, participants who were in charge of repairing the trouble source were reluctant to do so (i.e., to provide written repair in text chat).

Thus, this section will introduce another environment where repair sequences are expanded through the use of multiple other-repair initiations as a result of failing to achieve intersubjective understanding through talk. This is demonstrated in the following two subsections:

### **Unfamiliarity with new term**

This subsection is concerned with cases of repair through text chat as a result of repeated requests to do so. This observation will be illustrated in more detail through the analysis of various extracts. In Extract 10, Speaker M (Spanish) tells Speaker S (British) about his visit to some European countries. He then begins to talk about the different legislation in Amsterdam in relation to drugs:

#### **Extract 4.11**

*[V.A.19\_Hangouts\_decriminalised]*

1 \*M: for example in Amsterdam (0.5) they:: (.) support  
 2 the:: (.) the drug (0.2) e::h (0.2) addiction ↑  
 3 (0.9)  
 4 \*S: well maybe [not ] addiction  
 5 \*M: [they]  
 6 \*S: (0.3) but yeah (0.4) the drugs  
 7 (0.9)  
 8 \*M: y::es  
 9 (0.6)  
 10 \*M: it's e::r i don' know (.) with- (0.3) it is (0.3)  
 11 i don' know (.) it (.) is good (0.2) or (.) it (.)  
 12 isn't good (.) i:- (0.4) i think they:: (1.8)  
 13 they are (.) totally open minded in Amsterdam.  
 14 (0.7)  
 15 \*S: yeah (0.3) e:r well it is not actually legal in  
 16 Amsterdam (0.2) but i think it's decriminalised?  
 17 (0.7)  
 18 so: (0.4) y- (0.2) you aren't (.) allo- (0.4) it's not  
 19 legal but (0.1) they are more relaxed (.) about it  
 20 (0.5)  
 21 which i think is (0.2) i-is be'er because it is more  
 22 understanding (.) but (1.0) i- i think will be  
 23 different if it was legal everywhere  
 24 (2.5)  
 25 \*S: maybe  
 26 (1.6)  
 27 \*M: y::es  
 28 (1.6)  
 29 \*S: do you understand (0.3) what i said  
 30 (1.3)  
 32 \*M: e:::r (1.4) a::h (0.9) not (0.1) not (0.2) not everything

33 because I can't hear you well  
34 (0.2)  
35 \*S: okay (.) sorry  
36 (0.5)  
37 can you hear better now  
38 (4:7)  
39 \*M: **e::h no i don't understand (.) can y- (0.2) i don't**  
40 **understand what you say (.) can you?**  
41 (1.4)  
42 \*S: u::m (0.3) i just (0.6) said that i think it is good  
43 **TS** (0.4) that it is u:m-(0.7) decriminalised (0) in  
44 Amsterdam (0.2) but maybe not everywhere,  
45 (2.8)  
46 \*M: **M1 a::h there are (0.6) crymin-(0.3) <cryminilised> (.) in**  
47 **Amsterdam ↑**  
48 (0.5)  
49 \*S: R1 it's (.) decriminalised (.) fyeahf haha  
50 (2.7)  
51 \*M: **M2 can you type type this word? because i do not**  
52 **underst[and**  
53 \*S: [it=  
54 \*M: =YES unders- (0.3) i understand what are you talking  
55 about but(0.4) i do not know this word <criminalise>  
56 (0.2)  
57 \*S: R1 dee (.) criminalised?  
58 (1.0)  
59 \*M: **M3 e::h (0.6) cr::m:: (1.0) na::l::s ((types))**  
60 (.)  
61 can you see(0.3) that (.) what (.) i (.) type ↑  
62 (0.5)  
63 \*M: **cr::iminalise**  
64 (0.2)  
65 \*S: R3 e::h (.) no::: (3:0) i'll have a look ↓  
66 (5.2)  
67 R3 ah no it's (0.2) dee- de cri (0.9) ((typing))  
68 \*M: okay yes ah:: (0.9) <decriminalised> ah- ah okay what is  
69 (0.4) what's the meaning (.) of this word  
70 (0.1)  
71 \*S: it means (.) that is (0.1) u::m (1.1) it's not (0.2)  
72 illegal (1.5) u::m (0.1) but it's (.) kind of (1.4) allowed?  
73 (0.5)  
74 i'm not a hundred percent sure of the actual meaning  
75 (0.7) but it means (0.4) that (.) even though (.) they are  
76 not allowed (0.4) it's not leg- illegal (1.2) to smo- it's  
77 (0.3) i canno- i'm getting confused hehehe  
78 (1.6)  
79 f u::m (.) maybe (.) Google it f  
80 (2.0)  
81 \*M: tehehe okay ↓  
82 (0.2)  
83 \*S: hehehe

Speaker M goes on to state that the consumption of drugs in Amsterdam is because the residents there are totally open-minded (lines 10-13). Following a short pause, S provides an acknowledgement token, and then proceeds to correct M over the legality of drugs in Amsterdam (lines 15-16), which leads him to produce an extended assessment turn (lines 18-23). After a relatively long silence (2.5 seconds), it is observed that Speaker M does not respond to this assessment (line 24). S self-selects

and downgrades her assessment using the term “maybe” (line 25). After a 1.6 second gap, M produces a minimal response “y : es” (line 27). However, following another 1.6 second gap, S interprets M’s minimal response as non-understanding as she explicitly checks his understanding: “do you understand? (0.3) what I said” (line 29). Sequentially, this understanding check is an inappropriate next action. In response, M answers this question as he did not understand everything because he cannot hear S very well. Speaker S orients to M’s audibility issue and undertakes sound checks with:

```

35    *S:    okay (.) sorry
36          (0.5)
37          can you hear better now
38          (4:7)

```

However, it takes M a great deal of time (4.7 seconds) to respond (line 38). M then takes the floor and moves from the hearing issue to the understanding issue by initiating his first other repair: “e : h no i don’t understand (.) can y- (0.2) i don’t understand what you say (.) can you?”. By doing this, he explicitly exposes his trouble in understanding (lines 39-40). For repairing, S repeats her previous turns (lines 18-23) using reformulation (lines 42-44). After a 2.8 seconds gap, M initiates the second other repair using candidate hearing and specifies his trouble source “a : : h there are (0.6) crymin-(0.3) <cryminilised> (.) in Amsterdam” (lines 46-47). S responds with embedded correction, then confirms it, “it’s (.) decriminalised (.) yeah haha”. Following a 2.7 seconds gap, M again initiates the third repair by asking for the repair to be given through the written medium (text chat) “can you type type this word? because i do not underst[and” (lines 51-52).

Instead of typing this word, S subsequently takes the floor and starts to explain the word, but is cut-off by M because he understood what she is saying, but he *only* wants the word, not another definition, “YES unders- (0.3) i understand what are you talking about but (0.4) i do not know this word <criminalise>” line 45-55. This repair initiation again fails in eliciting the spelling of the word, as speaker S repairs again through pronunciation with an



emphasis on *dee* (.) *criminalised* (line 57). After another two repair initiations fail to resolve the trouble, M treats S's repair of the pronounced word to be insufficient. Following a 1 second gap, M initiates his third repair through typing the word '*e::h* (0.6) *cr::m::* (1.0) *na::l::s*' (line 59).

At this stage, it becomes clear that Speaker M, who seeks the repair through text chat, can solve the problem. He attempts to move the repair to the written medium by himself typing the word and giving himself an attempt to produce it, so that S will hopefully correct the word (lines 59 to 63). Figure 4.3 is the screenshot of text chat that illustrates how this repair initiation was successful because he makes her shift to text chat to correct the word (i.e. 'the *criminalize*' to '*decriminalised*'). Then after a lengthy pause (5.2 seconds gap), S accordingly repairs the trouble-source by providing the correct spelling and uttering it with an emphasis on "dee" whilst she is typing it in text chat (line 67).

After reading the word in the text, M displays his understanding through a change-of-state (Heritage, 1984b) and offers the receipt token "okay yes ah::" of how this word is pronounced through repetition "<*decriminalised*>", he then immediately asks Speaker S to provide a definition of the word "ah- ah okay what is(0.4) what's the meaning (.) of this word" (lines 68-69). At this point, unlike the turns in lines 18-19, Speaker S indicates some trouble in defining this word as there is a greater deal of hedging, pauses and confusion "it means (.) that is (0.1) *u::m* (1.1) it's not (0.2) illegal (1.5) *u::m* (0.1) but it's (.) kind of (1.4) allowed?" (lines 71-72). Following a short pause (0.5 seconds), S self-selects and offers a pre-positioned epistemic hedge by stating, "i'm not a hundred percent sure of the actual meaning(0.7) but it means (0.4) that (.) even though (.) they are not allowed (0.4) it's not leg- illegal (1.2) to smo- it's(0.3) i canno- i'm getting confused hehehe". Following a 1.6 second gap, M does not provide any comment, so S self-selects again and, in an attempt to avoid any other repair initiation, she asks M to "google" the word "£ *u::m* (.) maybe (.) Google it £" (line 79).



Figure 4.3: The word *Decriminalized* appears in the text chat

The following extract (Extract 4.12) is a further illustration of the recurrence of multiple other repair initiation phenomena when identifying a new term and seeking repair through a written medium. Prior to the beginning of this extract, Speaker S (English) highlights the benefits of using a wide range of technology to facilitate interaction and learn from people who come from various backgrounds and speak different languages. Speaker M (Spanish) picks up the word *beneficial* from Speaker S's prior turn and asks a question:

#### Extract 4.12

[V.A.4\_Hangouts\_welfare]

1 \*M: which word is better (.) fo::r say (.) these  
 2 b-enefishens (.) ((beneficial)) or welfare?  
 3 (0.7)  
 4 \*S: beneficial  
 5 (1.6)  
 6 \*M: **TS** >welfare> (0.3) >wel-fare> (.) is not correct?  
 7 (0.5)  
 8 \*S: **M1** ((weather?))  
 9 (0.4)  
 10 \*S: **M1** how do yo[u say ]  
 11 \*M: R1 [wel-fare]  
 12 (0.6)  
 13 \*M: R1 <wel-fare?<  
 14 (0.6)  
 15 \*S: **M2** ((welther?))  
 16 (1.2)

17 \*M: R2 °yeas°  
 18 (.)  
 19 \*M: R2 wel- (0.2) i- (.) i will (0.3) [put ]  
 20 \*S: **M3** [ty- ]  
 21 (0.9)  
 22 \*M: R3 type (.) [i will] (.) type ((types))  
 23 \*S: [yeah ]  
 24 (0.3)  
 25 \*M: R3 wel-fare  
 26 (0.3)  
 27 \*S: yeah (.) welfare is different↓  
 28 (1.8)  
 29 \*S: e::r beneficial (0.7) means (.) to benefit  
 30 (0.3)  
 31 \*S: so:: (0.2) if you benefit from this conversation↑  
 32 (1.8)  
 33 \*S: welfare (.) is- is something different↓  
 34 (2.1)  
 35 \*M: **a::h but (0.3) it's- (.) it's similar (0.6) or not**  
 36 (1.0)  
 37 \*S: a:::m (0.4) i am not(0.4) a- a hundred percent (.)  
 38 sure I think maybe welfare (0.9) would (0.1) be::  
 39 (0.4) u:::m for the benefit (.) of someone↑ (1.5) a:::m  
 40 (.) in a different context↑  
 41 (2.6)  
 42 \*M: oka:::y↑  
 43 (0.7)  
 44 \*S: so:: (1.6) a:::m (1.0) i'm not- i'm not really  
 45 sure (0.3) £ how to explain the difference (0.5)  
 46 between them↑ £  
 47 (1.4)  
 48 \*M: o:::kay  
 49 (1.4)  
 50 \*S: £ sorry hhh £  
 51 (0.8)  
 52 \*M: yes don't worry

At the beginning of this extract, Speaker M asks which word is better to describe the benefits of using a wide range of technology: *beneficial* or *welfare*? (lines 1-2), After a 0.7 second gap (line 3), S responds clearly with *beneficial* (line 4). After a 1.6 second gap (line 5), Speaker M reissues the request, repeating the word *welfare* twice, which may signify that he needs more clarification as he stated: *welfare wel-fare is not correct?* (line 6). This is followed by another gap (0.5 seconds), and then S initiates the first other repair by providing a candidate hearing (line 8), and after 0.4 seconds, she self-selects and repeats her request using the phrase: *'how to say'* (line 10). This repair initiation is noteworthy because, even though M mispronounced the word *beneficial* as *'b-enefishens'* (line 1), S

still chose it as the better option for M's question without knowing the other alternative that M provided (i.e., welfare).

In response to S's repair initiation, M self-repairs by providing two attempts to repair the word "[>wel-fare>] and <wel-fare?<" (lines 11-13). This version gets S to initiate the second other repair using candidate hearing (line 15). Through this multiple repair, Speaker M invests extra effort in saying the word *welfare* five times (lines 6, 11, 13 and 19) before deciding to use other means to repair (through text chat). Although M self-repairs the confirmation of S's hearing using the acknowledgment token °yeas° (line 16), this repair does not solve the problem. This is because one may observe M's use of 'yeas' was to defuse the interactional pressure, while he was attempting to produce another attempt to say *welfare* (line 19). M produces this turn with some problems: cuts off, pauses and repeats. While M was busy typing the word *welfare*, S initiates the third other repair which overlaps with M's 'put', by requesting incomplete utterance 'ty' of typing (line 20).



**Figure 4.4: The word *welfare* appears in the text chat**

In response, M continues his repair by suggesting repair through the text chat (line 22). S agrees with this suggestion of using text chat to repair the trouble source by using the word 'yeah' (line 24). After the word appears on screen (Figure 4.4), M again states the word *welfare* (line 25). Following a short pause (line 26), resolution is clearly displayed and S responds to this by saying "yeah(.)welfare is different↓" (line 27). Following a relatively long silence 1.8 seconds (line 28), S



11 name appears on screen  
12 \*B: **M3** Ozman ↑  
13 (.)  
14 \*A: R3 yeah ((opens chat window and types *Othman*)  
15 (1.4)  
16 \*B: **M4** is it::: (.) e::r it is /ES/?  
17 (1.5)  
18 \*A: R4 No (7.0) ((types Ozman))  
19 \*B: **M5** Ozman?  
20 \*A: R5 yeah O[zman ]  
21 \*B: [u:::m]  
22 (0.3)  
23 \*A: O-Z.[M.A.N ]  
24 \*B: [is it ]  
25 (0.4)  
26 \*B: **M6** Turkish guy?  
27 (0.3)  
28 \*A: R6 yeah he is (.) from Turkey  
29 (2.0)  
30 \*B: **M7** but e::r we do not have (0.3) a::name like (0.3) Ozman  
31 (0.5)  
32 \*B: [it is Osman not thee (( ? ))]  
33 \*A: [types ]  
34 (0.4)  
35 \*A: [like that ]((Ozman appears on screen))  
36 \*B: [(( )) ]  
37 (.)  
38 \*A: like that  
39 (1.4)  
40 \*B: e:r let me- let me write it  
41 \*PPP: (0.2)  
42 \*A: like this  
43 \*B: (6.0) ((types))  
44 \*A: u:::m (0.5) like Osman okay  
45 \*PPP: (2.0)  
46 \*B: yeap

In lines 1-2, Speaker A mentions that he has a friend called Ozman who has joined the army. Following a long silence (3 seconds gap), Speaker B initiates his first other repair, targeting the friend's name by using a question "w-what is his name ↑" (line 4). After a 0.5 second gap, A repairs by repeating the name "Othman" (line 6). However, following a two seconds gap, Speaker B still does not grasp what name is given, and thus, he initiates the second repair. He first attempts to utter the name, but cuts himself off twice and then requests a repair through the text chat (line 8). In response, Speaker A agrees and writes it in text chat lines 10-11(Figure 4.5). When the name appears on screen, Speaker B initiates the third repair with 'try-marked' by reading it with a rising intonation "Ozman ↑" (line 12). Speaker A provides an acknowledgement token "yeah" (line 14), but this still does not resolve the problem because, after a 1.4 second gap, Speaker B again initiates a repair for the fourth time

in the form of a question “is it::: (.) e::r it is /ES/?” (line 16). Following a 1.5 second gap, Speaker A self-repairs by disconfirming B’s understanding and repairs it again by typing the name in the text chat using the alternative spelling “Othman” (line 18).

Speaker B again initiates the fifth repair with ‘try-marked’ by saying the name in a surprised tone and rising intonation “Ozman?” (line 19). Once more, Speaker A acknowledges the name uttered by B, repeating it again. He then self-selects and further elaborates on the name by spelling it out loud “O-Z. [M.A.N]” (line 23). Speaker B initiates the sixth repair by using a question “Turkish guy?” (line 26). Speaker A confirms that by stating: “he is (.) from Turkey” (line 28). After a two second silence, Speaker B initiates the seventh repair prefaced by the marker: “but e::r we do not have (0.3) a::name like (0.3) Ozman” (line 30). There is another silence (0.5 second), after which B self-selects and gives a suggestion for how the name is pronounced, substituting the /z/ with /es/ Osman (line 32). Speaker A again uses text chat and types the same name with /es/ (lines 35-38). In response, B does not confirm A’s spelling, but instead he writes the name using /es/ instead of /z/ (line 43).



**Figure 4.5: The alternative spelling for Ozma’s name in the text chat**

In Extract 4.14, prior to the discussion, Speaker A (Turkish) asks his co-participant, Speaker B (English) whether he speaks any other language apart from English. Speaker B states that he started to learn Arabic when he became a convert to Islam. At this point, Speaker A begins to ask him about his life before and after he converted to

Islam:

#### Extract 4.14

[V.11\_Hangouts\_religion]

1 \*A: u::m (0.7) would you please (0.7) tell me (0.7)  
2 e:::r what have been changed (.) after (0.7)  
3 TS e::r you have changed your religion  
4 (1.0)  
5 \*B: M1 relig[ion? ]  
6 \*A: [what were] you (0.3) doing and what are you  
7 doing (0.3) now?  
8 (0.3)  
9 \*B: M2 pardon w-what did you say?  
10 (1.7)  
11 \*A: R e:::r (1.1) i asked (1.8) e:::::r what (0.7) what  
12 (0.8) is (0.4) changed?  
13 (0.6)  
14 \*A: [what has changed? ]  
15 \*B: M3 [w-what has changed?]  
16 (1.1)  
17 \*B: [((types what has changed))]  
18 \*A: [become- after ](0.6) you become a Muslim?  
19 (1.1)  
20 \*A: R yeah what has changed?  
21 (1.0)  
22 \*B: ((types 'my way of life has changed'))

In lines 1-3, Speaker A asks B about the changes in his life after changing his religion. Following a one second gap, both speakers orient toward this gap as an opportunity to take the floor, but they start approximately at the same time. This is often found to be the case in an online setting (Jenks, 2014). This overlap occurs during Speaker B's first repair initiation in the form of a partial repeat: "relig[ion?]" (line 5), which overlaps the first part of Speaker A's question [what were], in line 6. Speaker A completes his reformulated question, targeting B's life after Islam which seems more specific in comparison to the first question (lines 6-7). After a short gap in line 8, Speaker B initiates his second other repair (line 9). In contrast to the first repair initiation, which is specific in locating the trouble source, the second repair initiation uses the form of open class, targeting the entire prior turn as the trouble source "pardon w-what did you say?" (line 9). Following a 1.7 seconds gap, Speaker A repairs by repeating some elements from his first question "e:::r (1.1) i asked (1.8) e:::::r what (0.7) what(0.8) is (0.4) changed?" (lines 11-12).



However, this turn differs from his earlier questions in lines 1-3 and lines 7-6, as it has been produced with some problems in hedging, elongation, repetition and long pauses. After a 0.6 second gap, Speaker A again self-selects and corrects his turn, but this again occurs in an overlap with Speaker B's third repair initiation in the form of repeating the entire prior turn. This overlap results in a 1.1 second gap (lines 14-15). When Speaker A does not repair, Speaker B then reissues his repair initiation by typing in the text chat; this written turn overlaps with Speaker A's "[become-after]" (lines 15-16). Speaker A completes his question in line 18 and after he completes his typing, he confirms B's turn after a 1.1 second gap, which is then followed by an acknowledgment token 'yeah' and then by repeating his question: 'what has changed?' (line 20). At this point, the misunderstanding has been resolved and it is Speaker B's time to provide the long awaited answer.

However, after a one second gap, Speaker B responds by writing it in text chat "*my way of life has changed*" (Figure 4.6). Unlike the previous extracts, where participants only repaired and initiated repair towards the lexical items in response to their interlocutor's requests, in this extract, the recipient has provided two full turns without any prior request from the speaker. At this point, the participants reach a mutual understanding and resume their interactional activity that had been suspended due to overlapping utterances.

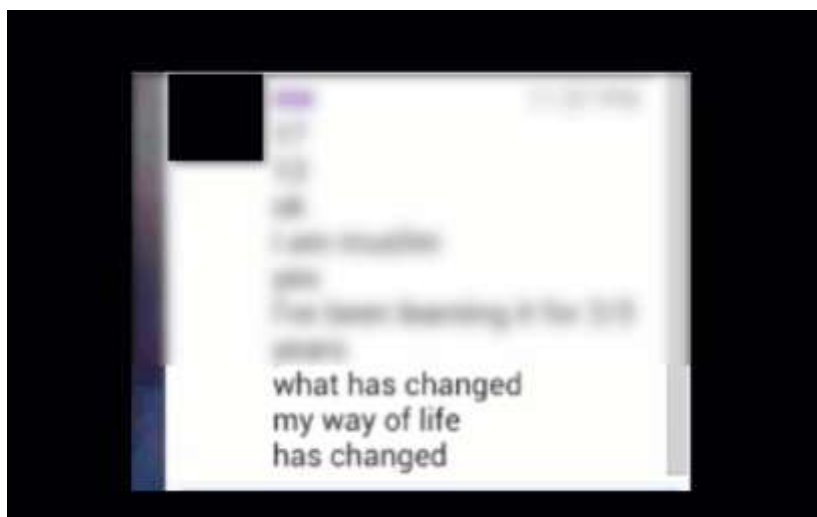


Figure 4.6: Repair initiation and repair solution appears in the text chat

## Misspeaking

This subsection addresses cases that have failed to repair through text chat, albeit the repeated requests. Within this context, refusing is referred to in the sense that speakers continue to try to repair by providing alternative pronunciations for the lexical items, but they ignore to do so via the text chat. This observation will be demonstrated further in the following extract.

In the extract that follows, two speakers of L1 English and L1 Spanish are interacting with one another; Speaker M asks his British co-participant whether is right to say “outoressse me” (he means ‘authorise me’). This word subsequently becomes a trouble source for Speaker S and, in this situation, the repeated request to repair this trouble source through the text chat is ignored:

### Extract 4.15

[V.A.10\_Hangouts\_authorise]

```
1      *M:          i am (0.6) i: i am writing a letter ↑
2                      (0.2) fo:r (.) a:: (.) for a company ↑
3                      (0.4)
4      *S:          aha=
5      *M:          because i need (.) to: (.) i need (.) that (0.2)
6                      this company to: (0.6) out-ress- (0.3) a: outo-
7                      TS      outo- resse me ((authorise me))
8                      (0.2)
9      *M:          e::r it is right to say that?
10                     (0.5)
11     *S:          M1      ant[anto?
12     *M:          R1      [i doun
13                     (0.4)
14     *S:          M2      say again sorry or type?
15                     (1.6)
16     *M:          R2      a:::: (0.6) i:: am writing (.) a letter (.) for
17                     a company=
18     *S:          =yeah
19     *M:          because i need (0.3) they (0.2) out- (.) to resays-
20                     (.) they out- outore::
21     *S:          M3      research?
22                     (1.2)
23     *M:          a::::m
24                     (0.4)
25     *S:          M4      re[pay?
26     *M:          R4      [i donu
27                     (4.1)
28     *S:          M5      can you type it?
29                     (2.3)
30     *M:          R5      outores-(0.2) out- (0.2) toures-(0.2) me
31                     ((Laura joins))
32                     (1.2)
33     *L:          hi guys
34                     (1.0)
35     *M:          hello ***=
36     *S:          =hello
```

Speaker M has been explaining to his co-participant that he is writing a letter to a company (lines 1-2), as he needs the company to authorise him (lines 5-7). Following a short pause, M self-initiates if it is linguistically correct to use the word ‘*authorise*’ to describe the situation – “e::r it is right to say that?” (line 9). This turn however, is produced with certain problems such as a great deal of pauses, repetition and four cut-offs for the word *authorise* as follows: “out-ress- (0.3) a: outo- outo- resse me” (lines 5-7). Since he mispronounces this word, Speaker S initiates the first repair, specifying the trouble source by a candidate guess “ant[anto?” , which overlaps M’s utterance “[i donu” (lines 11-12). Following a 0.4 second gap, Speaker S reissues her second repair by providing him with two options to repair “say again sorry or type?” (line 14).

In this repair initiation, she does not specify the trouble source, thus Speaker M chooses to repair by repeating the entire turn – “a:::: (0.6) i:: am writing (.) a letter (.) for a company=” (lines 16-17); nonetheless, before Speaker M completes his statement, Speaker S provides an acknowledgement token “=yeah” indicating that up to this point she has understood his turn (line 18). Speaker M again mispronounces the trouble source word with difficulty - ‘because i need “(0.3) they (0.2) out- (.) to resays- (.) they out outore::” (lines 19-20). As a result of this, Speaker S initiates the third repair in the form of a candidate guess “research?” (line 21). Following a 1.2 second gap, Speaker M responds with an elongation “a:::::” (line 23), indicating that this is not the correct word.

Speaker S again proposes the fourth repair initiation using the candidate guess “re[pay?”, and, similar to the first repair initiation, it overlaps M’s repair “[i donu” (lines 24-25). Following a relatively long 4.1 seconds gap, Speaker S initiates the fifth repair by asking him to type the word “can you type it?” (line 28). Following a gap of 2.3 seconds, M does not type the word, but rather says it again “outores- (0.2) out- (0.2) toures- (0.2) me”. This repair has been aborted, as well as unsuccessfully closing the repair sequence when Laura, an invited participant to this session, enters the discussion (line 31). As a result, S and M welcome Laura and completely shift to another topic.

A further illustration of this is in Extract 16, where Speaker B starts to talk to Speaker A about his family farm and that, even though they grow many types of

crops, the most popular one is the potatoes. At this point, A then tells B that people in England love potatoes and they consider them in their main course with fish:

#### Extract 4.16

[V.A.28\_Hangout\_fish and chips]

1 \*A: but (.) e::r thee:: (0.3) most popular thing is (0.2)  
2 potatoes  
3 (0.2)  
4 \*B: okay  
5 (0.3)  
6 \*B: e:::r the people e:::r brit- English people love (0.8)  
7 potato  
8 (1.6)  
9 \*B: is it ca-[ call ] it here fresh and.. e:::r fish and  
10 \*A: [ (( ))]  
11 \*B: fre- e:::r (2.5) fresh (0.6) fish and (1.2) fresh and chips  
12 (1.7)  
13 \*B: [this is the main ]  
14 \*A: M1 [ ((would you ))]  
15 \*B: (.) the main (0.3) course or the main meal usually  
16 \*B: coming in in British peoples  
17 (1.1)  
18 \*A: M1 would you please write it on the chat room?  
19 (0.6)  
20 \*B: R1 say that again  
21 (1.3)  
22 \*A: M2 would you please (.) e:::r write that (.) word (0.7)  
23 e:::r in a chat room?  
24 (0.5)  
25 \*B: R2 i will do yeah  
26 (1.0)  
27 \*A: so i can (0.3) search (0.5) it (0.8) its pictures  
28 (0.6)  
29 \*B: is called (0.7) ff- (.) fish (0.3) and chips  
30 (3.2)  
31 \*A: M3 °fish and chips°  
32 \*B: R3 yeah (.) fish and chips  
33 (0.2)  
34 \*B: fish you know fish  
35 \*A: °chips° (0.2) yeah i got it fish and chips  
36 \*B: yeah  
37 \*A: ((types))

At lines 1 and 2, Speaker A tells Speaker B that one the most important crops his family grows is potatoes. After a short gap (line 3), Speaker B acknowledges this and he self-selects (line 5), elaborating upon this further – “e:::r the people e:::r brit’- English people love (0.8) potato” (lines 6-7). After a 1.6 second gap, both speakers orient to this gap which leads to an overlap; at this point Speaker B completes his turn (lines 9-11). However, this turn produces certain problems in terms of repetition and pauses which occur as a result of Speaker B conducting multiple self-repairs to produce the correct phrase, (or rather, the

intended phrase of “fish and chips”), even though he does not say it. Following a 1.7 second gap, both speakers again orient to this to take turns, but they do it at the same time (lines 13-14), so Speaker B provides more information by asking him to consider the main course for British people “[this is the main]”. Due to this disruption by Speaker B, Speaker A initiates his first repair which overlaps with B’s utterance (line 14).

At this point, it would appear that Speaker A is confused with the phrase that Speaker B has repeatedly attempted to utter. In turn, he initiates his other repair, asking Speaker B to type this word in the text chat “would you please write it on the chat room?” (line 18). In response and following a 0.6 second gap, Speaker B initiates other repair on A’s other repair, using the phrase – “say that again” (line 20). Speaker A repeats his other repair initiation by again requesting the word in written form “would you please (.) e::r write that (.) word (0.7) e::r in a chat room?”, but in comparison to the first time, he does so with more instances of hesitation and pauses. After a 0.5 second gap, Speaker B confirms that he will do that “I will do yeah”, (line 25) and after a 1 second gap, Speaker A provides a reason why the written repaired word is needed “so i can (0.3) search (0.5) it (0.8) its pictures” (line 27). After a 0.6 second gap, Speaker B responds to A’s requests with “is called (0.7) ff- (.) fish (0.3) and chips” (line 29). Following a longer silence 3.2 seconds gap, Speaker A initiates the fourth repair using a candidate hearing and quietly utters “°fish and chips°” (line 31). Speaker B acknowledges it with ‘yeah’ and repeats “fish and chips”; however, Speaker B treats this repair initiation as one of understanding and self-selects by repeating “fish” and then asking Speaker A if he knows what fish is (line 34). Speaker A utters “chips” and acknowledges that he does indeed know what it is by confirming the information receipt with “yeah i got it fish and chips” (line 35). Speaker A finally confirms it and the repair sequence is closed by the sound of typing from Speaker A’s computer (line 37).

- *Section summary*

Within this section, various cases of multiples in the study corpus have been analysed which are the result of problematic talk stemming from (1) understanding issues, (2) misspeaking and (3) seeking confirmation. The section has also described the repair sequences that have been expanded upon as a result of seeking repair or signaling the trouble source through platform affordance using the text chat facility. The section that follows will move on to consider the sequential ill-fitted actions, when they actually become the source of trouble resulting in multiple other-repair initiations.

#### **4.2.2 Multiples as a result of sequentially ill-fitted actions**

Unlike the previous section, which was concerned with multiple other-repair initiations that resulted from understanding issues in the prior turn, this section will focus on sequential trouble that leads to multiple other-repair initiations as a result of “ill-fitted” actions (Drew, 1997:84) or a mismatch between other-repair initiations and trouble source. This kind of trouble is well-illustrated by Drew (1997:98) in his paper on ‘open-class’ repair initiators, where it is shown that other-repair initiation can be employed to resolve interactional problems that have resulted from “sequential rather than sentential/utterance-based” troubles. Moreover, such sequential troubles are termed by Dingemanse et al. (2015:6) as “trouble-prone contexts”. In this study such sequential troubles have been identified as a result of: (1) inappropriate shifting between sequences, and (2) overlapping utterances.

##### **4.2.2.1 *Inappropriate shifting between sequences***

As a result of inappropriate shifting, it means the recipient provides acknowledgement that the previous turn was understood. Conversely, the speaker moves forward in an ongoing activity, while the recipient goes backwards and begins initiating repair on the previously repaired trouble source. Prior to the beginning of this excerpt (Extract 4.17), Speakers A and B (who are native speakers in Kurdish and English respectively) are getting acquainted and have just been discussing the area of study that they are pursuing. This excerpt begins when A answers B’s question concerning the type of school he went to.

### Extract 4.17

[V/A.7\_Hangouts\_military]

1 \*B: okay u::m what kind u:m of high school do you go to?  
2 (0.7)  
3 \*A: u:::m (1.7)e:::r(1.8) you mean what?  
4 (0.3)  
5 \*B: where- what type of one do you go to  
6 (3.2)  
7 \*A: TS u:::m (0.7) e:::r it's a: metro ((military)) high school  
8 (1.3)  
9 \*B: **M1 a: pardon?**  
10 (2.0)  
11 \*A: R1 it's a:::(0.4) military high school  
12 (0.3)  
13 \*B: SCT o:h (0.5) okay.  
14 (2.4)  
15 \*B: **M2 middle? [high school]**  
16 \*A: [( ) ]  
17 (2.3)  
18 \*B: **M3 [military? ]**  
19 \*A: [( ) ]  
20 (0.7)  
21 \*B: **M4 for thee army?**  
22 (3.2)  
23 \*A: **M5 what?**  
24 (1.5)  
25 \*B: yeas (0.4) army  
26 (0.2)  
27 \*A: **M6 army?**  
28 (0.2)  
29 \*B: yeah  
30 (1.4)  
31 \*A: yes  
32 (0.5)  
33 \*B: [okay ]  
34 \*A: [we may] say it

The above extract contains a complex feature of multiple other repair initiation occurring from line 9 to line 21. Moreover, the participants have reached an impasse in their interaction at lines 15 and 17, as Speaker A initiates multiple other repair (lines 17 and 21) on B's repair initiation at line 15. However, intersubjectivity was lost prior to that at line 3, where Speaker A initiates other repair using "u:::m(1.7)e:::r(1.8)you mean what?" targeting the entire previous turn as troublesome. In response, Speaker B treats the problem as a hearing one and therefore, he partially repeats the trouble source by removing 'high school' and also replacing the "kind" with "type" that are found in the original question in line 1, and treat them as 'dispensable' (Scheloff, 2010). To answer B's question, Speaker A provides an appropriate action, but it contains mispronounced lexical "u:::m (0.7) e:::r it's a: metro high school" (line 7).

Following a 1.3 second gap, a repair sequence is redirected as Speaker B initiates other repair in the form of an open class 'a:- pardon?' (line 9). In this repair initiation, Speaker B was going to say something but stops. After a 2.0 seconds gap, Speaker A repeats with less hesitation and more clearly 'it's a::: (0.4) military high school' (line 11). Speaker B accepts the proposed repair solution by providing "o:h (0.5) okay" in line 13, wherein both "change of state token" (Heritage, 1984b) and "okay" are served to mark information receipt and to close the repair sequence. After a gap of 2.4 seconds, intersubjectivity is broken when Speaker B self-selects and goes backward to initiate the second repair (line 15), overlapping with Speaker A, who moves forward in an ongoing interactional activity (line 16). Speaker B has apparently encountered some trouble, attempting to figure out or exhibits confusion concerning the referent of "military", which A has described as a type of "high school" at line 11.

The second and the third other-initiated repair, which are candidate hearings, deal with a problematic hearing of two possible hearings "middle [high school]?" line 15 and "military" line 18. As those words sound similar, it could lead to possible confusion, especially since the candidate hearing "middle" "is more likely in this context" (Koshik, 2005:197). Those two candidate hearings overlap with Speaker A's utterances (lines 16 and 19), of which both of these are followed by a lengthy pause (2.3 and 0.7 seconds at lines 17 and 20 respectively). This type of pause usually occurs when participants overlap one another's talk in Computer-Mediated Spoken Interaction CMSI (Jenks, 2009b, 2014). Unsurprisingly, all these multiple attempts failed to resolve the trouble source, simply because they were 'sequentially derailed' (Drew, 1997). Thus, Speaker B initiates the fourth other-initiated repair attempts with the candidate checking understanding - "for thee army?" (line 21). Instead of confirming Speaker B's understanding (line 23), the repair sequence is redirected when Speaker A initiates his first other-initiated repair with "what?", targeting the entire prior turn as problematic. In response to A's repair initiation, B uses partial repeat, prefaced by "yeas" (0.4) army" (line 25).

However, his use of the acknowledgment token "yeas" does not fit with what was said in the prior turn, as the main action requires him to resolve the trouble as opposed to confirming it. Therefore, it seems that Speaker B uses "yeas" as a tool



to defuse the interactional pressure of his persistence in initiating repair to locate the trouble source. After a short pause, Speaker A initiates his second other-initiated repair by repeating the trouble source in the prior turn using candidate hearing “army?” (line 27). Speaker B then goes on to repair this with a simple confirmation “yeah” (line 29) and in turn, Speaker A confirms B’s understanding using the acknowledgment token “yes” (line 31).

This excerpt clearly shows that inappropriate shifting between sequences accounts for the sequential disruption and “ill-fitted” actions (Drew, 1997:84). Thus, multiples of other-initiated repairs occur as a result of Speaker B’s production of the minimum post-expansion, or sequence closing third SCT, using “oh” “change of state token” (Heritage, 1984b) and “okay”, all of which claim information receipt and acceptance of a second pair part respectively. As stated by Schegloff (2007:118), both of these are “designed to move for, or to propose, sequence closing”.

Additionally, in the subsequent turn, a long pause of 2.4 seconds occurs at line 8. This indicates that Speaker B is signaling to Speaker A that he has understood the prior turn at line 5. As a result, Speaker A orients to SCT and to the subsequent ‘pause’ (Jenks, 2009a) as an opportunity to take a turn and begin talking, as he attempts to take the floor on those two occasions. In relation to the pause, Schegloff (2000, cited in Jenks, 2014:58) explains, “pause in CMSI acts as both a ‘source’ of, and a ‘resource’ for, resolving overlapping utterances”.

#### **4.2.2.2 *Overlapping utterances***

Overlapping utterances is another environment where multiple other repair initiations are triggered. In such instances, the trouble source does not seem to be found in the prior turn from the speaker’s perspective and the repair initiations can occasionally be confused with the speaker of the trouble source. This is because the actual trouble is sequential disruption as a result of repeatedly misplacing utterances. The extracts that follow illustrate ill-fitted actions due to overlap, which can result in multiple other repair initiations. In Extract 18, overlap triggers multiple other repairs and results in a mismatch between the repair initiation and the trouble source .

#### **Extract 4.18**

*[V.8\_Hangouts\_really]*

- 1        \*B:                    so instead of (1.7) for example in MacDonald’s  
2                                    (.)for example (0.6) instead of flipping burgers

3 and working in the till (0.3) you're telling  
4 people what to do.  
5 (1.3)  
6 \*B: you're telling [people]  
7 \*A: **TS** [really]  
8 (1.0)  
9 \*B: **M1** **pardon**  
10 (0.4)  
11 \*A: so if (.) it is (.) unhealthy  
12 (0.5)  
13 \*B: **M2** **pardon?**  
14 (0.4)  
15 \*B: **M2** **say that again?**  
16 (0.9)  
17 \*A: if this(.) it is (0.7) e::r if there is  
18 a (0.6) unhealthy food in MacDonald's  
19 (0.9) so::(0.5) you warn people (0.7)  
20 so that nobody (.) will eat that (1.0)  
21 unhealthy foods  
22 (0.2)  
23 \*B: no (.) no (.) no u:m management is u::m  
24 (0.5) high up in the company (0.2) you know  
25 when start at (0.2) the bottom (.) in a company  
26 and you work your way up and get more money in  
27 thuh company?  
28 (2.8)

Prior to the beginning of this extract, Speaker A asks Speaker B about his major subject at university, which is Business Management. Speaker A expresses his opinion of this subject by saying he does not fully understand the purpose behind such a course. This extract begins with B explaining the meaning of Business Management, which he does by giving an example of working in a fast food restaurant where one is leading people and telling them what to do, rather than “flipping burgers and working in the till” line (2-4). After a 1:3 second gap (line 5), Speaker B self-selects in line 6 and repeats ‘you're telling [people]’, but before he completes his turn, Speaker A surprisingly utters “really” at the same time and overlaps with B’s “[people]” (lines 6-7). This overlap becomes a trouble source for Speaker B, as he initiates the first other repair using the open class “pardon” (line 9), singling the entire prior turn as problematic, due to the surprise token of “really”.

Speaker B’s repair initiation fails to obtain Speaker A’s self-repair. Instead, Speaker A provides new information that is not in his prior turns: “so if (.) it is (.) unhealthy” (line 11). However, before he completes his turn, Speaker B initiates the second repair by again using the open class “pardon?” (line 13). This unspecific repair initiation targets the whole prior turn as a trouble source. After a 0.4 second gap, B repeats his request using the phrase “say that again?” (line 15). Sequentially, at this point, there is a mismatch between both repair initiations and

trouble sources, since the first repair initiation targets the trouble source in the prior turn, where overlap utterances occur, yet the second other repair initiation targets incomplete utterances.

Previous research on overlap in an online setting has shown that pauses lead to overlapping utterances. Jenks (2014) suggests that this occurs as a result of participants not seeing one another. In addition, the pauses can be a cause for communication trouble, as the lack of physical interaction and presence between the participants necessitates that they project speakership. In this study however, overlap has been found as the cause and trigger for the phenomenon of other repair initiation. This overlap occurs even when participants see each other via webcam as was the case for this study. This is further evidenced upon closer inspection of Extract 4.17, re-presented below as Extract 4.19.

#### **Extract 4.19**

*[V/A.7\_Hangouts\_military]*

1	*A:	TR	it's a::: (0.4) <b>military high school</b>
2			(0.3)
3	*B:		o:h (0.5) okay.
4			(2.4)
5	*B:	<b>M1</b>	<b>middle? [high school]</b>
6	*A:		[( )]
7			(2.3)
8	*B:	<b>M2</b>	<b>[military? ]</b>
9	*A:		[( )]
10			(0.7)
11	*B:	<b>M3</b>	<b>for thee army?</b>
12			(3.2)
13	*A:	<b>M4</b>	<b>what?</b>
14			(1.5)
15	*B:		yeas (0.4) army
16			(0.2)
17	*A:	<b>M5</b>	<b>army?</b>
18			(0.2)
19	*B:		yeah
20			(1.4)
21	*A:		yes
22			(0.5)
23	*B:		[okay ]
24	*A:		[we may] say it

As previously noted, Speaker B provides a response in line 3 using “oh” and then “okay” which signals that he understands the provided repair in line 1. However, after a 2.4 seconds gap, he initiates other repair twice using candidate hearings “middle? [high school]”(line 5) and “[military? ]”(line 8). These two instances of repair initiation overlap, yet begin concurrently at approximately the

same time. The first of these is in lines 5-6, while the other one is in lines 8-9, where both instances of overlapping utterances result from and in long a gap. This is usually the case in online settings (Jenks, 2014). Since neither of the repair initiations succeeds in eliciting the reparable item (due to the overlap with Speaker A's utterances), Speaker B initiates the third repair using the candidate understanding format "for thee army?" (line 11). Following a 3.2 seconds gap, this repair initiation again fails to prompt the repair; instead, Speaker A initiates other repair on (other initiation) using open class "what?" (line 13), targeting the entire prior turn as a trouble source.

As the repair sequence becomes complicated at this point, Speaker B first defuses the interactional pressure using "yeas" (line 15) and then repairs it by repeating the word 'army' from the trouble source turn; yet, this repair operation fails to gain the target repairable. Speaker A initiates his second other repair (and the fifth in this extract) using a question tone, repeating "Army?" (line 17) with the utterance ending in a rise in pitch. In response, Speaker B repairs the trouble source by acknowledging it: "yeah" (line 19), to which Speaker A then confirms what is said and eventually provides Second Base Pair Part (SBPP) "yes" (line 21), then subsequently closes the repair sequence. The above example establishes that overlap utterances trigger multiple other repair initiations in CMSI. This observation is even more apparent when examining overlapping utterances in the following extract.

#### **Extract 4.20**

*[V/A.7\_Hangouts\_national team]*

1	*A:	hahahaha £ yeah £
2		(0.3)
3	*A:	[so:: a::s ]
4	*B:	[but i think th-] thu:: (0.2) the::
5	TS	e::r <b>national (0.1) team</b> is ready
6		(1.8)
7	*A:	<b>M1 sorry?</b>
8		(.)
9	*B:	R1 the national team
10		(0.8)
11	*B:	R1 th- the foot- e::r [the football] team is ready?
12	*A:	<b>M2 [a::: HERE? ]</b>
13		(1.1)
14	*A:	i:: thi::nk (.) [e::h ]
15	*B:	[the brazi-]
16		(0.2)
17	*B:	R1 <b>the Brazilian is re- ready?</b>
18		(1.0)

19 \*A:            £ we can say that (0.1) you can say that £  
20 \*B:            hahahaha  
21 \*A:            £ bu:::t £ hahahahah  
22                (0.3)  
23 \*A:            i do not think (0.2) i do not think we we (.)  
24                we will be (0.3) we are going to be a::: (0.3)  
25                best (0.2) the best team (0.4) in this world  
26                cup o:::r (0.7) the champions you know (0.4)  
27                because e:::r (1.4) [e:::h  
28 \*B:                 £[Argentina is doing well£

In this extract, A and B talk about the Football World Cup in Brazil. Prior to this, A informs B that the country's infrastructure is not well-prepared or equipped to deal with such a large event. In reply to this, B states at the beginning of this extract that, although the country is not ready, he thinks that the national team is ready (line 5). This turn has been uttered with a number of problems, including overlapping with prior A's turn utterances, as well as repeats of portions of talk with elongation and pauses. Following a 1.8 second gap, Speaker A initiates other repair using open class (line 7), targeting the entire previous turn as trouble source. In order to repair, Speaker B nominates the phrase 'the national team' as the trouble source in line 9, yet after a 0.8 second pause, Speaker A does not provide a response, leading Speaker B to self-select and elaborate upon his repair (line 11). This is done by providing an alternative synonym that could be used to substitute the phrase 'national team' (i.e., 'football team'). But this turn again produces certain problems, containing cut off and overlap with Speaker A's other repair initiation utterance "[a::: HERE?]" in line 12. These overlapping utterances are followed by a 1.1 second gap.

Although A does not provide an immediate response, his other repair initiation indicates that he has understood the prior repair operation by using the questioning tone "[a::: HERE?]" . With his subsequent turn, "i::: thi:::nk (.)  
[e:::h]" (line 14), it seems that Speaker A's "[a::: HERE?]" was at the beginning of his understanding to B's initial question, rather than another understanding check. As a result of overlapping utterances, Speaker B does not provide repair, so A self-selects and responds in line 14 with elongation and hesitation and overlapping with B's utterance (lines 14-15). At this moment, Speaker B then produces his repair by using an explicit question, 'the Brazilian is re-ready?'(line 17). In this repair operation, Speaker B also adopts specifying methods (i.e., he indicates that 'Brazilian' as a specific category is more accessible to Speaker A from the broader category, which is the 'national team'). This repair operation has

been elaborated upon as result of overlapping utterances. This observation is further extended to illustrate how multiples can be triggered as result of overlapping utterances.

In the following extract, two native speakers of Turkish and English are engaged in dialogue, in which the former asks the latter about the changes in his life after converting to Islam. This is further evidenced upon closer inspection of Extract 13, re-presented below as Extract 20.

#### Extract 4.21

[V.11\_Hangouts\_religion]

1 \*A: yeah u::m (0.7) would you please (0.7) tell me  
 2 (0.7) e:::r what have been changed (.)after (0.7)  
 3 **TS** e:::r you have changed your religion  
 4 (1.0)  
 5 \*B: **M1** relig[ion? ]  
 6 \*A: [what were] you (0.3) doing and what are you  
 7 doing (0.3) now?  
 8 (0.3)  
 9 \*B: **M2** pardon w-what did you say?  
 10 (1.7)  
 11 \*A: e:::r (1.1) i asked (1.8) e:::::r what (0.7) what  
 12 (0.8) is (0.4) changed?  
 13 (0.6)  
 14 \*A: [what has changed? ]  
 15 \*B: **M3** [w-what has changed?]  
 16 (1.1)  
 17 \*B: [((types what has changed))]  
 18 \*A: [become- after ](0.6) you become a Muslim?  
 19 (1.1)  
 20 \*A: yeah what has changed?  
 21 (1.0)  
 22 \*B: ((types my way of life has changed))

Both Speakers A and B orient to the gap in line 4 which leads to overlapping utterances. Such instances are often prevalent in online settings (Jenks, 2014). Speaker B initiates other repair using partial repeat *relig[ion?]* from the prior turn (line 5). Due to the overlap, Speaker A asks another question: *[what were] you(0.3) doing and what are you doing (0.3) now?* (lines 6-7). Following a short gap in line 8, Speaker B initiates his second other repair, which, unlike the first one, uses a form of open class and targets the entire prior turn as a trouble source ‘*pardon w-what did you say?*’ (line 9). After a 1.7 second gap, Speaker A repairs by repeating some elements from his first turn ‘*e:::r (1.1) i asked (1.8) e:::::r what (0.7) what(0.8) is (0.4) changed?*’ (lines 11-12); however, this turn differs from his earlier turns in lines

1-3 and lines 7-6, as it has been produced with problems in elongation, repetition and long pauses.

After a 0.6 second gap, Speaker A again self-selects and corrects his turn, but this overlaps with Speaker B's third repair initiation in the form of repeating the entire prior turn. This overlap results in a gap of 1.1 seconds (lines 14-15), and when Speaker A does not repair, Speaker B then reissues his repair initiation by typing it in text chat and this written turn overlaps Speaker A's "[become- after" (lines 15-16). From here, Speaker A completes his question in line 18 after Speaker B completes his typing, and then, after a 1.1 second gap, A confirms B's turn by providing an acknowledgment token and then by repeating "yeah what has changed?" (line 20). Speaker B responds to this in the text after a one second gap. Consequently, at this point, the participants reach a mutual understanding and resume their interactional activity that had been suspended due to the overlapping utterances.

- *Section summary*

This section has described the sequentially ill-fitted actions that occur during an interaction between participants, which turn out to become a source of trouble. In light of this, one may note that such misplaced actions occur in different ways. The first one is a result of inappropriate shifting between turns, whereas the second results from overlapping utterances. Such ill-fitted actions complicate the matter further when the recipient initiates repair before the speaker finishes his/her TCU, thus requiring the speaker to repair an unknown trouble source, as illustrated in Extracts 12, 13 and 15. With respect to the two previous sections, one may observe how speakers use multiple other-repair initiations resulting from problematic talk, sequentially ill-fitted actions, and by seeking repair through written means when talk fails. Therefore, in the next section, the focus is to shed light on another environment where speakers deploy multiples, not to restore mutual understanding, but rather to accomplish other actions.

### 4.2.3 Multiples as a vehicle to perform other actions beyond repairing

CA informed research on other repair initiation practice has shown that “the metalinguistic action type of other-initiation of repair” (Enfield, 2014:124) can be used to accomplish various actions beyond the repair of problematic talk of hearing, speaking or understanding. These actions include, but are not limited to, disaffiliation (Heritage, 1984); doing surprise (Wilkinson & Kitzinger, 2006); avoiding a display of entitlement in making a request (Curl & Drew, 2008); “displaying a stance of disbelief or nonalignment” (Wu, 2010:32) and disagreement (Suh, 2015). Based on empirical evidence, Enfield (2014:124) asserts that “this extended function of other-initiated repair appears to be common across languages”.

What follows are the only two cases that are found within the data corpus where the practice of multiple other repair initiations are used to hold the progressivity up, not because there was a serious trouble of hearing or understanding (at least based on the sequential level), but instead, as a means for the recipient to perform explicit correction and surprise.

#### 4.2.3.1 *Doing surprise*

Previous research on L1 (English) has found that surprise is conducted when using the practice of other repair initiation (Wilkinson & Kitzinger, 2006; Kendrick, 2014). This observation has been confirmed as recent research on L1 that has studied the practice of other repair initiation (including the L1 of 12 languages) found that this practice was used to do surprise (e.g., Levinson 2015; Dingemanse 2015; Floyd 2015, Gisladdottir, 2015). In the following extract, an example is given to highlight how multiple other repair initiations have been used to accomplish surprise. Prior to the beginning of this excerpt, Speakers A and B (L1 speakers of Portuguese and Arabic respectively) were talking about A’s fortnightly journey from his home city to another city where he is working in Brazil. Due to an extreme distance to travel by plane (ten hours) and then by car (three hours) to reach his cities, Speaker B reacts with a series of surprise displays, using three multiple other repair initiations:

#### **Extract 4.22**

*[V.1\_Hangouts\_two thousand kilometres]*

1        \*A:            an' now i'm (.) i'm in \*\*\*\*\* (.) which is a::



2           **TS**     a:: two (.) thousand (.) kilometers from::(0.3)  
3                   \*\*\*\*\* where (.) where I am no[w? ]  
4         \*B: **M1**   **[you ]**  
5           **M1**     **mean two hundred, or two thousand**  
6                   (3.3)



**Figure 4.7: Eyes closing**

7         \*A:     ((closes his eyes)) two thousand



**Figure 4.8: Pointing two**



**Figure 4.9: Pointing Zero**

8                   (2.3) [((points two and then zero)) hahaha ]  
9         \*B: **M2**   **[with the- with the three zero         ]**  
10           **M2**     **or two zero?**  
11                   (1.3)



**Figure 4.10: Pointing Three.**

12         \*A:     £three£ (0.4) ((points three))  
13         \*B: **M3**     **with three zero?**



**Figure 4.11: Pointing Three.**

14 \*A: (1.5) ((points three)) £yeah£ hahaha  
 15 (1.0)  
 16 \*B: W::O::W (0.2) it's very long distance

In lines 4-5, Speaker B reacts to his co-participant's long journey distance by initiating the first other-initiated repair in the form of alternative questions, contrasting them using 'or'. The first alternative is framed by: you mean "two hundred," which provides an alternative to the trouble source "...two (.) thousand" in line 2. The second alternative "two thousand" targets the trouble source in the prior utterance by repeating it. Following a 3.3 seconds gap, speaker A demonstrates that he hears the first alternative as a candidate correction, which he rejects not only by uttering the second alternative "two thousand" but also by using hand gestures to point two, three and zero (see Figure 4.7, Figure 4.8: Pointing two and Figure 4.9). The second other-initiated repair overlaps with Speaker A's gestures, using a candidate understanding, which functions as a candidate answer in the form of an alternative question "[with the- with the three zero] or two zero?" (lines 9-10).

Moreover, the first alternative "[with the- with the three zero]" targets the trouble source in the prior utterance by reformulating it using the number zero. The second alternative provides an alternative candidate correction "or two zero?". Unlike the first initiation, "the order" of the candidate correction is the second alternative; hence, as explained by Koshik, (2005:202), "the order of the two alternatives in this extract does not appear to be internationally significant". After a 1.3 second gap, Speaker A rejects the second alternative by uttering three, and demonstrates "three" using hand gestures (see Figure 4.10: Pointing Three.). The third repair initiation is also a candidate understanding "with three zero?" in line 13. Speaker A subsequently responds to this by first gesturing "three" (see

Figure 4.11: Pointing Three), then uttering the acknowledgment token “εyeahε” in – with a combination of a head poke and laughter (line 14). After that, a gap of 1.0 second occurs (line 15) and then B produces his surprise reaction with a ‘surprise token’ (Wilkinson and Kitzinger, 2006) that is produced loudly and with elongation “W: :O: :W” in line 16. In short, Speaker B demonstrates his surprise towards such long and extreme distances of travel.

The three repair sequences in this excerpt utilize an alternative questioning and candidate understanding format. With regard to the former format, Koshik (2005:202) states that alternative questions are not only used as a repair initiation, but also function as repair. This is because they have been designed to target the trouble source for correction. The latter format, ‘candidate understanding’, which is one of the strongest forms of repair initiation according to Schegloff et al. (1977), displays a substantial grasp of preceding talk, but is proffered for confirmation. In the multiple other repair initiations that are used when Speaker B is able to check whether Speaker A means two hundred or two thousand kilometres, these are designed not only to check understanding but also to execute surprise. Thus, using other repair initiation is found to be one of the methods that people use to do surprise in single repair sequence as suggested by Wilkinson and Kitzinger (2006).

#### 4.2.3.2 *Explicit correction*

This subsection considers one case where multiple other repair initiations are deployed to perform explicit grammar correction, albeit with the mutual understanding that has already been reached, as evident at lines 1-7. In the next extract, the use of multiple other repair initiation that employs alternative questions as a candidate correction is also observable, particularly in terms of explicit correction. This occurred during the interaction between two speakers who are Mexican and Arab, where Speaker A asks B about his daily fitness routine of boxing and exercise. Within this discussion, Speaker A initiates two multiple other repair:

#### **Extract 4.23**

*V.A.16\_Hangouts\_ you did it]*

1        \*A:                did you do an::y (.) training today (.)  
2        \*A:                for boxing?

3 (1.2)  
4 \*B: **TS** yeas i do some e::r i::(.) think  
5 \*B: e::r (0.3) hour  
6 (1.4)  
7 \*B: because have no (0.4) no long (.) time  
8 (.)  
9 \*A: **M1** you- you did it already? o:r you are doing:.  
10 \*A: **M1** (.) you are planning to do it?  
11 (2.6)  
12 \*B: excuse me  
13 (0.2)  
14 \*A: **M2** you did that already?  
15 (2.6)  
16 \*B: yeas yeas i did it (.) today  
17 (0.4)  
18 \*A: yeah you did it

The extract begins with Speaker A asking B about his routine boxing exercise “did you do an::y (.) training today (.) for boxing?” (lines 1-2). After a 1.2 second gap, Speaker B provides the fitted and appropriate second pair part “yeas i do some e::r i::(.) think e::r (0.3) hour” (lines 2-3). Following a 1.4 second gap, B self-selects and further explains that he was only training for one hour, unlike the longer sessions he normally does every day, and he goes on to provide the reason for this: “because have no (0.4) no long (.) time” (line 7). This response shows that Speaker B has understood Speaker A’s question. However, Speaker A initiates his first other repair using a candidate correction in the form of three questions, ‘contrasting them using ‘or’ (Koshik, 2005), hence targeting the verb *do* in line 4. The first question “you- you did it already?”, followed by the second and third questions, “o:r you are doing:. (.) you are planning to do it?” in lines 9-10 are also formulated with contrastive stress (Koshik, 2005).

It should be noted that this is unlike the earlier multiple other repair initiations as highlighted in Extract 22, where one of the alternative repeats the trouble source in the prior talk, whereas the other alternative provides an alternative candidate correction. Speaker A uses these three questions, but none of them include the trouble source that is presented as an explicit correction. After a 2.6 second gap (line 11), Speaker B responds by initiating open class repair “excuse me” (line 12) on Speaker A’s ORI in lines 9-10, targeting the entire turn as a trouble source.

Sequentially, this response is an ill-fitted and inappropriate next action, and breaks the coherence of a structural sequence (Schegloff, 1990). Instead of repeating the whole trouble source turn, Speaker A initiates the second other repair only, by

repeating some elements from his first initiation in the form of the candidate correction with contrastive stress “you did that already?” (line 14). In contrast to the first repair initiation, which provides an alternative to choose from, this repair initiation has *that*, which seems to be referential ambiguity. Following a 2.6 second gap, B then provides a response using the correct form “yeas yeas i did it (.) today” (line 15). Interestingly, A not only provides acknowledgment, but also repeats the target form “yeah you did it” (line 18). In the subsequent turns (not included in the transcript), the participants keep talking about the difference between the past and present tense and their uses.

Analysis of this extract reveals that both repair initiations do not deal with problems of hearing or understanding, but rather, deal with linguistics issues. Speaker A initiates repairs twice: (1) The combination of three alternatives in one turn, which are contrasted by 'or' (lines 9-10); and (2) Repeating the target form ‘did’ in line 14 and providing acknowledgment in line 18, indicating that Speaker A targets B's trouble source (line 4) by exposing B’s grammatical mistake of the verb ‘do’, and corrects it explicitly using ‘did’.

### **4.3 Summary**

This chapter has examined how the practice of multiple other repair initiations targets the same trouble source. The concept of multiples and its main findings, as well as its different types, was discussed in depth, and the phenomenon of multiple other repair initiations that target the same trouble source were described based on their trouble source. These trouble sources were micro-analytically examined in three main sections. This analysis revealed that multiples were not always triggered due to understanding issues, but there were a set of sequential, as well as interactional, functions beyond repairing. Moreover, the moment-by-moment analysis showed the various repair operations that were employed by speakers of trouble sources, in order to deal with repeated requests to provide adequate repair solutions. These repair operations were entailed, for instance, the specification category, as well as providing alternative options, was employed to make the repairable more accessible and understandable. However, these wide ranges of repair operations were sometimes deemed dis-preferable when they were requested in written means. Such reluctance

seemed to reflect speakers' preference when they gathered in online video chat; the aim was to interact and communicate through talk rather than to write (Brandt, 2011).

As the practice of multiple other repair initiations tends to be face threatening, some strategies to deal with this pressure were adopted. Thus, one particular strategy was observed and mostly performed by the speakers who initiated other repair. This strategy was the acknowledgment token 'yes'. The speakers tended to use this token to both release the pressure form, and allowed the persistence of repeating other repair initiations, until mutual understanding was reached. The evidence of this was based on that its misplaced and ill-fitted with prior action.

Noteworthy observation was that some cases of multiples of other repair initiations within this study corpus were ordered from less specific to more specific. This supports previous research by Schegloff et al. (1977), Clark and Schaefer (1987) and Dingemans et al. (2015) into specificity. That is, multiples of other repair initiations are ordered to increase the specificity in locating the trouble source. However, the findings of the current study do not support the previous research, in that the repair sequences in this study are expanded beyond two rounds in dealing with one single trouble source (i.e., there are cases that have expanded up to seven sequences). These observations are consistent with those of CA on L2 and these findings and observations will be discussed in light of the literature review in more detail in the next chapter.

## Chapter 5. Discussion

### 5.1 Summary

This thesis set out to explore the practice of multiple other-repair initiations during L2 interaction in out-of-classroom contexts between two groups: L1-L2 and L2-L2 speakers of English. The participants came from different geographical environments and engaged with one another for the purpose of practising their spoken English in an online video chat environment, Google Plus Hangouts.

Multiples as practice for other-initiated repair are representative of a small area of study in the conversation analysis literature. Few studies have examined the practice of multiple other-repair initiations from the CA perspective in L2 interaction (Egbert et al., 2004; Seo, 2011; Nikazm, 2015; Suh, 2015). A review of the literature in Chapter 2 reveals that these studies take place outside the classroom between three kinds of speakers: (L1-L2) speakers (Seo, 2011), (L2-L2) speakers who do not share the same first language (Egbert et al., 2004; Suh, 2015) and bilingual L2 learners who do share the same first language (Nikazm, 2015).

While all these studies seem to conclude that multiples are a distinctive feature in L2 interaction, their research shows different findings. For example, Egbert et al. (2004) found that the multiple repair sequences turned out to be complex, particularly when the trouble sources were concerned not only with the participants' differential linguistic resources, but also in terms of different cultural understandings. Seo (2011) and Nikazm's (2015) research revealed the role of verbal and non-verbal multiple repairs in facilitating L2 learning. In contrast, Suh's (2015:58) study found that multiple other-repair initiations in L2 interaction were not only incorporated interconnected multiple trouble sources but also seen to "reflect the gravity and complexity of a misunderstanding".

With these findings in mind, this thesis makes a significant contribution to the repair literature in the following way. First, despite the rapid growth in research on the construction of the phenomenon of repair in L2 talk pertaining to language learning and intercultural communication using CA methods, little research has been conducted on the mechanism of multiple other-repair initiations as 'interactional

resources and resourceful skills'. Second, while the above studies have examined the multiple other-repair initiations which incorporate interconnected multiple trouble sources, none of them have systematically focused on examining the multiple other-repair initiations that are deployed to treat a single trouble source. Third, all previous studies on multiples were face-to-face interactions that took place outside the classroom, in this thesis multiple other-repair initiations were examined in the setting of an online video-based interactive platform known as Google Plus Hangouts between two groups, L1-L2 and L2-L2 English speakers. This research incorporated three objectives which are as follows:

1. To explore the sources of trouble that trigger multiple other repair initiations by L1 and L2 speakers.
2. To examine the various methods of how these multiples are initiated and repaired by L1 and L2 speakers.
3. To explore whether there are any actions generated through multiple other repair initiations that go beyond repairing.

Upon analysis of the results, one may conclude that, while there were similarities between L1 and L2 speakers in using the practice of multiple other repair initiations, there were also recognizable differences; many of which demonstrating how these multiples were adapted differently by L2 speakers as interactional resources, not only to resolve communicational troubles, but also to achieve various interactional goals.

The sequences analysed in the previous chapter reveal that the use of multiple other repair initiations by L1 and L2 speakers are not always triggered as a result of understanding issues, but there are a set of sequential issues, as well as social actions, that go beyond repairing. Moreover, a close sequential analysis of the speakers' interactions reveal that there are self-evident differences between L1 and L2 speakers, particularly in terms of using other repair initiation formats. In other words, L1 and L2 speakers display different preferences to indicate the type of troubles in their interlocutors' prior turn. The L1 speakers seem to have a preference to indicate the problem as hearing rather than a problem in understanding or speaking. This preference has been demonstrated by using some distinctive features, such as 'apology-based format' in the repair initiation. In contrast, the L2 speakers tend to show a preference in displaying all the types of troubles they encountered in their co-



participants' utterances. Their preference has been associated with exposing the trouble source, not only through employing repeated attempts of other repair initiations, but also through offering multiple solutions that treat the trouble as understanding.

Taking this into account, one may postulate that such differences in preference between L1 and L2 speakers when indicating the type of trouble could mean that they have different interactional goals. That is, the L1 speakers' goal is to focus on the ongoing subject matter of interaction by minimising the repair initiations and move interactions forward, even when they failed to grasp what their L2 co-participants' has stated (as highlighted in extract 5.7). With regard to the L2 speakers' goal, this is to achieve understanding by focusing on the subject matter, as well as on linguistic items, by repeatedly launching other repair to achieve their interactional goals. All of these observations will be discussed in greater detail and in relation to the relevant research literature throughout this chapter.

The format for this chapter is therefore as follows: Section 5.2 will discuss the main features of 'multiples' in interaction between L1-L2 speakers. These features include the preference of treating problems as hearing, which is elaborated upon in the subsequent Section (5.2.1), as well as exploring the phenomenon of embeddedness (on the part of the L1 speaker) versus explicitness (on the part of the L2 speaker) in Section 5.2.2. Following this, Section 5.2.3 will seek to shed light on the L2 speakers' preference in indicating the problem type. In relation to the use of 'multiples' by this group, some sequential distinctive features are identified and discussed in subsection 5.2.4. Additionally, in subsection 5.2.5, the strategy of 'specifying' in repairing is presented. After this, repairing and initiating using contextual factors by both groups is discussed in Section 5.3. The contextual features of CMSI: Google Hangouts versus Skypecasts are discussed in Section 5.4. Finally, concluding remarks from this study are summarised in Section 5.5.

## **5.2 The main features of multiple repair initiations in interaction between two groups (L1-L2 and L2-L2 speakers)**

Analysis of this study revealed that L1 speakers of English initiate other repair on L2 speakers' utterances in three different environments. These environments include: (1) as a result of encountering some difficulty in understanding the L2 speakers'

utterances, (2) as a result of the L2 speakers' explicit request of repair from L1 speakers, and (3) as a result of ill-fitted sequential responses. These environments, through which multiple other repair initiations are employed, will be discussed in the following section.

### 5.2.1 A preference in treating problem as hearing

Analysis in the previous chapter shows that L1 speakers display a preference in treating the problem as hearing, as opposed to understanding, when they initiate other repair on L2 speakers' talk. This preference of treating the problem as hearing is evidenced by the type of format of other repair initiation used by L1 speakers. Interestingly, the other repair initiation in such instances is frequently found in the form of an 'apology-based format' (Robinson, 2006). Examples of this are provided in the table below:

<b>Table 5.1: Examples of other repair initiation in the apology-based format</b>	
<b>Extract no.</b>	<b>Apology-based formats of other-initiated repair</b>
Extract: 5.7	you're studying ↑what ↑↑sorry?
Extract: 5.7	I'm sorry I ↑can'-, (0.4) say again ↑↑please?
Extract: 5.7	do I like ↑ what ↑ sorry?
Extract: 5.15	say again sorry or type?
Extract: 5.14	pardon w-what did you say?
Extract: 5.18	pardon? (0.4) say that again?

Using this apology-based format suggests that L1 speakers are attempting to convey the point that the trouble source "responsibility belongs to them [(L1)] as repair-initiators, rather than to their addressees [L2 speaker]" (Robinson, 2006:137). It was also worthy to note that, when L1 speakers necessitated a second round other repair initiation due to insufficient first repair provided by the L2 speakers, they (L1) initiated a second other repair, illustrating that they still treat the problem as hearing (e.g., Extract 5.7, industrial engineering). This finding differs from those of Schegloff's and his colleagues' (1977) findings on multiples which found that, when repair sequences involved two repair initiations ('multiple' other repair initiations), they are used to increase specificity in locating the trouble source. Although the L1 speakers in this study initiated two other repairs in most cases, they move from specific initiator (e.g., you're studying ↑what ↑↑sorry?) to unspecific (I'm sorry I

↑can'-, (0.4) say again ↑↑please?). Furthermore, these findings do not support the previous research by Svennevig (2008) who found that hearing repair was frequently initiated in the first round using candidate hearing, whilst understanding that repair was initiated in the second round using candidate understanding. This behaviour of treating the problem as hearing only suggests that L1 speakers seem to adopt such polite strategies to avoid threatening the L2 speakers' face. Such work is also observed in L1 speakers' practices of repairing or correcting L2 speakers' utterances, which will be discussed in more detail in Section 5.2.2.

Additionally, the environment where L1 speakers engage in multiple other repair initiations occurs as a result of overlap utterances. Such environments trigger the L1 speakers to perform multiple other repair initiations, not as linguistic incompetence by the L2 speakers, but as a result of ill-fitted sequences, which subsequently leads them to using multiples to regain mutual understanding (e.g., extracts 5.18 & 5.19). Previous research in online voiced-based settings found that "pauses precede and follow instances of simultaneous talk" (Jenks, 2014:59).

Furthermore, previous research in L1 conversation also found that speakers used the repair organisation due to sequential problems (Drew, 1997). Moreover, L1 speakers are also involved in multiple other repair initiations on L2 speakers' utterances as a result of L2 speakers' explicit requests (or using self-initiated - other repair). Such self-initiated and explicit request for assistance requires that the L1 speakers first go through multiple other repair initiations, as a result of the L2 speakers' erroneous pronunciation. These repeated attempts take the formats of 'candidate guessing hearing', 'parrot L2 speakers' pronunciation' and 'request the targeted word spelling'. When the target word is identified, the L1 speakers provide repair, which is the word meaning. This phenomenon is observed when L2 speakers orient to the expertise of L1 speakers, and is an opportunity for language learning when they encounter a new word or expression used by the L1 speaker. This observation is in line with Kurillah (2001) who found that L1 speakers only repair/correct when L2 has made an explicit request.

Another interesting finding in the L2 speakers' use of multiple other repair initiations is the politeness-based question. This is when they orient to L1 speakers' or other expert participants' expertise and use politeness-based questions, particularly when requesting the meaning or spelling of new words that have been used by L1 speakers in the preceding turn. This finding suggests that the L2 speakers' use of

repeated repair initiation may not interfere with understanding as they pinpoint unknown words or expressions used by their interlocutors, regardless of whether this is an L1 speaker or other expert participant.

In light of this, it is important to note that when understanding occurs, it seems that directionality is present in some instances of the multiple repair initiation. This signifies that, prior to understanding, hearing repair is often initiated first, which means that there is a shift from a weaker format to a stronger one when attempting to identify the trouble source. Such findings are in agreement with Svennevig (2008) which showed that speakers frequently initiated other repair in the first round using candidate hearing, whilst in the second round, they initiated other repair using candidate understanding. In addition, these findings also corroborate those of Schegloff et al. (1977) who suggested that multiple of other repair initiations are ordered to increase specificity in locating the trouble source.

In addition to these findings, analysis of the data also demonstrates that when the L1 speakers' other repair initiation attempts fail to be understood by the L2 speaker, they seem to adopt some communicative strategies to minimise the repeated other-initiated repair on the L2 speakers' talk. These strategies include: (1) claim understanding (e.g., Extract 5.12 welfare, Extract 5.7 industrial engineering), (2) third turn repair (e.g., Extract 5.4) and (3) close repair sequence, to which they then resume the repair initiation targeting the repaired item (e.g., Extract 5.17). In such instances, the L1 speaker seems to avoid initiating other repair on the L2 speaker's talk. Some of these findings are in line with those of Kurhila (2001) which highlight that L1 speakers avoid repeating the trouble source produced by the L2 speakers and, in doing this, they avoid initiating other repair on the L2 speakers' talk.

Having discussed the practices of multiple other repair initiations used by L1 speakers, the following section will shed light on how L1 and L2 speakers respond to these multiple repair initiations.

## **5.2.2 Embeddedness vs. Explicitness of repair**

The previous sections have demonstrated how L1 speakers seem to be cautious in the way they initiate other repair on L2 speakers' utterances. Thus, it should come as no surprise that L1 speakers also display similar caution when they repair L2 speakers' talk. Analysis in the previous chapter reveals that there are some distinctive features

in the L1 speakers' repair strategies. For instance, it shows that when L2 speakers fail to understand the first repair attempt provided by L1 speakers, and when the second other repair initiation is produced, L1 speakers react in the following ways: Firstly, they do not provide a second fit and appropriate action for the L2 speaker repair initiation; instead, they shorten the repair sequence by providing the repair for trouble source (e.g., Extract 5.1). This finding is consistent with that of Svennevig (2008) which showed that when L1 speakers detected a possible problem in understanding their interlocutors' other repair initiation, they would shorten the repair sequence by offering self-repair and solving the trouble source in the subsequent turn. Therefore, while the fit second action is to confirm to the recipient candidate's hearing or understanding, the speaker of the trouble source turn makes a "short cut" by addressing the problem immediately in the following turn and pre-empting a second repair initiation.

Secondly, L1 speakers do not overtly deal with the trouble source, nor do they repair it explicitly. That is, they frequently repair in an embedded manner (e.g., Extract 5.11, decriminalised). Noteworthy findings of this can be seen in Extract 5.12, in which an L2 speaker is involved in multiple attempts to repair the word "welfare", but the L1 speaker does not produce an 'oh' marker, which is often used to reflect the sentiment, 'I just understood what you meant now'. In its place, the L1 speaker repairs implicitly and does not explicitly mark the mispronounced word as problematic. This finding corroborates the findings of previous studies in the interaction between L1 and L2 speakers by Kurhila (2001, 2004) who showed that when the matter of identities, such as NS and NNS speaker, becomes relevant in association with linguistic knowledge, the repair is accomplished 'en passant', whereby the participants begin to 'rush' through the repair sequence.

Moreover, the results from this study provide an insight into L2 interaction, by explicating L1 speakers' repair practices in the multiple repair sequences. To elaborate, even when expanding the repair sequences, when they repair/correct L2 speakers' utterances, the L1 speakers still prefer to adhere to the common behaviour of embeddedness that has been highlighted by previous research. There are several possible explanations for this result. The first explanation could be that this preference of embeddedness is explained by the fact that the L1 speakers hold the belief that the primary concern in every social encounter is not only to maintain their own face, but also that of their interlocutors (Tzanne, 2000). Another possible explanation for this

embeddedness is as Kurhila (2001:1108) suggests, where this is not a pedagogic context and the L1 speakers' "primary aim is not to increase the language proficiency of the NNS". Finally, a possible explanation for these results may be due to L1 speakers' preference for progressivity, i.e., moving the interaction forward rather than extending talk in order to explain linguistic items (see Theodorsdottir, 2011).

### **5.2.3 L2 speakers' preference in indicating the type of problem**

Unlike L1 speakers in this study who display a preference of signalling the repair problem as hearing by use of an apology-based-format, analysis reveals that L2 speakers have no specific preference in the repair initiation formats. This means that they use all other repair initiation formats and that each of these formats are used to indicate the trouble type that is encountered in the prior turn (whether this pertains to hearing, understanding or merely seeking clarification and seeking the spelling of new words).

However, one may argue that if the trouble source is indicated, then providing a solution to the problem should be easier, and another round of repair initiation may no longer be necessary. A possible explanation for this discrepancy may be attributed to the nature of interaction that takes place between L1-L2 and L2-L2 speakers in an out-of classroom setting and in an online one. Another possible explanation for this is that, by merely signalling the trouble source, it is not a sufficient resource to provide repair, because analysis in the previous chapter shows that participants' repair strategy itself can, at times, generate a series of repair initiations. One such strategy is embedded repair, as discussed previously. In addition to these two possibilities, it is also worth noting that expanding repair sequences, as observed in this study, can be explained in part by the distinctive sequential features, which will be discussed in the following section.

### **5.2.4 Distinctive sequential features in multiple repair sequences**

The distinctive sequential features include, for example: (1) 'juxtaposing responses', as observed in the previous chapter, where the L2 speaker acknowledges and, at the same time, initiates other repair on the provided repair (e.g., Extract 5. 10). In addition, such juxtaposition of responses targets the same item that is subsequently

generated in overlapping utterances (e.g., Extract 5.1) which, in turn, results in expanding repair. (2) ‘Revisiting the closed repair sequence’ which is achieved by either initiating repair or providing a new repair solution (e.g., Extract 5.17). (3) ‘Redirecting the trajectory of repair initiation’, which is where, instead of directly confirming or repairing the requested action, the speaker initiates other repair on his/her interlocutor’s repair initiation (or for short, OI-on-OI) (e.g., Extract, 5.8). Although this feature of OI-on-OI contributes towards expanding the repair sequence, speakers do manage to achieve understanding.

However, the findings of the current study do not support those of Suh (2015:58) who found that the sequence of OI-on-OI shows an interactional deadlock amongst two speakers and thus, without involvement from other parties, the repair sequence could have the potential to become significantly lengthier or, in worst case scenarios, remain unresolved. (4) Another interesting observation lies in extending the repair sequences. This is because one party continues to repeat requests to obtain repair through written means, whereas the other party treats verbal repair as sufficient (e.g., Extract 5.11 and Extract 5.12).

### 5.2.5 The use of ‘specifying’ as repair strategy by speakers

In the previous chapter, analysis revealed another distinctive feature of repair used by L2 speakers. Interestingly, speakers of the trouble source turn would repair unspecified trouble differently from those that are specified in the following ways. First, speakers not only repeat the trouble source, but also provide options to choose from, such as reformulation or using a specification category or generic term (see Table 5.2).

**Table 5.2: Examples of the use ‘specifying’ as a repair strategy by L2 speakers**

Trouble Source	Repair Initiation1	Repair Solution1
<b>Extract 3:</b> you have rivers around::: your (.)city he:- <u>in</u> >where you live>?	sorry?	you have river? (0.5) you know the river? (2.0) Amazon
<b>Extract 20:</b> e:::r national (0.1) team is ready?	sorry?	the national team th- the foot- e:::r [the football] team is ready? the Brazilian is re- ready?

As illustrated, the speakers of the trouble source turn make an interactional effort in order to rebuild mutual understanding. This is achieved by providing a number of solutions to address the same trouble source. This behaviour in repairing open class repair initiation is in line with Brandt’s (2011) observations in voiced-based chat rooms, he found that individuals who engage in such interactions will not simply attempt to use the easiest solution for repair (i.e., repetition), but rather, they will frequently repair in a manner that deals with both trouble in hearing and in understanding, such as incorporating explanations and/or elaborations into their repair.

The second way in which participants deal with multiple repair sequences when they begin with an open class repair or unspecified trouble source is to treat it as a hearing issue. In such instances, the speakers of the trouble source turn repair by repeating or near repeat as illustrated in Table 5.3.

<b>Table 5.3: Examples of repairing unspecified trouble sources</b>		
<b>Trouble Source</b>	<b>Repair Initiation (1)</b>	<b>Repair Solution (1)</b>
<b>Extract 16:</b> u:::m (0.7) e:::r <u>it's</u> a: metro ((military)) high school	a: pardon?	it's a:::(0.4) military high school
<b>Extract 2:</b> what time is it there in (.) Netherlands now?	s-sorry?	what time is it in Netherlands?

As highlighted in the previous chapter, both approaches used in repairing an unspecified trouble results in introducing a series of other repair initiations until the problem is resolved. As such, multiple other repair initiations in the subsequent repair sequences reveal the type of trouble source that the speaker seems to encounter.

### **5.3 The use of contextual resources**

When the source of trouble is misspeaking (mispronunciation), participants invest an extraordinary amount of interactional effort to resolve the trouble and will use various repair operations in order to address the same lexical item. These operations include providing alternative ways of pronouncing the lexical items (e.g., ‘TEDTalks’,



‘authorise’, ‘welfare’). This finding is in line with a previous study on L2 multiple repair by Egbert et al. (2004) who found that repair sequences are expanded as a result of mispronunciation. According to Egbert et al. (2004), L2 participants maintained their persistence and did not give up until they were successful in achieving understanding. Similarly, participants in this study also utilized the specification or alternative options to solve mispronunciation problems, as observed in Extracts 4.16, 4.4 and 4.5. However, when verbal repair was deemed inadequate, participants sought to repair through the use of the text chat in order to provide the spelling of the targeted word (e.g., decriminalised, welfare, Osman).

In addition to this, analysis of these interactions showed that written repair of the requested word was only provided after multiple attempts at different and alternative pronunciation. Although interaction takes place in online video chat rooms, where a range of contextual resources (e.g., text chat and YouTube) are available for users to consult, without the need to navigate away from the main screen, participants in this study did not predominantly rely upon such resources to identify the word that caused them trouble. Instead, they continued their attempts until they were successful.

Thus, these findings are in line with the results from Brandt’s (2011) study using Skype, in that the participants repaired the trouble source through a written medium only after they failed to resolve the problem through talk and exhausted all other avenues. It should be noted that Brandt (2011) suggests that his participants were reluctant to use private messages, as they liked to keep the talk publicly available for all the participants in the chat room to observe. However, this is unlike the text chat facility found in Google Hangouts which is accessible to all participants, even if they join at a later time during the session. Furthermore, Brandt’s study found that participants only repaired the single lexical items that had clearly been misunderstood; this study, however, found one case where a participant repaired the whole turn (in order to increase clarity or to seek confirmation) without prior request from their co-participant.

Such reluctance in using the text chat to repair seemed to reflect the participants’ preference when they are gathered in an online video-based chat environment, where the aim of this medium is to interact and communicate through talk, as opposed to through written forms. In addition to this, while L2 speakers may

not be sure of how to spell a word correctly, the question arises as to the excuse or reason for L1 speakers' reluctance to use text.

Interestingly, such reluctance to provide the written form was found by both L1 and L2 speakers, which may suggest another reason for why participants were not keen to use text chat. One may postulate that this could be because it impedes and slows down the interaction between participants, as they need to type their utterances (Tudini, 2010).

Analysis also shows that, in certain instances, the speakers employed non-verbal linguistic resources in order to repair, such as the use of gestures, head nods alone or in combination with verbal linguistics. Utilising non-verbal and verbal resources to initiate repair or solve problems have previously been observed as valuable interactional resources in L2 interaction (Seo, 2008; 2011 and Nikazm, 2015).

#### **5.4 Contextual features of CMSI: Google Hangouts versus Skypecasts<sup>21</sup>**

Through this thesis I compared some of my findings with previous studies in the field of CMC. More specifically, I focused on some CMSI studies that adopt a CA perspective for the purpose of examining second language use and learning in the out of classroom context. One of these studies is Brandt's (2011) study, which involved voiced-based interaction using Skypecasts. Furthermore, Brandt's study discussed some of the repair practices by L2 speakers in this medium as mentioned early in Section 5.3. Thus, before moving to the concluding chapter, it is necessary to recognize the similarities and differences between different CMSI platforms' contextual features, namely Google Hangouts and Skypecasts. Such a comparison is important to understand the extent to which these contextual features have an impact on how speakers manage their interactions (Jenks, 2014). In the case of this study, as the focus is on the practice of multiple other-repair initiations, the contextual features of Google Hangouts will be highlighted.

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<sup>21</sup> Skypecasts are multiparty CMSI-based chat rooms hosted by Skype and temporarily unavailable (see Jenks, 2014:40).

Google Hangouts, the setting of this study, incorporate contextual features that differ from Skypecasts. First, as mentioned in Chapter 1, Google Hangouts is a free video chat room that it allows up to 10 speakers to join a chat simultaneously and exchange both verbal and non-verbal cues. Such an interactive communication medium closely resembles face-to-face interaction, whereas Skypecasts is a voice-based chat room “feature of Skype that does not support videoconferencing (Jenks & Firth, 2013:213).

Second, Google Hangouts offers the possibility of accessing a text chat even for those speakers who join the chat room later, this means that the written interaction between two participants is accessible to all other participants in the video chat room. Conversely, the Private Message feature in Skypecasts allows participants to send each other private text messages, but the content of the text chat is not accessible to all other participants in the main public chat room (Jenks, 2014). As previously discussed, Brandt’s (2011) study participants were reluctant to use text chat as they were found to prefer to keep the interaction public and accessible to all the participants who joined the chat room.

Third, Skypecasts “do not offer tools to graphically signal speakership ... when interactants speak, there is nothing located on the UI that signals who the current speaker is (e.g. user names do not illuminate when speaking)” (Jenks, 2014:42). In contrast, Google Hangouts “focuses more on face-to-face group interaction as opposed to one-on-one video chats and utilizes sophisticated technology to seamlessly switch the focus to the person who is currently chatting”<sup>22</sup>.

Google Plus has two types of Hangouts: Private Hangouts (PH) and Hangouts on Air (HOA). Both types allow up to 10 users to attend in each room, however HOA also has a function that allows unlimited audience members to view and participate during a live broadcast by using Google comments and YouTube comments (Conabree and Dodsley, 2013) whereas participation in Skypecasts is bound by three levels of listening, waiting and talking. The move from waiting to talking section is under the control of the host of the chat room.

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<sup>22</sup> [http://www.webopedia.com/TERM/G/google\\_hangouts.html](http://www.webopedia.com/TERM/G/google_hangouts.html)

The phenomenon of “lurkers”<sup>23</sup> in the listening section is common in Skypecasts (Jenks, 2014:158). However, “lurkers” is more manageable in Google Hangouts because in the event features (see Section 1.5.4), Hangouts users have many options to control the event page, such as identifying the number of people and allowing or disallowing guests to invite others (Conabree and Dodsley, 2013). As such, by sending specific invitations, it allows control over chat room “lurkers”. With these differences in mind, Google Hangouts is similar to Skypecasts as both are used for chatting with unacquainted individuals. The discussion contained in this section has minimally highlighted some different aspects between the contextual features of Skypecasts and Google Hangouts.

## **5.5 Concluding remarks**

A closer inspection of these repeated attempts of repair initiations and repair solutions reveal that the L2 speakers’ orientation in the practice of multiples is seen as an interactional resource and a resourceful skill in resolving communicational troubles and to achieve mutual understanding. One of the interesting observations in this study is the recognisable feature of ‘persistence’ experienced by L2 speakers (Egbert et al., 2004). In such instances, it has been fascinating to see how L2 speakers make lengthy interactional efforts to resolve the troubles by extending repair. Such multiple repair and interactional efforts are particularly noteworthy because they do not have any real-life consequences, such as “a financial transaction in a high-stakes setting” (Suh, 2015:59) or engaging in classroom-based activities, such as task completion exercises; rather, these L2 speakers are involved in ordinary conversation “meaning creation and activities which mean something to them” (Wagner & Gardner, 2004:16). This leads this area of research to consider the practice of repair pointed out by Suh (2015:44), in which repair is “one of the interactional loci where the communicative competence of L2 interlocutors is most procedurally salient and analytically relevant within talk”.

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<sup>23</sup> Those who regularly enter and exit rooms (Jenks, 2014:158)

## Chapter 6. Conclusion

### 6.1 Introduction

This study has examined second language interaction in an online video chat room setting. More specifically, the primary goal of this study is to examine the practice of multiple other repair initiations in conversation, in situ, between L1-L2 and L2-L2 speakers of English from a Conversation Analysis (CA) standpoint. By adopting a micro-analytical perspective of conversation analysis, this study has identified the various interactional purposes of multiple other repair initiation practices between L1 and L2 speakers.

Utilising the conversation analysis approach enabled the researcher to track L2 interactions in this CMSI setting - moment by moment. Moreover, due to its powerful analytical tools, interactional phenomenon is described in a rich and greatly elaborated manner. In fact, examining repair mechanisms from a micro-analytical perspective on L2 interaction permits us to observe the actual use of multiple repair practices made by both L1 and L2 speakers in this setting; this may not have been clearly visible if other perspectives were adopted. Egbert et al. (2004:199) further highlight the powerful application of repair in L2 interaction, stating

Repair mechanism turns out to be both elastic and robust enough to provide adequate resources even under comparatively extreme conditions...It is flexible in that it allows for a large number of expansions, and it is robust in that interactants keep resorting to it until the repairable is amended.

The importance of examining repair in L2 interaction from the CA perspective is derived from the fact that as highlighted in the review of the literature on repair in Chapter 2 shows that the concept of repair has garnered a lot of attention, as well as being treated differently in both fields of L2 learning and social interaction /conversation analysis. While the multiple repair sequences are seen to “reflect the gravity and complexity of a misunderstanding” Suh (2015:58), the current findings of this study in previous chapters have shown that L2 speakers’ orientation to the practice of multiple other repair initiations as interactional resources were “deployed

resourcefully and strategically, to accomplish social and interactional ends” (Firth & Wagner, 1997: 293).

Moreover, from what the analysis reveals in Chapter 4, L2 speakers are heavily engaged in initiating multiple repair as well as providing multiple repair solutions when they indicate trouble or linguistics matters. However, L1 speakers’ involvement in interaction is limited in terms of moving the interaction forward, and when they fail to understand L2 speakers they are reluctant to engage in extending repair, but rather they adopt what Firth (1996) called the ‘let it pass’ strategy, this is where the speaker does not cause any sort of obstruction to the progression of ongoing talk by displaying his/her non-understanding of a piece of talk.

Therefore, this thesis concludes that L2 speakers of English in this setting generally have a preference to explicitly expose the type of trouble they encounter in ongoing interactions and they do not adopt the principle of ‘let it pass’ in their interaction. Instead, they are frequently involved in locating the trouble by making extraordinary interactional efforts in order to specify the interactional problem or to identify linguistic items, such as new words, meanings and their spellings. In the section that follows, the practical implications and contribution of these findings will be presented as well as directions for future research.

## **6.2 Implications of the study**

In this study, L2 interaction has been examined out of the classroom environment and in an online-video chat setting with a particular focus on the practice of multiple other repair initiations used by L1-L2 and L2-L2 speakers of English. While it is acceptable that findings from second language research that take place in formal settings within the classroom are produced for the benefit of stakeholders (i.e., learners, teachers, policy makers and curriculum designers), it is also true that L2 interaction beyond the classroom presents some pedagogical implications for L2 learning and teaching (Suh, 2015).

Multiple other repair initiation practices analysed in the previous chapter extend our understanding of how they are not merely used as a resource to restore problems of hearing, speaking or understanding, but rather, they are also used as resourceful skills and interactional resources to achieve understanding, and to “co-construct meaningful communication” (Jenks, 2014:124). The discussion concerning

L2 speakers' use of multiples repair initiations as resourceful skills and interactional resources in order to overcome trouble sources or to extend their understanding leads one to consider a number of observations and recommendations for learning and teaching in a second language environment. These are as follows:

Firstly, L2 speakers appear to have interactional and linguistic resources to use a wide range of techniques and repair operations to address a single trouble source in the target language. Such multi-practice of both initiation and repair are jointly accomplished, as opposed to one-way communication, which means achievement of understanding is contingent upon the two parties who play a role in the side sequence. Thus, other-initiated repair becomes 'a cooperative behaviour' that demonstrates how individuals are able to work with one another in order to achieve mutual understanding during communication (Schelgloff, 2000). As such, sequences like these are often considered to be highly productive and of great interest in the field of second language acquisition.

Secondly, analysis of this study has identified the tendency for L2 speakers to engage in multiple other repair initiations as a method to achieve various interactional goals. The ability to adopt various methods to address the same trouble appears to provide an opportunity for L2 speakers in pursuing, as well as handling, their interaction when face-to-face communication breaks down. Instead of remaining silent or appearing confused, they employ different strategies and techniques to minimise interactional pressures that are as a result of persistent failures in understanding. It is therefore advisable to introduce learners in L2 classrooms to formats of other repair initiations and the various techniques of repairing in real-life interactions whereby certain beneficial strategies in discourse are adopted as a means of using and learning the L2 that occurs outside the classroom setting.

Accordingly, integrating these strategies of repair into the L2 classroom may help learners to regard initiation/repair as a positive strategy in dealing with communicative problems, rather than as a reflection of their lower proficiency and in making them feel intimidated. This, in turn, may facilitate opportunities to achieve understanding and enable active participation in solving problems in the L2 when learners work in pairs or groups in class. In light of this discussion, repair should not necessarily be viewed as overly concerned with accuracy in the L2, but rather, as an interactionally effective practice.

This discussion leads to the third implication of this study on L1-L2 interaction; that is, how the current findings on multiple other repair initiations can be integrated into English language program. For example, a great deal of Saudi learners of English are introduced to L2 interaction as being text- or audio-based, where L2 conversations are usually presented in more of a straightforward manner that seem to be free of communicative trouble, and done so for the purpose of helping them to practise grammatical target rules or in using newly learnt English words. Thus, learners rarely have access to authentic L2 interactions where speakers face different troubles and learn how efforts are introduced to overcome real-life communication breakdown.

Whilst much of the aforementioned suggestions and recommendations have been identified in light of the findings from this study, it should be noted that there is an underlying implication that must be addressed. In other words, despite the rapid growth in research on the construction of the phenomenon of repair in L2 talk pertaining to language learning and intercultural communication using CA methods, such as in the classroom between teachers and learners (McHoul, 1978, 1990; Seedhouse, 1997, 1999, 2004; Macbeth, 2004; Hall, 2007), in the language classroom among learners themselves (Hellermann, 2011), between L1 and L2 speakers (Hosoda, 2000, 2001, 2006; Kurhila, 2001, 2004; Wong, 2000; Svennevig, 2008) and between L2 and L2 speakers (Mazeland and Zamah-Zadeh, 2004; Firth, 2007), little research has been conducted on the mechanism of multiple other repair initiations as ‘interactional resources’ in L2 learners’ interaction (Egbert et al., 2004) and as a way to accomplish “the participants' specific goals in conversational interactions” (Seo, 2008:12).

In alignment with this view of repair as ‘interactional resources’ (Wagner and Gardner, 2004) and adapting the micro-analytical analysis of CA, this study contributes to a growing body of literature in the following manner:

How second language speakers use their linguistic and other communicative and interactional resources in talk in the real world. The focus is more on how they use their relatively limited linguistic resources in the second language together with all the other available resources they have at their disposal to achieve successful outcomes as equal, rather than deficient, participants in their social worlds (Wagner and Gardner, 2004:17).



Thus, in summary, the findings within this research have shed further light on repair found in L2 interactions. More specifically, these interactions that are observed are done so in an environment that is relatively new and in need of further study. In doing so, this study provides a significant contribution to the research of L2 interactions outside of the formal classroom setting (Firth and Wagner, 1997; Wagner, 2004; Wagner and Gardner, 2004).

### **6.3 Direction for future studies**

Among the various aspects in Conversation Analysis, repair is considered to be “an extremely generative topic” (Sidnell, 2010:136) because, as Schegloff et al. (1977:381) state, it is a “self-righting mechanism for the organization of language use in social interaction”. This means that there a large number of ways in which repair may be utilized in different contexts, as well as for various interactional goals that go beyond ‘correcting’ (Kitzinger, 2013:255). In light of this, there are some possible directions for future research.

Firstly, it would be interesting to explore the practice of multiple other repair initiations inside the classroom setting. To date, all research on the phenomenon of multiples has been conducted in out-of-classroom contexts. Therefore, it would be interesting to explore the various uses of multiple repair initiations where learners have specific goals.

Secondly, future research may also explore multiple repair initiations in the domain of self-repair. Although Jefferson (1974) considered self-repair to be an interactional resource in L1 interaction, it is commonly judged to be a dis-fluency marker in L2 (Liyanage and Gardner, 2013). Therefore, further investigation into the interactional practices of multiple self-repair initiations in L2 interaction is strongly recommended.

Thirdly, while the phenomenon of multiple other repair initiations is investigated in this study, it is not particularly pertaining to this online setting, as the literature review has shown this phenomenon can also be examined in face-to-face L2 interaction among acquainted individuals (i.e. Egbert et al, 2004; Seo, 2011; Nikazm, 2015; Suh, 2015). However, in this study, the interactional features of CMSI that are specifically related to multiple other repair initiations in this CMIS platform have been addressed, such as pauses, overlap and affordances aspects. This leads one to

state that the interactional features of CMSI pertaining to repair require further investigations from a CA standpoint (see Jenks, 2014).

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# Appendices

## Appendix A: CA Transcription Conventions

- [ ] Overlapping utterances ( beginning [ ] and ( end ] )
- = Contiguous utterances, or continuation of the same turn by the same speaker even though the turn is separated in the transcript
- (0.2) The tenths of a second between utterances
- (.) A micro-pause (1 tenth of a second or less)
- : Sound extension of a word (more colons demonstrate longer stretches)
- . Fall in tone (not necessarily the end of a sentence)
- , Continuing intonation (not necessarily between clauses)
- An abrupt stop in articulation
- ? Rising inflection (not necessarily a question)
- Emphasised word or sound
- ↑↓ Rising or falling intonation
- ° ° Talk that is quieter than surrounding talk
- hhh Audible aspirations
- .hh Audible inhalations
- (hh) Laughter within a word
- > < Talk that is spoken faster than surrounding talk
- < > Talk that is spoken slower than surrounding talk
- (( )) Analyst's notes
- ( ) Approximations of what is heard
- £ £ Talk uttered in a 'smile' voice

Modified from Atkinson and Heritage (1984)

## Appendix B: Full 'industrial engineering' Extract

[V.A.2\_Hangouts\_industral engineering 17:39]

S: he↑llo,  
(0.6)

M: hello:: (.) how are ↑you?

S: I'm ↑fine how are you?  
(0.4)

M: I am fine thank ↑you::,  
(1.8)

S: sorry say a↑gain,  
(0.8)

M: I am (.) excellent thank you e::r where're ↑you ↑from?

S: I'm from Engla:nd  
(0.6)

M: a:o::h kay (0.4) yes

S: where are you from?

M: ↑um (0.4) I am from Brazil,

S: Brazil?  
(0.6)

M: .tch fyea::hf huh huh (0.4) (yes I am,) (.) what do you do for livi::ng?

S: um (.) I am studying, (.) at the moment, (0.6) at [uni]versity,

M: [oh,]

M: o::kay, (.) yes ↑wha::t, (.) what are you studying?

S: I study geography  
(0.6)

M: geogra↑phy?

S: yea::h,  
(.)

M: ah okay I a::m (.) a ↑student ↑too, (.) I am studying industr'al= =engine'ring,

S: you're studying ↑what ↑↑sorry?

M: indust↑r'al, (0.4) engineering

(1.6)

S: I'm sorry I ↑can't, (0.6) say again ↑↑please,  
(0.6)

M: en↑gine'ring (0.6) industr'al engine'ring  
(0.4)

S: oka:y (0.6) >do you< en↑joy ↑it?

M: e:::r ↑yes ↑yes, (0.4) course (0.6) it's (.) it's (.)  
it's a ↑little ha::rd I have to do: (0.4) a lot of  
(tests)/(text) every day,

S: a lot of text

M: ye:s

S: is that a lot of reading  
(0.6)

M: e:::r ↑yes sometimes

S: yea::h mine's the same I have to do quite a lot of  
reading as well,  
(2.0)

M: oh (.) ye::s (0.6) yes ↑u:::m,

S: do you ↑work as ↑well?  
(2.4)

M: er I don't understand,

S: do you work (.) as well as study? (0.6) do you have a  
job?

M: u:::m ↓no (.) I don't know (.) I don't have any job only  
study ↑and ↑↑you?

S: e:::r ↑yes (0.6) um I work e:::r (.) part ↑time,  
(2.8)

M: oh I don't understand y- you jo- (.) you work as a:: (.)  
I don't understand,  
(0.8)

S: e:::r I ↑wo::rk u:::m (.) as well as study↑i:ng,  
02:00 (0.6)

M: o:::kay yes o:::h, (0.4) where do you work?

S: um >I look after< chil↑dre:n, (0.6) u:::m (.) as an- a  
↑nanny?

M: ah yes, (0.4) as a: baby↑sitter?

S: yea:h (.) yeah

M: <o:::kay:: ye:s>

S: (I have [a::])

M: [as] a:)

S: it's good  
(1.6)

M: did u::m, you are interested i:n learning a:: (.) a new  
↑↑language?  
(0.4)

S: u::m, (0.8) °er° ↑yes? (0.4) well i- I think it's good to  
talk to people: from (.) different areas  
(1.2)

M: okay yes ↑I ↑am ↑interested ↑i::n, (0.6) practice English

S: yea:h you're ↑↑English is ↑good,  
(0.4)

M: ye:s (yes) thank you::, (0.4) ye:s but, (0.4) e::r I  
don't know I:::, (0.4) I know that ↑I:: need mor- more  
flu↑e::nt, (.) English.

S: more slow sorry  
(0.6)

M: mo:::re (.) ↑more ↑↑slow?

S: is that what you said  
(0.6)

M: no:: more fluent, [(?) ↑ye:s? ]

S: [oh more fluent] yea:[:h]

M: [ju]::st, (0.4)  
some↑times I am no:: (.) I don't know some ↑↑words?

S: yea::h

M: m- I convi::nce-, (0.4) I need to practi::ce, (0.8) to  
improve my vocabulary ↑↑skills, (.) a::nd my listening  
↑skills and my speaking ↑skills,

S: hm mm,

M: bu::t, (0.4) for example in gramma↑tic, (.) I kno:w (0.4)  
I ↑think (.) I kno:::w, (0.4) all gramma↑tics, (0.6)  
↓bu:t  
(1.6)

S: (do you) (0.4) [strugg] struggle with u::m, (0.4)=

M: [(?) ]

S: = sentence structure  
(0.4)

M: yes I know (0.4) that (.) I know the sentence structure (0.4) i::n for example in present, (0.4) past us[ua:l,]

S: [yeah,]

S: yeah

M: er (.) perfect continuous-, (.) perfect continuous, (.) yes I know every, (0.4) .hh every time (.) every::: (0.6) t- (.) tense,

S: ↑yeah (0.6) >that's good< I remember ↑when (.) I tried an- learn ↑French, (0.6) and learning past present and future tense, (0.6) was really tricky (.) °kuh hm° (3.2)

M: ah yes

S: ♪yea:hℱ (0.6) yeah are you finding it? (0.4) ↑↑easy? (0.6)

M: e:::r, (0.4) e:::r what ↑↑practice?

S: yeah

M: ↑↑ye:::s, (0.4) I ↑think ↑it's e- (.) it easy because (0.4) there are (.) a lot of webp↑a:ge? (0.4) where you ca:::n, (0.4) er talk wi:::-, (.) er ↑face to ↑face (0.4) wi:::th, (0.6) wi:::th a lot of ↑people and s↑ky:::pe and google ↑plu:::s, (0.6) e:::r, (.) maybe you know (0.4) (verblin) dot ↑com? (0.4) (verb↑lings?)

S: no:: I've not I've not heard of that one (1.4)

M: yes (0.4) can you see the ↑chat?

S: yeah, (0.4)

M: yes I put the::re the ↑page (.) I ↑type (.) [be:r]↑ling=

S: [yeah]

M: =dot ↑com?

S: ↑okay

M: [yes and ] (0.8) yes in this web page you can joi:n in=

S: [thank you]

M: =the com- (.) in the commun↑ities?

S: ah hah,

M: a:::nd, (0.6) in the communi↑ties (0.4) <people e:::rm>  
(0.6) is >a lot of< ↑people is learning e:::r language,  
(0.4) like er ↑Spani:sh (.) English (.) Arabic Chinese,  
S: yea::h  
M: foreign language,  
(0.4)  
S: that's really good, (.) it's it's a good way of helping  
(.) each other (0.4) to learn  
(1.8)  
M: yes (0.4) yes a:::h, (0.6) ↑do do you li::ke you:::r  
(0.4) (your ma:yer) (0.4) ↑geo↑↑graphy?  
S: do I like ↑what ↑sorry?  
M: you:r mayor (.) your e:::r ↑your studies? (.) er  
↑geography  
S: ↑yeah? yea:h (.) it's good (1.6) so >what do you-< what  
kind of things do you ↑do (.) in your ↑studies?  
(0.6)  
M: e:::r (0.4) ↑ye:::s er (0.4) e:::r well e:::r, (0.4) the  
↑↑weathe:r? (.) here (.) i:::s (0.4) sometimes is (0.6) is  
↑cold,  
S: ah [ha]  
M: [e:]:::r, (0.4) I think the norma:::l, weather is  
li:::- (.) e:r four↑teen? (.) four↑teen ↑Celsius? (.)  
de↑grees?  
S: yea::h (.) that's warm (.) compared to here,  
(1.0)  
M: ye:::s what's the weathe:::r (0.4) here (.) there (0.6)  
what's the weather i:::n you city,  
06:00 S: .hh e:::r I I I ↑think toda:::y (.) it's warmer than it  
has been but yesterda:y (0.4) >was about< two ↑three  
↑Celsius?  
(0.4)  
M: a:::h yes (.) more cold than he:re  
S: yea::h (.) freezing huh (0.8) .hhh it's [been]=  
M: [y,z']  
S: =quite good this year thou:::gh (.) cos (.) normally (0.4)  
um we have ↑sno:::w? (0.4) in ↑January? (0.8) bu:t this  
year we haven't had any snow yet



(0.8)

M: a::::h yes (0.4) oka::y, (0.4) ↑yes um ↑may↑be::, (.)  
 ↑you:: (0.4) cos you are studying Geography maybe you  
 understand this, (0.4) e::r ↑here (.) in South  
 A↑meri↑ca::, (.) the weather ↑i::::s, (0.8) e:::::r,  
 (0.8) e:::::r (0.4) I don't know how to say that (0.6)  
 e::r the ↑weather is by i:s (.) the result fo::r (.) the  
 ↑weather ↑here ↑i:s, (0.4) for the: moun↑tai:ns,

S: o:h y[es]

M: [fo]r example, (0.6) e:::r my:::: (.) my ↑city? (.)  
 have an ↑altitude, (0.6) fo:::r two thousand ↑six  
 ↑hundred,

S: [(?) ]

M: [metres] above [(sea ] level,) (0.6) ye:s very high=  
 S: [(high)]

M: =(.) for that rea↑so:n i::t's (.) ↑cold,  
 S: yea:h

M: bu:t, (0.4) for example near to::: (.) some ↑cities (.)  
 near to the:::, (0.6) to the ↑coa::st, (.) or the ↑↑sea,  
 S: [yeah]

M: [o::r] (0.8) e:::r, (.) they has a:::, (0.4) weather like  
 e:::r (0.4) thirty Celsius degree:::, (0.4) ev- every  
 year,

S: [(?) ]

M: [it (gets)] very  
 S: ye[a:::h ]

M: [(gets)] very (.) warm,  
 (0.6)

S: that's goo::d, (0.4) it's much warmer,  
 (0.6)

M: [ye:s]

S: [I'm ] going to, (0.4) u::m south ↑Africa:::? (0.4) in  
 u::m (0.4) in a ↑month? (0.6) so: I'm looking forward to  
 the warm weather there, (0.4) as well (1.4) hopefully it  
 should be thirty Celsius  
 (1.0)

M: o::::h, (.) very warm,  
 S: yea::h

## Appendix C: Information Sheet



Faculty of humanities and social sciences

School of Education, Communication and Language Sciences

### **Information Sheet**

#### **Project Title**

Exploring Interaction Beyond The Classroom: A Micro Analytical Examination of an Online, Multi-party, Video-Based Platform (*Google + Hangouts*)

#### **Researcher's contact details**

Name: Haia Alzaidi

Email: [haia.al-zaidi@ncl.ac.uk](mailto:haia.al-zaidi@ncl.ac.uk)

#### **INTRODUCTION**

You are invited to consider participating in this research study and to consent to the audio -visual recording of your conversation, which you engage in at Google plus hangouts sessions. This information sheet tells you about the study you are participating in, how the recordings will be carried out, and how the recorded data will be used and stored. Moreover, this information sheet describes the purpose of the study and your rights as a participant in the study. Please take whatever time you need to discuss the study with the researcher. The decision to participate or not is yours. If you decide to participate, please email me back the completed forms (the Consent Form and Debriefing Form).

#### **BACKGROUND AND PURPOSE OF THE STUDY**

The study is being conducted in the hope to (a) understand how English language learners are using and learning in a naturalistic online setting beyond

the classroom such as in Google Hangouts, (b) to contribute to the growing body of knowledge in the area of computer-mediated language learning research and the using technology in language education, (c) to uncovers what out of classroom interaction offers language learners. Results from this study will be used to provide further evidence for the potential importance of synchronous computer mediated communication for second language use and learning.

### **HOW ARE THE RECORDINGS CARRIED OUT?**

The procedure of the recordings is very simple. During Hangouts' session, your conversation (audio, video) will be recorded using Camtasia software (a screen-capture video tool) lasting around 30 to 60 minutes each.

### **CONFIDENTIALITY**

Every effort will be made to keep all of the data collected confidential and the data will only be used for research purposes. Whenever data from this study are published, your identity will be kept anonymous, in other words, no one besides the researcher will know your name or your image. This means that in subsequent use of the recorded material, your name will be removed where used and if relevant your comments will be adjusted so they cannot be attributed to you.

### **DATA SECURITY**

All material gathered during the study will be treated as confidential and securely stored. The information about your participation in the study will be stored on my personal computer. The computer will not be part of a network and only the researcher will have access to the data.

### **PAYMENT**

You will not be paid for participating in this study.

### **YOUR RIGHTS AS A PARTICIPANT**

Your participation in this study is entirely voluntary. You have the right to leave the study at any time. You are free to withdraw your consent for the materials to be used at a later stage. In such a case, please contact the researcher.

### **WHAT HAPPENS TO THE RECORDED MATERIAL?**

*Audio files:* The audio files will be archived, transcribed and used only for research and training purposes. Members of the research project will be able to use the audio material and the transcripts for research purposes and subsequent publication.

*Video files:* Video files are archived and will only be made available for researchers affiliated with the research project. With your explicit permission, excerpts may be shown to other researchers (e.g. at conferences), and anonymized screen shots used in publications.

## **PROBLEMS AND QUESTIONS**

Email Haia Alzaidi [haia.al-zaidi@ncl.ac.uk](mailto:haia.al-zaidi@ncl.ac.uk) if you have any questions or problems.

## Appendix D: Consent Form



### Consent Form

**Project Title:** Exploring Interaction Beyond The Classroom: A Micro Analytical Examination of an Online, Multi-party, Video-Based Platform (*Google + Hangouts*)

**Researcher's contact details:**

Name: Haia Alzaidi

Email: [haia.al-zaidi@ncl.ac.uk](mailto:haia.al-zaidi@ncl.ac.uk)

Material gathered during this research will be treated as confidential and securely stored. In subsequent publications or use of these recordings, your name will be removed where used and your image will be anonymized.

By signing this consent form you agree to the activities you participate in being videotaped, and to these recordings being used for research purposes (in accordance with the conditions outlined in the information sheet). You also agree to the video files and the transcripts of the recordings being archived and used for research purposes by researcher.

Please answer each statement concerning the collection and use of the research data.

1. I have received the information sheet. YES  NO
  
2. I have received the debriefing form. YES  NO
  
3. I have been given the opportunity to ask questions about the study. YES  NO

4. I understand that I can withdraw consent for the use of the recordings at any time without having to give an explanation. YES  NO

5. I agree to anonymized extracts of the video files being shown to other researchers (e.g. at conferences). YES  NO

6. I agree to anonymized screen shots from the video files being reproduced in scholarly publications. YES  NO

I, the respondent, agree to these conditions:

Name: \_\_\_\_\_ email: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I, the principal researcher, agree to these conditions:

Name: **Haia Alzaidi,**  
PhD student, Newcastle University, UK

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Debriefing Form



School of Education, Communication and Language Sciences

### **Debriefing Form**

**Project Title:** Exploring Interaction Beyond The Classroom: A Micro Analytical Examination of an Online, Multi-party, Video-Based Platform (*Google + Hangouts*)

#### **Researcher's contact details:**

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#### **Background and purpose of the study**

The study is being conducted in the hope to (a) understand how English language learners are using and learning in a naturalistic online setting beyond the classroom such as in Google Hangouts, (b) to contribute to the growing body of knowledge in the area of computer-mediated language learning research and the using technology in language education, (c) to uncovers what out of classroom interaction offers language learners. Results from this study will be used to provide further evidence for the potential importance of synchronous computer mediated communication for second language use and learning.

#### **Study's Findings**

Once the study is completed you will be given the results of the study, the exact nature of the study will be fully disclosed and any further questions answered. In the coming months the data will be transcribed and analysed to answer research questions. If you would like any information about the results of the study once it is completed, please feel free to contact the researcher.

Signature of participant \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F: Print Screen (Event)

