



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA DE LETRAS
DEPARTAMENTO DE INGLÉS

**Other-Initiated Self-Repair in the Classroom:
A Conversation Analytic Study in a TEFL Context**
MEMORIA PARA OPTAR AL TÍTULO DE PEDAGOGÍA EN INGLÉS

AUTORA: Celena Leiva López
PROFESORA GUÍA: Dra. Verónica González Temer

UMCE CAMPUS MACUL, SANTIAGO-CHILE

SANTIAGO DE CHILE, AGOSTO DE 2021

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Celena Paz Leiva López

Table of Contents

Abstract	Vii
Introduction	1
Objectives	2
General Objectives	2
Specific Objectives	2
Literature Review	3
Conversation Analysis	3
Repair	3
Self-Repair	3
Other-Initiated Self-Repair	4
Self-Initiated Self-Repair	5
Hearing	5
Understanding	5
Methodological Design	7
Data Collection Methods	7
Transcription	8
Participants	9
Data Collection	9
Turn-Taking	10
Sequence Organization	10
Data Assessment	12
Results	13
What did You say?	13
When context is a problem	15
Linguistic Wellformedness and acceptance of problems	21
Conclusion	25
References	27

Table of Figures

Figure 1- Praat interface	8
Figure 2- Teacher gesture for past	22
Figure 3- Teacher gesture for drink/Drank.	22
Figure 4- Teacher gesture for Thumbs up.	22

Table of Appendices

Appendix 1- Jeffersonian Transcription System	32
Appendix 2- The report issued by the Institutional Ethics Committee	33
Appendix 3- Autorización para reproducción SIBUMCE	36

Abstract

This research recognizes different instances of Other-Initiated Self-Repair in the ELF classes at university level. The data obtained was through the recording of classes of UMCE students. The aim of this research is to analyze the classroom interaction from the point of view of Conversation Analysis and how to provide techniques to improve classroom management and progression. Since all classes were video-mediated, due to the current COVID-19 pandemic, it was possible to identify which activities are helpful in this situation and which practices encourage students to participate in telematic classes, such as role-playing. It was also possible to determine which activities delay the class schedule and are not useful when learning a foreign language.

Resumen

Esta investigación reconoce diferentes instancias de Auto-Reparaciones Hetero-Iniciadas en la Enseñanza de Inglés como Lengua Extranjera a nivel universitario. Los datos obtenidos fueron a través de la grabación de clases de estudiantes de la UMCE. El objetivo es analizar desde el punto de vista del Análisis de la Conversación la interacción dada en clases y de qué forma entregar técnicas para mejorar el manejo de la clase y la progresión de ésta. Dado que todas las clases fueron virtuales, por la actual pandemia COVID-19, fue posible identificar que actividades son útiles en esta situación e incentivan a los estudiantes a participar en las clases telemáticas, como por ejemplo el juego de roles. También fue posible identificar que actividades retrasan el cronograma de la clase y no son tan útiles al momento de aprender una lengua extranjera.

Key Words

Other-Initiated Self-Repair- Classroom Interaction- Conversation Analysis

Palabras Clave

Auto-Reparación Hetero-Iniciada- Interacción en Clases- Análisis de la Conversación

Introduction

The acquisition of a second language is always challenging. It confronts you with a whole new way of seeing, exploring and describing the world. One obvious way of learning an L2 is through interpersonal interaction; generally, face-to-face interaction that occurs through the oral medium (Ellis, 1999). This dissertation aims to label and classify the use of Other-initiated Self-repair in EFL classes at UMCE. Due to the Covid-19 pandemic, all the class lessons were video-mediated. In terms of how repair might affect the flow of the lesson in general, two main issues could affect the progression of the class. First, face-to-face interactions do not take place in the same way they would if participants were co-present, so technology may pose a number of issues. Considering every student's different personal circumstances, access to various gadgets and an internet connection could modify the natural interaction of the class.

With Covid-19 as a factor, all the data collected consisted of recordings of the different lessons whose teachers agreed to share for the purpose of this investigation. The classes considered in this investigation were those that highly prompted students' speaking skills.

As aforementioned, it was a challenge to do this investigation under a pandemic situation, but it also allowed the researcher to understand how streaming classes work for EFL students. A starting point were the differences and similarities among face-to-face and online classes regarding studies that have used Conversation Analysis (henceforth CA) to study classroom interaction.

The process that has led to this investigation includes several stages: from CA classes to learn the methodology to transcribing and analyzing data, recognizing different phenomena, and interpreting it from the theory, and avoiding making predictions or assumptions about the data.

Objectives

General Objectives

The general objective of this dissertation is to describe, from a CA perspective, the range of other-initiated self-repair instances in the data collected for this project in order to provide feedback on effective practices in terms of improving classroom management and progression.

Specific Objectives

Some more specific objectives of this study are the following:

1. Identify the range of interactional/pedagogical functions for other-initiated self-repair instances in a TEFL context
2. Analyze the particular linguistic, sequential and gestural characteristics of other-initiated self-repair in a TEFL context.
3. Determine how these findings could inform effective practices regarding better class management and class progressivity.

Literature Review

Conversation Analysis (CA)

It is a well-known fact that language can be studied from different perspectives. That makes it possible to address all its nuances when establishing the characteristics of language itself and how it manifests and develops in interpersonal relationships.

Within language, it is extremely important to establish a clear difference between the processes of language analysis. Commonly, reference is made to the analysis of conversation and the analysis of discourse, both having similarities and notable differences in the study point of view. The analysis of conversation associates its approach directly to interpersonal relationships and the way in which each of the actions are organized clearly and precisely.

Albert (2017) poses that Conversation Analysis (CA) is an interdisciplinary, inductive approach to studying talk and interaction in real-life situations. Conversation analysis also considers that the function of language is linked to the design of turns and the step by step that needs to be executed in order to carry out an interaction. The qualitative nature of this approach stands out because it makes a rigorous analysis in terms of functionality and the construction of sense of language. CA focuses on interactional practices from natural settings. This results in systematic observations that can help design ecologically sound empirical variables and guide the formulation of falsifiable hypotheses (Robinson & Heritage, 2014).

Repair

The main purpose of language analysis is to establish the causes of various communication problems and, in turn, a solution within these interpersonal interactions. According to Sidnell (2010) the primary use of repair is fixing problems of speaking, hearing and understanding.

Within CA, special attention is paid to all those repairable elements within the interaction, promoting effective solutions, evidencing the implications that these have on the participants of the conversation. The success of the repairs can be evidenced both within our native language as well as in a foreign language, for example English.

Several authors have previously studied repair as a phenomenon within the linguistic framework, beginning with the work of Schegloff et al. (1977). This body of literature, in the future, would help establish different types of repairs by expanding the theoretical framework of study for native and foreign languages.

The repair brings with it a concept that takes value when establishing the solution to an identified problem within the interaction in oral language. As mentioned by Battle (2005), in simple words, the repair requires the willingness of the participants so that once a communication problem has been identified, the time and the necessary instructions can be given to be able to continue a fluid and completely clear sequence for both participants.

Self-Repair

According to the aforementioned, it becomes much clearer to show the importance of the role of each participant within the communicative interaction. In the case of self-repair, this is much more common when the speaker has a native language and a second language, generating confusion in the organization of the structure of the communicative interaction with another participant. Among the most common self-repairs, extended pauses, false starts, and paralinguistic markers such as nervous laughter stand out.

Other-initiated Self-repair.

This phenomenon (OISR) is produced when one speaker produces the trouble source, but another identifies the problem. Prompting the repair, which is done by the co-participant. The initiation of the repair can be an open repair (such as *ah? uhhh, uhu*) or a partial repetition of the trouble source. In this last case, a reformulation could occur. In this research, most of the trouble sources were related to problems of hearing, understanding and acceptance.

According to Schegloff (1977), "The 'repair-initiation opportunity space' is continuous and discretely bounded, composed of initiation-opportunity positions at least some of which are discretely bounded". Even though the repair is initiated by a speaker who did not produce the trouble source, here is an opportunity to do self-correction; sometimes, this self-correction takes more than one turn.

Self-Initiated Self-Repair

According to Simpson, R., Eisenclas, S., & Haugh, M. (2013); Self-initiated self-repair (SISR) refers to instances where the learners launch repair sequences. Is when a speaker realizes a problem in his prior speech and offers a reformulation to repair it. Some of the indicators of initiation of self-repair could be a word phrase, a cut-off articulation or repetition.

Hearing

The traditional approach to understanding hearing problems and validating hearing interventions, according to Carlile & Keidser (2020), is deeply rooted in a straightforward communications science paradigm where a communication path is characterized by the transmitter, the medium, and the receiver.

Problems of hearing in a TCU are multiple; the utterances might be overlapped, there could be a problem with their intensity, articulation issues, lack of attention, among others. Besides, it is necessary to add problems related to technology, such as conversational delay, labored phrasing, echo, the quality of the different gadgets, and environmental noise. COVID-19 context gave us a wide range of new kinds of problems or obstacles in a conversation to consider.

Understanding

Troubles of hearing arise when a hearer cannot make out what the speaker has said. On the other hand, problems of understanding arise within a wide variety of circumstances. For instance, when the hearer does not recognize a particular word used, does not know who or what is being talked about, or cannot parse the grammatical structure of an utterance (Sidnell, 2010).

The same author points out the term "intersubjectivity" as the collective or shared understanding between persons. It is typically explained in terms of convergent knowledge of the world. For Schegloff (1992) in the social sciences, a related solution to the problem of intersubjectivity invokes the notion of a common culture as the resource through which "the individual's grasp of reality is mediated". This is another possible source of misunderstanding.

All the terminology described in the literature review was used in this investigation. It is crucial to understand every meaning to understand how the data was analyzed and whereby those analyses were applied.

Methodological Design

Data collection methods

The data collected consisted of video recordings of different lessons, all of those classes that are part of the data were the ones that highly prompted student's speaking skills.

After getting ethics approval for this research, the teachers' permission to use the recording of their classes was obtained. Written consent forms were also sent to every participant, explaining the investigation's characteristics, and ensuring that their participation would be anonymous. The whole data consisted of 30 lessons in total, adding up to 28 hours of footage.

From the excerpts chosen, different phenomena of the interaction were identified and classified. The phenomena and interactions were not chosen arbitrarily. The principles of CA were fundamental at this point to continue with the investigation process.

CA is an inductive, micro-analytic, and predominantly qualitative method for studying human social interactions (Hoey & Kendrick 2017). Qualitative research includes non-numerical data to be analyzed and collect different phenomena; for this reason, it contains several theories regarding the participant's actions. Specifically for this research, observation of what was possible to see and hear was vital.

Since CA relies on the linguistic and interactional aptitude of the analyst as an inductive guide for recognizing and collecting examples of naturally occurring patterns in interaction, regular data sessions provide an essential opportunity to revise transcripts and candidate analyses amongst peers (Albert, 2017).

Sidnell (2017) emphasizes that the data must be talk-in real-life interaction; from actual recordings of conversation rather than imagined, remembered, or experimentally produced examples. CA does not work with theories; this research was not done under assumptions of what happened or imaginary situations. The same author also points out that once a collection is assembled one can really get to work on developing the analysis. To do this, one must organize the data in such a way as to make the relevant features of the talk visible.

Transcription

Smith (2019) also points out that the transcription and recording of social interactions are undoubtedly the fundamental practical tools of CA. Recordings help to capture interactions and allow the conversation analyst to see and rewatch them as many times as necessary to study them in detail. Although it is a fact that the transcripts never replace the original data for all conversation analysts, the transcripts are of utmost importance during the analysis process since they facilitate the study of the interaction and practice presenting data and analysis in writing. The transcription used to show excerpts of the interactions here was the Jeffersonian transcription system, developed by Gail Jefferson (1984). According to Psathas & Anderson (1990) in basic research that employs language as data, currently accepted practices involve audio- or videotaping communicative interaction followed by verbatim transcription and analysis, including some form of coding process, to make sense of the data.

According to Lapadat & Lindsay (1999) transcription is an integral process in the qualitative analysis of language data and is widely employed in basic and applied research across several disciplines and in professional practice fields. As researchers, it is imperative to convey in a transcription system to have the same symbols and analysis; besides, the transcription is one of the first steps to do in a CA analysis.

In order to be as precise as possible, the software Praat was used in this investigation; this is a free computer software package for speech analysis in phonetics. In this research, the software was used to identify pitch, intensity and pauses; thus, it is crucial to be precise in the length of the pauses.

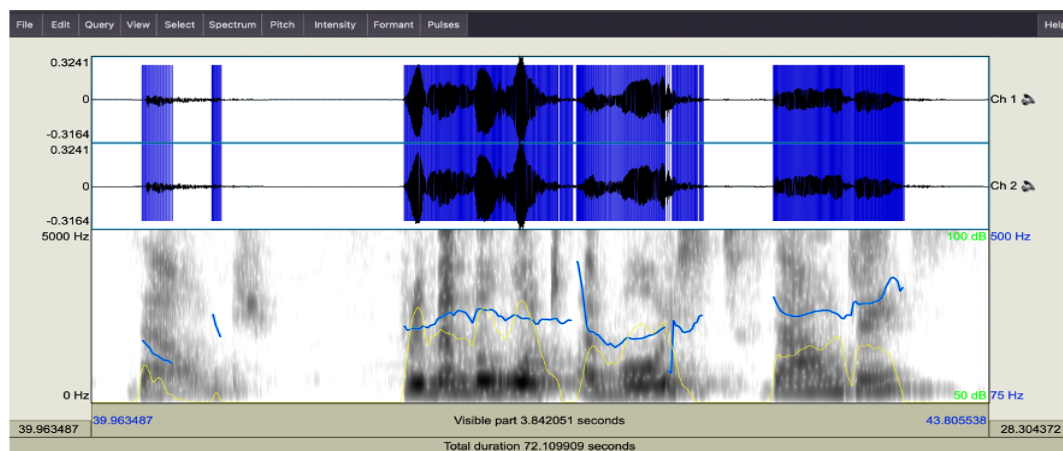


Figure 01- Praat Interface

Participants

The 28 hours of data were obtained for this investigation through ethics approvals, granted by Universidad de Santiago de Chile (USACH). Furthermore, all the participants agreed willingly to participate in the research. The participants were teachers and undergraduate students of ELF classrooms who are part of the UMCE community of the English department. The data collected come from video-mediated lessons for undergraduate students from the first year up to the fourth year of the Teacher Training Programme.

Data Collection

CA is a research method and tool to study one of the most complex and common things in our human nature: social interaction, which is a part of our daily life and is achieved thanks to the mechanisms and interactional systematicity of our common sense, our common interactional sense (Smith, 2019).

According to the same author, the objective of CA is to describe, analyze, and interpret social actions carried out through interactional speech. CA explains how speakers make themselves understood through speaking turns, focusing on producing and developing action sequences. CA analyzes the rational and inference procedures in every interaction; it also seeks to understand the sociolinguistic competence displayed in the interaction, composed of interpretive approaches organized sequentially.

Heritage (1989) states the basic orientations of CA as four major points:

First, interaction is structurally organized; CA views interaction as social action which can be analyzed in regard to its structural organization. Second, CA views interaction has having two contexts: shaped and context-renewing. This means that every communicative action has a double context: the immediate one where the interaction occurs, and another which includes the whole environment (intersubjectivity). Third, these two properties are in the details of interaction so that no order of detail in conversational interaction can be dismissed a priori as disorderly, accidental or interactionally irrelevant. Finally, the study of social interaction in detail is best approached by analyzing

naturally-occurring data. The emphasis on the value of natural data as central support for research comes from two interrelated considerations. Without repeatedly accessing recorded data, it is impossible to access the details necessary to analyze the conversational interaction. (Heritage, 1989)

Turn-taking

Turn-taking is a routinely occurring phenomenon in everyday conversations and participants are oriented to a turn-taking system (Sacks, H., Schegloff, E. A., and Jefferson, G., 1974). They formulated a turn-taking model consisting of two distinct tasks: First, discrimination between completion and non-completion of the utterance in terms of Turn Constructional Units (TCU). And discrimination between a switch and holding of the speakership upon completion of the utterance. The second component describes two ways to assign a new change to one of the parts: (a) the current speaker selects the next speaker and (b) automatically selects the next speaker.

Sequence organization

Sequence organization provides a coherent, orderly and meaningful series of interrelated communicative actions, that helps participants to accomplish and coordinate an interactional activity. The building stones of sequence organization are TCUs (Mazeland, 2006). Each turn contains at least one TCU. The design of a TCU may be different. A TCU can be a single word (for instance, yes, no, here? or where?). Some TCUs have a more complex syntactic design, such as interrogative clauses. Based on the speaker's unit type used to construct the TCU properly, the observer will have different options when the current movement is over. Thus, the organization of turn-taking is accounted for by describing it as a set of constructional practices that enable the co-participants to determine the place at which speaker transition becomes relevant and then deal with that issue according to a structured set of interactional options. This way of modelling the organization of talk is characteristic of the CA approach.

The adjacency pair structure is a normative framework for actions, where the production and completion of one participant are recognizable. The first pair part (FPP) initiates a sequence, often selecting a next speaker who should immediately produce an appropriate, type-fitted second pair part (SPP).

This turn-taking system usually uses adjacency pairs to minimize overlaps. For example, the sequence of two adjacent utterances is produced by different speakers. Adjacency pairs are normative social structures which consist of two parts: a First Pair Part (FPP) and a Second Pair Part (SPP); a FPP requires a SPP.

According to Schegloff & Sacks (1973), there are "pair types" such as 'question-answer', 'greeting-greeting', 'offer-acceptance/refusal', 'claim-agreement/disagreement', etc. Thus, a given sequence will be composed of an utterance that is a FPP produced by one participant (greeting, question, announcement, claim, etc.). And it is followed by another utterance, a SPP, as an answer of the FPP (greeting, answer, acknowledgement, agreement, disagreement, etc.). A basic rule of adjacency pair operation is given the recognizable production of a FPP, its speaker should stop, and the next speaker should start and produce a SPP from the pair type of which the first is recognizably a member.

Thus, SPPs not only accomplish (or fail to accomplish) some following relevant action, they also display some form of public understanding of the prior utterance to which they are directed. In this way, adjacent positioning generically provides a framework for the continuous updating of public, intersubjective understandings. Besides, turn-taking avoids some phenomena such as overlap. In video-mediated classes, this item is intervened by technology issues, such as the delay in the streaming transmission or the loss of face-to-face interaction. The distribution of the order of the turns in conversation, the opportunity to participate in the interaction is a precondition for a viable conversation (Schegloff, 2000).

In TELF classes there is a participant orientation to the turn taking system, and generally overlapping is treated as problematic (Sack et al, 1974). Overlap is simultaneous talk when the turns in conversation are not clear, or there is an interruption. While more participants are in the interaction, it gets harder to respect the turns; in addition, it is easier to know when to stop in face-to-face interaction. Because the students cannot see the other participants' faces or attempts to initiate talk, when no particular speaker is selected to go next, the first speaker who starts talking gains the floor. (Schegloff 2007)

Data Assessment.

Doing this research was challenging because most of the video data were recorded with the students' cameras off. Only the teacher was visible, so it was hard finding out who was talking. If the students made any gestures, it was impossible to know it in order to analyze multimodality. Furthermore, technological issues were incidental and several of the repairs were related to technology.

The above notwithstanding, some advantages were noticeable in video-recording classes; for instance, videotapes provide a natural classroom environment. Perhaps, if the classroom intervened, the participant could act differently. In this case, participants knew the class was being recorded but did not know the recording would be used for research purposes until later. This provides a real-talk scenario.

The more participants there are in the interaction, the harder it becomes to respect the turns. Usually, overlapping issues are solved quickly, although not having face-to-face conversations makes it harder to know when to stop.

The data collection takes into consideration the whole data; nevertheless, five examples were chosen to illustrate the different issues related to repair and the objectives of this research.

Results

What did you say?

These excerpts are part of the hearing collection; in this respect, it is worth mentioning that hearing problems are not related to hearing loss only. Some issues are overlapped; there could be a problem with their intensity, lack of attention, articulation issues, and pronunciation.

Both examples are quite different; the first one is straightforward; while the second one is more complex. Besides, the following examples are part of a much larger collection of all types of repair in the same data.

(1) VGT_T2_G1_6_Ah

01 T: you've got to claSSIFY (0.6) these verbs: (0.5) with
02 the PINK (1)highlighted (.) e:mm letters: (0.6)
03 in the corresponding sound ↓gri:d
04 (3.9)
05 how about the first ↓one the (0.4) cat (0.4)sound
06 (1.0)
07 S1: ʔsatʔ (1.2) sat
08 (0.8)
09 T: sa:t ss (0.4) excellent well done another ONE
10 (1.8)
10 S2: what ehh (.) w .h mmm /æ/ are we (.) organizing now
11 (0.3)
12 T: ↓yes (.) in the first ↓one
13 S2: a::hh yeah [okay]
14 S1: [eh:hh]
15 S2: came
16 S3: sat
17 (1.5)
18 T: SA::T (0.4) and is there another one
19 S2: ye:::ah [came]
20 S1:→ [ʔhadʔ]
21 (1.6)
22 T: ah?
23 (0.7)
24 S2:→ had
25 (1.1)
26 T: ha:[d excellent Ramiro ye::s well DONE
27 S4: [came?]
28 (0.8)
29 t ↓ha:d (.) ↑and (0.8) ↓sat

In lines 01-03, the teacher provides the information to complete the task, speaking slowly with several pauses. The teacher's short pauses make communication more intelligible (Zellner, 1994).

In line 04, there is a long pause while the teacher waits for any doubts or questions regarding the given instructions. In line 05, there is a FPP doing a request; after 1.0 second of silence, S1 offers the candidate answer "sat" in a quiet production and after a pause offers the same answer with higher intensity. In line 09, the teacher accepts the candidate by repeating the answer provided by S1 and makes a positive assessment of it. After a 0.4 second pause, the teacher initiates a FFP inviting more talk.

At the end of a 1.8 second pause, S2 hesitates and checks if they are doing the activity by asking if they have to organize the verbs given. After a short pause, the teacher answers positively to S2 and also reinforces that they are classifying the verbs corresponding to the first column, the sound /æ/. In line 13, S2 does a code switching between their L1 and L2, says "a::hh" in L1 and "okay" to show understanding. It is quite interesting that S2 uses the "a::hh" change-of-state token (Heritage, 1984) because it is an expression in the L1, Spanish (González Temer, 2014). However, S3 rapidly switches to the L2 by saying "yeah okay" and giving a possible answer to the FPP in line 09 with "came" in line 15.

In line 16, S3 offers another possible answer to the FPP in line 09 "sat". After a 1.5 second pause, in line 18, the teacher repeats S3's SPP "sat" with a high intensity to show agreement; again, the teacher makes an invitation to complete the task.

In line 19, S2 answers positively with a long yes. S2 and S1 both provide a possible answer to the FPP from line 18 in overlap again. Probably there is some lag because of the video-mediated nature of the class. The teacher's camera is the only camera turned on, so it is quite difficult to see which person will take the next turn because the students (and the teacher) are unable to notice any body language.

At the end of a 1.6 second pause, in line 22, the teacher initiates repair with "ah"; the teacher does a code-switching as the English equivalent would be uh. According to Wei (2005), speakers choose their languages to index their rational decisions and their attitudes and identities. The teacher also uses this repair to encourage S1 to repeat his answer.

After a short pause, S2 says "had" again, there is a 1.1 second pause in line 25. In lines 26 and 27, there is an overlap where S4 proposes "came" as a possible answer, but the teacher repeats the word "had" and hyper articulates it to make it clear that that is the correct answer. Besides, the teacher makes a positive assessment, raising her pitch. After a short pause, in line 29 the teacher repeats the answers to close the sequence

The following example is part of the same collection; it is the same workshop, but this interaction is more complex because it contains more than one type of repair.

(2) VTG_T2_G1_6_Thought

```

01 T:      then (0.5) with the /ɔ::/ (0.5) /ɔ/ (.) /ɔ/
02          remem- it's like the HORse
03 S2:→    thought
04          (0.9)
05 S3:      [wore]
06 S4:      [drove]
07          (0.7)
08 S2:→    ʔthou::ghtʔ
09          (1.8)
10 T:→     which ↑one_
11          (1.1)
12 S2:→    thought o::g
13          (2.9)
14 T:→     which one is that one
15          (2.8)
16 S2:→    [xxx] thought (.) hook (0.8) hauk (0.6)though
17 T:      a:::.h ↓thought (0.5)
18          ye:s very Good sorry sorry sorry
19          thought (0.8) yea::.h very good Ramiro

```

In line 01, the teacher produces a FPP which is not too explicit in prompting more talk. The teacher produces the sound /ɔ/ repeatedly and slowly. In line 02, the teacher abandoned the explanation of what the students needed to do, instead repeating the example that she had given at the beginning of the task.

In line 03, S2 gives the possible answer "thought". After a 0.9 second pause, there is an overlap where S3 says "wore" and S4 provides "drove". In line 07, there is a 0.7 second pause; after that, S2 repeats "thought", but quietly and slowly with an emphasis on the /ɔ/ sound by prolonging it.

In line 09, there is 1.8 seconds pause, probably caused because all the students who provided a possible answer to the FPP requested by the teacher are waiting to see if they are correct or not.

In line 10, the teacher makes a repair initiation by saying "which one" in a high pitch; something interesting to notice is whether "which one" refers to the SPP provided on lines 03, 05 or 06, and this is a straightforward example of hearing problem due to the overlap. There is another long pause, and then S2 repeats the word "thought" plus the prolonged pronunciation of the sound of /ɔ/ in isolation. In line 13, there is a long pause, about 2.9 seconds. Probably explained as S2 is awaiting confirmation from the teacher, and at the same time, the teacher might be struggling to get the word.

In line 14, the teacher initiates repair again by saying, "Which one is that one", this repair has a double purpose, targeting lines 08 and 12 as trouble sources. Besides, this is not just a hearing problem; it is also an understanding problem; S2, subsequently, initiates self-repair. S2 demonstrates that his pronunciation of the word "thought" might not be correct and makes multiple attempts to find the correct pronunciation of the word, he tries to say it correctly by guessing how to pronounce it with an alternation of sounds "thought (.) hook (0.8) hauk (0.6) through".

In line 17, the teacher produces a change-of-state token and repeats the word "thought" in a low pitch as evidence of her understanding. In line 18, the teacher makes a confirmation and a positive assessment of S2. Besides, it is noticeable that the "sorry" does not initiate a hearing repair; instead, it is an extended apology; the teacher repeats the word -sorry- three times, the apologetic reaction of the Teacher if for the two instances of repair where she was not able to understand S2. Finally, in line 19, the teacher assesses S2 and provides feedback.

Both excerpts are part of the hearing collection, and the repair is done by the teacher; the first one is a quite straightforward example of a hearing problem: the trouble source is the overlap produced by S2 and S1. The second excerpt is reasonably related to the first one; in the first repair, initiation is the same trouble source. Nevertheless, there is another repair in the second excerpt, also done by the teacher, but this is not a hearing problem; it is an understanding problem.

When context is a problem

Troubles of hearing arise when any participant cannot make out what the other participant has said. There are several issues related to hearing problems, for example, especially in EFL. When someone does not recognize a word or does not know how to explain, there could be a parse structure problem, or simply not knowing the context is an understanding issue.

Excerpt 3 is another example of an OISR from a group task. The students are working in breakout rooms in the Zoom platform. The activity instructions are that they must design a travel plan for a married couple (each group has a different type of tourist)—the excerpt begins when the teacher checks if the group understands the instructions.

(3) VTG_T2_G1_7_Couple

01 T: Hi guys!
02 S1: Miss uh, a: question
03 (0.7)
04 T: Uhum?
05 (0.7)
06 S1: We are like the: agency (.) right
07 (2.2)
08 T: YEAH (.) I mean (.) you're sort of a travel agen(.)cy, yes
09 (0.3) You're sort of ʔaʔ-
10 S1:→ And we have to:- (.)we can-(0.4) can we talk about like(.)
11 → how is the couple and stuff (0.6) To make it FUN
12 (1.3)
13 T:→ SQrry? Wha-aba-Talking about what?
14 (1.1)
15 S3: [The couple]
16 S1: [How is the couple] a::nd some #makes interesting# (0.6)
17 [So-some things to make it interesting
18 T: [AH yeah sure yeah (.) You can put it like the amount of
19 information as you may- fun information(.) YEAH (0.4) yeah
sure

In line 01, the teacher initiates the turn with a greeting. The greeting has no response. In line 02, S1 initiates a pre-pre sequence that announces a question (Schegloff, 1980). This pre-pre construction made by S1 is a question answered by the teacher in the following line after a 0.7-second pause. In line 04, the teacher produces a continuer that acts as a go-ahead (Schegloff, 2007).

In line 06, S1 produces a FPP in the form of a question, ending the turn with the word "right" in a high pitch, increasing the relevance of a response (Stivers & Rossano, 2010). In line

07, the teacher produces an answer SPP with a quick preferred response that begins with "yeah" in a high pitch, indicating agreement. Nevertheless, the rest of the turn is not fluid; the teacher answers that the students are a "sort of travel agency" with many micropauses and in a quiet voice, probably because the teacher does not get the question as she gave the instruction earlier, before creating the breakout rooms. After a pause, the teacher repeats in a quiet voice, "you're a sort of a", but her turn is interrupted by S1.

In line 10, S1 restarts three times; he begins with, "and we have to" then stops and changes to "we can", then abandons the trajectory of that turn. There is a pause and S1 produces "can we talk about...". Usually, the format of "fragment + coherent sentence" indicates a restart (Goodwin, 1980). According to Goodwin, S1 produces only two restarts, because "we can" is not grammatically correct as an interrogative construction. Finally, in line 11, S1 can express his idea; asking the teacher if they can add some extra information to the couple to make the task funnier, emphasizing the word "fun", which is pronounced louder.

After a long pause, in line 13, the teacher initiates the repair with "sorry" in a higher pitch. Moreover, in the same line, the teacher produces a SISR "Wha-aba-talking about what?" which is further evidence that she is struggling to make sense of what the students are trying to communicate. The teacher begins the sentence with "what" and then hesitates, interrupting her fluency when she addresses the problem (Schegloff, 1979) and changes the structure and puts the question at the end. It is a case of a problem of pragmatic felicity.

In line 14, there is a 1.1 seconds pause. While in lines 15 and 16, there is an overlap between S3 and S1. Both are trying to answer the teacher's question. S3 says "the couple" which demonstrates that they are totally clear about what they are referring to, but do not know how to transmit this information to the teacher. S1 is a little more detailed in his answer by saying, "how is the couple"? and tries to complete the phrase with a creaky voice. How is the key for the teacher to understand the students' original question. In lines 17 and 18, there is another overlap. In line 17, S1 hesitates initially but repeats what he says in the last line, but with modal voice. In line 18 begins with an overlap; the teacher finally shows agreement with the students by saying "ah yeah" with higher intensity. After a micropause, the teacher makes a partial repetition and a reformulation "information as you may- fun information"; emphasizing the word fun; this is evidence of her understanding of what the students were trying to communicate; both ideas are correct. Students may add as much information as they want, but the main

question was if they could add funny details. Finally, in line 19, the teacher finishes her turn with "yeah sure" showing agreement.

In excerpt 4, even though it is part of the same collection of instances of OISR, a teaching moment can be found. Here it is noticeable that the teacher initiates the repair and is looking for self-repair on the part of the student.

(4) VGT_T2_G1_6 Vibration

01 T: No:w the SEcond group(0.2) this (.) =/t/ (0.4) soUND,
02 (0.8)
03 is voiceless
04 (1.5)
05 do you remember what a voiceless so:.und ↑IS?
06 (1.1)
07 (gadget sound)
08 (2.6)
09 S1:→ tha:.t is the:: e the (0.4) vibration
10 (1.4)
11 T:→ ↑When
12 S1: (2.1)
13 E::..hh i:.n
14 (0.5)
15 is only when you don't use the vibra↓tion [in your... flow]
16 T: [Ah yeah When there]
17 is ↑no vibration of your vocal cords RIGHT
18 So is more like an outside sound
19 (0.6)
20 For example /t/ /t/ tie Yeah,

In line 01, the teacher makes a topic proffering turn, and nominates the second group of the activity for the students (co-participants) to take up. It is interesting to notice how the teacher produces a phonetic upgrade in the word "sound" to emphasize that word after pronouncing the /t/ sound.

The following line is a 0.8 pause; considering that in line 3 the teacher gives extra information to the students; this pause probably means that the students do not get the topic at first hearing.

In line 04, there is a long silence of 1.5 seconds. In this case, the silence is because the teacher is waiting for an answer from any of the co-participants in the conversation. In the

following line, the teacher initiates a question FPP, emphasizing the word "is", she raises her pitch.

In line 06, there is a 1.1 second pause. Afterwards, a sound is not recognizable as a human sound, but it is related to the students' gadgets (such as a microphone). Then, there is another long silence of 2.5 seconds. That silence indicates that the teacher is waiting for a response.

In line 09, S1 produces the trouble source. Remarkably, this turn is not grammatically complete, though it is prosodically complete, which might render it understandable. S1 hesitates in his answer, making a reformulation, a short pause and then the word "vibration" is said with a low pitch and an average intensity. The following line is a 1.4-second pause; this pause indicates that the teacher is expecting that S1 continues with his answer.

The answer does not come. Hence the teacher initiates the repair in line 11 by saying "when" in a high pitch. It is interesting to notice how the teacher begins the repair with "when" because nothing from what the student had said relates to a place or process. This way this repair initiation prompts a reformulation beginning with "when".

In line 12, there is another long silence of 2.1 seconds. In the following line, S1 only hesitates with "eh in", there is another pause of 0.5 seconds in line 14. In line 15, S1 reformulates what the teacher said; the student recycles the word "when" to give his definition and reuses the word to adapt what the teacher asks to his idea of what a voiceless sound is. By the end of the same line, there is an overlap; this is a case of completion terminal-onset overlap (Cooper, 2011) because the teacher starts her turn in the last syllables of S1 and continues her turn in line 16 with an embedded correction by repeating part of what S1 said. Besides, the teacher finishes that line with the word "right" as an assessment. The teacher does not receive a positive answer from S1, so on line 18, the teacher continues her explanation.

In line 19, there is a 0,6 pause; this pause is like a go-ahead from the teacher to the students. The teacher is looking for a positive answer, as she does not get that answer; in line 20, she gives an example of a voiceless sound, pronouncing the sound /t/ in isolation and a complete word with that sound.

Examples 3 and 4 are related to problems of understanding in conversation. The first one is related to "what are they talking about" because the teacher gave the instructions before creating the breakout rooms in the Zoom platform. In the following example, the problem is

pretty similar; the teacher asks a question related to the workshop, and there are a lot of long pauses because students do not know what the teacher means or do not know the answer and prefer to stay in silence.

Something interesting about example 4 is that there is also a teaching moment. The teacher encourages S1 to answer himself; the teacher does not accept the first candidate answer and prompts a more desirable one.

Linguistic Well-Formedness and Acceptance Problems

This collection consists of two instances, both found in example 5 as both cases were very close to one another, it was decided to include it as one example to get the full context of the virtual class and the teaching moment. Besides, the teacher is prompting peer collaboration.

The following excerpt is taken from a listening activity. The students heard an audiobook extract; after that, the teacher requested students to complete a chart with information from the extract. The teacher asks some questions to check understanding at the end of it.

(5) VTG_T2_G1_6_Drink_Whiskey_Slept

```
01 T:   Okay (.) tell me the information about Gor↓don (0.9)what I:
02       I mean, what did (.) did he ↓do (0.2) after dinner?
03       (1.3)
04 S1:   hmmm e::h
05       (1.4)
06       → drink whiskey
07       (1.7)
08 T:   HE::..
09       (0.5)
10       PAST tense he:
11       (1.2)
12 S1:→ he (0.5) drank
13 T:   yeah, he dra:nk a glass of whiskey [and what ↓else?]
14 S2:                                     [°glass of whiskey°]
15:     (3.2)
16 S1:   #and go to: °slept°#
17       (2.5) << hand gesture, thumb up>>
18 S1:   and go to slept
19 T:   past tense of GO?
20       (1.4)
21 S3:→ [went] (.)
22 S2:   #noise#
23 S1:→ [went to slept hh.
24       (0.8)
25 S3:→ [went to sleep]
```

26 T:→ [went to ↓sleep]
 27 (0.4)
 28 S1:→ went to sleep
 29 (0.3)
 30 T: Yeah (.) remember that when you have two verbs together
 31 the first ↓verb (0.8) takes the verb tense (.) not the
 32 second one
 33 The second one remains in the e.hh infinitive
 34 He went to ↓sleep.
 35 Yea:::h,

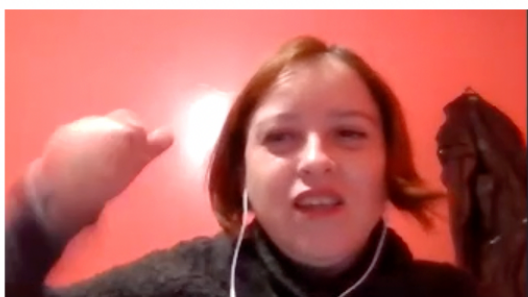


Figure 02- Teacher gesture for past.

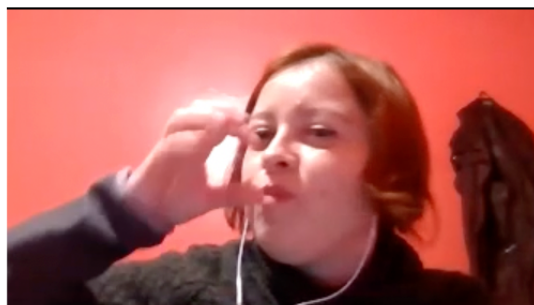


Figure 03- Teacher gesture for dink/drank.

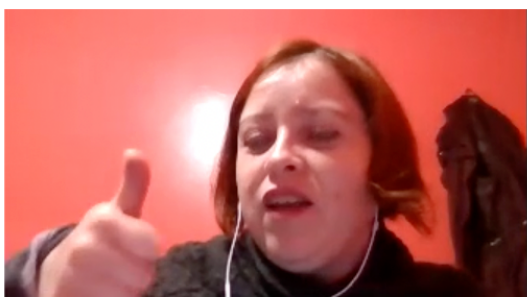


Figure 04- Teacher gesture for Thumbs up.

In line 01, the teacher says "okay" to bring attention to the end of the audio. Then the teacher makes a topic proffer in line 01. After a 0.9 second pause, where there is no response, the teacher makes a SISR that is more specific about what she is asking; from "what can you tell me about " to "what did the character do after dinner". In line 03, there is a 1.3 second silence; in this case, the pause is addressed by a hesitation of S1 in line 04. In line 06, S1 provides a response, "drink whiskey." In line 07, there is a 1.7 second pause and then the teacher initiates the repair by saying "he" loudly, prompting a reformulation in line 08. After a 0,5 second silence, the teacher makes an increment and uses gestures (see figures 02 and 03), Goodwing (2002) points out that "to see a gesture as a meaningful sign hearer must first use the talk that

accompanies it to find a relevant sense for the speaker”; this is an invitation for S1 to continue with his response.

In line 10, the teacher is prompting the student to answer by himself; she does not give him the answer; the teacher only guides him by indicating that past tense is necessary. Another teaching moment is that the teacher is looking for a co-construction with the peers. Line 11 is another long pause while the teacher is waiting for any answer. Finally, S1 provides a response to the repair by saying, "he drank" in line 12.

It is essential to consider the position and the type of what is repeated, the element in its original turn to recognize the repeat's action (Lilja, 2014). In this particular case, the repetition of the pronoun indicates that the error lies on the verb. In line 13, the teacher makes a repetition and a FPP that invites more talk "and what else?", but this phrase occurs in overlap with S2's "glass of whiskey." After a long pause, S1 "says and go to slept" in a low creaky voice. The teacher produces a hand gesture (See figure 04), a thumb up in this case, encouraging S1 to continue with his response. Reiger (2012) highlights that using the thumbs up/thumbs down strategy with your students is one way to determine whether students understand the information presented. After introducing students to new learning.

In line 18, S1 repeats “and go to slept” louder. The teacher initiates repair in line 19 by asking for the past tense of the verb go. After a 1.4 second pause, there is an overlap of the word "went" by S3 and S1. S1 continues the phrase beyond the overlap saying "went to slept".

In lines 25 and 26 there are two instances of repair addressing line 23. This repair is done in overlap by S3 and the teacher; this is a case of explicit correction because they say the right answer loudly. After a short pause, S1 repeats the phrase in line 28, doing an acceptance of the repair. In line 30, the teacher acknowledges the answer provided by S1 and does a review of verb tenses. In line 34, she repeats "he went to sleep", this repetition works as a way to close this sequence. In the last line of the transcription provided, the teacher says “Yeah” slowly, marking her understanding.

Something particular about this excerpt is that it is a case of an understanding problem, but not prompted by communication or hearing. It is a linguistic problem, and how the trouble source is solved is characteristic of a classroom and it is quite challenging to find this type of instance in non-institutional interactions.

According to Schegloff et al. (1977), other-initiated self-repair (OISR) occurs when the interlocutor identifies the trouble source, and the speaker repairs it for the interlocutor. There is a set of techniques to initiate a repair; the teacher uses a partial repetition of an utterance (Novitasari et al., 2020). In this case, the teacher identifies the trouble source, and the student does the repair in both cases.

By initiating the repair, the teacher seeks a teaching-moment here. The students must be able to find the right answer by themselves; besides, the teacher makes gestures (thumbs up, nods) that encourage the students to keep going because those gestures are interpreted as continuers (Schegloff, 1982).

Moreover, the teacher is not the only one who initiates the repair. In lines 22 and 23, there is an OIOR, one done by the teacher and the other done by a student, which is a peer correction case. Students actively participate in the class, paying attention and correcting their classmates if necessary (Åhlund & Aronsson, 2015).

Conclusion

From the beginning of the present research, the objectives were determined in order to provide feedback on effective practices in improving classroom management and progression. Throughout the data analysis, it was possible to identify OISR instances in a TELF context that response to the specific objectives.

There are several pedagogical functions for OISR found in the data. In the first excerpt, for instance, there is a hearing problem; after solving the trouble source, there is a teaching moment where the teacher repeats the trouble source to be sure that all the students get the correct answer. It is interesting to notice that CA gives us a different perspective of the learning process of an L2 in UMCE students. The teacher uses different techniques to initiate repair, and the student does the repair at the same time that acquires new knowledge. Sometimes, the teachers make a reformulation (also OIOR) with a double purpose of trying to understand what the student wants to communicate and implement their pedagogical functions, such as introducing new knowledge and skills. Frequently the teacher initiates the repair to encourage students to keep going with their answers (excerpts 4 and 5).

It is simple to find OISR instances in the excerpts; most of the time, the teacher initiates the repair, generally after long pauses. Pauses in a TELF context have a different meaning than in a simple conversation. From a CA perspective, long pauses may indicate a student's hesitation while the teacher expects an answer. It could also be that the students do not get the instructions from the teacher. Further, it could be hearing and/or understanding problems. Hearing issues, at least in video-mediated classes, are not necessarily about loudness. In this case, it could be items such as the quality of gadgets, internet connection or delay in transmission. Understanding complications implies not knowing what is being talked about, not recognizing a word, or the inability to parse a structure. In a TELF context, the teacher usually initiates the repair to understand what the student is trying to communicate.

In drawing to a close, a CA prospect was crucial to identify effective practices in video-mediated classes retrieved from the data collected in terms of improving classroom management and progression. It is interesting to notice that according to VanPatten (2002), access to repair is consequential for learners' success since repair is also implicated in how learners modify their

input and output, a process currently viewed as central to driving language learning, in excerpt 5, S1 modifies his output as many times as repairs the teacher makes.

Even though technology could be a limitation because it interferes with the progression of the class and generates a wide range of repairs from the students and the teacher, it is out of our control. Generally, the teacher takes this as an advantage to create a teaching moment; this strategy is successful in improving the effectiveness of the class practice in the learning of an L2.

This research has demonstrated that the teacher uses OISR to improve class management. For instance, in the first excerpt, micropauses are used to improve communication (Zellner, 1994) and to give proper instructions in video-mediated classes. Giving clear instructions is important in any class but is crucial in video-mediated classes. For example, breakout rooms could be not the best option because students used to forget the previous instructions and speak in their L1 when the teacher is not present. In any case, group work seems to work well in video-mediated classes, encouraging students to participate actively.

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Appendix A

Jeffersonian Transcription System

Symbol	Name	Used to indicate
:	Colon (s)	Extended or stretched sound, syllable, or word.
<u> </u>	Underline	Vocalic emphasis.
(.)	Micropause	Brief pause of less than (0.2).
(1.2)	Timed Pause	Intervals occurring within and between same or different speaker's utterance.
(())	Double Parentheses	Scenic details.
()	Single Parentheses	Transcriptionist doubt
.	Period	Falling vocal pitch.
?	Question Marks	Rising vocal pitch.
↑↓	Arrows	Pitch resets; marked rising and falling shifts in intonation.
◦ ◦	Degree Signs	A passage of talk noticeably softer than surrounding talk.
=	Equal Signs	Latching of contiguous utterances, with no interval or overlap.
[]	Brackets	Speech overlap.
[[Double Brackets	Simultaneous speech orientations to prior turn.
!	Exclamation Points	Animated speech tone.
—	Hyphens	Halting, abrupt cut off of sound or word.
> <	Less Than/Greater Than Signs	Portions of an utterance delivered at a pace noticeably quicker than surrounding talk.
OKAY	CAPS	Extended or stretched sound, syllable, or word.
hhh.hhh	H's	Audible outbreaths, possibly laughter. The more h's, the longer the aspiration. Aspirations with periods indicate audible inbreaths (e.g., .hhh). H's within (e.g., ye(hh)s) parentheses mark within-speech aspirations, possible laughter.
pt	Lip Smack	Often preceding an inbreath.
hahheh hoh	Laugh Syllable	Relative closed or open position of laughter.
\$	Smile Voice	Laughing/chuckling talk between markers.

Appendix B

The report issued by the Institutional Ethics Committee.



COMITÉ DE
ÉTICA INSTITUCIONAL
UNIVERSIDAD DE SANTIAGO DE CHILE

SANTIAGO 19 de enero de 2021

INFORME ÉTICO N°: 016/2021

Emitido por el Comité Ético Científico Acreditado por 3 años según
Resolución N°011494 SEREMI DE SALUD, de fecha 13 de octubre de 2020

Tesista
Celena Leiva López
Departamento de Inglés
Vicerrectoría Académica
Universidad Metropolitana de Ciencias de la Educación
Presente



Estimado(a) Sr(a) Leiva-López:

Se hace llegar a usted el presente informe emitido por el Comité de Ética Institucional, en relación con:

I. IDENTIFICACIÓN

TÍTULO DEL PROYECTO : “Auto-reparación en el aula: Un estudio lingüístico-interaccional en el contexto de la enseñanza/aprendizaje de inglés como lengua extranjera.”

TIPO DE PROYECTO : Proyecto tesis de pregrado

INVESTIGADOR(A) RESPONSABLE : Celena Leiva

PROFESOR GUÍA RESPONSABLE : Verónica González Temer

LABORATORIO/ UNIDAD ACADÉMICA : Departamento de Inglés

SITIO Y DURACIÓN DE INVESTIGACIÓN : Establecimiento educacional, Chile (instrumentos online)

II. DOCUMENTOS TENIDOS A LA VISTA PARA LA EMISIÓN DE ESTE INFORME

- Resumen Proyecto tesis pregrado.
- Modelo consentimiento informado estudiantes mayores de edad.
- Modelo consentimiento informado profesores.

III. HIPÓTESIS, OBJETIVOS Y METODOLOGÍA DEL PROYECTO

Objetivo General:

Describir, desde la lingüística interaccional, el rango de instancias de reparación en los datos recopilados para este proyecto con el fin de proporcionar retroalimentación sobre prácticas efectivas en términos de un mejor manejo de clase y la progresividad de ésta.

Objetivos específicos:

1. Identificar el rango de funciones interaccionales/pedagógicas para las instancias de reparaciones en las clases de lengua en el contexto de la enseñanza-aprendizaje de inglés como lengua extranjera.
2. Analizar las características lingüísticas, secuenciales y gestuales particulares de las reparaciones en el contexto interaccional estudiado.

Página 1 de 3

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3. Determinar cómo estos hallazgos pueden informar prácticas efectivas en términos de un mejor manejo de clase y progresividad de ésta.

Metodología:

El enfoque metodológico es la Lingüística Interaccional que usa los métodos del Análisis Conversacional (AC) y estudio de gestos para la identificación y análisis de las secuencias de interés.



IV. ANÁLISIS ÉTICO

Valor Social:

El proyecto tiene valor social por cuanto los alumnos se beneficiarán de los resultados para su futura profesión de profesor de inglés y en su vida diaria.

Valor Científico:

Tiene Valor Científico ya que los resultados de este estudio beneficiarán al Departamento de Inglés, que proporcionará información sobre prácticas interaccionales efectivas tanto para los docentes que realicen clases de lengua como para otros docentes en la UMCE y otras universidades en general.

El proyecto resguarda la confidencialidad y no presenta riesgo alguno para los entrevistados.

No obstante:

- Dado la contingencia actual sería bueno que explicara cómo llevarán a efecto este proceso de entrevistas.
- Respecto a las grabaciones no especifican si solo serán en formato de audio.

30 de diciembre 2020 Informe Ético N°559:

Conforme a la reunión de deliberación del Comité de Ética, el proyecto se rechaza por falta de respuesta del Informe Preliminar N°354, fecha 08.09.2020, el cual se había otorgado más de un tiempo prudente.

No obstante, en caso de remitir los antecedentes ingresará nuevamente mediante el proceso ordinario del reglamento vigente. Este Comité deberá informar la investigación presentada dentro del plazo de 45 días siguientes a su presentación, plazo que podrá prorrogarse por 20 días.

Análisis 06 de enero de 2021:

- Cumple las observaciones solicitadas.

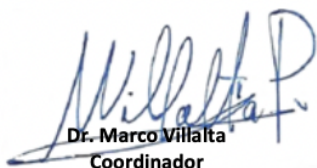


V. CONCLUSIONES

Conforme a la reunión de deliberación del Comité de Ética, se aprueba el proyecto de investigación que faculta realizar investigación en el ser humano.

Téngase presente que este informe aprobatorio tiene vigencia según tiempo estimado en el proyecto para recolectar información en los participantes.

Les saluda atentamente,


Dr. Marco Villalta
Coordinador

Área Ciencias Sociales y Económicas, y
Humanidades
Comité de Ética Institucional


Analista Internacional Alexis Garrido
Coordinador Alterno

Área Ciencias Sociales y Económicas, y
Humanidades
Comité de Ética Institucional



Distribución

- 1.- Sra. Carolina Gutiérrez – Comité UMCE
- 2.- Archivo Comité de Ética

Appendix C

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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
SISTEMA DE BIBLIOTECAS – DIRECCION DE INVESTIGACION



IDENTIFICACIÓN DE TESIS/INVESTIGACIÓN

Título de la tesis: Other-initiated Self-repair in the classroom: A conversation analytic study in an TELF context.

Fecha: Agosto, 2021.

Facultad: De Historia, Geografía y Letras.

Departamento: Inglés.

Carrera: Licenciatura en educación con mención en inglés y Pedagogía en inglés.

Título y/o grado: Licenciada en Educación y Profesora de Inglés.

Profesor guía/patrocinante: Verónica González Temer.

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Celena Paz Leiva López

Santiago, 31 de Agosto de 2021

