

Other-initiated repair sequences in educational settings

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Kang, Soojin. 2018. Other-initiated repair sequences in educational settings. *SNU Working Papers in English Linguistics and Language* 16, 14-35. This study examines other-initiated repair sequences in educational settings. The data were used from an online source, TalkBank, containing numerous types of conversation between parties. In educational settings, students initiated other-initiated repair in accordance with the teacher's prior turn in three different ways: re-saying (repeat) of the trouble-source, candidate understanding of the trouble-source, and clarification of the trouble-source. Teacher's other-initiated repair was used to re-say (repeat), paraphrase the trouble-source, and make a request for elaboration in the trouble-source. With the repairs used by both students and teachers, it discovered that students' use of other-initiated repair was used as a means to better understand the intended meaning of the teacher's prior utterance. However, teachers' usage was distinct from the students, in a sense, it had to more than just understanding check. Concerning the next turn after other-initiated repairs, next turns turned out to be affected differently depending on who initiated repair. (Seoul National University)

Keywords: other-initiated repair, native speakers, educational settings, conversation

1. Introduction

Types of next turn repair initiators (NTRIs), more specifically, other-initiated repairs (OIs) in English have been widely studied (Aleksius & Saukah, 2018; Drew, 1997; Kendrick, 2015; Radford, 2008; Schegloff, 1997; Schegloff, 2000; Schegloff et al., 1977). In a conversation between parties, other-initiated repair is used to better understand or indicate problems of hearing/understanding interlocutor's talk (Schegloff et al., 1977). Repair is done by the action of repair initiation, which can be divided into two features: the matter of who initiates repair and the matter of where repair is initiated (Schegloff, 1997). Despite the previous

research of OI, OIs in educational settings, particularly in a teacher-student conversation, have rarely been studied. By looking at three different educational settings from TalkBank, this study explores other-initiated repair sequences in educational settings. It aims to categorize other-initiated repair sequences and the types of repairs used by both teachers and students. In addition, it will investigate the functions of other-initiated repairs. Lastly, with the analysis, it attempts to find out how other-initiated repairs affect next turn and thereby, shed light on how other-initiated repair sequences in educational settings are structured.

2. Previous Literature

2.1. Other-Initiated Repair in Ordinary Conversation

Repairs have been widely studied by using the data from ordinary conversations. For instance, a naturally occurring conversation was used to analyze repair sequences (Schegloff, 1997; Schegloff et al., 1977). Drew (1997) examined repair initiation based on a large corpus in naturally occurring telephone conversations. Kendrick (2015) observed other-initiated repair in English from informal social interaction and a family mealtime conversation. As lot of studies were focusing their analysis on ordinary conversations, the practices for other-initiated repair are identified well. Below are some examples of other-initiated repair that are used in ordinary talk.

2.1.1. ‘Open’ Class Repair Initiator

There are various types of other-initiated repair used by speakers. Extract 1 shows one of the types of other-initiated repair. The location of the trouble-source is marked with ‘TS’ and the location of the other-initiated repair ‘OI’.

Extract 1 [CD:SP] (from Schegloff et al., 1977)

- 01 D: TS → Wul did'e ever get married 'r anything?
 02 C: OI → Hu:h?
 03 D: Did jee ever get married?
 04 C: I have no // idea.

Here, D is asking a question to C. However, C uses *huh* to show problems of hearing/understanding which makes D repeat what s/he already said. '*Huh?*', '*Pardon?*', '*Sorry?*', '*What?*', and '*Hmm?*' are what Drew (1997) called 'open' class repair initiators. These words do not specifically indicate what the repairable was nor what the difficulty was in hearing/understanding, leaving the trouble-source 'open' to the other's prior turn. Since these 'open' class repairs do not have the ability to locate a repairable, they are known to be the weakest among the other types of repair (Schegloff et al., 1977).

2.1.2. Category-Specific Interrogatives

Contrary to the 'open' class repair initiators, there are category-specific interrogatives (Kendrick, 2015; Schegloff, 1997; Schegloff et al., 1977). The *wh*-interrogatives '*Who?*', '*When?*', and '*Where?*' are referred to as category-specific in the sense that these words have the power to pinpoint the trouble-source. Extract 2 illustrates the usage of *what*.

Extract 2 [TG:27] (from Schegloff et al., 1977)

- 01 B: TS → Oh Sibbie's sistuh hadda ba:by bo:way.
 02 A: OI → Who?
 03 B: Sibbie's sister.
 04 A: Oh really?
 05 B: Myeah,
 06 A: (That's nice.)

B talks about telling a surprising news to A. A replies back with a *wh*-interrogative *who* to point out that A's problem of understanding had to

do with the nominal reference ‘Sibbie’s sister.’ At line 3, B repeats who it was which helps A understand B’s prior utterance. As this type of repair specifically locate a repairable, the speaker who initiated the trouble-source does not have to repeat the whole sentence.

2.1.3. Repeats of the Trouble-Source

Speakers can initiate repair by repeating the trouble-source. Repetition can be done in three ways: (i) partial repeat, (ii) full repeat, and (iii) partial repeat of the trouble-source with a question word (Schegloff, 1997). Extract 3 demonstrates a partial repeat of the trouble-source.

Extract 3 [TG:15-16] (from Schegloff et al., 1977)

- 01 A: TS → Well Monday, lemme think. Monday, Wednesday,
 02 an’ Fridays I’m home by one ten.
 03 B: OI → One ten?
 04 A: Two o’clock. My class ends one ten.

A says that she is home by one ten on Mondays, Wednesdays, and Fridays to B. At line 3, B makes a partial repeat on the prepositional phrase *one ten*, indicating that she is making a reference to the time that A had already mentioned. A restates the time by saying *two o’clock* and that *one ten* refers to the time when her class ends. Just as Extract 3, initiating repair by repeating on the speaker’s prior turn whether in a partial, full, or partial repeat with a question word gives a clear understanding for the trouble-source maker to clarify its meaning to the interlocutor.

2.2. Other-Initiated Repair in EFL Learners’ Conversation

Aleksius and Saukah (2018) investigated other-initiated repair strategies in solving understanding problems in EFL learners’ conversations. Since it focused on learners’ conversation, the analysis was based on student-

student interaction, not teacher-student interaction. It specifically looked at the types of other-initiated repair and the types of trouble-sources that learners made. Out of the conversation data they used, the analysis presented that students were employing eight different types of other-initiated repair (Aleksius & Saukah, 2018). Although the English proficiency of all the learners was low, the study found out that the students still managed to take initiatives of making other-initiated repair whenever they had difficulties understanding the interlocutor's talk.

2.3. Other-Initiated Repair in the Classrooms of Children with Specific Speech and Language Difficulties

Unlike other studies that looked into conversations which were either a naturally occurring dialog or a student-student talk, Radford (2008) utilized the data from the classroom where the teacher is teaching children those who were having specific speech and language difficulties (SSLDs). It mainly observed how teachers initiate repairs in response to understanding the talk from the children with SSLDs. Because students with SSLD have difficulties in pronouncing the word correctly and delivering a message clearly in a grammatical sentence, it demonstrated that teachers use four distinct types of other-initiated repair in this type of classroom setting.

2.4. Other-Initiated Repair in Korean Conversation

Kim (1999) examined other-initiated repair sequences in Korean conversation. Its analysis was based on the spontaneous conversation between friends. By using the data from Korean conversation, it confirmed that there exists a similarity between that the types and the functions of NTRI in both Korean and English. Nevertheless, its analysis revealed that native speakers of Korean make an un-said-but-assumable inference from the trouble-source and maintain intersubjectivity through

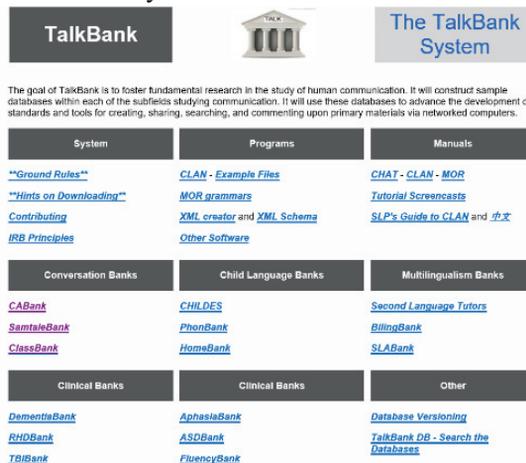
‘confirming’ process (Kim, 1999; Kim, 2001).

This paper aims to look at other-initiated repair in educational settings. It is structured as follows: first, it will examine the types of other-initiated repair used by the students and moreover, illustrate the functions of the repairs used by them. Second, it will observe the types of teacher’s other-initiated repair and describe its functions. By doing so, it attempts to compare other-initiated repair by both the student and the teacher and see how other-initiated repair affect next turn.

3. Data

For the analysis, this study uses its data from TalkBank. TalkBank is an online site where databases from several subfields are contained. It is maintained by Brian MacWhinny, a professor of psychology at Carnegie Mellon University.

Figure 1. The TalkBank system



The screenshot shows the TalkBank website. At the top, there is a 'TalkBank' logo on the left, a central image of a classical building with columns, and 'The TalkBank System' on the right. Below this is a paragraph describing the system's goal: 'The goal of TalkBank is to foster fundamental research in the study of human communication. It will construct sample databases within each of the subfields studying communication. It will use these databases to advance the development of standards and tools for creating, sharing, searching, and commenting upon primary materials via networked computers.'

The main content area is organized into three columns: System, Programs, and Manuals. Below these are three rows of database categories: Conversation Banks, Child Language Banks, and Multilingualism Banks. The final row contains Clinical Banks, Clinical Banks, and Other. Each category lists several database names with hyperlinks.

System	Programs	Manuals
"Ground Rules"	CLAN - Example Files	CHAT - CLAN - MOR
"Hints on Downloading"	MOR grammars	Tutorial Screencasts
Contributing	XML creator and XML Schema	SLP's Guide to CLAN and ΦX
IRB Principles	Other Software	
Conversation Banks	Child Language Banks	Multilingualism Banks
CABank	CHILDES	Second Language Tutors
SantaleBank	PhonBank	BilingBank
ClassBank	HomeBank	SLABank
Clinical Banks	Clinical Banks	Other
DementiaBank	AphasiaBank	Database Versioning
RHDBank	ASDBank	TalkBank DB - Search the Databases
TIBank	FluencyBank	

In this study, ClassBank will be used from the Conversation Banks. ClassBank is composed of 19 corpus data all of which vary from its class setting. This paper attempts to look at three educational settings where

students are learning different contents: Graesser, Greeno/VanDeSande, and JLS. Graesser corpus is about a research methodology tutoring. Greeno/VanDeSande corpus consists of math lesson data and finally, JLS corpus is from a lesson on statistical graphing. These three educational settings are all conversations between the teacher and the students, all of whom are native speakers of English.

4. Analysis

4.1. Types and Functions of Other-Initiated Repair in

Educational Settings

4.1.1. Student

4.1.1.1. Re-saying (Repeat) of the Trouble-Source

One way for students to initiate repair is by re-saying the trouble-source in the teacher's talk. Extract 4 is an example of re-saying.

Extract 4 [Classbank/Graesser/2.cha]

- 12 TEA: TS → why don't you draw for me a negative linear
 13 relationship?
 14 STU: OI → negative?
 15 TEA: sure.
 16 STU: ok.
 17 *draws x and y axis*

Teacher asks the student to draw a negative linear relationship at line 12. However, instead of drawing a negative linear relationship, the student repeats the word *negative* at line 13. This repetition is used in order to clearly understand and recheck the meaning of the teacher's question. With the teacher's go-ahead sign at line 14, student carries out her action by first showing an acknowledgment and then drawing the axis on the board. Therefore, the student re-says one of the words to make sure that

she is performing in the right direction of the teacher's talk. The teacher's utterance at line 12 is a TS for the student and hence, the student initiates an OI which is a meaning-related repair type.

4.1.1.2. Candidate Understanding of the Trouble-Source

In educational setting, students initiate repair by showing a candidate understanding to the teacher's utterance. In a research methodology tutoring class, after hearing a long explanation from the teacher, student makes an other-initiated repair. It is exemplified in Extract 5.

Extract 5 [Classbank/Graesser/1.cha]

- 29 TEA: TS → and ah the main purpose for doing it, ah, for
 30 having operational definitions, is ah, like you
 31 said, is being able to quantify um abstract
 32 type of concepts and ah also to facilitate
 33 communication between scientists.
 34 so if I'm studying this particular phenomena and
 35 I say my ah my new technique is ah helps people
 36 get helps children get over aggression.
 37 () What do you mean by aggression?
 38 well, aggression is the number of times the child
 39 struck out at another child, you know over this
 40 amount of time.
 41 that's how I define aggression.
 42 STU: OI → ok.
 43 then you said to quantify (0.2) ah: information?
 44 TEA: quantify ah yeah, more abstract information.
 45 so it allows scientists to ah to be able to
 46 communicate freely and know what each other
 47 means when they're throwing out these terms.
 48 STU: ok.

In Extract 5, teacher has asked the student to talk about operational definitions. After hearing the answer from the student, teacher begins speaking at line 29 and gives in-depth explanation for operational definitions until line 35. At line 35, teacher introduces a new term aggression which makes teacher further describe what aggression is. At lines 40-41 is where student initiates repair after the teacher's long utterance. Student first shows acknowledgment by saying *ok*. Then reveals a candidate understanding of the teacher's talk. In order to make an OI to the teacher's very beginning of the utterance, she retrieves to the TS by quoting what the teacher had already said (*you said to ~*). Since she did not clearly understand the teacher's talk, there is a slight pause (0.2) after quoting what the teacher said and the pause is again, followed by the marker *ah* which is an indication of hesitation and a lack of confidence at the same time. In addition, further evidence that student did not understand the talk can be found from the rising intonation at the end of the student's remark. Teacher at line 42 begins describing the benefits of quantifying more information. In the end at line 45, student reveals her full understanding of the talk by saying *ok*. Therefore, teacher's utterance through lines 29-32 serves as a TS to the student and moreover, student's OI at lines 40-41 has the function to check her candidate understanding of the teacher's TS.

4.1.1.3. Clarification of the Trouble-Source

Another way for students to initiate repair to the teacher is to make a clarification to the prior utterance. Extract 6 illustrates the practice of clarification in the educational setting.

Extract 6 [Classbank/Graesser/1.cha]

160 TEA: right, so ah why don't you give me an example of a
 161 ah (.) just make up a measure and explain how it
 162 might be reliable.

- 163 STU: ok, my blood pressure is usually ah like a one
 164 hundred and seventeen over um seventy six or
 165 something like that.
 166 ah it's usually pretty low as low as one hundred and
 167 five and ah usually when I go for a checkup it should
 168 remain somewhere around that area with a little
 169 flexibility.
 170 I know that the day I go and it's forty something or
 171 whatever ya know my blood pressure is up you
 172 know because its not being consistent with what it
 173 normally is.
 174 TEA: TS → umhm, and the importance of having
 175 something reliable as far as scientific method is?
 176 STU: OI → ah: (0.3) are you asking me a question?
 177 TEA: yeah.
 178 STU: it's oh well because um I would imagine that ah the
 179 truth of it you know that it has to have truth to it.
 180 if it's not reliable then it can't be used.

Prior to the TS, teacher has asked the student to give an example of a measure and explain its reliability. The student uses her blood pressure as an instance and elaborates her ideas to the teacher. At line 170, teacher asks another question to the student but this time, the student does not give a straightforward answer to the question but rather initiates an OI by making a direct question to the teacher. As can be seen from the student's OI at line 172, it is *ah*-prefaced with a pause. The direct question (*are you ~?*) is used to clarify the prior utterance of the teacher. It is used because the student did not understand the intention of the teacher's prior utterance whether it is a declarative sentence or an interrogative sentence. At line 173, teacher reveals acknowledgment to the student meaning that he was actually questioning to the student. Then student replies back to the question initiated at lines 170-171, which is a

preferred response to the question. In short, the OI used in this extract exemplifies an understanding-related repair by making a clarification to the teacher. Extract 7 is another example of student's other-initiated clarification to the teacher's talk.

Extract 7 [Classbank/Graesser/3.cha]

- 112 TEA: TS → okay, how might reactivity play a role in that?
 113 STU: OI → ah your's?
 114 TEA: the subjects.
 115 STU: the subjects.
 116 well um (.) I would say that each day that he got a
 117 little bit closer ah was probably because he um well
 118 I guess the day that he got twelve feet he said well I
 119 nothing happened maybe I can get a little bit closer.

Before the teacher initiates a question at line 112, teacher has given the student of a situation where there is a person with a snake phobia and with this situation, having an experiment on the snake phobic by giving a little lecture to teach them of how to get over their obstacle. Assuming the given situation, he then further asks a question at line 112. However, line 112 serves as a TS to the student since she did not get a sense of who the teacher's question was directing at. Thus, the student responds to the teacher's question by initiating an OI at line 113. It is prefaced by the marker *ah* which is followed by *your's* with a rising intonation. The word *your's* is used to find out whether the teacher's question was directed at asking the teacher's point of view. With this OI, the student is making a clarification before giving an answer to the teacher's question. At line 114, teacher replies by saying *the subjects* which indicates that the original question was meant to be asking how reactivity role might play on the subjects. After hearing the clarification from the teacher, student at first, repeats the phrase *the subjects* showing recognition and finally responds to the question at lines 116-119. The student's OI, therefore,

works as a clarification OI to better understand the TS initiated by the teacher.

4.1.2. Teacher

4.1.2.1. Re-saying (Repeat) of the Trouble-Source

Just as students initiated repair by re-saying the trouble-source in the section 4.1.1.1., teachers also initiated repair by re-saying. Extract 8 demonstrates one of its usage by the teacher.

Extract 8 [Classbank/Greeno, VanDeSande/garden1.cha]

- 106 G: You're trying to figure out the two lengths of the
107 inside square.
- 108 T: I'm sorry.
109 I couldn't concentrate on what you were saying.
- 110 G: TS → You're trying to find out the two lengths of the
111 inside or the (0.2)
- 112 T: OI → the two lengths?
113 What do you mean 'the two lengths'?
- 114 G: of the inside square, like
115 *points up at board*
- 116 T: *indicates length and width of inner rectangle on*
117 *board*
118 This?
- 119 G: yeah.
120 You could put them as x and y.
- 121 T: *labeling the vertical length x and horizontal length*
122 *y*
123 okay
124 *standing to side of picture*
125 so, is there any way I can write an equation for this?

In this talk, the teacher previously asked a question about what they are trying to discover out of the square. Student G responds at line 109 but this response from the student works as a TS to the teacher which is revealed by the lines 110-111. Teacher re-says the student's prior talk and inquires about what he meant by *the two lengths*. G adds extra information of *the two lengths* by saying *of the inside square, like* which receives a further confirmation from the teacher at line 115. After the student's explanation, teacher proceeds to the next step at line 121. This extract displays a TS from the student which is then followed by two OIs by the teacher: one as a partial repeat and the other a partial repeat with "*What do you mean...?*" as a way to solicit more information. Therefore, the OI used in this extract is a meaning-related repair type.

There is another function of re-saying which is used with a different purpose compared to the previously dealt re-sayings. Extract 9 demonstrates the usage.

Extract 9 [Classbank/JLS/aids.cha]

- 65 DER: The highest range of numbers?
 66 SHE: TS → Yeah.
 67 TEA: OI → The highest range?
 68 SHE: Oh, no.
 69 VAL: No.
 70 TEA: Vallory?
 71 VAL: Out of however many people were tested, that's
 72 where most of those people fitted in, in between that
 73 range.

In Extract 9, students have been talking about a graph representing some data. Derrick asks a question at line 65 which gets a response from Sheena. Teacher's act of re-saying at line 67 makes line 66 as a TS. Teacher initiates an OI by repeating what Derrick had just said in order to check student's knowledge status. In this case, the teacher is

rechecking Sheena's knowledge by re-saying the phrase *the highest range*. After receiving an OI from the teacher, Sheena realizes that her previous answer was wrong which is indicated by the marker *oh* and changes her answer by saying *no*. The marker *oh* is an indication of "change of state" revealing a change in the state of knowledge by the speaker (Heritage, 1998). Vallory, for the first time, answers to the teacher's question at line 69. Since Vallory got the answer right, teacher selects Vallory at line 70 and this calling from the teacher is used to make Vallory explain more about why it is not the highest range. Thus, the teacher's OI at line 67 is a re-saying of the TS which is a type of knowledge-related repair.

4.1.2.2. Paraphrasing the Trouble-Source

In educational settings, teachers initiate repair by paraphrasing student's utterance after fully hearing student's talk. Extract 10 is an example of teacher paraphrasing student's opinion.

Extract 10 [Classbank/Graesser/3.cha]

- 20 TEA: well with blood pressure, what changes is your
 21 blood pressure not what's measuring your blood
 22 pressure.
 23 STU: yeah, okay.
 24 TEA: okay, use IQ test as an example.
 25 STU: I was thinking about the IQ test but you know I have
 26 a thing about that.
 27 TEA: ummhmm.
 28 STU: I mean not that I'm a scientist but um (.) I guess that
 29 could be argued.
 30 I was gonna say sometimes they're not valid
 31 because you know they found it depends on what
 32 area you know.

- 33 TEA: ummhmm.
- 34 STU: TS → that the kids live in and you know how
 35 ambiguous the test can be you know for certain
 36 groups of people and um the environmental factors
 37 and things like that.
 38 so I don't know how accurate IQ is but that's a
 39 measure so that's usually should be pretty acc you
 40 know accurate.
- 41 TEA: OI → so you're saying it's reliable.
 42 it's a reliable measure but it's not necessarily a valid
 43 measure.
- 44 STU: okay, yeah.
- 45 TEA: I can agree with that.
- 46 STU: alright.

After talking about blood pressure at lines 20-21, teacher at line 23 makes the student use IQ test as an example. Student replies back to the teacher which receives an acknowledgment from the teacher at line 26. Then student adds more opinion at lines 27-36 and in the middle of the student's talk, the teacher shows an acknowledgment at line 31. This *ummhmm* by the teacher is used as a way to indicate appreciation to the student's prior turn 27-30. After fully listening to the student's opinion till line 36, teacher initiates other-initiated repair at lines 37-38. This OI by the teacher is used as a way to understand the student's prior talk in that the teacher's utterance is prefaced by the marker *so* and the phrase *you're saying*. *So* has the function to summarize the prior discourse (Bussse, 2012; Müller, 2005; Redeker, 1990) which means that teacher's utterance at line 37 *so you're saying it's reliable* is restating the student's idea (*so I don't know how accurate IQ is but that's a measure so that's usually should be pretty acc you know accurate*). Furthermore, teacher saying *it's a reliable measure but it's not necessarily a valid measure* at line 38 is the summary of the student's talk at lines 32-34. With this

paraphrased statement that contains the gist of the prior utterance, the student show acknowledgment to the teacher at line 39 indicating that the teacher's OI is what she actually meant. Right after the student's acknowledgment, teacher reveals his stance to the student at line 40. Thus, lines 32-35 serve as a TS to the teacher and the OI by the teacher at lines 37-38 is an understanding-related repair type. Extract 11 is another example of paraphrasing by the teacher.

Extract 11 [Classbank/JLS/aids.cha]

- 367 TEA: Wait a minute guys, this is important.
 368 *Teacher legitimates Blake's contribution for the*
 369 *fourth time.*
 370 Blake, go ahead.
 371 BLA: TS → Well, it doesn't really matter where all the data
 372 is because you know from where the groups are
 373 what, what treatment is better or where the data
 374 stands on both treatments.
 375 TEA: OI → okay, so, ya, so Blake says it doesn't really
 376 matter exactly how many.
 377 We just know where they are and that's important.

After making an announcement of attention-getter at line 367, Blake at lines 370-372 shows an answer to the teacher's previously asked question. Teacher's question was asking if there exists a way to know how many are in each of those groups in the graph. After listening to Blake's answer, teacher first indicates acknowledgment to Blake and with a full understanding of Blake's response, teacher paraphrases his answer so that everyone in the class can easily understand Blake's context. Just as the above Extract 11, the marker *so* is used to paraphrase the entire utterance by Blake and this OI a type of understanding-related repair.

4.1.2.3. Request for Elaboration in the Trouble-Source

After listening to the student's response, teacher's initiate repair by making a request to the student for elaboration in the trouble-source. It is described in the Extract 12.

Extract 12 [Classbank/Graesser/2.cha]

- 239 TEA: how would I op, just give me any way I could
 240 operationally define cured.
 241 how can I, how can I call a kid cured?
 242 STU: TS → the fact that they aren't bedwetting anymore.
 243 TEA: OI → ok.
 244 maybe more specifically
 245 STU: um That they get up in the middle of the night.
 246 I guess bed wet at a certain time or whatever during
 247 the night. Or you'd feel as though they were cured
 248 if they got up during the night you know to urinate
 249 in the bathroom, they didn't urinate in the bed.
 250 now is that what you're asking?
 251 TEA: yeah.
 252 I was looking for something like that.
 253 I I was more thinking ah you know a certain amount
 254 of time without wetting the bed.

At lines 239-241, teacher asks a question to the student. Student gives a straightforward answer to the question at line 242. With this answer from the student, teacher at first shows an acknowledgment towards the student's answer but since teacher regards student's answer as an unsatisfactory answer, he makes a request to the student at line 244. The request made by the teacher is prefaced by *maybe* which is used as a way to mitigate his request. Student further elaborates her ideas at lines 245-249. This elaboration comes from her initial response to the teacher's

question at line 242. After fully explaining about how a kid cured can be called, the student asks a question to the teacher in order to get confirmation of her answer. Teacher confirms that the student's elaboration was what he was looking for. Because the teacher considered the student's answer as a TS, he elicits more information from the student by initiating an OI. Thus, the OI here is an information-related repair type.

5. Discussion

According to the observed conversations in educational settings, most of the OIs are placed adjacent to the TS. Though these educational settings fall into the category of institutional talk, other institutional talk, for instance, emergency calls indicate a difference in the structure of TS and OI. Extract 13 reveal a case of emergency call to the police.

Extract 13 [IND PD, 59] (213) (from Schegloff, 2000)

- 01 D: Radio,
 02 C: TS → One six nine South Hampton Road, on the
 03 east side,
 04 D: What's the trouble lady,
 05 C: I don't know my husband's sitting in his chair I
 06 don't know
 07 what's wrong with him jhe can't talk or move or
 08 anything.
 09 D: OI → Four six nine South Hampton?
 10 C: One six nine South Hampton.
 11 D: That's one six nine,
 12 C: Yes.
 13 D: Alright. We'll be right [out.
 14 C: [Please hurry,

As indicated in the Extract 13, the TS by the caller at line 2 is not followed by an OI but rather a question by the dispatcher which is used to get the basic idea of this urgent situation. It is because the dispatcher has to guarantee that s/he receives right information first before sending a car ambulance. Thus, the OI is located at line 6 after receiving enough data from the caller. Such a difference in the setting influences on the structure of the TS and OI. In the educational setting, the student initiates an OI right after the TS whenever s/he has a problem of understanding. Teachers, in the same vein, initiate an OI right after the TS whenever the student make a mistake or in some cases, teachers use an OI to get the gist out of the student's lengthy talk. Besides, teacher's OI is employed as a request to enhance students' further elaboration to the previously uttered idea.

The OIs used by the teachers and the students reveal that they both use specific OIs. In ordinary conversation where it is natural to use non-specific, 'open' class OIs, such a pedagogical setting makes a restriction since its conversation involves a talk between a teacher and students whom are in a hierarchical relationship. Therefore, it is unnatural for the student to initiate an OI by saying *what* to the teacher and vice versa.

When OIs are initiated, next turns by the teachers turn out to be shaped in a preferred way. Preferred response refers to either a natural, normal or expected action (Wong & Waring, 2010). For instance, when students initiate OI by re-saying, showing a candidate understanding and making a clarification of the TS, it is followed by a teacher's next turn such as *sure* (Extract 4), *quantify ah yeah* (Extract 5), and *yeah* (Extract 6). Since their OIs normally had to deal with their problems of understanding the intended meaning, they initiated an OI by questioning which involved at least a partial repetition from the prior utterance of the teacher. Then, students' ways of initiating an OI makes it hard for the teachers to show a dispreferred answer because the students are reusing the teacher's words to solve their problems in whatever way. Thus, the OIs that are context-sensitive to the teacher's prior utterance trigger preferred

response from the teacher as a next turn. Whereas, when teachers initiate an OI, next turns are formed as the way what teachers expect from the students' response. For example, after hearing the next turn from students, teacher finally expresses his stance towards the student's response as in *I can agree with that* after his paraphrased statement (Extract 10) and *yeah I was looking for something like that* after eliciting for more information from the student (Extract 12).

6. Conclusion

To sum up, this study has shown other-initiated repair sequences used by the students and the teachers, who were all native speakers of English, by looking at three educational settings in the TalkBank. It revealed that students' use of OI has three types: (i) re-saying (repeat) of the trouble-source, (ii) candidate understanding of the trouble-source, and (iii) clarification of the trouble-source. These types of OIs are used to help their better understanding of the prior turn. The types of OIs used by the teachers are also divided into three types: (i) re-saying (repeat) of the trouble-source, (ii) paraphrasing the trouble-source, and (iii) request for elaboration in the trouble-source. This study discovered that teachers' use of OI differs from the students' in that its function had to do more than just understanding check. In educational settings, OIs are placed adjacent to the trouble-source. Moreover, it found out that both teachers and students use specific OIs. Regarding how next turns are affected after the OIs, students' OIs are followed by preferred responses as a next turn from the teachers since their OIs are context-sensitive to the prior turn. On the contrary, when teachers initiate OIs, next turns are shaped in the way of the teacher's expected answer from the students. Although previous studies of the OIs between a teacher-student conversation in educational settings were rarely conducted, it hopes to give an insight of how other-initiated repair sequences are structured and used in educational settings

from the overall findings in the study.

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