

**THE SEQUENTIAL ORGANIZATION AND MANAGEMENT
OF TEACHERS' OTHER-INITIATION OF CLARIFICATION
IN SECOND LANGUAGE CLASSROOM CONTEXTS**

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Abstract

The present study investigates teachers' other-initiation of clarification (CLA) as an action in second language (L2) classroom settings. CLA is a significant aspect of Classroom Interactional Competence and it needs to be studied thoroughly as it contributes to the understanding of the nature of L2 classroom interaction (Walsh, 2011). In the literature there is not a study which solely focuses on CLA in L2 classroom contexts from the perspective of Conversation Analysis (CA). The previous studies are mainly descriptive and quantitative in nature. Consequently, this study aims at unearthing the sequential organization and management of CLA in L2 classroom contexts in order to describe and account for the sequential organization and qualitative aspects of the action of CLA.

The data of this study is taken from the Newcastle University Corpus of Academic Spoken English (NUCASE) database. It consists of 10 hours of foundation and pre-sessional English lessons from Newcastle University. The participants are international students who study English in order to proceed to their departments. The data is transcribed using CA conventions and analysed using CA by specifically looking at turn-taking procedures and sequence organization. After that, the types of initiations teachers use to other-initiate CLA are analysed and how CLA is managed through repair mechanism, when problems occur, is studied.

The findings suggest that there is a pattern in CLA and this pattern is ordered and organized. CLA basically has four phases and the CLA core adjacency pair is usually a question and answer sequence. In terms of sequential organization, it is usually a post-expansion, but it may also be an insert expansion and this difference has interactional reasons. In addition, basically four types of teacher CLA-initiation are observed in the data: open class repair initiators, type specific questions, partial repetitions followed by question words and checking candidate understanding. A micro-analytic look into the data suggests that these types are linked to the epistemic gap in intersubjectivity between teachers and students. The study also suggests that teachers mainly use three resources to manage student CLA failures: using stronger forms (Schegloff et al., 1977), rephrasing and checking candidate understanding. Pauses and non-verbal behaviour are also observed to be relevant in CLA. The findings of this thesis have implications for L2 teacher training, and repair studies and intersubjectivity studies in L2 classrooms.

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The List of Acronyms

CIC: classroom interactional competence

CLA: the action of clarification

CLA sequence: the 4 sequences in which the action of CLA is done: trouble source, clarification initiation, clarification and closing of the sequence.

CR: clarification requests (as used in Discourse Analysis studies e.g. Long, 1983)

FPP: the first pair part of an adjacency pair

IC: interactional competence

IRF: Initiation-Response-Feedback organization in L2 classrooms

L1: the first language

L2: the second language

OCRI: open class repair initiators (e.g. huh, what, sorry)

OIR: other-initiated repair (e.g. teachers' other-initiation of CLA)

SPP: the second pair part of an adjacency pair

TS: trouble source

1. INTRODUCTION

1.0 Introduction

The aim of this chapter is to introduce the objectives, scope, research context and methodology of this thesis. In the next section the aim and scope of the thesis will be outlined with reference to the research questions which will also be provided in this section. In section 1.2 the research context will be reviewed and in 1.3 the methodology of this thesis will be introduced. Finally, the outline of the thesis will be presented in 1.4.

1.1 The Aim and Scope of the Study

Second language (L2) classrooms have been a focus of extensive study from the perspectives of different approaches. Initial studies usually focused on grammar and formal aspects of language use in classrooms, but in recent decades the focus has shifted to communication and interactional skills. However, the field has still been dominated by approaches that focus on cognition and quantification and the contact between language and interaction as a social action has been ignored until quite recently. As Firth and Wagner (1997) argue, what these approaches lack is a satisfactory focus on interactional and socio-linguistic dimensions of language. This new perspective on L2 classrooms, combined with the premises of CA, has initiated a reconceptualization of L2 studies and CA is applied to L2 classrooms (e.g. Markee, 2000; Schegloff, 2002; Seedhouse, 2004). The aim of CA studies of L2 classrooms is to focus on micro details in interaction to understand the social actions achieved through interaction. This approach enables researchers to analyse data from an emic and inductive perspective which, in turn, opens up the space for unique findings and observations from the data.

One of the main interactional organizations in CA is the repair mechanism. The repair mechanism is a very important tool in understanding how interlocutors deal with troubles in interaction and achieve intersubjectivity and thus it is also important in understanding L2 classroom interaction (Markee, 2000). Addressing problems in conversation through repair is an indispensable part of social interaction and thus it is an essential skill for L2 learners. In L2 classrooms students learn how to communicate, but problems do occur frequently and as a result, it is very important to understand how the repair mechanism works so that learners may be scaffolded to learn how to deal with problems (Kasper and Wagner, 2011). The repair mechanism is initially studied in the context of L1 speaker interactions, where there is an

extensive literature illustrating the use of repairs by native speakers (Fox and Jasperson, 1996; Hayashi, 1994; Schegloff 1979, 1997, 2000; Schegloff et al., 1977). There are also CA other-initiated repair (OIR) studies in institutional contexts such as Kerekes (2007) which studied co-construction in employment interviews. Much more relevantly, there are some CA studies on the repair mechanism in L2 classrooms (Kasper, 1985; Mchaul, 1990; Markee, 2000; Rylander, 2009; Koshik, 2003, 2005; Cho and Larke, 2010). Although there are quite a few studies on OIRs both in L1 and L2 contexts, CLA is only studied as a by-product of co-construction and it is seen as a strategy. The action of clarification (CLA) as defined in this thesis is an OIR sequence which is used to clarify troubles and equalize epistemic gaps in students' and teachers' intersubjectivity. However, the analysis shows that CLA is not always used for equalizing epistemic gaps, but also teachers occasionally feign not understanding students' responses in accordance with pedagogical goals in order to initiate CLA to trigger a student's further L2 talk. This two different uses of CLA will be mentioned and demonstrated in the Analysis and Discussion chapters.

OIRs are a very important phenomenon in L2 classrooms as they are the tools by which interaction is managed and lead by teachers, and if they are used in a systematic way, this can give way to more space for interaction and learning (Walsh, 2011). Also, clarification requests (CRs), which is a component of CLA as defined in this thesis, have been studied extensively in the literature in discourse-analytic approaches. However, as will be argued in the Literature Review chapter, these studies are overly statistical and they see CRs as a strategy of successful teachers and they do not study CRs on their own right. More importantly, they do not study CRs as a part of interaction in a sequence and they ignore their interactional properties.

Therefore, it is concluded from the review of the literature (see section 2.1 for more details) that there is a gap in the literature in studies of repair mechanism in L2 classrooms and the action of CLA, as defined here, is a unique social action described as a result of the emic analysis of the data. There is a need for more studies in order to understand how CLA is used in L2 classrooms and how it works as a repair. It is particularly important to understand the repair mechanism in L2 classrooms as it is very indispensable to understand how teachers and students manage troubles in interaction in order to fully account for L2 classroom interaction (Seedhouse, 2004). In this sense, this study will contribute to the literature on not only L2 classroom interaction, but also repair studies. Consequently, this study aims to unearth the

sequential organization and management of teachers' other-initiation of CLA in L2 classroom contexts.

The focus of this study is more specifically revealed by the research questions. The research questions of this thesis are as follows:

1. What is the sequential organization of teachers' other-initiation of clarification in the L2 classrooms?
 - a) What is the basic sequential organization of the CLA sequence: what comes before and after?
 - b) What are the possible realizations of the CLA sequence?
2. What are the types of initiations teachers use to other-initiate the CLA sequence?
 - a) What are the different types of initiations teachers use to other-initiate the CLA sequence?
 - b) To what extent are these types similar to each other in form?
 - c) What are the different functions they are used for?
 - d) What are the non-verbal resources observed in the CLA sequence?
3. How is CLA managed when there are CLA failures?
 - a) How are the failures in CLA managed?
 - b) What kind of resources and strategies are used to deal with CLA-failures?

The research questions of this study will be addressed by the findings presented in the Analysis chapter and these findings and observations will be discussed and synthesized in the Discussion chapter in order to answer the research questions.

To sum up, the literature review indicates that there is a gap in CR and OIR studies in L2 classroom contexts and the significance of study is built upon both responding to this gap and also defining an action that is observed to be patterned and have a significant role in the achievement of intersubjectivity in interaction (restricted to L2 classrooms in this study).

Then, this study sets out to find out (1) The sequential organization of teachers' other-initiation of CLA, (2) The types of initiations teachers use to other-initiate CLA and (3) The resources teachers use to manage CLA when there is a failure.

1.2 Research Context

The data of this study comes from Newcastle University Corpus of Academic Spoken English (NUCASE) database which was mainly built in 2011. The data is taken from the recordings made in INTO sub-section of the NUCASE which consists of L2 classroom recordings. The data in this sub-section was collected from the INTO department of Newcastle University. The aim of the INTO department is to help students improve their language abilities to proceed “into” Newcastle University to their undergraduate or graduate degree by offering international foundation, international diploma, graduate diploma, English for university study and pre-sessional English. (For more details on these programs, see: *INTO Courses at Newcastle University*, 2015). As the focus is on improving academic English, lessons are usually initiated and led by the teacher. Further tasks and discussion sessions to be completed by students in small groups follow the teacher initiation and at the end of the discussion or the tasks, it is quite typical for teachers to have a whole class discussion and evaluation. This organization is observed in all of the lessons in this data except for lesson NC 132 where students do a short presentation and a discussion follows. In this sense, the lessons in this study are focused on academic English although there is satisfactory focus on speaking and expression of personal meanings.

As the L2 classroom data in this corpus was mostly audio-only, I collected around 18 hours of data which was recorded by both audio and video recorders. As will be explained in the Methodology chapter in detail, the researcher chose around 5 hours of data from the existing NUCASE database and 5 hours from the newly collected data to form the data of this study.

The participants in the data are international students who study English to proceed onto their degrees. They are studying in either foundation, English for university study or graduate diploma programs. The classrooms are made up of 10-12 students. The students are overwhelmingly from China or the Middle East. Their levels are CEFR B1 or B2. CEFR B1 and B2 correspond approximately to the IELTS band range 6 which is nearly an upper-intermediate level. As for teachers, there are 4 teachers one of whom is the teacher in 3 of the 6 lessons in the data and the others all have 1 lesson. They are all native speakers of English and 3 of them are males while only 1 of them is a female.

1.3 Methodology

The core goal of this study is to understand which resources teachers use to other-initiate and manage CLA to achieve intersubjectivity. The findings will also be related to the epistemic engine suggested by Heritage and Clayman (2010) and the concept of intersubjectivity as the analysis of the data suggests that achieving intersubjectivity and neutralizing epistemic gaps are the essential issues in CLA.

CA as a methodology has many advantages for analysing L2 classroom interaction. Considering the focus of this study, it is the most appropriate methodology for this study (as will be justified in the Methodology chapter in more detail). The reason is it focuses on actions rather than individual functions by which it offers a better and fuller account of the data. It also provides richer details about the data unlike top-down methodologies. The analysis in CA is evidence-based and it only studies what can be shown or proven in the data. It allows the researchers to have an open mind for any findings in the data by rejecting pre-defined categories and assumptions. One final significant advantage of CA is that it studies natural talk as the data and this in turn prevents researchers from studying artificial language use.

The research questions of this study are answered using CA as a framework. CA is a naturalistic approach whose primary aim is to observe, describe, analyse and understand talk as a basic component of human social behaviour (Sidnell, 2010). CA initially focused mostly on L1 interaction. Later, studies on institutional talk and L2 classrooms have also gained popularity. Considering the research gap in the field and the focus of this study, CA has been chosen as the methodology. Detailed justification of CA as a methodology for this study will be provided in the Methodology chapter.

The idea of having an unmotivated look at the data is an indispensable part of the CA analysis in this study. Unmotivated looking is studying a data without having prior aims and this is in contrast to rationalist and deductive approaches that start the analysis with pre-defined categorizations or concepts. Consequently, unmotivated looking enables researchers to analyse the data more objectively and they can recognize unique properties. This main precept of CA -unmotivated look- in addition to studying naturally occurring data shed light on appropriate data for this study: If the aim is to study talk-in-interaction, naturally occurring data is the appropriate data and it should be studied with an unmotivated look. So, in this study, the data comes from genuine L2 classrooms. There is no outside intervention on

variables and the classrooms are recorded as naturally as possible. Secondly, the actions that teachers and students are orienting to in classrooms are studied, and the action of CLA is observed via unmotivated looking. The initial observations showed that it is ordered and patterned as an action in natural interaction. Consequently, in accordance with CA's aim, this study aims at uncovering the order and organization in the action of CLA. Finally, it is one of the significant aims of this study to understand how teachers and students create and orient to the action of CLA.

While doing the analysis, three types of interactional organization in CA are used. These are sequence organization, turn-taking procedures and the repair mechanism. The first research question of this study focuses on the sequential organization of CLA. For the second research question, which aims at unearthing the types of initiations teachers use to other-initiate CLA, the sequence organization and turn-taking procedures will form the base for analysis and CLA as a repair mechanism will be studied to answer this question. Finally, to answer the third research question, which aims at understanding how teachers manage students' CLA failure, more attention will be paid to repair mechanism and what kind of resources teachers use to manage students' CLA failures.

1.4 Thesis Outline

In this chapter an introduction to the study is provided. In the first section, the aim and scope of the study is explained and the research questions are provided. In section 1.2 the research context is introduced and essential information about the institution, the participants and the data is mentioned. Finally, in 1.3 the methodology of this study is introduced and how it is used to analyse the data and answer the research questions is discussed briefly. Now this sub-section will provide the thesis outline.

The organization of this thesis is as follows: The following chapter will do a literature review not only to locate this study in the literature regarding the research gap, but also to mention the relevant studies which will be compared and contrasted to the findings of this study in the Discussion chapter. In section 2.2 the organization of repair mechanism will be introduced and in 2.3 epistemic gaps will be introduced. In the sub-sections of 2.3, the issues around the achievement of intersubjectivity will be presented. Chapter 3, the Methodology chapter, provides information on the participants, the data and the research design in general. The research methodology, CA, will be justified and why it is an appropriate method to answer

the research questions will be discussed. In the Analysis chapter, the findings from the data will be presented and demonstrated. In 4.1 the sequential organization of CLA will be explained. In 4.2 the types of initiations teachers use to other-initiate CLA will be presented and in 4.3 the resources teachers utilize to manage students' CLA failures will be demonstrated. In the Discussion chapter firstly, the findings will be summarized to answer the research questions which will be followed by some discussion regarding the previous literature. Then, more discussion will be done on further issues observed in data analysis. The Conclusion chapter will evaluate the overall study and finish this thesis.

2. LITERATURE REVIEW

2.0 Introduction

This chapter will explain the terminology and concepts used in analysis, and the relevant studies in the literature will be reviewed. The argument of this chapter is that CLA, an other-initiated repair (OIR) sequence as defined in this study, is an action which has not been studied previously. There are some studies on clarification requests (CRs) in Discourse Analysis studies, which are only a component of the action of CLA suggested in this thesis, however, these studies are overly statistical and they do not study CLA in a sequence. As they focus too much on statistics (e.g. frequency of use, mean, median and mode), they do not focus on the qualitative aspects of CLA (e.g. who initiates the action or how problems are managed). Consequently, they miss the social aspects, moment by moment construction and local management of interaction. Sequential analysis, in this sense, would enable the researcher to understand the qualitative aspects and the micro details in interaction (Seedhouse, 2004) unlike deductive statistics studies that focus on making generalizations (see next section). This is the justification of this study as most of the relevant studies are only statistical and as a result there is a gap (that there are not enough studies which focus on the qualitative aspects of CLA) in the literature as will be argued in the following sections. This chapter also reviews previous studies on OIRs in L2 classrooms as the analysis of this study shows that CLA is a repair sequence.

The organization of this chapter is as follows: In the first section, relevant studies on CRs and OIRs will be reviewed and the research gap will be developed. Also, the definition of CLA, as used in this thesis, will be provided. This definition has arisen from the analysis of the data through an inductive and emic perspective. In the second section, as the action of teachers' other-initiation of CLA found in this study is a repair move, the issues around repair mechanism will be discussed. In the final section, as the action of CLA is found to equalize epistemic gaps and achieve intersubjectivity, epistemic gaps in interaction, the organization of intersubjectivity and how intersubjectivity is achieved will be discussed.

2.1 Review of the Relevant Literature

Problems in interaction and the achievement of intersubjectivity have always attracted the interest of linguists. L2 classroom interaction has also been studied extensively in the recent decades. DA studies such as Sinclair and Coulthard (1975), Musumeci (1996), Walsh (2006)

and Ahangari and Amirzadeh (2011) study interaction in L2 classrooms. The underlying reason for the vast popularity of the study of L2 classroom interaction is mostly thanks to the discourse-analytic studies such as Long (1983, 1996) and Lantolf and Thorne (2006) who put special emphasis on the role of input and negotiation of meaning in learning a second language. The underlying idea is that learning opportunities are created through interaction and negotiation. This is in a sharp contrast with previous methods such as grammar translation or audio-lingual method as the focus has shifted to interaction rather than the form of language. However, the discourse-analytic approach has also proven some problems such as trying to fit interaction into categories or trying to explain L2 classroom interaction in a quantitative way. Focusing on numbers and frequency of items rather than studying what actually goes on in interaction is the methodological flaw of these studies in accounting for the whole picture of L2 interaction (Firth and Wagner, 1997; Seedhouse, 2004). The criticism is that DA studies focus on cognition and quantification too much and that they ignore the contact of language with interaction as a social process.

In the literature there are basically 4 groups of studies related to the action of CLA regarding their focus and methodology. The first two of them are discourse-analytic studies in first language (L1) and then L2 contexts: CRs in some L1 studies and discourse-analytic L2 classroom studies. The other two focus on OIRs from a CA perspective: OIRs in L1 everyday conversation and then OIRs in a more specific field, L2 interaction. Consequently, this thesis has adopted a functional organization for the literature review as the relevant studies are reviewed according to their methodological stance (discourse-analytic or conversation-analytic) rather than a traditional organization which presents the review from more general to more specific (e.g. first L1 and then focusing on a more specific field such as L2 interaction.). Accordingly, in this sub-section, I will first review some relevant DA studies and the focus will be on the discourse-analytic category of CRs in two different contexts: the role and use of CRs in L1 and the use of CRs in L2 classrooms. Then, CA studies on both casual and institutional talk (in L1) will be reviewed and the focus will be on OIRs as it is relevant to the action of CLA described in this study. Finally, the gap in the literature and the justification of the focus of the study will be explained and the section will be closed by providing the definition of CLA as used in this thesis.

2.1.1 CRs in L1 language impairment studies from a DA perspective

CRs are initially studied in the literature as a part of the language abilities of those who have language deficits or impairments. For instance, Moseley (1990) studies the interaction between mothers and their language-delayed children. In order to find out the features of their interaction, Moseley looks at the openings of conversation and the response moves. The results of the study suggest that CRs are used by language-delayed children's mothers as a strategy to keep the conversation going and they use statistically more CRs compared to the normally developing children's mothers. However, the analysis of the data is very descriptive and the use of CRs is compared only in terms of frequency, without paying attention to the interactional features of CRs.

In a similar study Brinton and Fujiki (1996) look at the responses of the adults with learning disabilities in comparison to those who have no learning disabilities. The results of the study suggest that both groups of people are responsive to CRs in terms of frequency of usage, but there is a moderate difference when there are recursive CRs -that is when more than one CR is used one after another- and adults with language impairments in this study are less responsive to recursive CRs. The methodology of this study also has some problems. Firstly, the study concludes that there is no difference between the two groups in terms of responses to CRs, but this result only depends on the number of times they respond to CRs. However, CRs may have a complex structure and significant differences might be found between the two groups if a closer look is paid to how participants manage CRs. The other problem with this study is that it only looks at the responses of the participants. However, what comes before as well as after a CR is of utmost importance (Schegloff, 2007). As Schegloff (ibid) argues interaction moves in a holistic way and each utterance in talk is both a response to previous turns and also it renews the context and leads the next turn. In this sense, each turn in talk is sequentially related to each other and as a result, this study misses a major aspect of the CR phenomenon, as it does not study how CRs are initiated and managed in a sequence.

Another study which studies the CR usage of people with language impairments is Prather et al. (1989). In their study the types of repairs used by normally-developing and language-impaired pre-school children in their L1 are compared and contrasted. The results suggest that there is not a difference in the types of the repairs used. Just like Brinton and Fujiki (1996), this study looks at how participants respond to CRs and it analyses only the utterances following a CR. This study also ignores what comes before a CR as well as how and why a CR is initiated. This study does not solely focus on numbers and statistics and uses

a Discourse Analysis approach by offering categories of responses to CRs and the responses of the participants are put into these categories. However, this study does not pay attention to the interactional characteristics of CRs as well which would have provided new aspects to the data analysis. Studying interactional characteristics is important as the actual communicative processes and naturally occurring talk between participants help researchers account for the data “in a satisfactory way for interactional and socio-linguistic dimensions of language” (Firth and Wagner, 1997, p.285). This naturally widens what can be unearthed about a phenomenon while analysing the data.

2.1.2 CRs in L2 classroom studies from a DA perspective

In addition to the L1 studies mentioned above, there are also some other studies which look at CRs from an L2 acquisition perspective through a Discourse-analytic approach (Long, 1983; Musumeci, 1996; Ahangari and Amirzadeh, 2011; Ogino, 2012; Rassaei and Moinzadeh, 2011). For instance, Ahangari and Amirzadeh (2011) study CRs under teachers’ corrective feedback. Their aim in their study is to find out which corrective feedback is more useful considering proficiency level differences. Their findings suggest that recasts are the most frequent feedback type in all levels while CRs are used more in higher proficiency levels. Recasts are a type of feedback used by teachers to rephrase an incorrect or incomplete student utterance while not changing its central meaning (Richards and Schmidt, 2010). Their study is a quantitative one and it considers the frequency of each feedback type as the data to rely upon. Thus, this study is overly descriptive and it does not have much account of the interactional features of CRs. In line with Long (1983), who suggests that CRs, confirmation checks and comprehension checks are different actions which serve to manage the problems in interaction, they suggest that CR is a strategy used by successful teachers for achieving interactional and pedagogic goals. However, as will be argued in the next section, L2 classroom contexts are not homogenous and there is quite a lot of micro variation. In this sense, making a generalization without considering different sub-contexts, and thus pedagogic goals, is not a valid one if a study aims at understanding how interaction in L2 classrooms is managed. This means that Ahangari and Amirzadeh’s study may be considered as valid if their focus is to look at the frequency of feedback types and compare them. However, a conversation-analytic approach would at least enrich the understanding of how feedback is organized and managed depending on micro details in interaction.

Another study of this type is Ogino (2012). In this study the objective is to see the effect of modified output and CRs on the language development of learners. The responses of learners for some pre-designed tasks are analysed, but this analysis is again statistical and depends on the frequency of usage. The results suggest that modified output combined with CRs have a moderate positive effect on learners' language development. Consequently, this study concludes that CRs are effective tools and it is a good strategy for teachers to use them to increase language development. However, the interactional features of CRs are not taken into consideration and only the effect of CRs on learners' responses is analysed which is in parallel with Musumeci (1996) who specifically comments on the effect of teachers' strategies such as using CRs. She claims that teachers' appropriate use of interactional resources creates a learning environment which boosts student involvement and learning. Namely, Ogino and Musumeci suggest that CRs are a strategy for teachers and if a teacher is able to use them successfully, it will result in better learning opportunities for learners.

To sum up, these studies analyse CRs as a part of teachers' strategy. These studies are generally quantitative and they count on frequency of use and pre-defined categories as the focus of analysis. In other words, they depend on superficially identifiable discourse phenomena (Seedhouse, 2004). Consequently, they do not focus on the qualitative properties of CRs and there is no sequence account of their micro-analytic features. They also look at the CR phenomenon only from the perspective of CRs as a characteristic of classroom interactional competence of successful teachers. Finally, the data they use for analysis is sometimes experimental and unnatural (e.g. Pica, 1989).

2.1.3 OIRs in L1 interaction from a CA perspective

Another group of studies is the OIR studies in L1 from a CA perspective. OIRs are initially studied in the context of L1 speaker interactions, where there is an extensive literature illustrating the use of repairs by native speakers (Fox and Jasperson, 1996; Hayashi, 1994; Schegloff, 1979, 1997, 2000; Schegloff et al., 1977). Two key findings in these studies are that there is a general preference for self-repair over other-repair and that there is considerable individual variation in the deployment of such practices. As will be argued in 2.2.1, the preference issue has a significant effect on the organization of repair mechanisms. However, in these studies, CRs are only studied as a by-product of co-construction and they are seen as a strategy. There are also CA OIR studies in institutional contexts. For instance,

Kerekes (2007) studied co-construction in employment interviews and concluded that OIRs are used to solve problems that impede the goal of interview. Some micro features such as the completion of these instances are studied, but the sequential organization of them is not studied specifically and there is no mentioning of CLA as an action, either.

2.1.4 OIRs in L2 classrooms and L2 interaction from a CA perspective

Finally, there are some CA studies on repair mechanism in L2 classrooms and L2 interaction generally. (Kasper, 1985; Mchaul, 1990; Markee, 2000; Rylander, 2009; Wong, 2000; Koshik, 2003, 2005; Cho and Larke, 2010). Because of the word limitation, only a few of these will be mentioned here. For instance, Koshik (2003, 2005) studies questions in L2 classrooms from a CA perspective. The significance of Koshik's study is the in-depth study of questions in L2 classrooms considering micro details. In her studies, Koshik shows that questions in L2 classrooms are organized in a patterned way and that they are locally managed by teachers depending on L2 classroom sub-contexts in line with the discussion that will be provided in section 2.2.2.

Yasui (2010) has specifically studied the phases in repair. Her context is L2 interaction outside classrooms. In her study she found that there are three phases of repairs. The first phase is the trouble source or the repairable, the next one is the repair-initiation and the final one is the repair or the outcome. Typically, when a problem occurs in talk, this is identified by the speakers and a repair-initiation follows. The next step is performing the repair which is a solution to the problem. Another similar study is Çokal-Karadaş (2010) which focuses on L2 learners' repair use. Her focus is on the assumption that the types of repairs learners use and their proficiency level are related. She does not focus on individual repair types as it is not the focus. However, she makes some claims such as self-initiated self-repairs of students mean more proficiency. Although there are some supporting studies such as Wong (2005) that argue that self-repair may be a strategic skill in L2 learning, claiming that it is the characteristics of proficient learners is probably an overgeneralization and it in fact ignores the local and micro features of interaction. For instance, there may be variation depending on sub-contexts, trouble type or even individual differences.

Another study which studies repair in L2 classrooms is Kasper (1985). She argues that L2 classroom studies studying repair focus on error correction too much and that there is a need in studying all aspects of repair. This is similar to my study which focuses an action achieved

through repair in L2 classrooms and my purpose is not to study error correction, either. Rather, the focus is on how the repair mechanism is used in L2 classrooms to solve trouble sources and achieve intersubjectivity. In her study Kasper (ibid) demonstrates the types of repairs used in L2 classrooms. She studies OIRs, too; however, she includes all the types including error correction, second pair part (hence forth SPP) modification and rejections.

Now, the definition of CLA as used in this thesis will be provided. Teachers' other-initiation of CLA can be defined as a social action which is other-initiated by teachers to clarify a trouble in a student turn that breaks the mutual understanding between teachers and students (It can also be used for pedagogic purposes according to the institutional goals). Unlike CRs, this action is a more holistic one and it consists of different resources, one of which is CRs, used by interlocutors to achieve CLA. The TS in the student turn may be only a part of the turn or it may be the whole student turn. In other words, the action of CLA focuses on a problem and by other-initiation of repair, it makes the repair of the TS relevant. This is different than the other two OIRs, error corrections and rejections, which are mentioned by Schegloff et al. (1977) and Liddicoat (2011). In L2 classrooms corrections are initiated when one interlocutor indicates that there is something 'wrong' and it makes a correction relevant. In this sense, error corrections are not always a problem in mutual understanding. Rather, the interlocutor understands the turn, but s/he indicates that there is an error and this highly depends on the institutional goals (Seedhouse, 2004). In the same vein, in rejections the main focus of the repair is again not in mutual understanding. One of the interlocutors indicate that s/he does not agree with the turn of the other interlocutor. This may make a further explanation relevant or it may simply show that there is not an agreement with the ideas mentioned in that turn. Consequently, in error correction and rejections as OIRs, the problem is not the clarity of a message and usually the problem is not in intersubjectivity between the interlocutors (Liddicoat, 2011). Then, CLA is a unique social action which is used as an OIR to repair the TS in a turn to achieve intersubjectivity. Also, CLA is occasionally used to trigger a student's further L2 talk in accordance with pedagogical goals. One final issue to be mentioned is that the TS mentioned in the definition is not necessarily a genuine interactional problem. It can also be an institutional and pedagogic one as will be discussed in the Analysis and Discussion chapters.

2.1.5 Section conclusion

To sum up this section, there are some studies on CRs in L1 and L2 contexts in Discourse Analysis literature, but firstly and more importantly these do not directly focus on their sequence and they are not studied as part of a mechanism of repair. Most of the initial studies look at CRs in the language abilities of those with language impairments or mental problems and they analyse them as a strategy which oils the wheels for a successful communication. Another problem with these studies is that most of them are overly statistical and they do not study CRs as a part of interaction. Some of them also use unnatural, experimental and artificially-designed data. They ignore the interactional and organizational properties of CRs and they only count on the frequency of usage. Therefore, it can be argued that they are studied as individual instances and they are not studied as an action as done in this study. As for the L2 classroom DA studies, they are either overly statistical or they see CRs as a strategy of successful teachers and they do not study CRs on their own right. This thesis will look at the issue of functions, but only as a first step. The main analysis will look at the sequential organization of the phenomenon and its management as an action: the action of CLA. It must be noted here that the studies mentioned above may have a perfectly sound research design for their own research questions; however, the focus of this study, a conversation-analytic perspective on CLA, would give me a chance to understand how the action is organized and how it is managed especially by considering what comes before and after. The CRs studied in DA studies are only a component of the action of CLA and they are mentioned here several times as they are still relevant to this study.

Finally, it can be concluded from this part that there is a need to study how CLA is used in L2 classrooms, and how it is organized in terms of sequence organization and the repair mechanism which will contribute to the literature on not only L2 classroom contexts, but also the repair mechanism. Consequently, it may be argued here that there is a gap in the literature on repair studies in L2 classrooms and the action of CLA, as defined here, is a unique social action described as a result of the emic analysis of the data. To my knowledge, no other study has focused on this before. Consequently, this study sets out to unearth the sequential organization and the management of the action of CLA in L2 classroom contexts.

2.2 The Organization of Repair

This section aims at discussing previous relevant literature on the organization of repair. As will be discussed in the Analysis chapter, the analysis of the data will show that CLA is a repair move that is positioned as an expansion sequence. Consequently, the issues around the repair mechanism and sequential organization of repair will be discussed in this section.

There are three sub-sections in this part: the first one introduces repair mechanism and how it works. In the second sub-section, teacher questions will be discussed, but the focus will be on questions which work as a repair. Finally, the issues around silence and nonverbal phenomena and their role in repair will be discussed.

2.2.1 The repair mechanism

In this sub-section 5 points will be addressed. These are: trouble in interaction, types of trouble, possible locations of trouble, sequential positions of trouble and preference in repair mechanism.

A. What is repair and trouble in interaction

Repair in conversation can be defined as ‘efforts to deal with trouble sources or repairables marked off as distinct within the ongoing talk’ (Schegloff, 2007, p. 101). The term repair is used to describe the situation in which there is an attempt to deal with a problematic item at a specific moment. Svennevig (2008) and Schegloff (2007) suggest that troubles in interaction stem from mainly three sources: hearing, understanding or acceptability problems. In this thesis, especially as used in the Analysis chapter, TS in interaction is anything that breaks intersubjectivity and prevents pedagogical business from progressing. In casual talk, a trouble is usually a real breakdown or problem that possibly prevents the interaction from going on, but what is seen as a trouble is highly dependent on the institutional goals (Seedhouse, 2004). In this sense, pedagogic goals in L2 classrooms have a significant role on the repairable items in L2 classrooms (as will be detailed in 2.2.2). This issue will be demonstrated in the Analysis chapter.

B. Types of repair

Schegloff et al. (1977) provide a model for the repair mechanism and they propose 4 types of repair according to who initiates the repair and who makes the repair. If the speaker of the repairable initiates a repair it is a self-initiated repair and if the other(s) initiate the repair it is an other-initiated repair. If the repair is made by the original speaker, it is a self-repair and if the repair is done by other(s) it is called an other-repair. So, there are four trajectories: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair. This grouping is a reasonable one in that it pays special attention to whose turn has the trouble and who makes the repair. The emphasis on who initiates the repair and who makes the repair allows us to better understand the management of troubles in interaction. In other words, looking at troubles through these trajectories help researchers have a closer look at the repair phenomenon and the reflexive relationship between the interlocutors.

As will be explained and justified in the Methodology chapter, because of time and space limitations, only the repairs initiated by the other (in this case teachers) are chosen as the focus of this study and CLA-initiations by students are reserved for another study. Therefore, this study studies CLA via teachers' other-initiation of repair and consequently, the focus of this study is other-initiated repairs (only CLA).

C. The location of repair

Another issue in repair mechanism is the location of repair. Some repair-initiations are done in the same turn while others are in the following locations. There are 5 positions for repair (Schegloff et al., 1977): same turn repair, transition repair, second position repair, third position repair and fourth repair. Liddicoat's (2011, p. 212) sketching of repair locations and its relation to repair types is as follows:

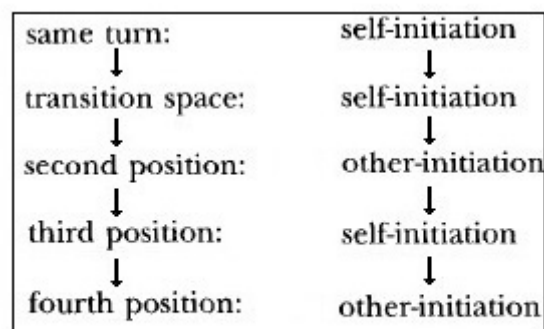


Figure 1

Because of space limitation and regarding the findings of this study, only second position repairs will be explained. For a fuller account of repair locations, please refer to Liddicoat (2011) and Schegloff (2007).

The location of second position repairs is in the immediately following position of the trouble source. As seen in Figure 1, the repair is initiated by the other and possibly made by the self (Schegloff, 2007). The following example, adapted from Schegloff et al. (1977, p. 368), demonstrates second position repairs:

```
1 Bet:   Was last night the first time you met Missiz Kelly?  
2       (1.0)  
3 Mar:   Met whom?  
4 Bet:   Missiz Kelly.  
5 Mar:   Yes.
```

In this instance, the trouble source is in Bet's first turn as obvious from Mar's repair-initiation in line 3. Mar has difficulty in hearing or understanding (Missiz Kelly) and after a silence of 1 second in line 2, she other-initiates a repair through a partial repetition request and it is in the next turn following the trouble in Bet's turn in line 1. In response to the repair-initiation, Bet clarifies the specific part by repeating it in line 5. So, this is a second position repair in that it is located immediately after the trouble source.

The location of repairs is important as it informs us about where the listener detects the trouble and initiates a repair. This helps us understand where the trouble is detected and also it is related to if the repair is initiated by the self or the other.

D. The sequential position of repair

Another issue to mention about the repair mechanism is the sequential position of repairs. Sequence organization and repair mechanism are the indispensable parts of interactional organization. The sequential position of repair sequences is really important in understanding how the repair mechanism works and what the interlocutors achieve. In his seminal book *Sequence Organization in Interaction*, Schegloff (2007) provides a really extensive account of sequence organization in interaction. Space precludes a full account of sequence organization here. However, the importance of this will be extensively discussed in section 4.1 regarding the findings of this study. In accordance with the findings and analysis of this study, only insert expansion and post expansion will be introduced here.

Schegloff (ibid) suggests that most of the interaction is organized around a basic construction, adjacency pairs, and that they are the essence of sequence organization. In order to understand sequence organization, the term adjacency pair must be explained. Adjacency pairs are composed of two turns which are by different speakers. They are placed next to each other and they are relatively ordered: first pair parts (FPPs) and second pair parts (SPPs). The parts are not equal in some respects and there is pair and type relation. For instance, when the FPP is an offer, the action in SPP is to accept or decline. Similarly, when the FPP is a question, the SPP usually takes the form of an answer. To sum up the points about adjacency pairs, they are mainly two turns by different people in talk which are strongly related to each other.

However, one important issue to consider is, as mentioned a few sentences before, that adjacency pairs are expected to be next to each other. Therefore, when there are extra turns before, between or after the FPP and SPP, this has to have some reasons and this is the focus of sequential organization. To explain, if some other turns precede an FPP it is called a pre-expansion and when some turns intervene between an FPP and SPP, it is called an insert expansion. Finally, if some turns follow an SPP, it is called post expansion. One final thing to mention about these expansion sequences is that they are also usually in adjacency pair format. This means that there are base adjacency pairs and expansion adjacency pairs in interaction as shown in the next extract below. Having defined adjacency pairs, in accordance with the focus and findings of this study, insert expansion and post expansion will be elaborated in the following paragraphs. One important thing to note is that the following discussion on sequential organization will mostly be based on repair sequences as expansion rather than an overall account of sequential organization.

Insert expansion is an expansion sequence which is located between the FPP and SPP (Wong and Waring, 2010). There are two types of insert expansion: post-first insert expansion and pre-second insert expansion. In post-first expansions, the aim is to solve a trouble that is in the FPP. A repair is initiated after the FPP to ask the producer of the trouble to clarify the FPP. In pre-second insert expansion, the aim is to gather necessary information to be able to provide a relevant and satisfactory SPP. The listener feels that the FPP does not provide sufficient information and s/he initiates a repair to get the necessary information. This type of insert expansion is common in settings such as take-away shops (Liddicoat, 2011). To exemplify these two instances of insert expansion, the following adapted two extracts will be

used: the first one is the extract used to exemplify second position repairs above and the second one is from Merrit (1976) (as cited in Schegloff 2007, p. 109).

Base FPP ->	1 Bet: Was last night the first time you met Missiz Kelly?
	2 (1.0)
Insert FPP ->	3 Mar: Met whom?
Insert SPP ->	4 Bet: Missiz Kelly.
Base SPP ->	5 Mar: Yes.

In this extract Bet produces an FPP in the form of a question. However, Mar has a problem in hearing or understanding (Missiz Kelly). Therefore, Mar initiates a repair in line 3 in the form of a partial repetition request after a silence of 1 second. In line 4 Bet clarifies the person's name by repeating it. After this insert expansion sequence, Mar and Bet are at the same intersubjectivity level and Mar responds to Bet's main FPP in line 1 by responding with (yes) as an SPP in line 5. This extract demonstrates an example of post-first insert expansion which serves to clarify a problem in the FPP. The next extract demonstrates pre-second insert expansion.

Base FPP ->	1 Cus: May I have a bottle of Mich?
Insert FPP ->	2 Ser: Are you twenty one?
Insert SPP ->	3 Cus: No
Base SPP ->	4 Ser: No

In this extract Cus wants to (have a bottle of Mich?) and makes a request FPP in line 1. At this moment Ser is expected to either accept or decline the request. However, because of legal regulations, Ser needs to learn the age of Cus to provide the SPP response. Consequently, Ser other-initiates a repair in insert expansion position in line 2. In line 3 Cus provides the SPP of the insert expansion and says that he is not 21. As a result, in line 4 Cus produces the base SPP for Cus's base FPP in line 1 which rejects his request. This extract exemplifies the function and organization of pre-second insert expansions.

The other expansion sequence that will be introduced here is the post expansion. Post expansion sequences are the sequences following the SPP of a base adjacency pair. There are two types of post expansions (Liddicoat, 2011): Minimal post expansion and non-minimal post expansion. Both of the types aim at expanding the SPP of an adjacency pair in some way, but the main difference between minimal and non-minimal post expansions is that minimal expansions to base SPP typically do not expect a response while non-minimal expansions work as an FPP of a post expansion adjacency pair to make a post expansion SPP relevant. Minimal post expansions, as their names suggest, are minimal turns which serve to close an adjacency pair by showing actions such as confirmation, assessment or agreement

and as a result, they typically do not make a response relevant. Some examples of these are okay, oh, really and yeah. These items follow the base SPP and show the attitude of the speaker towards the SPP. Non-minimal post expansions, on the other hand, consist of other-initiated repairs, disagreements and corrections (Schegloff, 2007; Liddicoat, 2011). The sequential position of non-minimal post expansions as OIRs, as suggested by Garvey (1984), Schegloff (2007) and Yasui (2010), can be illustrated as follows:

Base FPP	->	1. An initiation turn
Base SPP	->	2. Trouble Source
Post E. FPP	->	3. Repair-initiation
Post E. SPP	->	4. Repair
(Acknowledgement		5. Acknowledgement)

One final thing to mention here is that Langford (1981) argues that an acknowledgement turn may follow the sequence and this is represented in line 5 above. It is shown in parenthesis to show its optionality.

To sum up the argument here, sometimes the adjacency pair is expanded in some ways and as Schegloff (2007) suggests, expansion sequences do have some purposes and they enact some other actions as explained above.

E. Preference in the mechanism of repair

The final issue to be reviewed in this section is preference in repair. The term preference in CA refers to the fact that alternative answers to an FPP have different interactional import (Liddicoat, 2011). To exemplify, a rejection response to an invitation is less preferred than an acceptance of the offer. As Sacks (1987) suggests, there are two aspects of preference: the preference for agreement and the preference for contiguity. Preference for agreement means that answers are expected to agree with the trajectories of the questions. However, this does not mean that yes-like answers are always preferred answer. For instance, in case of offering ice cream, a question like “You love ice cream, don’t you” is designed to have a yes-like answer. However, when somebody is unhappy with the hotel s/he is staying and says “The hotel was not good, was it?”, a no response would be preferred. The other aspect of preference is preference for contiguity. Sacks (ibid) suggests that there is a preference for FPPs and SPPs to be contiguous. This means that the adjacency pairs should not be expanded or intervened unless there is a valid reason such as a need for correction or CLA of a trouble.

One of the most important studies referring to preference in repair is Schegloff et al.'s (1977) article which suggests that there is a preference for self-repair. They mainly argue that self-repair is a preferred action over other-repair. Their evidence is the fact that self-repair is in a more favourable position sequentially and also the very frequent use of successful self-repairs is another evidence. To explain, self-repair can be in the same turn or transition space repairs in terms of location and this in turn gives the current speaker the chance to do a repair before the other interlocutor takes the turn. Some other researchers such as Lerner (1994) also found similar results and generally the idea that self-repair is preferred is supported. Furthermore, it is suggested that one reason for the preference for self-repair is related to loss of face (Goffman, 1974). This social aspect explains why self-repair is done frequently and this is also true in other-initiated repairs. Self-repair is face-saving because, other-repair could threaten the capabilities of someone especially in L2 classroom settings. As will be discussed in the Analysis chapter, this may be one reason why teachers prefer to allocate the turn to the same student when the original student fails in doing the CLA. Levinson (1983) agrees with Schegloff et al.'s (1977) assertion that self-repair is preferred over other-repair and he suggests an order of preference with respect to all repair trajectories. The most preferred repair type is self-initiated self-repair and then, self-initiated other-repair. Other-initiated self-repair is less preferred compared to the first two and the least preferred one is other-initiated other-repair.

However, Liddicoat (1997) argues that institutional settings may enforce a different organization in repair. He suggests that OIRs are not dispreferred trajectories in L2 classrooms. This is because there is an imbalance in power between students and teachers and this in turn affects turn-taking procedures. Teachers have the right to ask questions while students are expected to answer those questions (Markee, 2000). Therefore, teachers' OIRs usually do not show the properties of dispreferred turns. Dispreference is evidenced by the hedgings, warrants or delayed responses (Schegloff, 2007,) while preferred responses are performed without delay and they are contiguous. However, the turns that are not contiguous do not always mean that they are a dispreferred one. Institutional settings may impose different speech exchange systems in which preference may be different than daily talk which is due to the institutional goals. Similarly, Van Lier (1988) suggests that the L2 classroom context is a special community and it has its own rules. Van Lier's results show that OIRs are neither dispreferred nor face threatening in L2 classroom contexts. This is probably because

L2 teachers are expected to teach language and they have the right to ask questions. These issues will be discussed more in the Analysis and Discussion chapters.

To conclude this sub-section, it can be deduced from the discussion above on the repair mechanism that teachers may use CLA for trouble sources that stem from various causes such as hearing, understanding or acceptability problems. Different types and locations of repair are also presented. Finally, the sequential position of repair and the issue of preference is presented and they are discussed in relation to the focus of this study. As will be demonstrated in the Analysis and Discussion chapters, CLA is organized in a patterned way and there is a relation between the sequential position of CLA and what it repairs to achieve intersubjectivity.

2.2.2 Teacher questions and a variable approach

In the data analysis of this thesis, CLA-initiation is observed to be usually a question. Therefore, relevant issues on teacher questions will be reviewed in this sub-section. Question-answer adjacency pairs are common in L2 classrooms as an institutional setting. This is related to the institutional rules, as mentioned in the previous sub-section, and teachers use questions quite frequently in order to lead classroom interaction through turn-taking and the turn allocation mechanism. However, not all questions are used in the same way and there may be different reasons for using them. Mehan's (1979) suggestion for a distinction between known information and information seeking questions contributed a lot to the understanding of teacher questions and thus classroom interaction. Similarly, Long and Sato (1983) drew attention to the difference between display and referential questions. Display questions are usually used by teachers when the focus is on the correct production of the language rather than the interaction itself and they are followed by teacher evaluations. However, referential questions are used by the teachers when they really do not know the answer and they are followed by sequence closing thirds (SCTs) such as 'ah' and 'okay' which show a shift in epistemic status (Heritage, 2012). In this sense, referential questions are similar to Mehan's (1979) information seeking questions while display questions are like known information questions.

Another significant point to mention here is Walsh's (2006) suggestion that it is not the sheer use of referential questions that makes the difference: it is how they are used. Walsh (ibid) suggests that the question types should conform to the pedagogical and task goals. This is a

really important suggestion which emphasizes the importance of sub-contexts in L2 classrooms. In other words, L2 classroom context is not a homogeneous block. Rather, there are micro variations depending on micro contexts and these mean that while studying the questions teachers use, sub-contexts and pedagogical goals are also of utmost importance.

The discussion above is really important for L2 classroom studies in that there may not only be different teacher questions, but also it acknowledges the fact that L2 classroom context is not a monolithic one and there can be variation within the institutional context of L2 classrooms. The studies on variation in question types (e.g. Shomossi, 2004; Lee, 2006) show that there is micro variation in L2 classrooms and teacher questions may achieve different functions depending on different pedagogical goals which depend on different sub-contexts (Seedhouse, 2004). Seedhouse (1997; 1999; 2004) is one of the first researchers to demonstrate the sub-contexts in L2 classrooms and their reflexive relationship with interaction from a CA perspective. In accordance with Drew and Heritage's (1992) seminal book on institutional talk, Seedhouse's studies not only show the unique properties of L2 classroom interaction, but also they demonstrate the sub-contexts within this institutional setting.

As argued above, there is a mutual relationship between the pedagogic focus and the organization of interaction in L2 classrooms. This means that interactional organization (turn-taking, sequential organization and the repair mechanism) is also affected by the goals of L2 classroom settings. Consequently, different goals give way to different sub-contexts. This holds true within the L2 classrooms as there are various goals throughout a lesson (Ustunel and Seedhouse, 2005). For instance, teachers sometimes focus on form and prioritize correction and production of items while the focus is sometimes on meaning and teachers ignore errors and focus on the overall interaction and the expression of personal meanings. Considering these differences, Seedhouse (2004) offers 4 sub-contexts (Form-and-Accuracy contexts, Meaning-and-Fluency contexts, Task-Oriented contexts and Procedural contexts) in L2 classrooms which display the reflexive relationship between the pedagogical goals and the organization of interaction. Space precludes discussion of these sub-contexts (see Seedhouse, (2004) for a full discussion).

The following figure illustrates his variable approach (Seedhouse, *ibid*, p. 210):

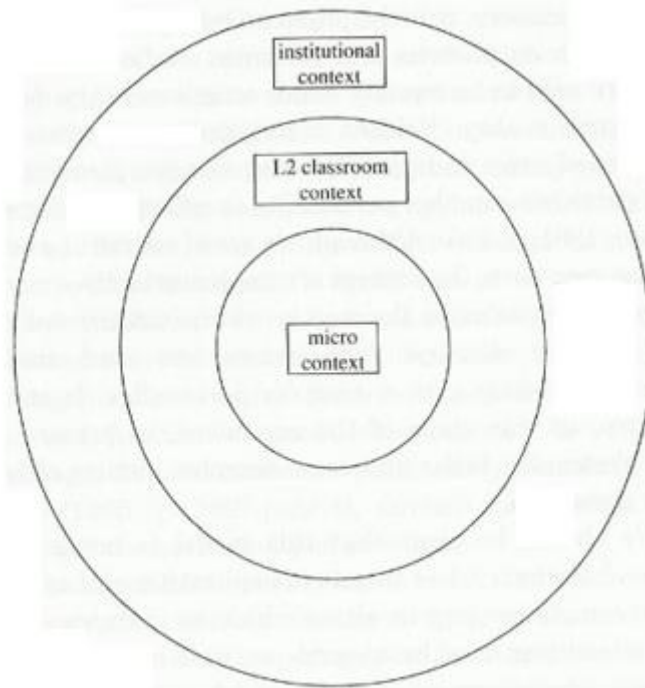


Figure 2: a three-way view of context

This figure illustrates the 3 layers of context and CLA. In accordance with this figure and the discussion on a need for a variable approach to study L2 classrooms, the analysis of this study will focus on L2 classrooms sub-contexts, too. As will be mentioned in the Methodology chapter, the researcher of this thesis included lessons from different L2 classroom contexts to analyse the action of CLA in these different contexts.

To sum up the argument, Seedhouse (1997, 2004) offers a variable approach of context for studying and understanding L2 classroom interaction. This variation in contexts is reflexively related to the pedagogic goal and language use. Namely, the pedagogic goal, which is imposed by the institutional setting of L2 classrooms, changes from context to context and this change has a reflexive relationship with the organization of turn taking, sequential organization and the repair mechanism. Consequently, it may be concluded here that the sub-contexts in L2 classrooms will also be considered in my analysis and it may be suggested that a variable perspective in classrooms is better as the overall interactional structure is affected by the pedagogic goal. Having discussed the issues on teacher questions and a three-way view of context, the next sub-section will review relevant studies on silence and non-verbal phenomena.

2.2.3 Silence and non-verbal phenomena in repair

Silence and non-verbal phenomena were not the main focus of this study specifically, but some recurring patterns were observed. In accordance with conversation-analytic premise that no detail is irrelevant, these issues are also described and analysed in the Analysis chapter to better demonstrate the data. In this section, issues around silence and non-verbal phenomena will be discussed.

Silence has been found to have some functions and meanings in interaction which means that they are not simple silences in which nothing happens. One of the significant findings about silence, especially significantly long silence (2 or more seconds), is that it signals a problem in interaction or the answer which it follows is a dispreferred one (Liddicoat, 2011). For instance, researchers such as McHoul (1990) and Macbeth (2004) found that if there is a teacher silence after a student response, this indicates that the student's answer is a dispreferred one.

However, regarding silence as an indicator of dispreferred response is not the only interpretation. Pomerantz (1984) and Kääntä (2010), for instance, argue that unlike L1 interaction, in L2 interaction silence and response delays do not necessarily project a dispreferred response. Nakamura (2004) also studies foreign language classrooms and he suggests that teachers use silence as an interactional resource to interpret students' lack of response. Walsh (2011) also suggests that teacher silence, which he calls wait time, is an interactional strategy to give students more time to prepare and talk which in turn offers them more space for interaction. Maroni's (2011) study also supports this suggestion. Maroni (ibid) found that teachers' wait time, combined with teacher intervention when necessary, significantly increases student turn length and participation.

To sum up the discussion here, silence sometimes indicates a dispreferred response or problems in L2 classrooms. However, it can also be used as a resource by teachers in L2 classrooms. Having discussed some relevant issues about silence in interaction, now some relevant studies related to non-verbal behaviour will be reviewed and discussed in the following paragraphs.

Non-verbal behaviour is found to be an interesting area and there have been many studies on it (Morris, 1994; Goodwin, 2000; Kendon, 2004). However, the role of non-verbal behaviour in L2 classrooms has only been studied recently with the increase of interest in multimodality in L2 classrooms (Gulberg, 1998; Cho and Larke, 2010; Tellier, 2010; Kupetz, 2011). For

instance, Rasmussen (2014) studied leaning forward and the findings of this study suggest that leaning forward combined with utterances contributes to better interaction. In his data, Rasmussen found that leaning forward is used in repair turns. Seo and Koshik (2010) studied gestures that engender repair in ESL classrooms. One of the gestures they found is head poke forward accompanied with a movement of the upper body forward towards the recipient which I call leaning forward in my analysis in line with Rasmussen (2014). Seo and Koshik (2004) found that this non-verbal phenomenon is quite salient in their data and it engenders repair. This means that leaning forward does not only accompany verbal utterances, but also it has its own meaning. As for the sequential position of gestures, Seo and Koshik suggest that they are initiated in the turn transition space following the trouble source, and they are maintained throughout the following turns until the problem is clarified.

Another study on non-verbal behaviour is on pointing by Goodwin (2003). Goodwin's results suggest that pointing is a situated activity in interaction and it may achieve various functions. Pointing gestures may refer to the immediate physical environment, such as to a specific object, place or to another participant, which is the main focus of Goodwin's discussion, or it can be used as a resource to refer to more abstract ideas or concepts.

This section has discussed some issues on silence and non-verbal behaviour relevant to the focus of this study. The following section will address epistemic gaps in interaction and how they are managed to achieve intersubjectivity.

2.3 The Achievement of Intersubjectivity

As mentioned in the first section of this chapter, CLA is initiated when there is a problem in intersubjectivity and this problem is usually because of an epistemic gap between the interlocutors. CLA is indeed managing these gaps in interaction. Consequently, in this section firstly epistemic gaps in interaction will be reviewed with reference to the work of Heritage (2012). Then, in the second sub-section, how these gaps in interaction are dealt with will be discussed with reference to the repair mechanism as discussed in section 2.2.1 and the resources teachers use to other-initiate and manage repair will be reviewed.

2.3.1 The organization of intersubjectivity and epistemic gaps

Intersubjectivity is an important term to be explained in this thesis as it holds a significant place in CA studies and the action of CLA. Before starting a discussion on intersubjectivity, it is essential to understand the notion of intersubjectivity and its organization. Therefore, this section satisfies this need, and the nature of intersubjectivity and how epistemic gaps are related to it are discussed.

As Schegloff (1991) suggests, intersubjectivity is the central framework by which all talk-in-interaction and social actions are built between/among interlocutors. Intersubjectivity is the mutual understanding between the participants in a talk which is jointly accomplished as a social phenomenon (Heritage and Clayman, 2010). The underlying view of intersubjectivity regarding interaction, as Seedhouse (2004, p. 5) puts it, is that: "People must make normative use of a number of principles in order to display their actions to each other and allow others to make sense of them". In other words, a turn produced by a speaker shows how the speaker has understood the prior turn and the next action s/he does is both in response to the prior turn and it also projects next actions to be understood and processed by the other speaker(s). This means that interlocutors make sense of the talk at a specific moment by making reference to the previous turns and by assuming that turns at talk are connected to the turn(s) which precede them (Goffman, 1967).

Heritage (1984, p. 256) calls adjacency pairs "the building blocks of intersubjectivity". Interaction between/among interlocutors move through adjacency pairs and they make sense of each other's actions through the responses of the others to the previous turns. In fact, in this study the adjacency pair of CLA is observed to be so much of importance that I decided to have a separate section for CLA adjacency pair, which is 4.2, in order to study the adjacency pair of CLA at a micro level. Considering the experience I have had while doing the analysis, I can claim that this part has done the most important contribution to my overall argument in this thesis as I have been able to keep track of how teachers and students construct mutual understanding through the CLA adjacency pair: teachers' CLA-initiation turns and student's CLA turns.

Intersubjectivity is a useful concept in CA methodology in that it allows researchers to trace the progress of mutual understanding between interlocutors and to analyse how interlocutors interpret each other's actions and move forward in their interaction. This means that interlocutors orient to it in a moment-by-moment fashion throughout the development of

mutual understanding and the discussion on how it is achieved is reserved for the next subsection. In the following paragraphs, the term epistemic gaps (Heritage and Clayman, 2010) will be introduced and how it is related to the action of CLA will be discussed.

The concept of epistemic domains in interaction was first introduced by Labov and Fanshel (1977) (as cited by Heritage, 2012) and they mentioned the information imbalance between speakers. Kamio (1997) further suggested that each interlocutor in interaction has their own territories of information and some specific knowledge or information could be shared by both of them or it can exist in the territory of only one of them. This would cause an imbalance in interaction in terms of intersubjectivity. Heritage (2012, p. 32) argues that when there is an imbalance in interaction, there is an unknowing “K-“ less knowledgeable interlocutor and a more knowledgeable “K+” interlocutor.

The idea that shared information is a key element in interaction has been mentioned in the literature (e.g. Sperger and Wilson, 1986; Levinson, 2012). Levinson (2012) argues that interaction between interlocutors moves on a common ground which is revised throughout the interaction. Therefore, one of the aims of interaction for interlocutors is to achieve intersubjectivity and to have a common ground by which they can make sense of each other’s turns. In this sense, when one interlocutor does not know something that the other knows, this means that there is an epistemic gap and OIRs may be used to deal with the gap (Heritage, 2012). Consequently, when there is an imbalance of information, there is an epistemic gap and this imbalance motivates initiating a repair (It can also give way to information seeking questions, but for the focus of this study only repair-initiations is mentioned) which will be closed when the imbalance is equalized. The epistemic shift Heritage and Clayman (2010) offer can be represented as follows (taken from Heritage and Clayman, (2010, p. 25)):

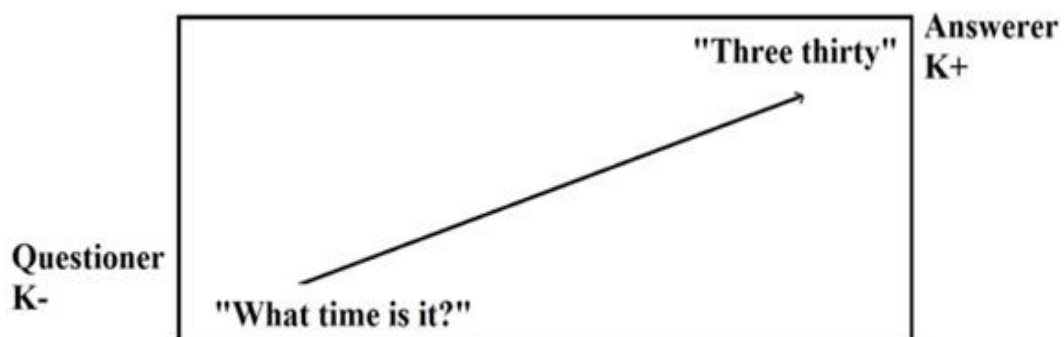


Figure 3: Epistemic shift

So, the K- speakers initiate repair to get the missing information from K+ interlocutors. The act of moving from K- to K+, the epistemic shift, is also evident from the use of change of state markers such as oh following the achievement of intersubjectivity (Heritage, 1984). Heritage suggests that oh is a receipt in interaction that shows the acknowledgement of new information that was lacking before the response of the K+ interlocutor.

Gardner (2007) also suggests that interaction moves in steps and interlocutors move to a K+ position through the accumulation of new information. The significant point with Gardner's suggestion is that epistemic shift and epistemic progression do not move unilaterally or only in one step. Rather, the epistemic gap is achieved through the accumulation of information by the use of several turns, resources and strategies. Balaman's (2005) study supports Gardner's study via the study of confirmation checks. Balaman's study has shown that confirmation checks are a step in the progression of intersubjectivity in his context which is online task-based collaboration of English as a foreign language learners. The use of confirmation checks is followed by enhancement of the current epistemic level and it has been argued that K+ confirmation checks are used as a step to obtain more information.

Another study that focuses on epistemic gaps in L2 classrooms is Sert and Walsh (2013). The focus of their study is claims of insufficient knowledge in interaction. Claims of insufficient knowledge, as they described, are interactional phenomenon that are observed when an interlocutor (in their context additional language learners) shows that s/he does not know the answer. Their analysis shows that epistemic gaps in interaction can be traced by conversation-analytic tools sequence organization and adjacency pairs. Also, it has been shown that claims of insufficient knowledge are an indicator by the which the other interlocutor interprets the current intersubjectivity level and does some additional work to manage interaction. Jakonen and Morton (2015) also studied epistemics in L2 interaction. They studied epistemic search sequences student group members use to neutralize an epistemic gap. Their findings show that students use a number of types of repair initiators and resources to achieve intersubjectivity collaboratively.

To sum up the argument, epistemic gaps frequently occur in interaction and interactants quite often initiate repair to equalize the epistemic gaps. They enhance the level of the shared information in their epistemic domain which is one of the main aims of interaction as mentioned in initial paragraphs of this sub-section. In this way, they have the ability to make sense of preceding and following turns in interaction and also, they themselves can produce relevant turns.

2.3.2 Achieving intersubjectivity and interactional competence/classroom interactional competence

In this sub-section, repair as a mechanism to achieve intersubjectivity will be discussed and then, some relevant literature on how to accomplish intersubjectivity and what kind of resources are used when there is a problem will be discussed in relation to interactional competence (IC)/classroom interactional competence when relevant.

Repair is an interactional apparatus that speakers use to address and handle problems in speaking, hearing and understanding which, in turn, restores intersubjectivity by eliminating epistemic gaps (Kasper and Wagner, 2011). In the same vein, Schegloff et al. (1977) also argue that repair sequences allow the speakers in a conversation to handle a breakdown or a trouble by revision or adjustment and they suggest that the repair mechanism is essential for successful exchange of information in conversation. Repair is organised in such a way as to "deal with various kinds of trouble in the interaction's progress, such as problems of (mis)hearing or understanding" (Ten Have, 1999, p. 116). Consequently, it can be suggested here that repair sequences restore shared understanding by equalizing the known information and consequently, this makes the repair mechanism a significant tool in achieving intersubjectivity.

There are some studies in the literature which focus on the sequential organization of repair in casual talk. For instance, Schegloff (2007) offers some phases for repairs: the sequence begins when a speaker's utterance has a potential problem for the conversation. Then, the listener recognizes the problem and asks the speaker to repair it. After that, the speaker adjusts and resolves the repair. In addition to Schegloff's (2007) suggestion, Langford (1981) suggests that other-initiated self-repairs are sometimes followed by the acknowledgement of the repair by the recipient.

As for the discussion about what repairables are or what the troubles are in interaction, the repair-initiation by speakers are not restricted to interactional errors. All the potential trouble sources in conversation such as background noise or hearing problems are also repairs (Schegloff, 2007). Repairs are also initiated if information is insufficient or not clear enough to continue the conversation. In L2 classrooms teachers also other-initiate repair when they feel that the information is not correct, there is lack of enough or specific information or when they deem a student's turn problematic because of institutional and pedagogic goal

(Seedhouse, 2004). In this respect, Schegloff et al.'s (1977) focus on repairs as problems or trouble sources is not a complete answer for the repair mechanism especially in L2 classroom settings.

Similar to Schegloff (2007), Svennevig (2008) suggests that OIRs as a repair mechanism are the sequences which stem from a disruption in conversation and they mainly occur in three problem contexts. These are hearing problems, understanding problems and acceptability problems. Svennevig considers these three problem areas as the initiators of repair in conversation. Although Svennevig has a deductive approach and analyses his data through categorization and quantification, his suggestion of these three problem areas are very useful for CA studies as they focus on actions rather than individual problem areas such as pronunciation problems, unknown vocabulary items or misunderstandings.

Having discussed what trouble sources can initiate CLA and having mentioned that the CLA sequence fit in OIRs, now how interlocutors initiate OIRs to achieve intersubjectivity will be reviewed and discussed in A. After that, what kind of resources are used when intersubjectivity cannot be achieved via the first initiation of repair will be presented in B below.

A. Types of other-initiation of repair

Pekarek Doehler (2010) argues that interactional competence (IC) in L2 classrooms require students and teachers to be adaptive and sensitive to the locally emergent needs in interaction. This means that IC is a competence in action which is made evident through the resources an interlocutor uses to adapt to the moment by moment construction of intersubjectivity. Therefore, IC can be defined as interlocutors' use of linguistic and interactional resources in accordance with the contexts in which they are used (Young, 2008). There is quite a lot of discussion in the literature on the nature of IC (Pekarek Doehler, 2010; Young, 2008; Markee, 2008a), but space precludes a full discussion of them here and as a result I will mention Markee (2008a) which is the one I follow in this study. The reason is Markee focuses on L2 interaction and he has operationalized the concept of IC successfully via the three components he has suggested. These components are: the formal system, the semiotic system and gaze and paralinguistic features. The formal system includes pronunciation, vocabulary and grammar while semiotics system includes turn-taking, sequence organization and repair mechanism. I will also refer to CIC of Walsh (2011). As he defines it, CIC is the

idea that some features of classroom interaction make learning and teaching of a language more effective. These features include maximizing interactional space for learning, using elicitation effectively, sharing learner contributions through modelling, seeking CLA and correction. As seen in these features, CLA is one of the features of CIC; however, what is meant by CLA is a little bit different than what it means in discourse-analytic approaches as in Walsh (2011). This is discussed in the first section in this chapter.

Consequently, it can be argued from the discussion above that IC is constructing interaction in a moment by moment fashion with reference to local needs and, in this sense, CLA is one of the interactional moves interlocutors utilize to achieve intersubjectivity. By asking for repair through CLA-initiation, teachers aim at clarifying the problems that they have in students' turns. As will be discussed in the Analysis chapter, teachers use different type of initiations and they use different resources to manage CLA which is a strong indicator of IC. Accordingly, in the following paragraphs the types of initiations used to initiate and manage repairs will be discussed in relation to the ones observed in the data of this thesis.

In the literature, one interactional resource which is found to be used by interlocutors to initiate repair and achieve intersubjectivity is next turn repair initiators. One of the most significant studies on next turn repair initiators is Sacks et al. (1974) and Schegloff et al. (1977) who studied these initiators in detail. Schegloff et al. (ibid, p. 367-368) suggest that interlocutors use some types of turn-constructional devices to initiate repair. These types are basically open class repair initiators (OCRIs), type-specific questions, partial repetitions (maybe followed by a question word) and the final one is checking candidate understanding or hearing through "you mean" structures. Other studies (Drew, 1997; Schegloff, 1997; Koshik, 2005; Sidnell, 2010) also confirm these types of repair initiators. In the following paragraphs these types will be discussed.

The first type is OCRIs (Drew, 1997). OCRIs are an OIR type which consists of forms such as "huh?", "what?", "sorry?", and "pardon?" and they are described as the weakest form of repair-initiation by Schegloff et al. (1977) in that they do not identify neither the location of the trouble (which part in the TS?) nor the source (is it a hearing, understanding or acceptability problem?). In this sense, OCRIs make it clear to the producer of the TS that there is a problem, but it does not locate a specific trouble in the previous turn. Schegloff et al. (1977) and Drew (1997) found that OCRIs are used to deal with both problems in hearing and understanding.

Another type is the type-specific questions (Schegloff, 2007, p. 78). Unlike OCRIs, type-specific questions specify what should be provided in the SPP. For instance, the questions that begin with “where” require the repair to provide information about place or the questions that begin with “what” require a turn which repairs the trouble by clarifying the thing that is problematic. Therefore, the questions starting with these question words specify the type of information that is needed. Schegloff (2007) considers yes-no questions as type-specific questions, too in that they also specify the type of response to be produced and indeed, they are much more constraining compared to the questions starting with wh- words. Yes-no questions behave like type-specific questions with wh- question words considering their strength as a repair initiator and considering the type conforming responses produced in response to them. When a response to a type-specific repair initiator delivers the type of the answer which the repair-initiator made relevant, it is a “type-conforming” response; however, if the response does not fit to the type made relevant by the repair initiator, it is a “non-conforming” response (Raymond, 2003, p. 946).

To sum up, type-specific questions are another type of repair initiator frequently observed in interaction. As we have seen up until now, there are OCRIs and type-specific as repair initiators. So, from a conversation-analytic view, the first question to ask is why this difference exists. As discussed in Schegloff et al. (1977), Schegloff (1997) and Schegloff (2007) type-specific questions are stronger forms considering their ability to locate problems. As their name suggests, they specify the trouble and from the perspective of the producer of the trouble, it is easier to detect and repair troubles. One final point is that similar to OCRIs, type-specific questions are also used to repair both hearing and understanding questions as well as acceptability problems.

Another resource used to other-initiate repair is the partial repeat of a TS or the partial repeat of a TS followed by questions. Partial repeats followed by question words are an even stronger form of repair initiator compared to the two forms mentioned above. (Schegloff et al., 1977). The reason for this is that a part of the TS is repeated until the trouble and the problematic part is repeated. Therefore, this type of repair initiator much more strongly locates the trouble. As a result, the repair turn is usually very short as it provides very specific information. This type is also used for both locating hearing and understanding problems just like the previous two types.

The last type of OIRs mentioned in Schegloff et al. (1977) is checking candidate hearing or understanding. In interaction, sometimes the problem an interlocutor faces is that the

utterance of another interlocutor is generally heard and understood, but s/he needs to confirm the hearing or understanding as a result of a possibility of an epistemic gap in intersubjectivity. If the other interlocutor confirms that the candidate is correct, a confirmation follows. However, if a misheard or misunderstood candidate is rejected, the interlocutor moves on to produce a repair of his/her previous turn (Sidnell, 2010). Therefore, it can be suggested that checking candidate understanding or hearing acts as a step for checking the intersubjectivity level: if the candidate is confirmed, it means that the interlocutors share the same epistemic domains while a rejection of the candidate makes it clear that there is a problem.

One final issue to be mentioned here is Koshik's (2005) argument that alternative questions are another resource for other-initiating repair when there is a problem in intersubjectivity. Koshik suggests that this type is not mentioned in the previous studies such as Schegloff et al. (1977) as this phenomenon is rare. Alternative questions are the questions which provide alternate hearings or understandings of the previous turn to clarify a part of that turn. Alternative questions make choosing one of the two alternatives presented in the question relevant unlike yes/no questions or checking candidate understanding, which invite a yes or no answer. Therefore, the action achieved is different.

B. Resources used to deal with unsuccessful repair attempts

One more issue to be considered about achieving mutual understanding is the instances where the trouble in interaction cannot be solved by the first initiation or where the repair offered does not fully achieve intersubjectivity. In relation with the focus and findings of this study, three resources teachers use to deal with problems in CLA will be reviewed. It should be noted here that although the focus is on only the perspective of teachers as other-initiators of CLA, the turns of students are definitely taken into consideration to make sense of the sequence as will be demonstrated in the Analysis chapter.

The first resource which is used to deal with repair problems is using stronger forms. Schegloff et al. (1977) suggest that multiple repair-initiation turns to deal with a problem is not at random and there are some predictable patterns. As I have discussed above, there is an order in next turn repair initiators in terms of their strength. For example, OCRIs are really weak forms while partial repetitions followed by question words are much stronger. So, when the initial repair-initiation fails, the next repair-initiation tends to be a stronger type. In this

way, the interlocutor, who initiates the repair, makes the repair-initiation stronger which means that the TS is located much more precisely. This is in turn expected to help the producer of the TS to find out the problematic part more easily. Consequently, when the repair is made, this not only achieves intersubjectivity by equalizing the shared understanding of the interlocutors, but also this helps maintain contiguity in interaction. As a result, it is suggested that using stronger forms is a resource used to deal with problems much more efficiently and in this sense, it can be regarded as a part of IC.

Another relevant resource interlocutors use as a part of their IC is rephrasing. Rephrasing is defined as changing some components of a learner's incomplete or incorrect utterance while keeping its main meaning. (Richards and Schmidt, 2010). In his study Nakamura (2004) suggests that rephrasing is used as a resource to solve problems in doing a repair. When mutual understanding cannot be achieved after an initial repair-initiation, interlocutors use rephrasing as a resource to make the trouble source more salient for the other interlocutor. He also adds that rephrasing is used especially after a long student silence which indicates a failure in doing the repair.

Finally, checking candidate understanding or hearing is used as a part of a multiple repair-initiation in addition to its role as a next turn repair initiator as explained above (Kurhila, 2006; Sidnell, 2010). Its role here is also the same, but the only difference is that it is used to deal with problems in doing repair in addition to its role in initiating a repair. It is used to check the hearing or understanding of a repair done by a speaker in response to a repair-initiation in this role. In other words, when candidates are used to other-initiate repair, they check the understanding of a base TS. On the other hand, when it is used as a resource to manage a problem in doing the repair, it is used to check the TS in the repair expansion sequence this time.

To sum up this section, every first action in interaction is a template which both creates a normative expectation for a next action and also a template for interpreting it (Seedhouse and Walsh, 2010). Intersubjectivity in interaction is renewed by each turn produced by interlocutors which is also the very case in the achievement of intersubjectivity through CLA. In this sense, firstly, this section has reviewed some issues regarding trouble sources in interaction. Then, some types of OIRs which are used to other-initiate repair are discussed. Finally, three resources that are used to deal with problems in doing the repair are presented and discussed. It has been concluded in this section that interactants constantly display their mutual understanding and they initiate repair when there is a TS that causes an epistemic gap

in their mutual understanding and that when problems are not solved and intersubjectivity is not achieved through the initial repair-initiation, they use some further resources to manage interaction and achieve intersubjectivity.

2.4 Conclusion

This chapter has introduced the terminology and concepts that will be used throughout the Analysis and Discussion chapters and studies that have relevant focuses or findings to this study have been discussed. Firstly, studies that are relevant (CRs and OIRs) to the action of CLA, as defined in this study, are reviewed to justify the research gap and to discuss the contribution of this study to the literature. After that, the organization of the repair mechanism is introduced. A variable approach to teacher questions is presented and further issues such as silence and non-verbal phenomena in repair are discussed. Finally, the organization of intersubjectivity, and its initiation and management to achieve mutual understanding is discussed in connection with the findings in the literature regarding the resources used to other-initiate and manage troubles.

3. METHODOLOGY

3.0 Introduction

In this chapter the issues about the purpose and research questions, data collection procedures, the research methodology and its justification, data analysis, validity and reliability, and ethics will be presented and discussed in relation to the other parts of this thesis. The justifications for the decisions made throughout the study will be provided and how this part links to the Literature Review, Analysis and Discussion chapters will be explained.

The organization of this chapter is as follows: In 3.1 the purpose and the research questions will be explained emphasizing the significance and the contribution of this thesis. 3.2 will provide the essential information about the research context. Then, in 3.3 the information about the participants will be given and in 3.4 the NUCASE data base will be introduced and the data collection procedures will be explained. After that, in 3.5, ethical considerations will be mentioned which will be followed by the research methodology in 3.6. In this section, the research methodology, CA, will be introduced and why this methodology is appropriate for this study will be justified. In 3.7 the data analysis process, transcription conventions, the path followed for preparing a collection and how actually the data is analysed will be clarified. Finally, in 3.8 the issues around validity and reliability will be addressed and the decisions made throughout the research process will be justified.

3.1 The Purpose of the Study and the Research Questions

A. The purpose

The aim of this study is to investigate the action of clarification (CLA) as teachers' other-initiation of repair in L2 classroom settings from the perspective of sequential analysis and repair mechanism. The originality of this study is based on the research gap in the current literature and the methodology of this study itself. The lack of repair studies on CLA in L2 classrooms and using CA as a methodology to analyse CLA in L2 classroom contexts make this study unique.

As explained and discussed in detail in the Literature Review chapter in the review of previous studies, it is concluded that CLA as an action was not studied as an integral part of the adjacent sequences, but it was either analysed through a quantitative methodology by only

counting the occurrences or in the few L2 classroom studies it was studied in an isolated way without focusing on the sequential organization and how the action unfolds itself. Finally, in a few CA studies, it is mentioned in OIR studies, but the action is not studied as an individual phenomenon itself. In this sense, this study will be the first one to address CLA in L2 classrooms by considering its sequential organization and management.

B. The research questions

1. What is the sequential organization of teachers' other-initiation of clarification in the L2 classrooms?
 - a) What is the basic sequential organization of the CLA sequence: what comes before and after?
 - b) What are the possible realizations of the CLA sequence?
2. What are the types of initiations teachers use to other-initiate the CLA sequence?
 - a) What are the different resources that teachers use to other-initiate the CLA sequence?
 - b) To what extent are these types similar to each other in form?
 - c) What are the different functions they are used for?
 - d) What are the non-verbal resources observed in the CLA sequence?
3. How is CLA managed when there are CLA failures?
 - a) How are the failures in CLA managed?
 - b) What kind of resources and strategies are used to deal with CLA failures?

The first research question will describe the sequential organization of CLA. It will explain what comes before and after the action and what phases it has. In the second research question the different types of resources used by teachers to other-initiate CLA, and their forms and functions will be analysed. How they occur in the data and the possible purposes they serve for will be examined. The final research question specifically focuses on how teachers and students manage the action. Special attention will be paid to the interactional resources teachers use in order to achieve the action.

To sum up, in this section the purpose and methodological gap in the literature is explained and the contribution of the study is presented. The research questions of the study are also

presented and how they will be answered is explained. The next section will introduce the research context.

3.2 The Research Context

The data is collected from L2 classrooms in a higher education context. As the focus is on improving academic English, usually lessons are initiated and led by the teacher and then there are tasks and discussion sessions to be completed by students in small groups. At the end of the discussions or the tasks, it is quite typical for teachers to have a whole class discussion and evaluation and this is observed in all of the lessons in this data except for the lesson NC 132 where students do a short presentation and a discussion follows.

The main aim of the INTO department in Newcastle university, where the data of this study is collected, is to help students improve their language abilities to proceed “into” Newcastle University to their undergraduate or graduate degree by offering international foundation, international diploma, graduate diploma, English for university study and pre-sessional English. (For more details on these programs, see: *INTO Courses at Newcastle University*, 2015)

As for the context and the type of the programs where the data of this study is taken from, there are 3 audio-only and 3 audio and video-recorded lessons. The audio-only lessons are recorded in June, 2011. These 3 lessons are from the same group of students with the same teacher. These classes are from English for University Study program. As for the latter 3 lessons, they were video-recorded in February, 2015. Two of them are from the international foundation program and 1 of them is from English for university study program.

This sub-section has introduced the research context. The next sub-section will provide information about the NUCASE database and the participants.

3.3 The NUCASE Database and the Participants

3.3.1 The NUCASE database

NUCASE is a one-million-word spoken academic English corpus. It was recorded in three different faculties of Newcastle University and the INTO language centre of the university. The three faculties are Humanities and Social Sciences, Medical Science and Science,

Agriculture and Engineering faculties. The recordings in these faculties are basically small group teaching sessions. Each of them makes up 25 % of the corpus as seen in the table below. The data in these sub-corpora is based on audio and/or video recordings of spoken interaction recorded in seminars, tutorials, PhD supervisions and staff-student meetings. As the focus is small group interaction in these sub-corpora, lectures have not been included.

The last sub-corpus is the INTO database from L2 classrooms which makes up the last 25 % of the corpus. INTO is the English language centre of the university. The recordings in INTO are from pre and in-sessional ESL classes. The recordings are collected from B1, B2, C1 and C2 levels. There is also the newly-collected INTO-NEW DATA which was collected by the researcher of this study as the INTO sub-corpus mainly consisted of audio-only data.

Approximately 16 hours of data from 9 classes was collected in 4 weeks in order to enrich the existing corpus. Each of these classes is recorded by two video recorders and two audio recorders to create a multimodal corpus.

FACULTY ¹					Total words
SAGE	200,000 words formal talk		50,000 words informal talk		250,000
HASS	200,000 words formal talk		50,000 words informal talk		250,000
MED	200,000 words formal talk		50,000 words informal talk		250,000
INTO	B1 (75k)	B2 (125k)	C1 (25k)	C2 (25k)	250,000
INTO – NEW DATA	B1 (5 hours)	B2 (11 hours)			16 hours
Total number of words: around 1,000,000					

Table 1: NUCASE: Newcastle University Corpus of Academic Spoken English

3.3.2 *The participants*

In CA studies, the data and participants are chosen from natural contexts. This is called the specimen approach which is methodologically in contrast to the factist perspective. The underlying assumption of the factist perspective is that a representative sample must be

1. SAGE: Science, Agriculture and Engineering; HASS: Humanities and Social Sciences; MED: Medical Science; INTO: English language support unit.

chosen to represent the whole population (Alasuutari, 1995). However, in the specimen perspective, participants or contexts are studied as a reality in their natural context. In this sense, the specimen approach is a representation of the reality which is more appropriate for the purposes of this study as the aim of this study is to understand the action of CLA as it occurs in real L2 classrooms. NUCASE data is suitable for this aim as it includes data from natural classroom contexts. As a result, L2 classrooms in NUCASE are chosen to study how the participants in these classes initiate and manage CLA.

However, still it is essential to make some choices to decrease possible variables stemming from the participants which may affect the results of the study (Cook, 2003). The analysis of a study will be at risk if, for instance, the participants of a study are from different proficiency levels unless it is the very purpose of the study (Seedhouse, 2004). The reason is that there may be significant differences in interactional organization. In this sense, for the data of this study, the classrooms made up of students whose level are Common European Framework of Reference (CEFR) B1 or B2 are chosen and this is still in accordance with the specimen and naturalist approach as participants in a natural context are chosen. CEFR B1 and B2 correspond approximately to the IELTS band range 6.

As for the students in these classes, they are studying in either Foundation or English for University Study programs as mentioned in the previous section. The classrooms are made up of 10-12 students. The students are overwhelmingly from either China or the Middle East. This suggests that culture may play a role in classroom interaction. The position of CA for the possible effect of culture is that it does not ignore culture as a variable. However, unless there are details in the data which suggest that it has some effect, CA basically assumes that culture does not have an effect on the organization of interaction in that specific context (Ten have, 2007; Seedhouse, 1998).

As for the gender of the participants, there is not a big gap and the classes are made up of a similar number of female and male students. As for the teachers, they are all native speakers of English and three of them are males while only one of them is a female. If the evidence and the details in the data show that the gender of teachers has some effect on the organization of interaction, this will be addressed in the Discussion chapter.

To sum up, this section has given information about the participants and the NUCASE database. Some possible issues about the participants which may have some effect on the data

analysis are also mentioned. In the next section, the data collection procedures will be explained.

3.4 Data Collection

In the previous section the NUCASE database and the participants have been introduced. In this section the data collection procedures will be explained.

The aim of this thesis is to study how CLA is achieved in interaction. Consequently, the nature of this study requires a qualitative and in-depth analysis of the L2 classroom data and the instances of CLA. Therefore, the best way of collecting data for this study is to record some L2 classrooms.

As mentioned in the previous section, in this study L2 classroom recordings from INTO part of the NUCASE database will be used as the data. The INTO sub-corpus used to have around 25 hours of data which was only recorded by an audio recorder and this data was overwhelmingly from writing classes. Although the recording quality of this data was very good and clear, there were no video recordings. Consequently, as will be discussed in the validity and reliability section, the researcher collected more data both to have a multimodal data and also to have lessons from language skills other than writing. So, the researcher collected another 9 lessons to enrich the INTO sub-corpora and the name of this sub-corpora is INTO NEW DATA. The data is collected from 9 different classes with 9 different teachers. 6 of these classes are from writing lessons, 2 of them are from listening classes and 1 of them is from a speaking and reading lesson. The newly-collected data is recorded by two video recorders and two audio recorders when possible.

The recordings took place in February in 2015 in INTO department of Newcastle University. As for the amount of data needed for a sound CA study, Seedhouse (2004) states that 5 to 10 hours of classroom data is considered to be adequate for L2 classroom studies and he claims that this data is enough for making generalizations and drawing conclusions about a specific context. Therefore, approximately 4.5 hours of data from NUCASE INTO corpus and 5.5 hours of data from the NUCASE INTO NEW DATA are taken which is around 10 hours in total.

In order to balance the distribution of different L2 classroom sub-contexts, 4 lessons from writing classes and 2 lessons from listening and speaking classes are chosen to create the

main data of this study. The reason for this choice is that in order to understand the organization of the action of CLA, it is essential to have data from different L2 classroom contexts to see how it is affected by these contexts and thus by the pedagogic focus (Seedhouse, 2004). The following table illustrates the data of this study:

Corpus	Lesson	Duration	Extracts	Lesson Type	Audio Recording	Video Recording
NUCASE-INTO	NC 126	1:34	17	Writing	Yes	No
NUCASE-INTO	NC 127	1:36	18	Writing	Yes	No
NUCASE-INTO	NC 132	1:05	6	Writing and presentation	Yes	No
NUCASE-INTO NEW DATA	NC Thu 12	1:35	10	Listening	Yes=2	1 Video
NUCASE-INTO NEW DATA	NC Tue 10	1:37	15	Reading and <u>writing</u> + 40 min. discussion	Yes=2	1 video + an incomplete video
NUCASE-INTO NEW DATA	NC Mon 23	1:53	6	<u>Listening</u> + speaking and reading	Yes=2	2 videos
	Total	9:20	72		All lessons	3 lessons video recorded

Table 2: The data of the study

3.5 Ethical Considerations

As this study is undertaken on the data taken from the NUCASE database, permissions from the university, teachers and participants had already been obtained. Consequently, the data collection is on a voluntary basis and both teachers and students agreed with the data collection and signed the documents. All the participants were told that the data would only be used for this study and their identity would be kept confidential. In order to ensure

confidentiality, the names of teachers and students were referred to as T for teachers and S1, S2 and so on for students. Several of the students' and teachers' names are mentioned in the lessons. Therefore, pseudo names are used for the real names.

This section has explained the issues about ethics and how ethical considerations and the issue of anonymity have been addressed. In the following section, the information on the research methodology will be provided.

3.6 Research Methodology

In this section CA, as a research methodology, will be presented and why it is an appropriate methodology for this study will be justified. In the next section the foundations and basic precepts of CA will be explained. Then, the types of interactional organization in CA will be explained. Finally, the rationale for choosing CA as the methodology of this study will be given and it will sometimes be compared and contrasted with some other methodologies that are used to study L2 classroom data.

3.6.1 The development, aims and the basic precepts of CA

CA is one of the several approaches that study spoken language (Gardner, 2004). CA emerged from sociological studies and it is founded upon the ethnomethodology of Goffman and Garfinkel, who studied members of a society and their practices to understand how they interact as social beings (Have, 2007). In his studies, Garfinkel tried to figure out how ordinary people achieve their interactional goals in everyday life. Similarly, Goffman is the pioneer researcher in studying human interaction in close detail (Gardner, 2004). These two researchers paved the way for Harvey Sacks and Emanuel A. Schegloff in the early 1960s. Thanks to their studies, CA turned into a distinct discipline over time and it evolved into a naturalistic approach whose primary aim is to observe, describe, analyse and understand talk as a basic component of human social behaviour (Sidnell, 2010).

CA is different than other approaches such as Chomskyan approaches in that it puts a specific emphasis on interaction (Atkinson and Heritage, 1984). CA mainly focuses on interaction rather than the language itself. There is a significant focus on interaction in CA; because, as Schegloff (1986, p. 112) puts it, talk is primarily "the primordial site of sociality". Interaction and talk are utilized at every stage of the life of human beings, and they are vital tools in

human activities from daily conversation to much more important and formal encounters. Thus, it can be concluded that interaction is the activity by which human beings share their social experiences and fulfil their socially-oriented requirements.

In 1960, originally three basic underlying principles were borrowed from ethnomethodology. These principles are accountability, indexicality and reflexivity (see Gardner, 2004, p. 266 for more details). In accordance with these basic principles of ethnomethodology, CA has basically three main aims. These are applying the principles of ethnomethodology to naturally occurring talk, unearthing the organization and order of social actions in interaction and understanding how participants in interaction create and orient to a shared understanding (Ten Have, 2007).

The first aim of CA is to apply the principles of ethnomethodology to naturally occurring talk. This enables researchers to understand social actions better as these principles account for conventions that take place in natural settings. The focus of CA is the naturally occurring language in comparison to discourse-analytic approaches which study the idealized competence of speakers or the competence of participants in experimental contexts (Atkinson and Heritage, 1984). Namely, CA is directed towards a more naturalistic account of language use and it allows researchers to understand what happens in natural talk.

The second aim of CA is to uncover the organization and order of social actions in interaction. CA methodology suggests that there is order and patterns in interaction at every level. This order is created and at the same time oriented to by the participants (Seedhouse, 2004). It is another aim of CA to understand the emic logic underlying the organization of interaction by looking at the very actions of the participants themselves. This is in contrast to the etic view which studies a set of data from an outsider's view. As emic view focuses on what is actually being done in interaction unlike the etic ones, it can be asserted here that the emic perspective will offer a better account of the data of this specific study as the very actions of participants are used as the evidence compared to discourse analytic approaches which depend on the interpretations and categorizations of the researcher. The last significant aim of CA is to understand how participants analyse and interpret each other's actions and turns. This refers to understanding the development of intersubjectivity in a social action by which participants develop a shared understanding of their interaction at all stages. This process is an omnipresent one and it is always managed and interpreted by participants.

As these are the main aims of CA, which is the methodology of this study, they are taken into consideration for the data analysis and they shed light on how the data of this study is analysed. The first aim of CA suggests that natural talk is the appropriate type of data if the aim is to study talk-in-interaction. So, in this study the data comes from genuine L2 classrooms. There is no outside intervention on variables and the classrooms are recorded naturally. Secondly, I have tried to uncover the actions that teachers and students do in classrooms and the action of CLA is observed via the emic perspective of CA. The initial observations showed that it is ordered and patterned as an action in natural interaction. Consequently, in accordance with CA's aim, this study aims at uncovering the order and organization in the action of CLA. Finally, it is one of the significant aims of this study to understand how teachers and students create and orient to the action of CLA.

3.6.2 Types of interactional organization in CA

The types of interactional organization that are unearthed thanks to the findings CA has provided are explained in this section to understand the structure of conversation as a form of social action. Understanding how social interaction is structured and the consequences of these structures are significant parts of the work of CA (Liddicoat, 2011). Consequently, in this section firstly, sequence organization and adjacency pairs will be introduced. Then, turn-taking procedures will be explained. Finally, the issues around the repair mechanism will be discussed.

Sequence organization is an essential part of CA and it is one of the key tools that conversation analysts use to make sense of interactional organization. Adjacency pairs are the building-blocks of sequence organization (Heritage, 1984). Every action is made up of an adjacency pair although it may have some other possible sequential organizations (Seedhouse, 2004). Adjacency pairs are made up of two parts, the FPP and the SPP (Schegloff, 2007). However, these pairs may be preceded, interrupted or followed by other sequences. Adjacency pairs do not only help in understanding an action in interaction, but also they provide a template for interpretation for subsequent actions. In other words, the SPP is not only a response to the FPP, but also it shows how the FPP has been interpreted. In this sense, adjacency pairs are really important tools for CA analysis and they offer researchers an emic perspective to understand what is happening in interaction. (More information on sequence organization and adjacency pairs can be found in section 2.2). Considering these

issues, I put special emphasis on adjacency pairs to understand how the action of CLA works in my study. As a result, I have devoted a separate section, section 4.2, on the CLA adjacency pair.

Turn-taking practices are also important tools in CA. Turn-taking is the interactional organization in which there are rules for interlocutors to participate in talk (Space precludes a full account here, please see Liddicoat (2011) for more details). Two of these rules are related to who can allocate a turn and who can take the turn. In this study it is found that there are certain rules on whom teachers give the turn to and who can self-nominate to do CLA when the original speaker cannot do it. These findings will be discussed in the Analysis and Discussion chapters.

In CA, the organization of how people deal with problems stemming from hearing, understanding and acceptability problems is a locus of interest. This is the study of the repair mechanism. CLA adjacency pair is also a repair move. Repairs do not only consist of linguistic error correction, but they also cover confirmation checks, repetition requests, clarification requests and even offering possible hearing or understanding. A detailed discussion of the organization of repair is provided in the Literature Review chapter in section 2.2.

The previous two sub-sections have summarized the aims and basic principles of CA and how adjacency pairs, turn-taking and the repair mechanism are related to this study is explained. The next sub-section will provide the rationale for the research methodology.

3.6.3 Rationale for the research methodology

In this section the rationale and justification of the research methodology adopted in this study will be explained.

Firstly, CA claims that studying actions rather than functions or categories offers a better and fuller account of the data compared to Discourse Analysis if the focus is to study talk-in-interaction (Schegloff, 2007). The reason is that multiple actions can be performed within a single utterance and it is very common for some turns to do more than one action. In this sense, CA is concerned about how actions are achieved in comparison to Discourse Analysis studies which tend to study individual functions. As it has been observed in the data analysis of this study, studying individual acts of CLA has proven to be problematic, which will be

explained in more detail in the Discussion chapter. CA analysis has proven to be much better in this study as it accounts for the actions that people achieve rather than getting lost while trying to understand what a sequence tries to do individually (as seen in Table 3 below). Therefore, assuming that interaction is patterned and that it cannot be reduced to individual functions allows researchers to understand the action that is being achieved rather than focusing on individual functions which do not provide the whole picture when studied individually. In this sense, especially the repair mechanism offers a distinctive look at the action of CLA (as will be demonstrated in the Analysis and Discussion chapters) as it focuses on achieving intersubjectivity. As I have experienced it, categorizing actions in talk-in-interaction is really difficult and it poses methodological difficulties. This difficulty is having a deductive approach in which you try to fit your data into already existing categories and there are many overlapping functions (Table 3). This is a severe problem for a study aiming at unearthing the interactional organization of an action as this restricts what a researcher can find out in his/her data. This is a strong advantage of CA considering the focus of this study compared to discourse analytic function analysis.

Initial functional analysis

- Asking for rephrasing
 - Asking for repetition
 - Asking for confirmation
 - Asking for partial repetition
 - Asking for explanation
 - Asking for a procedure
 - Asking for further explanation
 - Asking for explanation of a gr. Rule
 - Asking for a gr. rule to specify
 - Asking for a grammar rule -contrastive
 - Asking for more specific information
 - Asking for the meaning of an vocabulary item
 - Asking for repetition+ confirmation
 - Asking to clarify/confirm a procedure
 - Asking for more specific information+ suggestion
- Vs. other-initiated repairs**

Table 3: function-based categories vs. OIRs

Secondly, CA is based on details and it offers a closer look at data. How turns are managed, why speakers' language use is adjusted to the current communicative situation and the sequencing of events all mean something in conversation (Fetzer, 2004). In accordance with the ideas of Sacks et al. (1974), talk-in-interaction is ordered and it is essential to understand what each detail means in the data. The question of 'why this now' forms the backbone of CA. Consequently, according to CA, everything may potentially be relevant for

understanding the data and every utterance is expected to be making some contribution to the overall communication. DA approaches, on the other hand, are obsessed with generalization and categorization. For instance, for CLA, DA focuses on functions such as asking for repetition, asking for explanation and so on (Table 3) and these instances are put into categories. However, how they are actually achieved interactionally is ignored as demonstrated in section 4.3.3. Therefore, unlike DA which tends to be satisfied with statistical generalizations and categorizations of the data, CA offers a detailed, rich and qualitative analysis and it is a more appropriate approach for the research questions in this study.

As discussed in 3.6, another advantage of CA is that it is evidence based. In CA methodology what matters is to always look for evidence to support the claims made. In other words, CA is not based on a theory or assumption. Rather, the analysis is based on data and the data is analysed bottom-up to understand what actually happens. The advantage of this is that everything stems from the data rather than being based on pre-defined categories. Creating understanding and assumptions based on the findings from data has a tremendous advantage against trying to fit your findings into pre-defined categories (regarding the focus of this study, of course). In this sense, this property of CA will provide an advantage for increasing the understanding of the data. This advantage is highly related to the next paragraph which is about having no prior aim in CA.

The next justification for choosing CA as the methodology in this study is its methodological strength which stems from having an unmotivated approach to data. The reason is, having an open mind while doing a study has certain advantages. When a researcher has some prior decisions in his/her mind about his/her study, it is possible that the way s/he approaches the data will be affected. CA is usually criticized for this idea as having an unmotivated look at the data sounds contradictory for undertaking a study as even choosing a certain data has some motivation. For instance, I chose to collect data from L2 classrooms as I had the motivation to study L2 classroom interaction. However, as Seedhouse (2004) argues, the term unmotivated look is used for having an open mind for any finding or phenomenon rather than analysing the data with some hypothesis or pre-assumptions. In this vein, I started searching the data and I realized that teachers and students quite frequently undertake the action of CLA to clarify the problems in their utterances to ensure mutual understanding. Therefore, it may be argued here that researchers should let the data speak for itself (Lerner, 2004). This allows researchers to analyse the data more objectively and they can recognize unique

properties via this approach unless their aim is to study the data in accordance with some theories or pre-defined categories.

Finally, the focus of CA is naturally occurring talk in comparison to Chomskyan approaches that suggest studying the idealized competence of speakers (Atkinson and Heritage, 1984). Chomskyan approaches suggest that the performance of speakers is a bad image of their competence. The adjustments in language in accordance with different contexts are seen as deviations from the norm. Therefore, they suggest that the competence of speakers should be tested in a context-free way. However, assuming that the language used in real life circumstances is deviant is a problematic idea as it implies ignoring real life circumstances. The idea that language should be studied in context-free environments is a contradictory one as it is context that gives meaning to any conversation. My personal idea is that Chomsky set out to create a 'generative syntax' that can produce and imitate languages (Chomsky, 1965). However, as context causes a lot of variation, he assumed that context and daily talk is generally arbitrary and he set out to find general rules to explain language use ignoring contextual differences. However, CA and DA -especially thanks to the early CA studies- studies showed that there is order at every level in interaction. Therefore, CA assigns an important role to natural talk as language is seen as a social phenomenon that is affected by its context. Namely, CA is directed towards a more naturalistic account of language use and it aims at portraying data in real life circumstances. Indeed, Chomsky also, although partially, acknowledges the importance of other components (semantics and context) of language in addition to syntax in his later works (Newmeyer, 1986). Consequently, it can be argued that as the focus of this study is to understand how CLA is initiated and managed in L2 classrooms, using natural data from L2 classrooms is an appropriate choice as required by CA methodology.

As for the disadvantages of CA, the findings of CA may not be generalized to other contexts (e.g. from L2 classroom context to meeting talk) (Walsh *et al.*, 2011). The findings of a study in a certain context are valid only in that specific context and they cannot be used to make assumptions about other contexts. This is a problem for CA as most studies aim at not only obtaining findings, but also being able to extend those findings to other areas or contexts. However, CA findings are generalizable in that CA assumes that the basic underlying organization of talk and actions are similar. For instance, in this study the action of CLA may show some variation in different sub-contexts, but still the underlying organization, which is explained in the Analysis chapter, is expected to be similar in different contexts. Also, as

argued by Seedhouse (2004), the results of CA studies in L2 classrooms, as an institutional setting, can offer some insights into other similar institutional contexts.

Another disadvantage of CA is that it can handle little data in a given study. Owing to its nature, CA studies focus on very little data. The problem with being able to analyse little data is that it may diminish the reliability of studies. In other words, when only a little bit of data can be analysed in a study, there will be huge amounts of other data which may also be studied. However, as mentioned above, researchers such as Seedhouse (2004) and Markee (2008a) argue that CA offers fine-grained details from the data and it can offer findings which explain the patterns and norms in talk thanks to its capacity in studying the data in great detail. This is indeed the norm in CA studies. CA both aims at finding general patterns, but also it aims at finding variation at micro level in different contexts or speech exchange systems. This means that CA has the potential to have generalizable findings in that it can unearth the patterns in talk by focusing on a relatively small amount of data and the studies of researchers such as Seedhouse (2004) and Markee (2008a) show that CA has the ability to study enough data by which it unearths significant findings regarding interactional organization. Usually 5-10 hours of data is seen as adequate for L2 classroom studies in CA and this current study analysed around 10 hours of data (Seedhouse, 2004, p. 106). Also, the researcher did his best to increase reliability by including data from different sub-contexts, too.

Another limitation is that observer's paradox may affect the quality of the data collected (Labov, 1972). Observer's paradox means that the participants in data collection may behave differently from usual as they are aware of the observation. In order to counter this limitation in the data collection process, as will be mentioned in the validity and reliability section, I always tried to set the cameras and audio recorders before students came so that they were not obviously faced with the fact that they were being recorded. However, still it cannot be denied that recordings may have some effect on the participants.

To sum up this section, CA has many advantages as a methodology for analysing L2 classroom interaction and considering the focus of this study, it is clear that it is the most appropriate methodology for this study. The reason is it focuses on actions rather than individual functions thus offering a better and fuller account of the data. It also provides richer details about the data unlike top-down methodologies and it is evidence-based which means that it only studies what can be shown or proven in the data. It allows the researchers

to have an open mind for any findings in the data by rejecting pre-defined categories and assumptions unlike Discourse Analysis. The final significant advantage is that CA studies natural talk as the data and this, in turn, prevents researchers from studying artificial language use. There are also some disadvantages as discussed above. These problems are about the generalizability issue, the amount of data that CA can analyse and the observer's paradox. The researcher of the study took some measures to deal with these limitations. These measures are including as big an amount of L2 classroom data as possible, and also including different sub-contexts, to have a generalizable and adequate amount of data. Making the recording process as unobtrusive as possible is the precaution to decrease the effect of the observer's paradox. These issues will also be addressed in reliability and validity section in more detail.

3.7 Data Analysis

3.7.1 Transcription

Transcription is the process of creating the orthographic representation of the recordings. Transcription is a very significant part of CA analysis as it is the initial step in converting the data into a format by which micro analysis can be undertaken (Liddicoat, 2011). However, as mentioned in the previous sentences, transcriptions are only a representation of the real data and they can only partially represent the data as what is transcribed depends on the researcher. Consequently, the researcher did his best to include details as much as possible which is also in line with the CA premise that no detail can be dismissed.

Transcription is the methodological tool which is used to understand and analyse the recordings (Heritage, 1984). In this study the data is also transcribed to understand and analyse the data. Basically, the transcription conventions suggested in Liddicoat (2011) and Seedhouse (2004) are synthesized and a consistent transcription system is developed for this study (see Appendix A). It is really essential to have a consistent transcription system in a study as it not only assures a reliable representation of the data, but also it allows readers and other researchers to understand the extracts easily. Prosodic features such as stress and prolongation are encoded and in order to have a better account of the data, external information such as the lesson type, pedagogic focus and the task type are also added to the transcripts when necessary.

As for the organization of the transcripts of the study, each extract has a coding as follows:

Extract 2_1.4 (12:01-18:38) Irrelevant Sentences

In this coding system, the first number is the extract number in the data collection. Therefore, this is the second extract in the collection. The next number (here 1) is for showing that it is the 1st class in the data and the following number means that it is the 4th extract in that class. The numbers in parenthesis show when the extract starts and ends. Finally, there are a few words to explain the content of the extract which is Irrelevant Sentences in this case.

Having described the transcription system in CA and how it is used in this thesis, the issues around data analysis will be explained in the next section.

3.7.2 Data analysis procedures

In this sub-section the steps of data analysis in CA will be introduced firstly and how turn-taking, sequence organization and the repair mechanism are used to analyse data will be explained. After that, the process of the data analysis of this study and the decisions made throughout the analysis will be explained and justified.

Seedhouse (2004, p. 38-39) suggests the following steps for data analysis in CA to account for the organization of an action:

- Unmotivated look at the data
- An inductive search throughout the database to establish a collection of instances of the phenomenon
- Establishing regularities and patterns in relation to the occurrences of the phenomenon in order to show that these instances are produced and oriented to by the participants as normative organization of the action
- Finally, a more generalized account of how the phenomenon relates to interaction in the broader sense is produced

The data will be analysed in accordance with these steps and how actually they are applied will be observable in the Analysis chapter. As explained in 3.6.2 in detail, the data will be analysed through turn-taking procedures, sequence organization and repair mechanism in order to account for the action proposed in this thesis.

The other issue to be explained in the data analysis part is the data analysis process. Having chosen the data from INTO and INTO-NEW DATA, in the initial stage of the analysis, I watched the lessons several times to familiarize myself with the context. Then, I had an unmotivated look towards the data as suggested by the principles of CA. I started to look for the actions teachers and students do in the classroom. One very common and striking action was CLA. It was so common in the data that teachers and students quite frequently initiated CLA and they almost consistently oriented to it. The initial analysis of the first extracts suggested that there is a pattern in this action and it has an order in terms of sequence organization. Therefore, I started looking for the instances of CLA and when the initial analysis confirmed that this action is a normative organization in this context, I started to form a collection.

Having formed a satisfactory collection, I started the initial analysis. In accordance with the steps suggested by Seedhouse (2004), the initial analysis showed that there is a pattern in the action of CLA and this pattern is ordered. In other words, the organization of the action was an observable one as evidenced by the systematic production and by the orientation of the participants. So, I did an extensive literature review on CLA as detailed in the Literature Review chapter. In the literature, researchers such as Long (1983) and Walsh (2011) suggested that clarification requests, confirmation checks and comprehension checks are different actions and they serve to solve the problems in interaction. So, I decided that I would only focus on CRs and exclude confirmation checks and comprehension checks. However, as the data analysis proceeded, I recognized that it is really difficult to define what exactly a CR is. Furthermore, it was really difficult to distinguish it from confirmation checks and comprehension checks. This was the cornerstone in the data analysis and I recognized that even if it was really difficult to define and distinguish CRs, still the action of CLA in the data was very salient. So, I started to focus on the action in a sequence rather than the discrete categories suggested by Discourse Analysis researchers. The data analysis shows that unlike the claims of Discourse Analysis researchers, these types are used together to achieve the action of CLA.

Consequently, I decided that a conversation-analytic approach was better and I started looking for the instances throughout the data. But, there was a problem: There were more than 100 instances of the action only in 5 hours of data. This would be a problem for the data analysis as the instances would amount to 300 and it would be a really challenging task to analyse these instances with CA. As a result, after a discussion with my supervisors, I

decided to narrow down my research focus and the focus shifted to only teachers' other-initiation of CLA and students' other-initiation of CLA is excluded.

Then, a more detailed data analysis was undertaken in order to understand the sequence organization and the forms and functions of the action. What comes before and after the action was carefully analysed and issues around preference were also addressed. After that, the action was studied from the perspective of repair. The organization of repair was studied. Finally, the instances were studied in order to understand how this action is managed in case of student CLA failures. Other interactional resources such as nonverbal behaviour and silence were also taken into consideration in order to have a broader understanding of the action.

To sum up the steps followed in this study, first, turn-taking and sequence organization are studied in the data and this will answer the first research question of this study. Then, the resources teachers use to other-initiate CLA are studied. Finding out the types of CLA-initiation will answer the second research question. After that, the resources that are used to manage CLA failures are studied which will answer the third research question. Finally, the role of nonverbal behaviour and silence in CLA are studied as they are observed to have some patterned role in CLA.

3.8 Validity and Reliability

The validity and reliability of any data collection and data analysis methods are of great importance to the findings of a study (Dornyei, 2007). The issues about validity and reliability are the building blocks of a sound study. Therefore, issues about validity and reliability are taken seriously in this study and measures are taken to diminish negative effects as much as possible.

Validity is the extent to which the research instruments actually measure what they are meant to measure (Paltridge and Phakiti, 2010). The validity of a research involves making accurate inferences and interpretations from the data. As a qualitative methodology, CA's validity mostly rests on the analysis of researchers. As Seedhouse (2004) suggests, the validity of CA analysis is related to what the researcher claims and to what extent the data supports it. In this sense, the researcher of this study did an extensive reading in the initial stages of the thesis in order to understand CA mechanisms clearly. In addition, the researcher presented the findings

in different academic circles. The data was firstly presented in MARG (Micro Analysis Group) in Newcastle University. MARG is a data session group meeting in Newcastle University where researchers studying CA present their data, and participants and researchers discuss the findings in the data. The data was also presented twice in Newcastle University ECLS postgraduate conference. The findings in this study were presented at BAAL 2015 conference which is one of the biggest Applied Linguistics conferences in the UK and finally, the study was presented in GlobELT conference in Antalya, Turkey which had a number of studies on the themes of CA. By presenting my data and findings, I got very useful feedback from other researchers and their confirmation of my findings also possibly increases the validity of the study as this means that what I suggest made sense to the other researchers, too.

The other term, reliability, can be defined as the consistency of the analysis and results of the data. As mentioned in the justification of the methodology in section 3.6.3, the fact that CA can analyse only a limited amount of data may be a limitation to its reliability. The reason is, it may not make strong generalizations or claims depending on a little amount of data. However, CA is strongly interested in details and it makes assumptions about only the things that can be evidenced from the data. Therefore, CA findings consist of what is in the data rather than deductive assumptions or theories. This is directly related to CA's being an empirical and evidence-based approach as mentioned in rationale for the research methodology section. In this sense, CA has a valid point of analysis and it does not try to make claims beyond what is in the data (Seedhouse, 2004). The criticism for this limitation of CA findings is also undermined by recent CA studies. The growing amount of findings in CA studies show that casual talk and institutional talk have observable organization and the basic mechanism in conversation is very similar in different related contexts. In other words, conventions and conversational rules may show some differences in different contexts, but the basic rules of sequence organization or turn taking procedures are usually the same (Sert, 2011). For instance, in Seedhouse's (1998) study, sub-contexts in L2 classrooms sometimes have different organization, but the basic machinery is the same. Consequently, CA also has the ability to make some generalizations, but the most important thing is that it is not the principle goal of CA to make generalizations. Rather, the purpose is to account for an action in a context in rich detail solely depending on the evidence from that specific context. In this study the data comes from L2 classrooms and it is suggested that the interaction in L2

classrooms are organized (Markee, 2000; Seedhouse, 2004). In this sense, the findings of this study can also be generalizable to other similar contexts.

Having a good quality data and transcription is another factor in the reliability of the analysis. Transcription is the interface by which the researcher analyses the data. So, having an accurate and consistent transcription is significant for having a reliable analysis. Before doing the transcription, I did a lot of reading on the issues about transcription. Also, I frequently shared my transcriptions with my colleagues and again in MARG and different conferences, I got feedback and confirmation from other researchers about the quality of the transcription. Seedhouse (2004) suggests that by sharing the transcripts of the data with readers, the study becomes replicable as the readers can check the accuracy of the analysis.

Also, the data from NUCASE is of high quality and the conversations in the classroom are easily hearable. However, as explained in the data collection part, as this data was audio-only, I collected multi-modal data which is the INTO-NEW DATA. Having a video in addition to audio makes the analysis more valid as many other issues such as non-verbal behaviour can be observed in the data compared to audio-only data. Moreover, I tried to include different sub-contexts and different language skills in order to have more reliable results. By having different L2 sub-contexts, I was able to compare them to see if the findings are parallel in different sub-contexts and I tried to account for the differences observed.

Another measure I took was to include two cameras and two audio recorders. In this way, I was able to record as much as possible from the classrooms and especially the audio recorders really helped transcribing small group conversations much better. As mentioned in the data collection section, I tried my best to set the cameras and audio recorders before the classes started in order to decrease observer's paradox. I also left the classrooms during the lessons to allow students and teachers to behave as naturally as possible. This increases the reliability and the validity of the data as it yields more natural data.

Finally, as Seedhouse (2004, p. 319) suggests, "There is no substitute for detailed and in-depth analysis of individual sequences; interviews with participants, questionnaires etc. are not able to provide this, which is why triangulation is not normally undertaken". Namely, CA is an adequate approach for studying interaction on its own. As explained in the justification of the methodology section, CA has many benefits for studying natural interaction and it is a competent methodology on its own for the purposes of this study. Consequently, considering the focus of this study, triangulation is not undertaken.

3.9 Conclusion

In this chapter the methodology of this thesis is explained. Firstly, the purpose and the research questions have been explained. Then, the essential information about the research context and the information about the participants have been given. In 3.4 the data collection process has been presented and specifically the data collection procedures have been explained. After that, in 3.5 ethical considerations have been mentioned. In 3.6 the research methodology, CA, has been introduced and why this methodology is appropriate for this study has been justified. In 3.7 the data analysis process, transcription conventions, the path followed for preparing the collection of this study and how actually the data has been analysed have been explained and discussed. Finally, in 3.8 the issues around validity and reliability have been addressed and the decisions made throughout the research process have been justified.

4. Analysis

4.0 Introduction

This chapter presents the findings of this study in relation to the research questions. The analysis starts from the details and it is explained in a bottom-up fashion in order to demonstrate and explain how each micro context builds up the whole CLA sequence rather than a top-down approach. The organization of this chapter is mainly informed by the results of the analysis and the chapter is organized in five sections accordingly. Using the theoretical underpinnings and principles of CA, the instances of CLA are analysed from a micro-analytic perspective. In accordance with the research questions, the sequential organization of CLA is described and analysed, and then, how it is managed is studied.

There are 72 extracts in the data which include instance(s) of CLA. In this study 22 extracts (around 35% of the extracts in the whole data) are analysed to present the findings in accordance with the research questions. I have decided to devote a separate section for the CLA adjacency pair in order to analyse it at a micro level. This section is section 4.2 where I have provided 9 extracts to provide the readers with a range of instances of CLA.

The data has been transcribed according to the transcription system adapted from Liddicoat (2011) and Seedhouse (2004) (See Appendix A). In order to better demonstrate the nonverbal cues, screenshots are used in extracts when relevant. Although these are not perfect representations of the data as they are only one single frame from the video data, still they may be useful in illustrating how a nonverbal cue is used. A # sign is used in extracts to show the moment at which the screenshot is taken and the non-verbal phenomena is represented in a line (without a line number) just below the line where the verbal utterance is transcribed. In this way, what kind of a gesture or movement an interlocutor is doing while speaking can be shown and the # signs show where exactly s/he does them.

The organization of this chapter is as follows: In the first section, the sequential analysis of CLA will be described. In the second section, the resources teachers use to other-initiate CLA (e.g. type-specific questions or checking candidate understanding) will be analysed. Then, the management of CLA failures will be presented and what kind of resources (e.g. using stronger forms or rephrasing) are used to achieve intersubjectivity will be demonstrated. Finally, non-verbal phenomena observed in CLA will be analysed and this chapter will be finished by the chapter conclusion.

4.1 The Sequential Organization of Teachers' Other-initiation of CLA

In this section the most common examples and observations found in the data in terms of sequential organization will be presented and how teachers and students orient to CLA will be demonstrated. The conclusion of the analysis suggests that there is a pattern in the sequential organization of teachers' other-initiation of CLA and it consists of 4 phases: The trouble source, CLA-initiation, CLA and the closing. The four phases can be illustrated as follows:

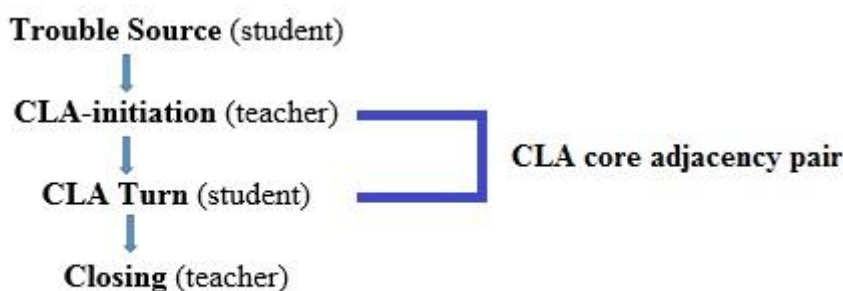


Figure 4: The 4 phases

The analysis of the data in terms of sequential organization of CLA sequence shows that the sequence starts with a TS where an information imbalance or a pedagogic issue leads the teacher to initiate CLA. As will be explained in detail in sub-section 4.1.1, the sequential position of TS (as FPP or SPP) has a very significant role for the sequential position (post expansion or insert expansion) of the core CLA adjacency pair. The TS is not necessarily an interactional problem. It may sometimes be a pedagogical one or it may stem from different sources such as unknown vocabulary items, procedural problems and so on. As this study focuses on only teacher-initiated CLA, as justified in the Methodology chapter, the TSs mentioned in this study are always in student turns. The second and third phases are the CLA core adjacency pair: it consists of a CLA-initiation by a teacher and a CLA turn by a student. In response to the problem in the TS, the teacher other-initiates CLA to ensure mutual understanding and the student does the CLA accordingly. The fourth phase is the closing phase and it is usually realized as entailed by the production of a next turn by the teacher which will be discussed in detail in sub-section 4.1.3 on closing phase.

However, if the CLA of students is not successful, the CLA-initiation is recycled by the teacher until CLA is achieved (This is the focus of section 4.2 and it will be analysed there in detail.). The analysis shows that in case of a CLA failure (or when the CLA is not sufficient

enough) by students, teachers almost always re-initiate CLA until it has been achieved. The extremely rare instances, where the teacher does not re-initiate, are observed when there is a whole class discussion where an interruption by another student results in the teacher's leaving the CLA sequence incomplete. However, it must be noted that there are only 2 instances of this in 10 hours of data which has 72 instances.

As the analysis reveals that the details in specific turns have significant implications for the overall sequential organization (e.g. the effect of TS on CLA-initiation and the closing of CLA sequence), the four phases in the CLA sequence (TS, CLA-initiation, CLA and Closing) will be analysed in detail and at the end of this section they will be synthesized to explain how they all together create the overall organization of CLA sequence. The observations about the forms of CLA-initiation and CLA turns will also be provided while discussing the CLA adjacency pair, but the question types and strategies that are utilized by teachers in CLA-initiation will be analysed from a micro-analytic perspective in the following section. This means that this section will only describe and demonstrate the sequential organization of CLA sequence which is the focus of the first research question.

The following 9 extracts will illustrate the turns in the CLA sequence to describe the sequential organization of teachers' other-initiation of CLA. The analysis shows that CLA sequence is an expansion sequence. The CLA-initiation by teachers is always the FPP of an expansion sequence (usually a post expansion and occasionally an insert expansion) usually in the form of a question. In turn, the CLA turn of students is the SPP and it achieves CLA by providing the necessary information to clarify the problem in the previous TS turn.

Consequently, CLA-initiation is a turn oriented to solving a trouble in the preceding turn which blocks inter-subjectivity between teachers and students. In order to solve the problem, the teacher initiates a CLA and allocates the turn to the same student to do self-repair, but, in several instances, other students may self-select to do the CLA when the student who has produced the TS cannot provide CLA. In the data it is observed that the students who self-select are often a group member of the student who failed in doing the repair.

In the following paragraphs a typical example of CLA in the collection will be used to introduce and demonstrate how the action of CLA as a sequence is generally organized before moving onto the following sub-sections which will provide the findings on the four phases of CLA individually.

Extract 1 presents the most typical sequential organization of CLA sequence: a student produces an SPP answer to a teacher FPP question and there is a problem in this student SPP. Therefore, the teacher other-initiates CLA, which is the FPP of a post-expansion sequence, and the student clarifies the TS by producing a CLA turn. After the CLA post expansion sequence achieves the goal, the teacher produces a follow-up turn to acknowledge and close the base sequence.

In this extract the topic is culture shock and the teacher asks students to discuss their experiences in small groups for a few minutes. Then, the teacher starts a whole class brainstorming activity. The aim is to answer the questions “What is your cultural shock? What are the causes? What are the effects? How does it affect you personally?” In this extract S5 mentions time as a culture shock and the teacher has difficulty in understanding how time can be a culture shock, and he other-initiates CLA to achieve intersubjectivity through the CLA sequence.

Extract 1_2.4 (10:30-10:46) Time

TS*→ 1	S5	: time (0.6) a time here
CLI→ 2	T	: how do you mean the time?
R → 3	S5	: i said (0.5) the flexibility (.) if you have an
R → 4		appointment with the (.) police station or doctor
	5	T : hm-mm
R → 6	S5	: i feel (0.6) that's erm late for f:ive minutes
	7	T : yeah=
R → 8	S5	: =just make a new one.
CLS→ 9	T	: okay yeah

In this extract in line 1 as a response to the teacher’s question, S5 responds by initiating a turn where he mentions time as a culture shock. In line 2, the teacher does not clearly understand how it can be a cultural difference and asks S5 to explain it (how do you mean the time?). In lines 3, 4, 6 and 8, S5 clarifies how time is different for him by explaining that the strictness in the timing of appointments is the culture shock for him. The teacher closes the turn using sequence closing thirds (Schegloff, 2007) (okay) and (yeah) in line 9.

* Abbreviations used in extracts: **TS**: trouble source, **CLI**: CLA-initiation, **R**: repair/CLA, **CLS**: closing, **ACK**: acknowledgement

In this extract the CLA adjacency pair is a question and answer sequence where the first pair directs a question to clarify a problem in the previous turn and S5 clarifies the problem by orienting to CLA-initiation and explaining how time is a culture shock for him. The teacher considers the student answer in line 1 as a response to his previous question. However, he does not know (how) exactly it can be a culture shock. Therefore, the teacher other-initiates CLA in line 2 with the type-specific question (how do you mean the time?). In this sense, the teacher uses a certain type of question in order to let the student know the type of the problem in their shared understanding. In response, S5 provides an explanation to clarify the TS by saying that flexibility is the culture shock for him and from lines 3 to 8 he clarifies how time is a culture shock for him. In line 9 the teacher closes the turn and S5's answer with sequence closing thirds which shows that S5's turn in line 1 is now clear for the teacher.

As seen in Extract 1, the form of CLA FPP is usually a question and SPP is a statement. There are only 5 instances in the data where the FPP of CLA is not a question. However, in these instances, the FPP is either an imperative or a request such as "be a bit more specific" or "give me more". These are in statement form, but they are still designed to receive CLA about the trouble source and imperatives also strongly require the recipient to respond as in question-answer sequences (Heritage and Clayman, 2010).

Having demonstrated the typical sequential organization of CLA, the next sub-section will demonstrate the first phase of CLA: the trouble source.

4.1.1 The trouble source phase

The analysis of the data suggests that in addition to the significant role of TS as the turn leading to CLA-initiation, the sequential position of it has a significant role in the overall sequential organization of CLA. It directly affects the organization of CLA-initiation as a post expansion or insert expansion. As a result, TS is firstly studied in detail and more of what comes before the TS is included in the analysis which in turn will pave a clearer way to the following turns in the CLA sequence. Another finding about the TS is that the trouble in TS is often an understanding problem for teachers and sometimes it is a hearing problem. Contrary to the findings and suggestions in previous studies such as Svennevig (2008), acceptability problems are extremely rare in the data (only 2 out of 72 instances). The analysis shows that the sources of trouble (hearing or understanding) do not have an

observable effect on sequential organization, but they do have an effect on the resources used by teachers to other-initiate CLA which is discussed in section 4.2.

In the following sub-sections the TS will be demonstrated with three extracts from the collection: Extract 2 illustrates TS in SPP position and Extract 3 demonstrates TS in FPP position. Finally, Extract 4 illustrates TS in materials.

4.1.1.1 The trouble source in SPP position

The analysis shows that the sequential position of TS, the first phase of the CLA sequence, directly affects the organization of CLA-initiation as a post expansion or insert expansion. One of the two sequential positions of TS is an SPP position. These instances are the student answers/responses to a previous teacher initiation. They make up most of the instances in the data (almost 80 percent). In these instances, there is a trouble in a student's SPP response to a teacher's FPP question. As the TS is in the base SPP position, the CLA move is sequentially positioned as a post expansion.

Extract 2 is a typical example of the instances where TS is in an SPP response to a question initiated by a teacher and this leads to a CLA-initiation by the teacher. In this episode the teacher and students are discussing the differences between a museum and a historic site and the teacher asks them if they know any museums in Newcastle. S10 provides an answer, but there is a problem with the turn as the teacher cannot hear S10's SPP. As a result, this trouble results in a post expansion.

Extract 2_1.8 (29:04-29:11) Discovery Museum

```
1      T      : do you know any museums in newcastle?
2      S4     : no
3      S3     : yes
4      T      : no? ((S? laughs))
5      S11    : yes there [is one ]
TS → 6      S10 : [discovery] muse[um ]
7      S3     : [yes] (it is)
CLI → 8      T      : which one andy?
```

In line 1 the teacher asks a question to make students give some examples of museums in Newcastle. From line 2 to 6 there are some responses, but they do not give an example. In line 6 S10 mentions ([discovery] muse[um]) as an answer, but the teacher cannot hear it, and he other-initiates a repair to clarify which museum S10 has mentioned.

This extract illustrates how the answer of the student is the source of a trouble which breaks down the intersubjectivity between the student and the teacher. S10's turn overlaps with S11's turn in line 5 and as a result the teacher cannot hear the name of the museum.

Consequently, in order to solve the trouble, he other-initiates a CLA in the form of a question. Therefore, this extract demonstrates the sequential position of the TS as an SPP which means that it is a response to a teacher question. Most of the TSs observed in the data are second pairs of a previous teacher question and as a result, they are SPPs. This in turn affects the position of CLA adjacency pair which will be explained in section 4.1.2.

4.1.1.2 The trouble source in FPP position

The second sequential position of TS is the base FPP position. In these instances, the trouble is in a student's FPP which s/he himself/herself has initiated and this FPP is quite often in the form of a question. Therefore, unlike the previous instance, the TS is in the FPP student turn which is initiated by a student himself/herself. The analysis of the data shows that these instances are much less common compared to the base SPP position (around one-fifth of the collection).

In Extract 3 instances where a student initiates an FPP question which has a trouble are exemplified. In this extract students are working in small groups to discuss the use of cautious language in essays and they revise their essays. S4 cannot get a satisfactory answer for his question from his group members and decides to ask for help from the teacher

Extract 3_1.15 (77.40-78:08) Cautious Language

```

1      S4      : excuse me ian
2      T       : mm-hm
3      S4      : eh: if you (.) is it any essay if i have- (.) if i
4          have is a sum of ehm (.) information it's facts to
5          me but it's not to para- paragraph about people
6          (.) it's like a (.) numbers o:r (.) value (0.6)

```


problems from student materials such as an essay, a presentation or something said in a small group discussion. Therefore, teachers may other-initiate CLA to clarify these kind of problems as in Extract 4. The teacher is checking the paragraphs the students have written and he gives feedback in this lesson. In this extract the teacher has checked S5's paragraph and he is giving feedback. However, he has a problem in understanding a part and he other-initiates a repair to clarify the problematic part.

Extract 4_2.17 (90.55-91.16) Greater understanding

1 T : okay (0.4) generally very good. grammar's very
 TS → 2 nice. you followed the structure (0.9) the only
 TS → 3 thing i'm questioning is- is the last bit (0.8)
 TS → 4 greater understanding (1.1) ehm: (0.4) whose
 CLI→ 5 understanding? (0.4) do you mean students? (0.6)
 CLI→ 6 >or do you mean like people at newcastle<
 7 university?
 8 (1.0)
 9 S5? : student.

In lines 1 and 2 the teacher mentions the good points about S5's essay with expressions such as (okay (0.4) generally very good.) and in lines 3 and 4, he projects the problem by saying (the only thing i'm questioning is- is the last bit (0.8) greater understanding). This is a turn which indicates that there is a problem and then, the teacher other-initiates CLA by (whose understanding?). After that, the teacher suggests some candidate responses in lines 5 and 6. A one-word response (student.) follows teacher's CLA-initiation and it clarifies whose understanding it is.

This extract illustrates how teachers project a part of a student's material in order to clarify a trouble in it. These instances are occasionally observed in the data and they follow the same pattern. These instances have the same sequential organization as the other instances the only difference being the TS produced by student is not in the immediate previous turn. In fact, it may be argued that teachers achieve "nextness" in interaction through projection (Schegloff, 2007). When teachers' use of projection is analysed from conversation-analytic question of "why this now", as demonstrated in the extract above, teachers resort to it in order to make a trouble that is not sequentially in the immediate context relevant for the current time and context.

Having discussed the observations about the TS and its importance in the overall sequential organization of the CLA sequence, teachers' other-initiation of CLA and the CLA turn of students will be considered together as the CLA adjacency pair in the next sub-section.

4.1.2 The CLA-initiation and CLA phases

The analysis of the data shows that, as mentioned earlier, CLA adjacency pair is usually a question-answer adjacency pair. It is also found that there are 4 phases in CLA and the CLA-initiation turn is usually a post expansion sequence and it is occasionally an insert expansion. This means that the action that is achieved is to clarify the SPP when it is a post expansion and to clarify the FPP or to obtain information to produce an appropriate SPP when it is an insert expansion. Accordingly, the CLA turn produced by students is made relevant through teachers' other initiation of CLA and students provide the necessary information to self-repair and clarify the trouble.

As the analysis of the data shows that linguistic forms of the CLA-initiation turns are a significant strategy and tool used by teachers to achieve CLA, the discussion on the forms and functions of the CLA sequence will be saved for the next section in accordance with the findings of the analysis and the CLA adjacency pair will be studied in micro detail with more extracts. In this section, only the sequential organization of CLA adjacency pair will be provided: CLA adjacency pair in post expansion and insert expansion position.

4.1.2.1 CLA adjacency pair as a post expansion

Extract 5 (which is a fuller version of Extract 2) demonstrates CLA adjacency pair (second and third phases) when it is the post expansion sequence and it also exemplifies how CLA is initiated through other-initiation by teachers. Before the interaction in this extract, there was a whole class discussion on the difference between museums and historic sites. In this extract the teacher asks students if they know any museums in Newcastle.

Extract 5_1.8 (29:04-29:13) Discovery Museum

1 T : do you know any museums in newcastle?
2 S4 : no
3 S3 : yes
4 T : no? ((S? laughs))
5 S11 : yes there [is one]
TS → 6 S10 : [discovery] muse[um]
7 S3 : [yes] (it is)
CLI → 8 T : which one andy?
R → 9 S10 : discovery museum

In line 1 the teacher asks a yes-no question (do you know any museums in newcastle?). This question acts as a pre-request which asks the students to give some examples of museums in Newcastle and this is supported by the following lines which show that students interpret it in this way. For example, when S4 answers (no) in line 2, the teacher uses a rising intonation to show his surprise and also an unidentified student laughs at this response which shows that they are aware of S4's purposeful pragmatic misinterpretation. In line 6, S10 provides the answer ([discovery] muse[um]), but the first word overlaps with S11's previous turn. As a result, as evidenced by his repair-initiation, the teacher has difficulty in hearing the first word and initiates CLA which asks S10 (which one andy?). In line 12 S10 provides the answer with a repetition which clarifies the first word which was not clear for the teacher.

This extract illustrates the CLA sequence as a post expansion sequence which is the usual position observed in this data (around 4/5). As a response to the teacher's question, S10 produces an answer; however, it overlaps with S11's utterance. Consequently, the teacher other-initiates CLA to clarify the student's answer. As seen in the extract, the trouble seems to be a hearing problem caused by the overlap and S10's CLA supports this as he only repeats the answer rather than rephrasing or elaborating the TS which is more likely to be observed in understanding problems (Schegloff, 1997). The CLA in this extract is just a repetition and this is enough to achieve the CLA and clarify the trouble in the shared understanding. This shows that, from an emic perspective, the student successfully understands that there is a hearing problem and also the question type of the teacher helps him locate the trouble successfully.

To sum up, this extract shows that when the TS is an SPP of a student, teachers' CLA-initiation is sequentially a post expansion which aims at clarifying a trouble in students' previous SPP turn. This sequential position is much more common than CLA as an insert expansion. This may be because of the institutional goals in L2 classrooms. As mentioned in the Methodology chapter, the courses offered in Newcastle University INTO department mainly aim at preparing students for their degrees and consequently, they are English for academic purposes settings. As a result, although there are many instances of meaning and fluency contexts (Seedhouse, 2004) where students can freely discuss and interact, lessons tend to be more like traditional classrooms where the interaction is organized in initiation-response-feedback (IRF) format. Consequently, teachers often control turn allocation through initiations in this data and students only occasionally initiate a turn in the classrooms.

4.1.2.2 CLA adjacency pairs as an insert expansion

The previous section has explained CLA adjacency pair as a post expansion and this section will demonstrate the insert expansion instances. The analysis shows that CLA adjacency pair as insert expansion is often a post first insert expansion and occasionally it can be a pre-second insert expansion (see section 2.2 for definitions). These instances will be demonstrated in Extract 6 and Extract7.

Extract 6 demonstrates CLA-initiation as a post-first insert expansion. The function of this organization and how it is achieved is exemplified below. In this extract the class is working on a conclusion part of an article. In this episode the teacher asks them to check any vocabulary that is difficult for them and he makes a list on the blackboard. In this extract he focuses on the word 'empirically' in the text. However, while some students are trying to provide an answer, S6 takes the turn to get more information about the word and the teacher possibly cannot hear the question. As a result, he other-initiates a repair to clarify S6's FPP question to be able to produce a relevant SPP answer.

Extract 6_2.6 (25.00-25.26) Is This Adjective?

1 T : so although this project identified students' own
 2 feelings towards their experience of culture shock
 3 (1.3) it did not empirically measure the effects
 4 of this (0.5) any guesses what this might mean?

5 (2.3)
 6 S6 : (importantly or)
 7 (2.1)
 8 S4 : directly?
 9 S6 : no ((to S4))
 TS → 10 S6 : is this adjective?
 CLI→ 11 T : sorry?
 R → 12 S6 : adjective?
 CLS→ 13 T : erm:(.) here it's an adverb (.) empirically
 14 measure
 15 ((They continue discussing the meaning of it))

In lines 1 to 4 the teacher reads the relevant part from the text. In line 4 he allocates the turn to the whole class to get answers for what ‘empirically’ might mean. After a silence of 2.3 seconds, S6 tries to provide an answer, but there is no explicit acknowledgement or rejection from the teacher despite the 2.1 seconds silence. As for the TS in line 10, rather than providing a guess about the meaning of the word, S6 initiates a new turn to get some additional information about the word. However, the teacher has a difficulty in, probably, hearing his response and other-initiates CLA using an OCRI (Drew, 1997). Following the initiation, S6 clarifies the TS by repeating his problematic turn in a shorter way and the teacher SPP response follows in line 13.

This extract demonstrates how CLA may be sequentially positioned as a post-first insert expansion and what this repair move achieves. The teacher has difficulty in hearing S6’s turn which he has himself initiated. It may also be an understanding problem, but S6’s repair in line 12 suggests that he understands it as a hearing problem and he provides a repetition to clarify the trouble. The fact that the teacher provides the relevant SPP also suggests that the trouble is a hearing problem and the repetition has solved it.

As the problem is in the base FPP sequentially, the CLA adjacency pair is positioned as an insert expansion and it aims to clarify the problem in the FPP question of S6. The teacher uses an OCRI to initiate a repair and it is responded by a partial repetition of the TS by the student. In the final turn the teacher provides an answer and says that it is an adverb. As will be discussed in the closing part, teachers’ moving to the next turn in conversation is the way which indicates that the CLA is successful. In other words, as the teacher provides the SPP

response for the base student FPP question after the insert expansion, this entails that the CLA of the TS by the student is also acknowledged.

Extract 7 is an extension of Extract 3 which is used to demonstrate the FPP position of a TS. This extract demonstrates the effect of the position of TS on CLA-initiation sequentially which is a pre-second insert expansion position. In addition to the effect of TS sequentially, this extract is also a good example which shows how pre-second insert expansions are organized and what is achieved through this organization. As mentioned in Extract 3, in this extract, students are working in small groups to discuss the use of cautious language in essays. S4 cannot get a satisfactory answer for his question from his group members and decides to ask for help from the teacher. However, the teacher feels that more information is needed to clarify S4's turn so that he can provide an appropriate SPP.

Extract 7_1.15 (77.40-78:08) Cautious Language

1 S4 : excuse me ian
 2 T : mm-hm
 3 S4 : eh: if you (.) is it any essay if i have- (.) if i
 4 have is a sum of ehm (.) information it's facts to
 5 me but it's not to para- paragraph about people
 6 (.) it's like a (.) numbers o:r (.) value (0.6)
 TS → 7 can you use it without caution? (0.8) so like four
 8 hundred millions fo:r (0.6) consumption for
 9 something (0.5) i know [that because] I RECEIVED=
 RI → 10 T : [do you mean?]
 11 S4 : =data for that
 CLI→ 12 T : do you mean like in an exa::m or do you [mean in]
 R → 13 S4 : [yeah in]
 R → 14 exam also.

S4 introduces the trouble he has in lines 1 to 9 and asks the teacher (can you use it without caution?). However, as is obvious from teacher's CLA-initiation in line 12, the teacher needs to get CLA for the context for which he should answer S4's question. The need for CLA is also evidenced by the teacher's overlapping turn in 10. It shows that the teacher has a trouble with S4's question and he needs to interrupt S4's turn even though there is not a transition relevance point (Liddicoat, 2011). After the CLA-initiation in line 12, which asks

S4 to clarify if he is asking the question in the context of an exam or something else, S4 interrupts with an overlap and confirms the teacher's suggestion.

This extract illustrates CLA as a pre-second insert expansion. In the data the instances in this position are typically used to gather the necessary information to produce a relevant SPP and this is in accordance with the literature (Schegloff, 2007). In the extract the teacher other-initiates a repair to clarify if S4 is asking the question in the context of an exam or another context. In the next turn, S4 confirms that it is for exams and this equalizes the epistemic gap. In this sense, the FPP of student is now clear thanks to the CLA-initiation of the teacher which is responded to by the CLA turn of S4. Consequently, through the insert expansion demonstrated above, the CLA of S4's FPP question is successful and intersubjectivity is achieved. Therefore, the teacher can produce a relevant SPP answer for S4's FPP now which will be explained in Extract 9 fully in the closing sub-section.

One additional observation in this extract is that the teacher uses a question providing alternative answers to clarify the problem. This observation is not mentioned in the previous significant studies on repair such as Schegloff et al. (1977). This is first mentioned by Koshik (2005) as a unique observation and as she admits, these instances are really rare which possibly explains why the other researchers did not mention them. This phenomenon is observed a few times in this data, too. In the extract above the teacher prefers to use alternative answers most probably to locate the trouble precisely so that he can receive the CLA as soon as possible which, in turn, decreases the chances of breaking contiguity. Through this resource, the ambiguity in the student's turn is clarified, and the alternative does not even need to be produced as S4 interrupts in line 13 and confirms the first alternative answer before the others are mentioned.

To sum up, this sub-section has demonstrated how CLA adjacency pair is organized sequentially and how it repairs troubles in students' turn, whether in an FPP or SPP position. The next section will provide the analysis on the closing of the CLA sequence.

4.1.3 The closing phase

The analysis of the data shows that the two sequential positions of CLA (post expansion and insert expansion) have a direct effect on the closing of the sequence. The analysis shows that CLA as post expansion is closed by teachers' sequence closing thirds following the CLA turn

provided by students. In this observation the CLA serves to expand the student SPP responses in order to clarify the trouble in them and consequently, the teacher closes both the expansion and the main adjacency pair by producing a sequence closing third which often includes rephrases, providing a candidate understanding or a partial or full repetition of students' CLA turn. In the second sequential position, insert expansion, teachers other-initiate repair to clarify a problem in students' FPP questions or they try to gather necessary information to produce a relevant SPP as explained in the previous relevant paragraphs. In both of these instances, the aim of CLA is to enable teachers to provide a relevant and appropriate SPP. Therefore, when a teacher produces an SPP for a student's base FPP after his/her CLA-initiation is clarified by the student, this shows that the CLA expansion served its aim and the interaction moves forward. In both of these post expansion and insert expansion instances, the CLA is closed as 'entailed' by the next relevant actions of teachers: a closing turn (with sequence closing thirds) in post expansions and an SPP in insert expansions rather than an explicit feedback on the CLA of students.

The next two extracts, Extract 8 and Extract 9, are the fuller versions of Extract 2 and Extract 3 which are previously used to show the position of TS. These extracts are used repetitively a few times throughout this section to better demonstrate how the position of TS affects the organization of closing in CLA. Extract 8 demonstrates teacher SCTs and Extract 9 demonstrates the production of base teacher answer SPP as closing in the CLA sequence.

4.1.3.1 Sequence closing thirds as closing

Extract 8 demonstrates the closing of the CLA sequence as a post expansion. In this extract the teacher and students are discussing the differences between museums and historic sites.

Extract 8_1.8 (29:04-29:11) Discovery Museum

1	T	:	do you know any museums in newcastle?
2	S4	:	no
3	S3	:	yes
4	T	:	no? ((S? laughs))
5	S11	:	yes there [is one]
TS → 6	S10	:	[discovery] muse[um]

7 S3 : [yes] (it is)
 CLI→ 8 T : which one andy?
 R → 9 S10 : discovery museum
 CLS→ 10 T : discovery museum yeah

In line 1 the teacher asks a question and S10 provides an answer in line 6. Because of the overlap, the teacher cannot hear S10's response and he other-initiates CLA using (*which one andy?*). In line 9 S10 clarifies his previous turn by repeating his previous answer. In line 10 the teacher repeats S9's answer and acknowledges it by the sequence closing third (*yeah*).

This extract illustrates how CLA adjacency pair is closed when it is a post expansion. In this extract the teacher cannot hear S10's SPP answer to his question due to an overlap and he other-initiates CLA by using a type-specific question. Accordingly, S10 clarifies the problematic part, thereby achieving CLA, and the teacher has the missing information as also discussed in the previous relevant extracts. The focus of this extract is on the closing part where the teacher closes both the CLA adjacency pair and the base adjacency pair, initiated in line 1, by providing a closing turn using a repetition of S10's turn and a following sequence closing third. This indicates some unmarked interpretations in the data and the analysis of the data suggests that the participants understand it in this way. One interpretation, especially from the student's perspective, is that CLA is achieved and they are at the same intersubjectivity level. The fact that the teacher produces a follow-up turn in line 10 in response to the base SPP of the student means that the student has achieved the CLA in the expansion sequence. Another interpretation of the teacher's acknowledgement is that the student's base SPP turn in response to the teacher's turn is acknowledged by the teacher. The fact that a relevant acknowledgement is produced by the teacher for the student base SPP shows that the intervening CLA adjacency pair is also closed.

When the closing of the post expansion here is analysed in more detail, there are two observations. The first one is that there is a repetition of the student CLA and there is also a following sequence closing third. In the data of this study when CLA is a post expansion, the typical closing move of teachers' is using a sequence closing third. Sequence closing thirds are almost always used in closing post expansions and the most common ones are 'okay' and 'yeah'. In this extract the teacher uses 'yeah'. Yeah as a sequence closing third mainly shows the receipt of information and also agreement with the response (Liddicoat, 2011). Therefore, the teacher shows understanding of the student response and acknowledges it, and at the same

time he shows agreement with S10's response in line 6 and also its CLA in line 9 as an appropriate response to his question in line 1. The second observation is that the teacher repeats the student's CLA. In the data it has been observed that in addition to the common use of sequence closing thirds in closing turns when CLA is a post expansion, often there is also some extra work done by teachers. Teachers quite often rephrase and repeat the CLA of students and they sometimes summarize the points of students. However, there are some variation depending on micro context. Rephrasing and summarizing are usually observed when the TS stems from an understanding problem as will be demonstrated in Extract 10. On the other hand, repetitions are observed quite frequently when the problem in TS is a hearing problem.

4.1.3.2 *The production of the base SPP as closing*

Extract 9 demonstrates the closing of CLA adjacency pair when it is an insert expansion. In this extract while discussing in a small group, S4 decides to ask the teacher a question.

Extract 9_1.15 (77.40-78:08) Cautious Language

1 S4 : excuse me ian
 2 T : mm-hm
 3 S4 : eh: if you (.) is it any essay if i have- (.) if i
 4 have is a sum of ehm (.) information it's facts to
 5 me but it's not to para- paragraph about people
 6 (.) it's like a (.) numbers o:r (.) value (0.6)
 TS → 7 can you use it without caution? (0.8) so like four
 8 hundred millions fo:r (0.6) consumption for
 9 something (0.5) i know [that because] I RECEIVED=
 CLI→ 10 T : [do you mean?] -
 11 S4 : =data for that
 CLI→ 12 T : do you mean like in an exa::m or do you [mean in]
 R → 13 S4 : [yeah in]
 R → 14 exam also.
 15 (1.5)
 CLS →16 T : in exam it's usually okay because we're not
 CLS →17 marking (0.9) whether something is factually
 CLS →18 correct or not
 19 S4 : yeah

S4 introduces his question in lines 3 to 9. After the CLA of the TS is achieved in lines 10 to 13, the teacher produces an answer to S4's question in lines 16 to 18. In line 19 S4 uses a sequence closing third (*yeah*) as a follow-up turn for the teacher's answer.

In this extract, S4 decides to ask the teacher a question regarding an issue on the use of cautious language in academic writing. However, there is a trouble in S4's base FPP question and the teacher other-initiates CLA. After CLA is achieved, as explained in more detail in the relevant paragraphs above, the teacher produces a closing turn that closes both the base adjacency pair and the CLA adjacency pair. The CLA in this extract is understood to be successful with the production of the teacher SPP response in lines 16 to 18 and there is not an explicit closing to the CLA sequence. Namely, the teacher's SPP response in lines 16 to 18 confirms that the epistemic gap is closed.

4.1.4 Section conclusion

The extracts in this section show that, firstly and most importantly, there are four phases in the CLA sequence and that TSs are usually an SPP of a question-answer sequence. The TS is usually a statement and it is rarely a question (3 out of 65 SPP examples). The analysis shows that, even when the TS in SPP position is a question (e.g. Extract 6), in these rare instances the TS is again a response to a teacher's question and it is an SPP of it which means that they are the same in terms of sequential organization as the TS is still an SPP. The other position of TS is when it is an FPP (e.g. Extract 3) and this position of TS is observed in 8 out of the 73 instances in the database and it is usually in the form of a question. Combining these two analysis that when TS is the SPP of a FPP question, it is almost always a statement and when it is an FPP, it is usually a question, it can be claimed that there is a strong correlation between the sequential position and the form of TS.

The analysis of the data shows that CLA adjacency pair (second and third phases) is sequentially an expansion sequence. It is usually a non-minimal post-expansion sequence, a post-second repair (Schegloff, 2007). It may sometimes (approximately one-fifth of the 73 instances) be an insert expansion where it can be a post-first insert expansion or a pre-second insert expansion (see point D on pages 17 to 19 for definitions). Sequentially, the teacher asks learners to clarify the trouble in their turn and in the data analysis it is found that it is usually the SPP produced by students which is asked to be clarified and as a result, the CLA

sequence is a post-expansion sequence. In other words, teachers' other-initiation of CLA is usually used to repair problems in a previous student SPP turn, making CLA adjacency pair a post expansion, and occasionally in a previous student FPP turn, making CLA adjacency pair an insert expansion.

The analysis of the CLA sequence also suggests that teachers' other-initiation CLA is usually an other-initiated self-repair sequence. As the focus of this study is restricted to teachers' other-initiation of CLA, students' other-initiation of CLA is excluded as justified in the Methodology chapter. Consequently, the findings of this study show that teachers other-initiate a repair on a student's previous turn and the student himself/herself is expected to do the repair (Liddicoat, 2011). There are also a few instances where CLA is an other-initiated other-repair, but these instances are rare and the analysis of these occurrences do not seem to offer a different organization or action compared to the usual repair type. Some examples of other-repair by students will be provided in the next section.

As for the position of CLA-initiation as a repair, it is almost always a second position repair. This means that it is in the immediately next position to the TS. Fourth-position repairs are extremely rare in the data. This is in accordance with Schegloff (1992) who suggests that fourth position repairs are very rare in conversation. The reason is most of the troubles in a turn are already solved until that (fourth) point. In casual talk it is rare, but still quite a few problems may persist (Schegloff, *ibid*). However, in this data it is really rare. This is probably because of the fact that L2 classrooms are institutional settings, and the range of topics and what can be said are quite restricted compared to casual talk (Markee, 2000) In turn, as will be discussed in relevance to some other points in the following section, this tends to make L2 classroom talk more predictable.

4.2 The Management of CLA Adjacency Pairs and the Types of Initiations Teachers use

4.2.0 Introduction

In the previous section the overall sequential organization of the 4 phases of CLA, and variations in the organization (e.g. in accordance with the TS) and how these variations serve to achieve intersubjectivity in the sequence are explained. In this part the CLA adjacency pair (the second and third phases) will be under a closer examination. As mentioned in the previous section, 4 types of CLA-initiation (open class repair initiators, type-specific

questions, partial repetitions followed by wh- questions and checking candidate understanding or hearing) are observed in teachers' other-initiation of CLA. Consequently, in this part the observations about these initiation types in CLA-initiation will be presented and how these are responded to in students' CLA turn will be demonstrated answering the adapted CA question 'why these different initiation types, now'. The analysis of these instances suggests that there is a strong link between the resources used in other-initiated CLA and the nature of the problem (hearing and understanding). However, in addition to the finding that that teachers use different types of initiations in the CLA-initiation turn in accordance with the nature of the trouble, more importantly the micro-analysis of these resources shows that these forms are also locally managed in accordance with the epistemic gap in teachers' and students' shared knowledge, and CLA is co-constructed by teachers and student in a moment by moment fashion. The argument here is that teachers use the 4 different types of initiation in CLA-initiation as interactional resources in accordance with the nature of the problem and the level of epistemic gap. This means that the initiation process is reflexively related to TS of students.

As for the organization of this section, the analysis in the following sub-sections will demonstrate how different resources are used to other-initiate CLA to deal with troubles of different nature (hearing or understanding) and the level of epistemic gap in mutual understanding. In section 4.2.1 findings on type-specific questions will be provided and in 4.2.2 the findings on OCRIs will be discussed. In 4.2.3 checking candidate understanding as a resource to initiate CLA will be demonstrated and in 4.2.4 partial repetitions followed by wh-questions will be discussed. Finally, the section conclusion will explain what has been provided in this section.

4.2.1 Type-specific questions

Type-specific CLA-initiations are next turn repair initiators with questions such as 'who?', 'how?', 'where?' and 'why?'. They are typically categorized as stronger than OCRIs (Schegloff et al., 1977). In the data the most common type of CLA-initiation that teachers use to indicate a problem is type-specific questions. The use of type-specific questions for other-initiation of repair makes up slightly more than half of the instances in the data set. The observation in the data suggests that type-specific questions typically follow understanding problems. Type-specific questions are used by teachers to clarify a problem in students' turn

which ‘partially’ blocks their intersubjectivity. This means that there is some shared knowledge between students and teachers; however, the TS either has a part which needs more explanation or specificity to allow teachers to have the same understanding as the student.

As mentioned above, type-specific questions are the most common type of repair initiators used for the other-initiation of CLA by teachers. As for the response (CLA) moves of students to this initiation, the analysis shows that most of the time the TS is repaired through expanding the original turn, and some extra information that is made relevant is added. Occasionally there are some indexicality problems which are clarified by students by adding more specificity in accordance with the repair-initiation.

Extract 10 is an example of a typical type-specific question which aims at clarifying the trouble in a TS. The extract demonstrates how this question type is used to initiate CLA and how it is responded to in the CLA turn to achieve intersubjectivity. In this extract the students are supplied with a task in which there are groups of companies and the students are expected to find the odd one out and explain why it is different (Appendix C). One significant point to mention is that more than one answer can be the odd one depending on the perspective of the students as observed throughout the task. This makes the context more like a meaning and fluency sub-context rather than a task-based one (Seedhouse, 2004).

Extract 10_4.3 (23:16-23:59) M&S

	1	T	: okay any other- any other ideas? (.) over here?
TS →	2	S2	: m&s
	3	S?	: m&s
CLI→	4	T	: er: (.) <u>why</u> m&s?
R →	5	S2	: because m&s is a: (.) huge like supermarket (.)
R →	6		it's a mixed- mixed a: it's like a- in there have
R →	7		a clothes (.) have a- (.) a food and drinks (.)
R →	8		but the <u>mcDonald's</u> and the burger king and the
R →	9		body shop they (.) only focus on one (career) (.)

R → 10 er: first- first two is a fast food and the last
R → 11 one is (.) a make-up
12 T : okay so you're saying that- that er marks and
13 spencers is a department store
14 ((Students are nodding))
15 T (so) a department store has different departments
CLS→ 16 (0.3) er: (0.4) so yeah so erm:: (.) okay
CLS→ 17 interesting

In line 1, the teacher tries to elicit more responses from students. In the next line S2 suggests (m&s) as an answer and another unidentified student also mentions (m&s). However, the teacher other-initiates CLA and asks S2 to explain why s/he thinks (m&s) is the different one. From line 5 to 10, S2 makes a lengthy explanation comparing (m&s) to other shops. In line 11 the teacher acknowledges the answer with the sequence closing third (okay) and provides a rephrase of S2's answer to summarize his/her points and he also uses some rewording (a department store) to stress out the difference. This is followed by the confirmation of students by nodding and in lines 14 and 15 the teacher continues rephrasing S2's points and he shows agreement by saying (yeah) followed by some assessment.

This extract illustrates how teachers use type-specific questions to other-initiate CLA to clarify a specific 'type' of trouble. The trouble here is that, as evidenced by the hesitation (er:) and the stress of the word (why), the teacher is not clear about 'why' (m&s) is the different one and consequently, he other-initiates a repair. In this way, the teacher tries to locate the problem and he wants to make the problematic part clear for S2. S2's response from line 5 to 11 shows that he interprets the initiation in this way and he explains why (m&s) is different compared to the others. Consequently, the epistemic gap between the student and the teacher is equalized.

In line 12 the teacher acknowledges S2's explanation with (okay) which usually claims acceptance of an SPP (Beach, 1993). Also, okay usually works to propose closing of the sequence; however, the teacher moves on and provides a rephrase and summary of S2's answer. In the data these moves are quite often observed in the follow-up of CLA turns of students when CLA is initiated through a type-specific question. One possible reason for this is to repeat and rephrase S2's utterance for the other students (Walsh and O'Keeffe, 2007). According to my analysis, I feel that teachers quite often use rephrases and repeats of the CLA of a student to make it sure that the other students also understand it. In this extract the

teacher firstly accepts the CLA with (okay) and then, he rephrases S2's answer. The reason for teachers' rephrasing and summarizing the students' CLA turns may be the fact that type-specific repairs often lead to students' CLA turns which consist of long turns. The analysis of CLA turns of students in these extracts shows that students produce quite long turns especially for questions why and how as they generally require an explanation. Consequently, as the turns are relatively long, the teachers possibly rephrase or summarize a student's CLA which works as teachers' echo (Walsh and O'Keeffe, 2007) and they probably use it to make it sure that other students also hear and understand the answer.

The other frequent pattern observed in CLA-initiation through type-specific questions is the 'acknowledgement plus CLA-initiation' pattern. In these instances, after the student TS, teachers first acknowledge a part of that turn and then, other-initiate CLA. Namely, this type of initiation precisely specifies what CLA-initiation is about. Extract 11 is an example of this pattern. In Extract 11 the task focus is to suggest some solutions for children's bad eating habits and unhealthy life style. In this task the focus is totally on meaning and expression of personal ideas.

Extract 11_5.7 (36:24-37:15)

TS → 1 S7 : they get a holiday for all the childrens and (.)
 TS → 2 they: (.) make all the facilities for- just (.)
 TS → 3 for sports (0.6) and (?) \$°it's very nice day.°\$
 ACK→ 4 T : okay so the encouragement of sports
 5 S7 : yeah [it's very nice] (?).
 CLI→ 6 T : [>okay okay< (.) how?]
 CLA→ 7 S7 : they- they make a- (.) a day for sports (.) and
 CLA→ 8 they use all the public facilities (0.5) for
 R → 9 sports like putting tennis places or things yeah
 R → 10 activities more for children (.) giving a holi-
 R → 11 like a off day (.) for the children (.) so: they
 R → 12 are able to go to these [facilities]
 CLS→ 14 T : [so publicising] sports
 CLS→ 15 (.) trying it for free (.) seeing if you
 CLS→ 16 will hopefully go >mam i tried this (.) dad i
 CLS→ 17 tried this (.) can i do this every week
 CLS→ 18 please< ((the discussion on this topic continues))

In lines 1 to 3 S7 provides a suggestion as required by the task. In line 4 the teacher acknowledges the answer by (okay so the encouragement of sports) and (>okay okay<) in line 6. However, after the acknowledgement of S7 SPP answer, he other-initiates CLA in line 6 by (how?) after a micro pause. In lines 7 to 12 S7 produces a long explanation and she clarifies how exactly her answer in lines 1 to 3 can be a solution for children's life style. This extended response is acknowledged by the teacher from line 14 to 17 with rephrasing and offering an example scenario (>mam i tried this (.) dad i tried this (.) can i do this every week please<).

This extract demonstrates the pattern consisting of an acknowledgement plus CLA-initiation through a type-specific question. These instances are clear examples of the importance of locality. When there is a trouble in a student TS, the teacher assesses this trouble at that moment according to their epistemic domains. As exemplified in this extract, the teacher acknowledges S7's response in lines 1 to 3, but he cannot understand how this can achieve the goal mentioned in the task question. Therefore, by the acknowledgement in line 4 and 6, the teacher locates the shared understanding and then, he other-initiates CLA to deal with the epistemic gap: the teacher does not know (or he wants S7 to explain it for pedagogical purposes) how S7's suggestion of encouragement of sports can help children. In response to the CLA-initiation, S7 makes a long explanation, and in lines 11 and 12, she explains how her suggestion can give children a day off by which they can go and try sports facilities. Having received the information about how S7's suggestion works, the teacher acknowledges the answer by rephrasing and exemplifying, and the CLA sequence is signalled to be completed with this acknowledgement.

Shortly, this type of other-initiation of CLA indicates that the teacher and student have some shared understanding; however, there is still an epistemic gap. As a result, following the acknowledgement of the shared understanding, CLA is other-initiated by the teacher through a type-specific question in order to achieve full intersubjectivity. Also, the CLA initiation here may be a pedagogical one and as seen in the teacher rephrasing and exemplifying, the teacher may be using the CLA to trigger further student L2 talk and also to have students hear the responses. This observation has been confirmed in several extracts and consequently, it may be argued that another significant use of CLA is pedagogical rather than an interactional problem caused by an epistemic gap.

To sum up the discussion on type-specific questions, these instances aim at partial problems unlike OCRIs, and they are stronger at locating the problems as Schegloff et al. (1977)

suggest. They make it clear to the student producing the TS where exactly the problem is. As explained in Extract 11, acknowledging the shared understanding first and then initiating CLA using a type-specific question is a clearer example that illustrates both how teachers deal with understanding problems and also how CLA-initiation is affected by the instant evaluations of the problems in intersubjectivity level. Namely, this type of initiation is used to achieve full intersubjectivity by locating the K- and K+ epistemic domains first.

4.2.2 Open-class repair initiators

Another significant type of CLA-initiator observed in the data is the OCRIs (Drew, 1997). As discussed in the Literature Review chapter, OCRIs are a next turn repair initiator type that is used to initiate repair. In OCRIs the source or type of problem is not specified and they are used to other-initiate repair to deal with troubles stemming from overlaps and occasionally wrong pronunciation. In the literature it is suggested that OCRIs can be used as repair initiators for both hearing and understanding problems, but in this data they usually initiate a repair for a hearing problem and they are rarely used by teachers to deal with understanding problems. OCRIs are the most common type (nearly one-fifth of the instances) after type-specific questions in the data. An initiation by an OCRI makes a repeat or a slightly modified repair relevant as suggested by Schegloff (1997). The most common type of OCRIs is ‘sorry’ and occasionally ‘huh’ is also observed.

Extract 12 demonstrates the typical findings and observations about OCRIs in this data. In this extract as a result of a hearing problem caused by the student’s TS, the teacher other-initiates CLA in the form of an OCRI to deal with this problem. The lesson has just started in this extract and the teacher does some social talk while waiting for all the students to come. Therefore, the context is more like a meaning and fluency context (Seedhouse, 2004) where interlocutors focus on conveying personal meanings.

Extract 12_5.1 (00:23-00:47) I was Awful Yesterday

1 T : i was (awful) yesterday i was very (poorly)
2 S9 : what happened?
3 T : i don't know i just-(0.6) yesterday night i
4 started ((*makes sick noise*)) throwing up violently
5 S10 : where have you been?
6 S3 : is it a hangover?
7 T : no
TS → 8 S4 : [(?)] can [you st]op-
9 T : [(?)]
CLI→ 10 T : [huh?]

R → 11 S4 : can stop doing it
12 (1.1)
CLS→ 13 T : i (.) promise you it wasn't (.)\$drink
CLS→ 14 related\$ at all it was: (.) no i think it was
CLS→ 15 some kind of (0.7) bug that been going round

In line 1 the teacher mentions the problem he had the previous day. Following this, students ask several questions (what happened?), (where have you been?) and (is it a hangover?) to find out why he felt ill. In line 8 S4 also wants to ask a question and initiates a turn, but this overlaps with the teacher's turn in line 9 which is inaudible. Immediately after this overlap the teacher other-initiates a repair with the OCRI (huh?). S4 repeats his TS in line 8 to clarify the point he has wanted to make. Following a pause of 1.1 second, the teacher responds and produces the SPP for S4's request which implies that the cause of the teacher's problem is drink related. In lines 13 to 15 the teacher explains that the problem is not drink related, rather a (bug that been going round).

In this extract there is a hearing problem as a result of an overlap. The data analysis shows that unlike the literature (e.g. Sidnell, 2010; Schegloff et al, 1977) OCRI in this study are usually used for hearing problems by the teachers. In this extract the teacher possibly hears some of the words in S4's utterance in line 8, but as is obvious from his CLA-initiation, he has a problem in hearing S4's utterance and as a result, an epistemic gap occurs between their epistemic domains. Therefore, he other-initiates a repair with an OCRI to show that S4's turn is not clear for him and that their mutual understanding is at stake. S4's repair in line 10

shows that he also takes the repair-initiation as an indicator of a hearing problem as he only repeats the TS utterance in line with Schegloff's (1997) claim about hearing problems.

In the data analysis it is observed that the problems stemming from a hearing problem are usually as a result of an overlap with the teacher or other students. As Schegloff (ibid) suggests, the use of OCRIs to deal with hearing problems caused by overlaps is frequently observed in interaction, and as discussed in the Literature Review chapter, the relevant action by the other interlocutor is usually to repeat the answer which may occasionally have some addition to or the revision of the original TS. In this extract this observation seems to be supported and in the OCRI instances observed in this data, the relevant action is indeed just repeating the TS, and the occurrence of an elaborated CLA is not common. From an emic perspective, from the perspective of the producer of the trouble, this shows that students understand that the problem is in hearing rather than understanding and they simply repeat the TS to make it clear for the other speaker.

To summarize, OCRIs are used to deal with problems of hearing by teachers and the problem is usually caused by overlaps and occasionally a mispronunciation. The most common examples are 'sorry' and 'huh'. The repair response to clarify the unheard or partially unheard TS is to repeat the TS and occasionally do some extension or addition, but these are really limited.

4.2.3 Checking candidate understanding

Another resource teachers use to other-initiate CLA is checking candidate understanding. As reviewed in the Literature Review chapter, these are used when interlocutors want to check if they are at the same intersubjectivity level. The analysis of the data shows that the repair initiated by candidate understanding has two potential SPPs for students: to confirm it, or to reject the candidate understanding and produce a CLA of the TS.

In the analysis checking candidate understanding is found to be a frequent one. It is the third most common resource after type-specific questions and OCRIs. In interaction, sometimes an interlocutor faces a problem in hearing or understanding the utterance of the other interlocutor(s). The utterance is generally heard or understood, but s/he needs to confirm the hearing or understanding because of some uncertainty about the clarity of the message. In the literature both checking candidate hearing and understanding is observed (Kurhila, 2006; Sidnell 2010). But, in this study it is observed that checking candidate understanding is

usually used to clarify the candidate understanding of a previous student turn rather than a candidate hearing which is rarely observed.

Extract 13 demonstrates how checking candidate understanding of a student's previous turn achieves CLA and ensures intersubjectivity between teachers and students. In this extract there is a whole class discussion in which they discuss how to improve presentation skills.

Extract 13_3.5 (61.17-62.05) Just the main points

1 S8 : actually there are some difficult words er: if
 2 you:: know that you'll forget those words you can
 3 just write them down
 4 T : mm-hm
 TS → 5 S8 : in case you in the presentation when you are
 TS → 6 nervous (.) so in that case you can just (.) have
 TS → 7 a look (.) but a quick look at what [you] wrote=
 8 T : [°okay°]
 TS → 9 S8 = down those points so you will remember what er::
 TS → 10 you wanted to say [or] what's the main=
 11 T [>°okay° <]
 TS → 12 : = point you are going to discuss about
 CLI→ 13 T : so it's there:: (.) to help you?
 R → 14 S8 : yeah [exactly]
 15 T : [if you need it]
 R → 16 S8 : but just the main points [not er:: a:] long=
 CLS→ 17 T : [okay (.) ah okay]
 18 S8 : =sentence (.) just some few words

From line 1 to line 13 S8 makes a long explanation which is accompanied by the teacher's occasional backchannelling such as (mm-hm) and (°okay°). However, in line 13 the teacher checks candidate understanding with (so it's there:: (.) to help you?) to check if he has understood S8's point correctly. S8 confirms the candidate understanding with (yeah [exactly]) and adds a little bit more information in lines 16 and 18 specifically emphasizing that it is (just the main points). The teacher shows understanding with (okay) and he further uses (ah okay) to show that S8's addition is a new information for him and the epistemic gap is equalized.

This extract illustrates the situation in which the teacher is not sure if he has understood the message clearly. These instances are common in the data and the teacher usually rephrases and summarizes the student's turn in the repair-initiation stage to check if there is any epistemic gap in their shared understanding. A very similar move is also observed when teachers give feedback or acknowledge a student's CLA, but the difference of checking candidate understanding is detectable by looking at the next turns students use. If it is a feedback, the student usually does not produce a response; however, if it is checking the candidate understanding, the student responds by confirming as in line 14 in this extract or they reject the candidate understanding and offer a CLA as will be exemplified in the next extract. In other words, checking candidate understanding is organized in the following way: If it is confirmed, this means that they are at the same intersubjectivity level and there is no epistemic gap. However, if the candidate understanding is not what the student has meant to say, the student makes a CLA move and clarifies his/her previous turn to achieve intersubjectivity as will be demonstrated in Extract 14. Therefore, the observation on checking candidate understandings in the data collection suggests that they help teachers ensure intersubjectivity by checking if there is any mismatch in their mutual understanding. This form of other-initiation of CLA then helps maintain intersubjectivity. Its capacity to locate troubles is also a strong one as Schegloff et al. (1977) suggest and this is also observable in this data in that it directly refers to a certain point and asks the other interlocutor to confirm or reject it depending on whether his/her turn is understood as s/he has intended to or not.

Another observation about checking candidate understandings in this study is that teachers usually resort to it when the student's turn is a relatively long one as observed in Extract 13. It can be argued here that as the response is very long, the teacher may not be able to keep track of the whole answer and s/he may need to check his/her candidate understanding to see if they are at the same intersubjectivity level. It can also be argued that teachers use this as a part of their CIC (Walsh, 2011) by using it as a resource to make it sure that other students also understand the student's extended turn. In this extract it seems more likely that the teacher really wants to check his candidate understanding. The overlaps and exchange of turns in lines 13-18 and teacher's sequence closing third in line 17 (ah okay) suggest that there is a real interactional exchange. However, still it cannot be denied that as an institutional setting, the L2 classroom context and pedagogic goals may be the factors which

In line 1 S4 mentions football as a culture shock for himself. In line 3 the teacher claims understanding (Heritage, 2012) by repeating the answer, but then, he other-initiates a repair in accordance with the task goal to have S4 explain how this is a culture shock. In lines 4 to 6 and 8 and 9, S4 clarifies how football is a culture shock for him. However, in line 18 the teacher shows that he is not clear about S4's point and other-initiates CLA with a candidate understanding (so (.) what's your point that (.) the holidays are different or:?) asking if his point is that holidays are different or something else. In line 20 S4 rejects the candidate understanding with (no) and directly goes on to do the CLA by explaining that it is the importance of sports in that country (the UK). In line 22 the teacher acknowledges the answer with a change-of-state marker (ah) followed by (okay.) (Liddicoat, 2011).

This extract clearly illustrates how checking understanding works as a CLA initiator. When there is no problem, it works as a confirmation check, but if the other speaker recognizes a problem as a result of checking candidate understanding, it is understood as a repair-initiation as demonstrated in this extract. In line 20 S4 directly starts to do the CLA just after rejecting the teacher's candidate understanding which shows that S4 takes this checking candidate understanding as a repair initiator as it makes it obvious that there is a problem in their mutual understanding. After S4 clarifies his previous points in line 20, the teacher uses the change-of-state marker 'ah' which is a strong indicator of epistemic change and moving into a K+ (knowing) position (Heritage, 2012). In this sense, checking candidate understanding is like a switch in interaction: if there is no problem in mutual understanding, it is confirmed by the other interlocutor; however, if an epistemic gap is detected, it directly acts as a repair-initiator.

To sum up, this sub-section has indicated that checking candidate understanding is a salient resource used by teachers to other-initiate CLA. Checking candidate understanding has its unique feature in that when the candidate understanding offered by teachers is the correct understanding of the previous turn, the student confirms teachers' candidate understanding making it clear that there is no problem in their mutual understanding and the sequence moves forward to closing. The confirmation of the candidate understanding indicates that they are at the same intersubjectivity level and it is now clear that the student's turn(s) is clearly understood by the teacher. However, if there is an epistemic gap, the student provides further CLA and intersubjectivity is achieved by equalizing the epistemic gap.

4.2.4 Partial repetitions followed by wh- questions words

In this sub-section partial repetitions followed by wh- question words will be demonstrated and also a rare type (the observation of teachers' self-repair while other-initiating CLA) observed 2-3 times in the data will be analysed. As mentioned in 2.3.2 in the Literature Review chapter, partial repetitions followed by wh- question words are reported to be observed for repair-initiation. In terms of their capacity for locating the TS, these instances are quite strong as a relevant part of the TS is repeated until the problematic part and the problematic part is replaced by a question word. In this sense, they precisely indicate where the problem is and consequently, the CLA move responses tend to be short turns, usually consisting of a few words or a phrase.

Extract 15 exemplifies how partial repetition of the TS followed by a question word is organized. In this extract there is a discussion on the functions of the paragraphs in an article. This is a teacher-fronted whole class discussion and students can also take the turn if they want to self-nominate to respond to the teacher's question. This specific moment in this extract is more like a form-and-accuracy L2 sub-context in that the focus is on finding accurate answers for the structure of an essay rather than expression of personal meanings.

Extract 15_2.10 (45:42-46:18) Suggestions Recommendations

```
1      T      : let's look at the last part
2              (4.9)
3      T      : the final paragraph (.) what's the function here?
4      S2     : some::- (.) make a suggestion?
5      S?     : (?)
TS → 6      S12  : recommendations for.-
7      S2     : suggesti[ons   ]
8      S12   :           [resear]ch (studies).
9      T      : suggestions recommendations.
10     S2     : (yeah)
CLI → 11     T      : recommendations for what?
R → 12     S12  : for the future stu[dies] or-
13     S2     :           [yeah]
14     S?     : for [(?)
R → 15     S2   :           [for what the university to do in the future
```

CLS→ 16 T : yeah (.) so it's saying (.) i've done some
 17 research (0.7) and from this research (0.6) this
 18 is what i think we should do next.=so it's making
 19 suggestions (.) and recommendations (.) okay

In lines 1 and 3 the teacher makes an initiation via (the final paragraph (.) what's the function here?). From line 4 to 8 some students offer some answers. In line 9 the teacher repeats the student responses; however, in line 11 he other-initiates a repair with (recommendations for what?) to ask students to clarify what the recommendations are for in that last paragraph. In lines 12 and 15, S2 and S12 self-nominate and clarify that the recommendations are (for the future stu[dies]) and ([for what the university to do in the future]). In line 15 the teacher acknowledges the responses and rephrases them.

This extract illustrates how partial repetitions followed by wh- question words work as CLA-initiators. As seen line 9, the teacher acknowledges students' answers as appropriate, but then in line 11 he wants students to clarify what the recommendations are for and he other-initiates CLA. S2 self-nominates and does the CLA as there is a whole class discussion. As can be seen in lines 12 and 15, both of the student CLAs start with 'for', which is a type-conforming response (Schegloff, 2007). This clearly shows that students also have IC in that they provide not only the necessary CLA, but they also provide an appropriate phrasal response type.

Also, there is one more significant observation to mention in this extract. Micro details in this extract suggest that the CLA-initiation in this extract is a pedagogical one rather than an interactional problem with an epistemic gap. The evidence is that the teacher other-initiates CLA on something from the article. This means that the teacher is most probably not asking for students' personal ideas or knowledge as he also knows the text. Rather, the teacher either wants to see if students have understood what the recommendations are for, or maybe he wants students to clarify what the recommendations are for which in turn would be a CLA for all the students. In both ways, the CLA-initiation is a pedagogic one in the form of a display question and it is not initiated for a genuine problem. The sequence closing thirds the teacher uses in response to the CLA also support this claim. In line 16 the teacher uses (yeah) which shows agreement (Liddicoat, 2011). If there were a real problem in the interaction, when the CLA is done, the teacher would probably use a change-of-state token such as 'ah' or 'oh' which suggests a change in the epistemic domain (Heritage and Clayman, 2010). To sum up, this extract not only shows how partial repetitions followed by a question word are used as a

resource to achieve CLA, but also this extract shows how teachers' other-initiation of CLA can be for pedagogic reasons such as checking if students fully know the answer or for making it sure that other students also hear an answer or an important point.

The other rare, but significant, observation in this study is teachers' self-repair while other-initiating CLA. In the data, self-repairs have been observed a few times. With the conversation-analytic emic perspective, I have assumed that there may be a reason for this. A closer analysis suggests that self-repairs are also directly relevant to the moment by moment construction of CLA and they also obey the strength observation suggested by Schegloff et al. (1977). In these instances, teachers typically start with one of the types discussed above in this section, but s/he does self-repair and uses another form. This another form, in terms of its locating strength, is usually a stronger one. Extract 16 exemplifies how teachers do self-repair and why this might be happening in these instances.

In this extract the class first discusses the culture shock they have experienced in the United Kingdom for five minutes in small groups and then they have a whole class discussion in which either the teacher nominates a student or one of them self-nominates. The sub-context is a meaning-and-fluency context and the focus is usually on content.

Extract 16_2.3a (9.38-09.58) The Director

1 S4 : also football.
2 T : football? how is that a culture shock?
3 S4 : because (.) er example er: (0.5) the director of
4 the company er (.) if there are a (.) big match
5 big football match
6 T : yeah
TS → 7 S4 : he can take the holidays only for watching the
8 football.
9 S? : yes [(?)]
CLI→ 10 T : [who- (.) the director can?]
R → 11 S4 : yeah or (0.4) any employees.
CLS→ 12 T : ok[ay.]

In line 1 S4 self-nominates and mentions football as a culture shock. In line 2, the teacher asks (how is that a culture shock?). From line 3 to 5, S4 explains what he means

and this is followed by a teacher (*yeah*) in line 6. In lines 7 and 8 S4 continues his explanation. In line 10 the teacher other-initiates CLA to clarify who S4 means by (*he*) in line 7. The teacher starts with the type-specific question (*who-*), but it is cut off. After a micro pause, the teacher does a same turn self-repair and uses checking candidate understanding. In line 11 S4 confirms the candidate and he adds that it may also be (*any employees*). Finally, the sequence goes to closing with the use of sequence closing third (*ok[ay.]*) by the teacher.

This extract illustrates the instances where there is a teacher self-repair in the other-initiation of CLA. In line 10 the teacher has difficulty in understanding who S5 means by (*he*) in line 7. So, in terms of epistemic gap and the level of intersubjectivity, at this initial moment, the teacher does not have mutual understanding with S5 on (*he*). So, he other-initiates CLA. However, he does self-repair and uses checking understanding to clarify the (*he*) in S5's turn in line 7. At this second point, having started with a type-specific question, the teacher probably guesses that the (*he*) may be the director; because, S5 has mentioned directors in line 3. So, the teacher quickly assesses the epistemic gap again and uses checking candidate understanding as a resource for CLA-initiation. This instance clearly exemplifies the effect of micro details and the moment by moment construction of intersubjectivity in CLA. It must also be noted that the type the teacher uses is a stronger form. In this way, the teacher ensures that the strongest repair-initiator possible is used in accordance with the level of epistemic gap which ensures more power for locating the trouble for S4. As can be seen from S4's response in line 11, the trouble is quickly resolved via a confirmation. Consequently, it can be argued that using self-repairs is a strategy used by teachers and that it is a part of their IC (Markee, 2000).

4.2.5 Section conclusion

In this section the findings on how teachers other-initiate CLA are presented. The findings on the four types (type-specific questions, OCRIs, checking candidate understanding and partial repetitions followed by *wh-* question words) are presented and it has been argued that these different types target different levels of epistemic gap and that they are related to trouble sources (hearing or understanding). For instance, type-specific questions are used to deal with problems stemming from troubles in understanding and they usually target a part of a TS as shown in Extract 10. Extract 11 has further demonstrated that type-specific questions are used

by teachers as a resource to target a problematic part and acknowledgement plus CLA-initiation is a strategic resource used to achieve intersubjectivity. OCRIs are usually used for only hearing problems unlike the previous findings in the literature which argue that they are used for both hearing and understanding problems. Checking candidate understanding is another resource teachers use when there is a need to check the current mutual understanding. The analysis in Extract 13 has shown that when the candidate of a teacher is confirmed, this ensures that they are at the same intersubjectivity level. However, if the candidate understanding is rejected, as argued in Extract 14, this shows that there is a problem in intersubjectivity. Therefore, the student rejects the candidate and goes straight onto doing the CLA to achieve intersubjectivity.

There are also two rare observations. The first one is the partial repetitions followed by wh-question words initiation type which is used to target a very specific trouble in a previous turn. Therefore, this instance is a very strong type like candidates and it precisely locates the trouble. The final observation in this section is the teachers' self-repairs in CLA-initiation. As argued in Extract 16, these instances illustrate the local and moment by moment construction of CLA and thus the achievement of intersubjectivity. So, having analysed the resources used by teachers to other-initiate CLA, the next section will present the findings on how students' CLA failures are managed.

4.3 The Management of CLA Failures and the Resources Teachers Use

4.3.0 Introduction

In addition to the findings on sequential organization in the previous part, in 4.2 CLA is studied at a micro level by specifically focusing on the linguistic forms used in teachers' CLA-initiation. In this study the observations on CLA show that student CLA failures happen mainly in two ways: The first one is when a student cannot provide a CLA at all. This is when the provided CLA (usually consisting of a few words or broken phrases) is totally irrelevant. The second one is when students cannot achieve providing a satisfactory CLA. In other words, sometimes the CLA fails as there is no response (or a few incomplete irrelevant utterances) by the student while in some other cases, the student does some CLA, but it cannot completely achieve intersubjectivity from the perspective of teachers. I will use the term CLA failure for both of the observations mentioned above as the analysis suggests that usually there are not significant differences between the two in terms of organization. I will

distinguish them mentioning if it is a no response failure or partial failure when relevant. The instances of failure are observed 9 times (out of 72 instances) in the data and 7 of them are successfully completed. These issues will be further discussed in the Discussion chapter.

In the following sub-sections the interactional resources that teachers use when the CLA is not achieved by students will be discussed. Instances where there is a problem in students' CLA turn will be analysed and how teachers manage them in accordance with the problematic CLA of students will be demonstrated. The analysis of the data shows that teachers use three resources to recycle CLA-initiation to deal with the problem and manage the CLA failure: using stronger forms, rephrasing and checking candidate understanding.

The organization of the following extracts are as follows: teachers use three interactional resources in response to a CLA failure: often using stronger forms (Extract 17), sometimes rephrasing the initial CLA-initiation (Extract 18) and occasionally using candidate understandings (Extract 19). However, one significant point that must be underlined here is that these resources are not exclusive ones and teachers often use a mixture of these three resources depending on moment by moment construction of the shared knowledge and the epistemic gap.

4.3.1 Using stronger forms

In this sub-section how CLA failures are managed by teachers through stronger forms will be demonstrated. In this extract students have finished a fill in the blanks activity in which they are expected to fill in the blanks with conjunctions such as 'in addition' and 'also'. In this extract the teacher checks if they have any problems with the activity.

Extract 17_1.1 (4:25-5:04) What is this?

1 T : okay any:: problems or issues with the- (.)
2 firstly the bit on page forty-eight the bit on
3 adding information (.) are there any questions
4 from that?
5 (8.1)
6 T : no?
TS → 7 S9 : what is this?
CLI → 8 T : sorry?
9 (4.2)
10 S? : go on
11 (1.1)
R → 12 S9 : well this is the:: (?)
13 (2.7)
CLI2 → 14 T : what's the question shrike?
R → 15 S9 : eh (1.2) underline the words (.) which add
R → 16 information=
17 T : = hm-mm
18 (1.4)
R → 19 S9 : you mean adDITIONal information?
CLS → 20 T : yeah exact[ly

In lines 1 to 4 the teacher asks the students if they have any problems with the activity on page forty-eight. There is a long silence of 8.1 seconds and in line 6 the teacher takes the turn again and asks if there are no questions. In the following turn, S9 asks a question (*what is this?*) to show the problem he has encountered. However, the teacher has difficulty in understanding and other-initiates CLA with an OCRI. There is no response and there is a 4.2 seconds pause following the CLA-initiation. Another student tells S9 to (*go on*). After a 1.1 second silence, S9 tries to do the CLA, but he cannot complete his sentence. Another pause, 2.7 seconds, follows and in line 14 the teacher recycles his initial CLA-initiation using a type-specific question (*what*) this time. In lines 15 and 16 S9 starts to do the CLA and the teacher uses the continuer (= *hm-mm*) and after a pause of 1.4 second, S9 continues and clarifies the TS. The teacher confirms the clarified answer and the sequence closes.

This extract illustrates how teachers manage CLA when a student fails to provide CLA. The trouble source in this extract stems from S9's question in line 7. S9 uses deictic reference 'this' in his turn, but the teacher's following turn and CLA-initiations show that there is a mismatch in their mutual understanding. As Carter and McCarthy (2006) suggest, deixis is a significant feature of spoken interaction by which interlocutors point within their shared understanding. Consequently, in order to clarify the deictic reference and what S9 means, the teacher other-initiates a CLA using an OCRI first. As mentioned by Drew (1997), OCRIs are very generic question types and they are neither specific about trouble source (hearing or understanding) nor do they indicate where the problematic part is. The following 4.2 seconds is a significant silence and it shows that there is a problem. The analysis in this study suggests that silence has a significant role in the interpretation of CLA failures. Students' significantly long silence is often observed in CLA failures and they are interpreted as a CLA failure by teachers. So, the analysis of the data shows that significant silence of students following a CLA-initiation is also a resource used by teachers to interpret CLA failure and use some resources to recycle CLA-initiations. One issue to mention is that significantly long silences are observed only when CLA failures stem from the absence of student response: they are not normally observed when there is a partial CLA failure.

So, in the extract as the student cannot produce CLA and there is a significantly long silence, the teacher interprets CLA failure and re-initiates the CLA with a type-specific question. The question he uses in line 13 is a stronger one and it locates the problem more clearly by mentioning that the teacher has a problem in understanding S9's question. In this way, the teacher makes it clear to S9 that he has difficulty in understanding his question. Considering the fact that S9 is able to do the CLA after the recycling of the initial CLA-initiation with a stronger form, it may be argued that this extract shows that the teacher's strategy has worked. So, using stronger forms can be considered as a part of teachers' IC/CIC in that they use it strategically to have students do CLA of their turns.

To sum up, Extract 17 provides the example where there is a student failure in CLA and how teachers manage it with stronger forms. In the next extract rephrasing as a resource will be demonstrated.

4.3.2 *Rephrasing*

Another resource teachers use to manage CLA failures is rephrasing. As mentioned in the Literature Review chapter in section 2.2.2, rephrasing is changing the structure and/or wording of a previous turn(s). This is observed to be a resource used by teachers to help students do repair in case of a problem. In Extract 18 rephrasing as a resource to deal with student CLA failures will be demonstrated. This extract is valuable in that it demonstrates an example of a partial CLA failure and how it is managed. Also, this extract demonstrates an occasional observation regarding the turn-taking mechanism in the management of CLA failures: other-repair by other students when the original student cannot do the CLA.

In this extract students have discussed their experiences in terms of culture shock and now they share them with the teacher and the whole class.

Extract 18_2.2 (8:38-9:05) Transport

```
TS → 1      S10   : er transport
CLI→ 2      T     : okay (.) how is that a (.) culture shock?
      3              (2.6)
      4      S12   : (language?)
CLI2→5     T     : what's different?
R → 6      S11   : er (.) it's special (1.9) and er and public
R → 7              [(?) ] transport
RI3→ 8     T     : [yeah] can you be more specific? what's- (.) what
RI3→ 9              was surprising for you?
R → 10     S11   : er the taxi (.) we should call taxi or (.) need to
R → 11              some- (.) [something] special and (0.6) interest =
      12     S2    :          [yeah      ]
R → 13     S11   : = to (.) take the taxi
CLS →14    T     : ah: okay yeah.
```

In line 1 S10 provides an example for culture shock. In the next line the teacher acknowledges his answer with the sequence closing third “okay”, but by asking the question (how is that a (.) culture shock?) he other-initiates repair and asks him to clarify his point in accordance with the task goal. A pause of 2.6 seconds follows and in line 5 the teacher rewords the question and recycles the repair-initiation with the question (what's different?). In the following turn, S11 self-selects and offers some CLA, but the teacher

explicitly asks S11 to (be more specific?) and rephrases his question into (what was surprising for you?). In lines 10, 11 and 13 S11 does the CLA and it is acknowledged by the teacher with a composite sequence closing third (ah:) followed by (okay) and (yeah.) (Liddicoat, 2011).

As for the implication of this extract, it clearly illustrates how teachers manage CLA failures of students via rephrasing. In the initial lines, S11's answer is understood as problematic by the teacher; because, he does not explain how it is a culture shock as required by the task question. In the literature, Seedhouse (2004) successfully explicates how a response or a sentence, which would not be seen as problematic in casual talk, may be seen as problematic in an institutional setting in accordance with the pedagogic or task goals. As a result of this, the teacher other-initiates CLA, but there is a long silence which indicates that S11 has some problems in doing the CLA. So, the teacher recycles the repair-initiation and does some rewording by specifically mentioning the word 'different'. In this way, the teacher conveys the message that the student should clarify how transportation is different compared to his own culture or country. In lines 6 and 7, S11 self-nominates and offers an answer as a response to this re-initiation, but he only mentions that it is special and he mentions public transportation. As obvious from the teacher's next turn, again this answer is not satisfactory as it does not clarify how it is different. Therefore, this time the teacher asks him to be more specific again and he does some rewording to underline the word surprising. Finally, S11 provides a CLA for how it is 'surprising' and 'different' for him.

When the CLA-initiation moves and the resources the teacher uses are considered, the first initiation is a type-specific question and so are the last two. So, compared to the previous extract which shows that using stronger forms is a strategy, in this extract all the questions are of the same type, but there is rephrasing and rewording of the question. Consequently, this extract shows that rephrasing is another resource that teachers use to manage CLA failures.

This extract also demonstrates how epistemic gaps are at work in CLA and how teachers locally manage them. In the teacher's first CLA-initiation, the teacher has no knowledge about how transportation is a culture shock for S10. S11 offers an insufficient answer in line 6 which is countered by another CLA-initiation; however, S11's answer here definitely contributes to their shared understanding as evidenced by the teacher's next turn which focuses on the difference. In other words, now the teacher knows that it is the special nature of transportation that is the culture shock, but still he does not know what is different between

the UK and S10/S11's home country. This means that there is an increase in the shared knowledge, but still there are some problems. This new receipt of information affects the teacher's re-initiation and by asking S11 to be more specific, he acknowledges that S11's response has increased the level of shared understanding, but he still needs to be more specific. In this sense, this extract clearly demonstrates how CLA is managed moment by moment via the introduction of each turn by teachers and students.

This extract also demonstrates an uncommon case in turn-taking procedures in the management of CLA: other-repair in CLA. In this extract when S9 cannot do the CLA, the teacher consistently gives the turn to him and he does not allocate it to other students. This observation in this extract is also the general norm in the whole data collection. This turn-taking procedure shows that teachers almost always recycle the CLA-initiation and give the turn to the same student to do the CLA in case of a student CLA failure. This is probably because of the nature of the action here, the CLA. As it is the students who are the producers of their turns, usually only they know what they have meant to say. Consequently, they are expected to clarify what they mean in their initial turn. This is true when there is a real interactional problem and/or an epistemic gap as seen in Extract 17. However, in the data there are also several instances of other-repair where another student does the CLA. These instances are usually observed in two circumstances. The first one is when the CLA is other-initiated to check if students can explain what they have said. Namely, CLA-initiation is a pedagogical one (as discussed in Extract 15). In these instances, other students may interrupt and take the turn when the original student cannot do the CLA. In Extract 15, for instance, the purpose of the teacher is to have students clarify what they have understood from the text and another student self-selects to do the CLA when the original student cannot do it. The other group of instances are when students have worked in small groups and as a result, they possibly know what the producer of the TS has meant to say. The example for this instance is seen in Extract 18. The analysis of these instances shows that students may take the floor to do the CLA when the other fails to do it as they may be familiar with what they think about it as discussed in the small group discussion. Shortly, in the management of CLA failures, the teacher almost always allocates the turn to the same student and this is in fact as a natural result of epistemic gaps. However, occasionally other students may also self-select and do the CLA as discussed above.

Having discussed two of the resources for the management of students' CLA failure, using stronger forms and rewording/rephrasing, the next sub-section will address to the issues

around the use of checking candidate understanding as a resource to manage problems in CLA.

4.3.3 *Checking candidate understanding*

As discussed in section 4.2, checking candidate understanding is a resource used by teachers to other-initiate CLA. The analysis shows that it is also used to manage student CLA failures. The findings from the analysis suggest that checking candidate understanding is used after only (candidate) partial CLA failures. It is not observed when there is no CLA from the student and this is quite natural in that in order to check candidate understanding, there should be some kind of a message first. So, it is used in instances where a teacher other-initiates CLA and the student does the CLA, but the teacher is not very clear about the student's turn and s/he wants to check if they are at the same intersubjectivity level. In this way, checking candidate understanding is not a resource solely used to other-initiate CLA, but it is also used to check the CLA done by students.

Extract 19 provides an instance where checking candidate understanding is used by the teacher to check if the CLA done by the student is the same as his understanding. In this extract the interaction is not related to the task: it started simultaneously as a result of S3's misunderstanding.

Extract 19_5.15 (46:50-47:04) The phone

1 ((S3 shows a mobile phone to S2 and then he puts
2 it in the same place again))
3 ((S1 starts laughing and S2 starts smiling))
4 ((S3 puts his hand on his face to show he is
5 ashamed))
6 T : what's wrong?
TS → 7 S3 : (?) it was his ((points S2 with his index finger))
CLI→ 8 T : huh?
R → 9 S3 : i thought that ((pointing to the phone)) this was
R → 10 his ((pointing to S2))
CLI2→11 T : the phone?
12 S3 : yeah
CLS→ 13 T : no.

In lines 1 and 2 S3 shows a mobile phone to S2 and he puts it in the same place. It seems that he wants to ask S2 if the mobile phone is his. Then, in line 3, S1 starts laughing loudly and S2 also smiles. After that, in line 4 S3 covers his face with his hand which shows that there is an awkward situation and he is ashamed. In line 6 realizing that there is something going on, the teacher asks (*what's wrong?*). In line 7 S3 tries to explain the situation, but the teacher has a trouble and other-initiates CLA with (*huh?*). As discussed previously, OCRIs are usually observed to be used for hearing problems in this data, but in this extract it may be a hearing or an understanding problem, or maybe both at the same time. I feel that this is a hearing problem and the evidence is that the initial part of S3's utterance is really difficult to hear for me, too. So, the teacher might have had difficulty in hearing it. Also, the CLA turn of S3 in line 9 is a typical CLA move in case of hearing problems: the producer of the TS repeats the TS, there may be a slight adjustment, to clarify his/her initial utterance. However, there may also be an understanding problem as the teacher might have had a problem in understanding what has happened. The reason is the teacher did not witness what is happening there, and as a result, he does not have the shared understanding of what has happened before that moment. So, the pronoun (*his*) in line 7 and its relationship with the mobile phone may be the problem preventing the teacher from understanding S3's turn. So, after the CLA-initiation, S3 does the repair and he points at both S2 and the mobile phone. This is a clear strategy used by S3 to react to the CLA-initiation and make it sure that the problem is solved. Therefore, in addition to repeating the TS more clearly, S3 uses pointing to better clarify the trouble and to make it easier for the teacher to understand the TS. However, as seen in line 11, the teacher still tries to clarify if he is referring to the mobile phone with a confirmation check (*the phone?*) which is confirmed by S3. In this sense, this extract illustrates how checking candidate understanding can be used as a resource to check mutual understanding after the student CLA in addition to its role as a CLA-initiator as mentioned in 4.2.3. In this case, checking candidate understanding works as a tool by which the teacher tries to understand if the CLA made by the student is clear enough. By using the candidate understanding, the teacher makes it sure that they are at the same intersubjectivity level and there is no epistemic gap left after S3's CLA in lines 9 and 10. If there were a problem, S3 would reject the teacher's candidate understanding and do another CLA as illustrated in Extract 14. Finally, the teacher responds with (*no.*) to S3's base FPP in line 7 to mean that the mobile phone does not belong to S2 which shows that intersubjectivity is achieved and now the teacher has mutual understanding with S3.

To sum up, checking candidate understanding can also be used to manage instances where there may be a problem in student CLA. Unlike the other two resources, teachers use checking candidate understanding to ‘check’ if there is still a problem after the CLA that the student has provided. In this sense, checking candidate understanding is a unique resource which has a specific role in the action of CLA.

4.3.4 Section conclusion

This section has demonstrated the resources teachers use to deal with the CLA failures of students. Three resources have been demonstrated: using stronger forms, rephrasing and checking candidate understanding. Moreover, it has been demonstrated that CLA failures are locally managed. It has also been argued that the instances where students cannot provide a CLA in their turn at all are typically followed by a significant silence such as 2 seconds and more until the teacher re-initiates CLA. However, in the instances where there is a partial problem in CLA, a following silence is not observed. Consequently, it may be argued that significantly long silences are interpreted as full CLA failures by teachers. Having analysed how CLA is other-initiated and how it is managed in case of failures, the next section will present the findings on non-verbal phenomena observed in CLA.

4.4 Non-verbal Phenomena in CLA

The analysis of the data indicates that some instances of nonverbal behaviour immediately precede and/or accompany teacher’s other-initiation of CLA. Two types of nonverbal behaviour are observed frequently: leaning forward and pointing a direction with finger(s). The analysis shows that leaning forward slightly precedes and then, accompanies CLA-initiation to indicate a hearing problem while pointing accompanies CLA-initiation to indicate an understanding problem and this problem is a partial one: The teacher understands some of the message of the student, but some parts are not clear. Extracts 20 and 21 demonstrate leaning forward and Extract 22 demonstrates pointing in CLA-initiation.

Extract 20 demonstrates leaning forward as a non-verbal phenomenon in the data. This instance is chosen as it is a significant one in that it clearly shows the contribution of non-verbal behaviour in CLA initiation: The non-verbal behaviour itself can initiate a CLA. In this extract the teacher and students are discussing how to find solutions to unhealthy diet of children. The students first do discussion in small groups and then, the teacher initiates a

whole class discussion. The context of this extract is a meaning and fluency context (Seedhouse, 2004) and the focus is on discussion of the ideas about solutions to children's unhealthy eating habits.

Extract 20_5.14 (44:50-45:01) Malls

1 S6 : but also like (.) it's in the society. (.) er: in
 2 our countries where (.) all: we have is (malls)
 3 (1.0)
 → 4 T : #1 ((*leans forward*))
 5 S6 : [er:] >malls< (.) like the [ones (you shop)]
 → 6 T : #1 #1 #1 #2
 ((*comes back to normal posture in #2*))



Screenshot 1



Screenshot 2

7 S7 : [>what?<]
 8 S? : [(this thing) is,
 9 S? : malls
 10 T : malls? (.) shopping malls >sorry yes<
 11 S6 : yeah: ((*she continues talking about malls*))

In lines 1 and 2, S6 initiates a turn and mentions malls. She says that there are malls everywhere, but there are not enough sport facilities for children. However, there is one second pause following S6's turn and in line 4 the teacher leans forward. In the following line S6 quickly repeats (>malls<) and then, she tries to explain it by (like the [ones (you shop)]). Just before the completion of this turn, in line 6 the teacher stops leaning forward and comes back to normal posture. He acknowledges the repair by (malls? (.) shopping malls >sorry yes<) in line 10. In line 11 S6 says (yeah:) to indicate that that is the word she has said and she goes onto making her argument about malls.

In this extract the teacher's leaning forward in line 4 clearly demonstrates that non-verbal behaviour is a part of CLA-initiation and indeed, it can itself other-initiate CLA. The occurrence of this non-verbal resource on its own is understood as a CLA-initiation by S6 as evidenced from her trying to repair her previous turn. The analysis shows that leaning forward is found to accompany (sometimes it comes a few seconds prior to the repair-initiation and continues to accompany the verbal repair-initiation) nearly half of the instances of CLA initiation that aims at clarifying a hearing problem. The instance above in the extract is; however, a rare one (observed only twice). But, it clearly illustrates the role of nonverbal behaviour in CLA-initiation.

Extract 20 has illustrated that leaning forward can itself other-initiate CLA and Extract 21 will demonstrate how it can also accompany verbal initiation. In this extract there is a discussion on the possible topic of the listening text that the students have listened to.

Extract 21_6.1 (39:26-39:44) The challenges of the environmental civilization

1 S12 : (also) the challenges
 2 (1.4)
 3 T : that's right (.) the challenges of the
 4 environmental: ,
 5 (1.9)
 6 S12 : er (0.9) (civilizi?)
 7 T : >say again<
 → T : #3 #4 #4
 8 (1.3)
 9 S12 : the challenges of er whole civilizah
 → T : #4 #4 #4 #5



Screenshot 3



Screenshot 4



Screenshot 5

10 T : yeah (.) >yeah< (.) yeah.

In line 1 S12 mentions challenges as a response which is followed by a silence of 1.4 second. In the next lines (3-4), the teacher wants S12 to expand his previous turn with a designedly incomplete utterance (Koshik, 2002). Following a silence of 1.9 second, in line 6, S12 tries to provide an answer, but he cannot pronounce the word civilization. Consequently, the teacher firstly leans forward and she slightly moves hand to ear (this occasionally accompanies leaning forward as seen in screenshot 3) and she immediately other-initiates a repair in line 7 with (>say again<) which is accompanied by her leaning forward and it continues throughout S12's CLA of his previous turn in line 9. Once S12 finishes the repair, the teacher also stops leaning forward as seen in screenshot 5. Finally, in line 10 the teacher produces an acknowledgement of S12's response (the challenges of civilization) with (yeah (.) >yeah< (.) yeah.).

This extract illustrates how leaning forward, sometimes together with moving hand to ear, accompanies CLA-initiation. In this extract it slightly precedes CLA-initiation and this is similar to the previous extract in that the teacher first does the non-verbal behaviour. However, unlike the previous extract, leaning forward and verbal initiation together other-initiate CLA. One point that may be mentioned here is that although the student cannot pronounce the word civilization properly in the second attempt either, the teacher ignores it and she does not initiate an error correction. This is probably because of the sub-context of that moment as the focus is on meaning in that task. Therefore, when the teacher understands the word, she does not focus on the mispronunciation in line with the pedagogic focus (Seedhouse, 2004).

To sum up, in line with Seo and Koshik's (2010) study in L2 classroom settings, leaning forward is quite salient in this context and it engenders repair. As discussed in Extract 20, leaning forward is so salient that it can other-initiate repair on its own without any verbal utterance. Therefore, it can be argued here that leaning forward has a significant role in CLA-initiation when the problem impeding mutual understanding is a hearing problem.

As mentioned in the introduction of this section, pointing is found to accompany teachers' CLA-initiation. In this study the analysis shows that there are other hand gestures in addition to pointing, but they are much less common. These include hand gestures which indicate going on while the teacher is asking the student to be more specific or opening the hand and facing the palms upwards accompanying the question 'how'. However, there are not enough instances in the data to have a valid argument for these instances. But, pointing is a more frequent one and it is observed several times. Extract 22 will demonstrate how pointing accompanies teachers' CLA-initiation. In this extract the students are trying to find solutions for children's unhealthy life styles.

Extract 22_5.6 (35:03-36:10) My question is how

1 T : and children okay (.) parents and children (.) how
2 S3 : because i believe that kids ehm:: (.) dependent on
3 they: (0.5) parents (.) so i think that if they
4 are informed (.) ah it's gonna be (.) ah a little
5 bit easier (.) to cope with er: (.) any kind of
6 eh::m obesity (.) °you know ° (.) because i- i
7 believe that if- they are informed if (.) they can
8 lead their kids (.) to a good way (.) you know.
9 (1.6)
10 T : okay (.) so my question is (.) how
→ T : #6 #6 #7



Screenshot 6



Screenshot 7

```

11   S3   : okay. ((laughs))
12   S?   : how
13   S1   : they can (?) from a nutritionist
14   S11  : government
15   T    : ok- okay

```

In line 1 the teacher asks S3 to clarify how his suggestion can offer a solution to the problem mentioned in the task (to find solutions for children's unhealthy life styles). In lines 2 to 8, S3 clarifies his point and a silence of 1.6 second follows in line 9. Then, in line 10 the teacher first acknowledges S3's CLA, but then, other-initiates CLA to show that his point is not completely clear. This is the acknowledgement plus CLA-initiation instance demonstrated in Extract 11. The teacher starts pointing when he starts saying (*so my question is*) and he stops it when he uses the type-specific question (*how*). After that, S3 says (*okay.*) and laughs which suggests that he cannot do the CLA. In 13 S1 self-selects and do the CLA which is acknowledged by the teacher in line 15.

This extract illustrates the instance where the teacher points at a direction as if s/he is directing the student and his/her repair in a direction. Goodwin (2003) studied pointing and he suggested that there are many functions of it as mentioned in section 2.2.3. The instance observed here is the one he has mentioned as a rare one: using pointing for showing processing and cognition. In these instances, which are observed several times in the data, teachers use pointing as a tool which can be seen as an embodiment of the fact that the teacher has an epistemic gap only in one aspect.

To sum up, this section has shown that leaning forward and pointing are observed in the CLA sequence and that they have a role in the achievement of CLA and mutual understanding. However, it must be acknowledged here that only half of the data has video recordings.

Consequently, the analysis here cannot make arguments about the whole data strongly. Therefore, the analysis on non-verbal behaviour in this section is restricted to only the lessons that are recorded by video recorders and I acknowledge here that there may be many other non-verbal phenomena related to CLA which have been missed as a result of the limitation in the data of this study. As will be mentioned in the next parts, this is a limitation of this study and nonverbal phenomena in CLA can be a focus for future studies.

4.5 Conclusion

To sum up the findings in this chapter, firstly, the sequential organization of the CLA sequence is presented and it is argued that there are 4 phases in CLA. It is further suggested that the sequential position of CLA adjacency pair is usually a post expansion and sometimes it may be an insert expansion. Then, the resources that are used by teachers to other-initiate CLA are presented. There are 4 initiation types (type-specific questions, OCRIs, checking candidate understanding and partial repetitions followed by wh- question words) and these question types are highly related to the nature of the trouble source (hearing or understanding) and they are dependent upon the level of epistemic gap which will be further discussed in the next chapter. After that, the analysis of the three resources teachers use to manage student CLA failures are presented. These resources are: using stronger forms, rephrasing and checking candidate understanding. Finally, it has been demonstrated that leaning forward and pointing have some roles (e.g. initiating CLA or accompanying CLA-initiation) in CLA. Having analysed the findings in this chapter, in the next chapter these findings will be discussed and synthesized to provide the readers with a broader picture.

5. Discussion

5.0 Introduction

In this chapter the findings and analysis in the Analysis chapter will be discussed in accordance with the research questions and they will be compared and contrasted with the relevant literature presented in the Literature Review chapter.

In the Analysis chapter, in accordance with the research questions, three points have been analysed using the micro-analytic tool of CA: (1) The sequential organization of teachers' other-initiation of CLA, (2) The types of resources that teachers use to other-initiate CLA and (3) How CLA is managed when there is a failure. The analysis of these three points suggests that: (1) The action of CLA is patterned: there are 4 phases in CLA and these phases have 5 sequence organization realizations. Sequentially, the CLA sequence is usually an expansion sequence: it is usually a non-minimal post expansion and sometimes it is positioned as an insert expansion, (2) Teachers mainly use four types of initiations to other-initiate CLA: type-specific questions, OCRIs, checking candidate understanding and partial repetitions followed by wh- question words, and (3) Teachers mainly use three resources/strategies to manage CLA failures: using stronger forms, rephrasing and checking candidate understanding.

The findings of this study contribute to the understanding of sequential organization and management of intersubjectivity in L2 classroom interaction. The focus of this study, CLA, is studied from a unique perspective in contrast to the categorizations and quantitative studies in discourse-analytic tradition. In this sense, this study addresses and contributes to the call and need for studies which focus on more qualitative and social aspects of L2 classroom interaction (Firth and Wagner, 1997, 2007; Gardner and Wagner, 2004; Seedhouse, 2004, Kasper, 2006; Markee, 2008a).

The organization of this chapter is as follows: Firstly, the findings about sequential organization of CLA in sections 4.1 and 4.3 will be synthesized and its phases, sequential position and realizations will be demonstrated. Then, the resources used by teachers to other-initiate and manage CLA failures will be discussed and synthesized taking issues such as epistemic gaps, the nature of the TS and the achievement of intersubjectivity into consideration. After that, in 5.3 the findings about non-verbal phenomena in CLA will be discussed. Finally, some implications of this study for L2 teacher education will be mentioned.

5.1 The Sequential Organization of Teachers' Other-initiation of CLA

This section answers the first research question which aims to find out the sequential organization of the CLA sequence. Moves for CLA-initiation are used when there is a problem in the prior turn and they are positioned as expansion sequences. Therefore, CLA adjacency pair expansion consists of a CLA-initiation turn by teachers and a CLA turn by students. The CLA adjacency pair is a question and answer sequence as analysed in section 4.1. In the following paragraphs, three main findings regarding sequential organization will be discussed and synthesized: the 4 phases of the CLA sequence, the sequential position of the CLA adjacency pair and the five sequence organization realizations of the CLA sequence.

A. The 4 phases of the CLA sequence

This sub-section presents and discusses the findings on the 4 phases of the CLA sequence and its step-by-step construction. The synthesis of the findings suggests that teachers' other-initiation of CLA consists of four phases. These steps are: (1) Trouble Source (2) CLA-initiation (3) CLA turn and (4) Closing. It can be represented as follows:

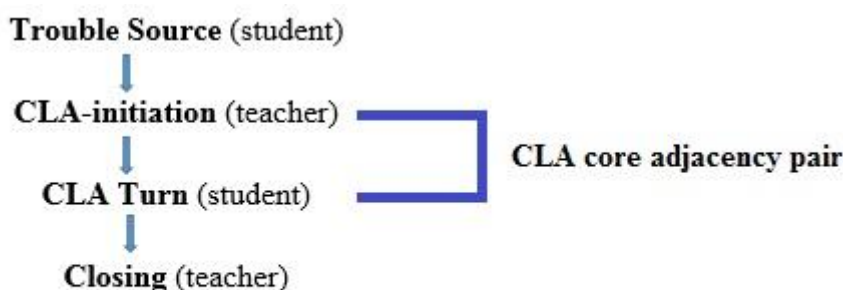


Figure 4: The 4 phases

The analysis of the data shows that the sequence starts with a TS where a trouble in the turn blocks the teacher from (fully) hearing and/or understanding that turn. In the data analysis it is found that the troubles leading to CLA are usually real breakdowns in the interaction, but what is seen as a trouble is highly dependent on institutional goals. In this sense, the analysis of this study, regarding the nature of TS, supports Seedhouse's (2004) claim. The analysis has revealed that teachers often aim at solving interactional problems, but they sometimes ask for the CLA of the student turn(s) only because of pedagogical goals as analysed in Extract 15. Therefore, it can be argued that CLA has two uses: for epistemic gaps and for

pedagogical purposes. Extract 15 is a good example of this and the evidence for this is that the teacher other-initiates CLA on something from the text. This means that the teacher is not asking for students' personal ideas or knowledge. As he also knows the text, there is no epistemic gap. Rather, he either wants to see if students have understood what the recommendations are for, or maybe he wants students to clarify the functions of the paragraph, which is the task goal. The teacher's use of sequence closing thirds 'yeah' and 'okay' also suggests that there is not a real epistemic shift (Liddicoat, 2011). It can also be argued that the CLA-initiations in these instances are display questions in that the teacher already knows the answer. The analysis of the data shows that display and referential questions do not lead to a different organization in terms of sequential organization. For instance, in Extract 11 the CLA-initiation is a pedagogic one; however, the student orients to it as a real question and produces a really long response turn. Consequently, the analysis of this study suggests that there is not a difference between display and referential questions in terms of the interaction they yield as claimed by Long and Sato (1983). This finding supports Walsh's (2006) suggestion, as mentioned in section 2.1.2, that it is not the sheer use of referential or display questions that make the difference, it is how they are used. Namely, referential questions and display questions are not homogenous categories which are used in the same way all the time. Rather, it is the reflexive relationship between pedagogy and language use that affects the individual functions and uses of these question types.

In the second phase, in response to the TS teachers other-initiate a repair, the CLA-initiation, which makes the CLA of the TS next relevant action for the student. As discussed in section 4.2, teachers use some types of initiations to other-initiate CLA and these types are not randomly used. This will be discussed in detail in the next section. Upon the CLA-initiation, the student does the CLA in the third phase. Via the types of initiations teachers use, students assess the epistemic gap and locate the trouble in order to achieve intersubjectivity. Finally, if the CLA is successful, the teacher closes the turn by either acknowledging the student base response or producing a response SPP. These phases also demonstrate how intersubjectivity is achieved in case of CLA problems. The epistemic gap is claimed via a CLA-initiation and the student's CLA neutralizes the gap.

The findings above support Langford's (1981) suggestion that an acknowledgement turn follows after post expansions unlike Garvey (1984) and Schegloff (2007) who did not mention the acknowledgment turn clearly. This may be related to the institutional nature of the L2 classrooms and the IRF organization. Unlike casual talk, feedback or

acknowledgement turn is expected to follow a student response as this provides students a chance to understand if their response is appropriate or not (Markee, 2000).

B. The sequential position of the CLA adjacency pair

It has been argued in section 4.1 that teachers' other-initiation of CLA adjacency pair (the 2nd and 3rd phases) is an expansion sequence: it is usually a non-minimal post expansion and occasionally an insert expansion. It is further argued that the position of TS has a significant role on this: if TS is a student base SPP response to a teacher base FPP question, CLA adjacency pair is positioned as a non-minimal post expansion and the base sequence is in accordance with the IRF (initiation-response-feedback) organization (Markee, 2008a). In other words, there is a teacher initiation which is responded to by a student. This response is problematic and thus, it is the TS. The CLA adjacency pair expands this TS and when CLA is achieved, the teacher feedback follows. This finding can be represented as follows:

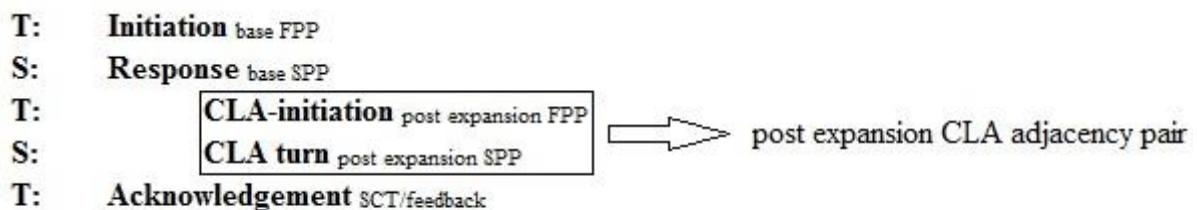


Figure 5: Sequential position 1: non-minimal post expansion

In this sequential position a student provides a response to the question, but the teacher has a problem in hearing or understanding (or rarely both) and other-initiates CLA. This is in turn the expansion of the student SPP response. The student does the CLA in the SPP post expansion position. If CLA is successful, the teacher acknowledges the response. In this position as the problem is in student base SPP, CLA adjacency pair is positioned as a post expansion. The findings about post expansion in OIRs in this study are in accordance with Schegloff's (2007) findings on the sequential organization of repairs, as discussed in section 2.1.1, which suggest that OIRs may be positioned in post expansion position to deal with intersubjectivity problems in the base SPP. One final significant observation regarding this position is that there is no direct feedback on the CLA done by the student. The teacher does acknowledgement in the final turn, but as Schegloff (ibid) argues, one turn may have more than one function. Accordingly, the analysis of the data suggests that the acknowledgement

of the turn by the teacher is expected to be a feedback to the student base SPP which is a response to the teacher initiation. However, as the student base SPP is clarified in the post expansion sequence, the acknowledgement is literally for the student base SPP plus the student expansion CLA turn. For instance, in Extract 1 in the Analysis chapter, the teacher’s acknowledgement through sequence closing thirds ‘okay’ and ‘yeah’ is not only a feedback to S5’s response in line 1, it also entails the acknowledgement of the CLA turns of S5 in lines 3, 4, 6 and 8 which clarify the base response SPP in line 1.

The second sequential position that the CLA adjacency pair is found to be positioned is an insert expansion position. In this instance, it is a student who initiates the sequence, usually with a question, and the teacher counters with an other-initiation of CLA as there is a problem in the student question. Therefore, in contrast to the first position, in this position the CLA adjacency pair is positioned between the base FPP of a student and the base SPP of a teacher. So, unlike the first position, the base sequence is a Question-Answer adjacency pair and the CLA is initiated after the student question which is the TS. This can be represented as follows:

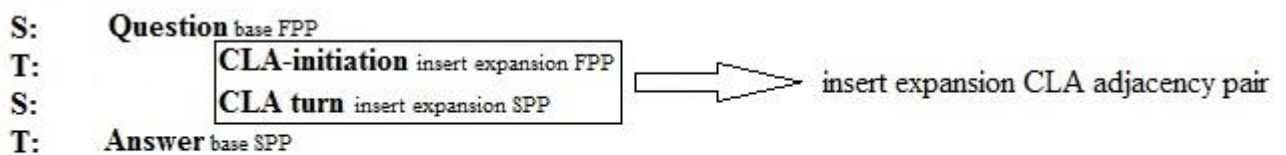


Figure 6: Sequential position 2: insert expansion

In this second position the sequence this time starts with a student question in base FPP position. The analysis of the data shows that in this position the trouble in the student’s FPP turn may make two CLA-initiation moves relevant in accordance with Liddicoat’s (2011) suggestion: when the trouble is in the FPP turn itself (e.g. Extract 6), it is countered by a CLA-initiation targeting the FPP which is a post-first insert expansion (Schegloff, 2007). However, in the latter one the student does not provide enough information for the teacher to produce an appropriate SPP and as a result, the CLA-initiation targets getting necessary information to produce an answer and this is positioned as a pre-second insert expansion (e.g. Extract 7). If CLA is successful and mutual understanding is ensured, the teacher produces the base answer SPP which is a response to the student base FPP question. The analysis of the data shows that, as can be seen in Figure 6, CLA adjacency pair is not acknowledged here

explicitly, either. The closing of CLA in this position is also an entailed one and as understood from the actions of interlocutors by an emic perspective, the production of the answer by the teacher in response to the student question is understood to be the closure of the CLA insert expansion. As Neville and Rendle-Short (2009) argue, language use does not only aim at conveying messages, but it is also a tool by which interlocutors co-construct conversation to achieve social actions. As actions are at work, the understanding of interaction do not only rely on the explicit forms uttered, but also there are other actions which are done through norms in language use. In this sense, as extracts 6 and 7 have also illustrated, when the teacher produces the next turn (either an SPP or a closing turn) after the CLA adjacency pair, this indicates that the CLA offered by the student is successful and the teacher moves onto the next turn. This is supported with the interlocutor's moving onto other issues in the next turns.

To sum up, the discussion in this sub-section suggests that CLA adjacency pair is usually sequentially positioned as a post expansion and it is occasionally positioned as an insert expansion. Via these positions, CLA-initiation may target the expansion of a student response to clarify it or it may target the question initiation of a student to either clarify the question itself or to gather necessary information for producing a relevant answer. The discussion on these two positions argued that, in accordance with the literature in section 2.2.1 on repair mechanism part (Schegloff, 2007; Liddicoat, 2011; Svennevig, 2008), how a repair sequence is positioned sequentially is not at random. In fact, it is highly ordered and it aims at achieving intersubjectivity by referring to the specific positions in a sequence as discussed above.

C. The Sequence organization realizations of the 4-phase CLA sequence

Having demonstrated the basic four phases and the sequential position of CLA, now the findings on alternative sequence organization realizations of the four phases will be discussed and synthesized on the basis of the analysis done in sections 4.1 and 4.3. In this way, by including the general findings on sequential organization from 4.1 and by considering how CLA failures are managed in 4.3, these findings will be combined and synthesized to provide the realizations of the overall sequential organization of CLA. The synthesis of the sections 4.1 and 4.3 suggests that there are basically 5 realizations of the sequence organization of CLA: the first two are the realizations of other-initiated teacher CLA and the last three are the

realizations of the management of CLA failures. These five realizations are as follows: (1) a typical/common organization, (2) the realization where checking candidate understanding is used to other-initiate CLA (3) the realization where there is a CLA failure (4) the realization where checking candidate understanding is used to check a potential trouble in a student CLA (5) the realization where checking candidate understanding is used following a student CLA failure.

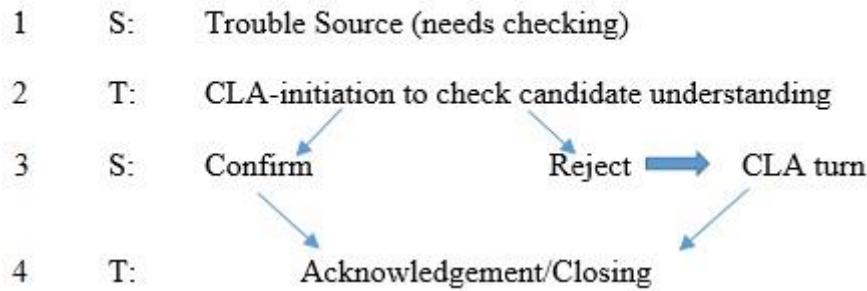
The first realization, which is the most common one, is as follows:

Realization 1		
1	S:	Trouble Source
2	T:	CLA-initiation
3	S:	CLA turn
4	T:	Acknowledgement/Closing

In this realization the sequence starts with a TS in students' turn. The teacher other-initiates CLA to achieve mutual understanding using mainly four resources: type-specific questions, OCRIs and using partial repetitions followed by wh- question words and students produce relevant CLA moves. These resources will be detailed in the next section. When the CLA turn is done by the student, intersubjectivity is achieved and the final sequence comes: the sequence is closed by teacher acknowledgement or the production of an SPP by the teacher as discussed in point B above. This realization makes up more than half of the instances in the data (e.g. extracts 1, 8, 9, 10, 12 and 15)

The second realization of CLA is when the student produces a turn, but the teacher feels the need to check mutual understanding suspecting his/her understanding. The realization of this sequence is as follows:

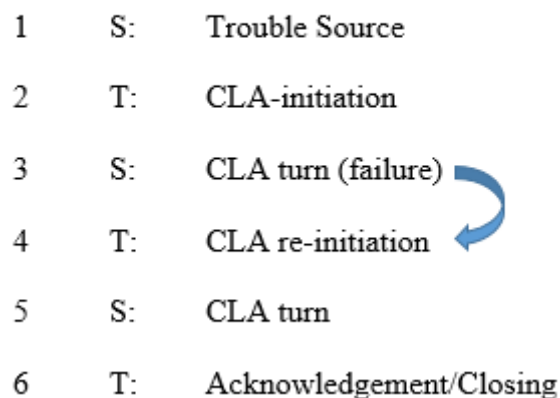
Realization 2



The only difference of this realization compared to the previous one is that if candidate understanding is confirmed, it is made clear that they are at the same intersubjectivity level. However, if the student understands that there is a problem via the teacher's checking candidate understanding, it is rejected and a CLA is automatically provided. For instance, in extracts 13 and 19, the candidate understanding is confirmed. However, in Extract 14, it is rejected and a CLA follows immediately. To sum up, checking candidate understanding as a CLA-initiator works like a step which is used to clarify candidate understandings and initiate CLA if there is a problem.

The third realization of CLA is when the student fails in producing a (satisfactory) CLA which is countered by a teacher CLA re-initiation. The realization of the sequence is as follows:

Realization 3



This realization also starts with a TS followed by a teacher's other-initiation of CLA. Unlike the first realization, in this realization as CLA is not done satisfactorily, mutual understanding is not achieved and consequently, the teacher recycles the initial CLA-initiation. As there is a problem, the teacher assumes that the student may have had problem in understanding or

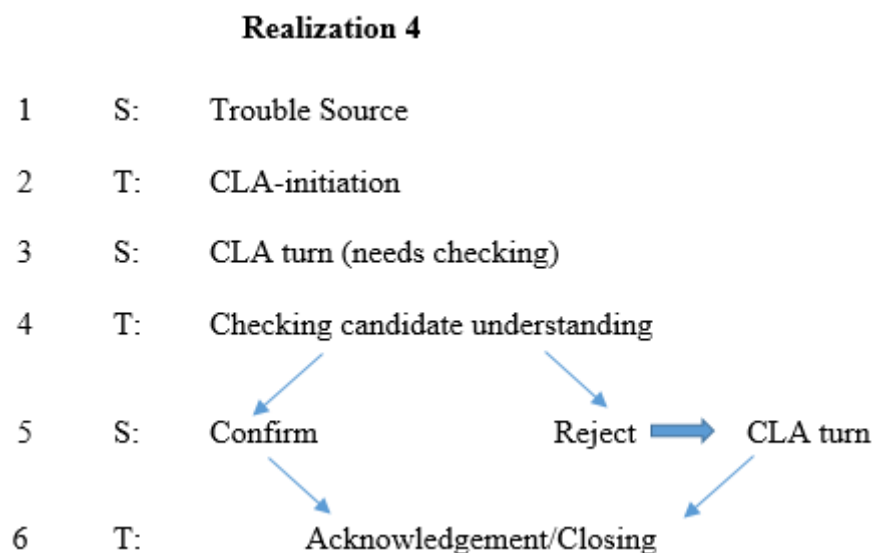
locating the TS and s/he uses further interactional resources to better locate the TS (with stronger forms) and/or make the initiation more understandable for the student (with rephrasing) as analysed in section 4.3. So, if the re-initiation of the teacher is responded to by a successful CLA by the student, the sequence goes to closing. The data analysis suggests that the CLA is usually achieved after the first recycling. Second recycling is not observed in the data, but sometimes checking candidate understandings may follow the first recycling which is the fifth realization below.

Another point to discuss about this realization is the turn-taking organization in CLA. The analysis of the data shows that teachers other-initiate a CLA and almost always allocate the turn to the same student to do self-repair. This is in accordance with Schegloff et al.'s (1977) claim of the preference for self-repair in OIRs. The analysis of this study suggests that self-repair is the preferred turn allocation for the teachers in this data. But in several instances, other students may self-nominate to do the CLA when the student who produced the TS cannot provide CLA. In the data it is observed that the students who self-select are often a group member of the student who failed in doing the repair (e.g. in Extract 18). So, it can be argued here that teachers prefer self-repair in CLA, but there are three points to mention. The first one is that teachers prefer self-repair as it is a by-product of an epistemic gap that requires a CLA. In other words, if the teacher has a genuine interactional problem in understanding a student's turn, this means that there is an information gap and probably only that student can clarify what s/he really means. Secondly, the preference for self-repair is more flexible when the teacher's CLA-initiation is a pedagogic one as seen in extracts 11 and 15. Compared to the genuine (interactional) repair-initiation, in this type of CLA-initiation the teacher probably knows the answer and other students can also do the CLA. The final point is when the producer of a trouble has had a small group discussion or a group work prior to the CLA-initiation. In these instances, as they have worked in a group work, the other students in the group may also do the CLA as they have done group work and discussed ideas. For example, in Extract 18, S11 does the CLA as S10 cannot do it. This is because, they have had small group discussion and S11 probably knows what S10 means.

There is one more point that is worth being discussed regarding preference in OIRs. In the literature, other-initiated repair is claimed to be a dispreferred move as it threatens the face of the producer of the trouble (Goffman, 1974). However, as argued in the Literature Review chapter, other researchers such as Liddicoat (1997) and Markee (2000) argue that L2 classroom contexts have a different preference structure compared to casual or daily talk.

These researchers argue that teachers' other-initiation of repair in L2 classrooms are not dispreferred moves and they do not show signs of dispreferred turns such as hedgings or warrants. The analysis of the extracts in the Analysis chapter shows that teachers other-initiation of CLA as a repair is not seen as dispreferred by students. Teachers' expansion moves, whether for CLA for a hearing problem or for getting more information, are not seen as a dispreferred move by students. This is most probably due to the institutional goals of L2 classrooms. Institutional settings may impose different speech exchange systems in which preference may be different than daily talk. Also, in L2 classrooms teachers are expected to teach language and they have the right to ask questions (Seedhouse, 2004).

Realization 4 is observed in instances where teachers check candidate understanding of a student CLA provided in response to a previous CLA-initiation to confirm if the CLA turn of the student has achieved intersubjectivity.

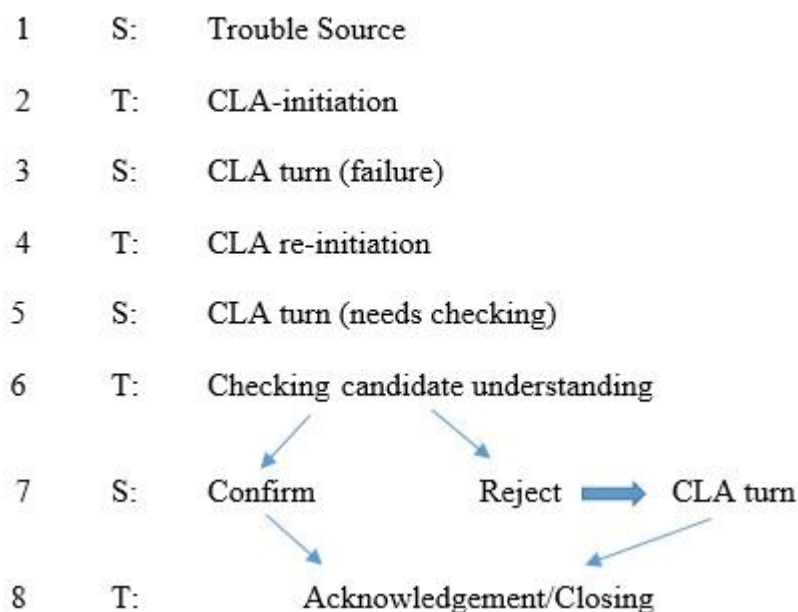


This realization is again ordered in a certain way as a result of the use of checking candidate understanding. Unlike Realization 2, in this realization checking candidate understanding follows the CLA that a student has made in response to a CLA-initiation by the teacher. Therefore, in this realization the teacher wants to check his/her understanding to see if the CLA offered by the student has clarified the TS in step 1. In response to the candidate understanding, the student confirms it if the teacher's and his/her own epistemic domains overlap. However, if there is a gap, s/he does CLA and clarifies his previous CLA turn. Extract 19 and the analysis there demonstrate how this realization is organized. To sum up, this realization is observed when the teacher aims at checking if the student CLA has

achieved CLA of the TS and if the student and the teacher have the same mutual understanding.

The final realization is a rare one and it is observed only twice in the data.

Realization 5



This realization demonstrates the instances where the CLA attempt of a student fails. The teacher re-initiates CLA as shown in step 4 above and the student offers another CLA. However, the teacher feels that this CLA turn may also have some problems and s/he checks it with a candidate understanding as shown in step 6 (as in Extract 19). The following organization is the same as previous candidate understanding moves: candidate understanding is confirmed if interlocutors are at the same intersubjectivity level and it is rejected and the TS is clarified if there is still a gap.

The findings about the phases, sequential position and realizations of the CLA sequence strikingly show the advantages of using CA (regarding the focus of this study) for studying L2 classroom interaction as opposed to discourse-analytic studies such as Ogino (2012) and Ahangari and Amirzadeh (2011). Realization 5, and also the others mentioned previously, shows us that this study has analysed and found many micro details such as how CLA-initiation (in their studies CRs, although it is not the same as CLA as explained and justified in Literature Review) is dependent on TS both sequentially and interactionally. This study

has proven that not all CRs and confirmation checks are exclusive categories as demonstrated in Realization 5 and as analysed in extracts 14 and 20: They are used together to achieve intersubjectivity (through CLA in this study) and this is locally managed by both interlocutors. These type of categories are problematic as suggested by Seedhouse (2004) in that they overlook micro details and the moment by moment construction of intersubjectivity. In other words, a conversation-analytic perspective on the analysis of data in this study has provided a new understanding on CRs and confirmation checks (as studied in DA studies) via a focus on the action that is being achieved in accordance with the premises of CA as discussed in the Methodology chapter.

Furthermore, my suggestion of action of CLA is a unique one and it is different from OIRs, error correction and rejections (as suggested in studies such as Kasper, 1985; Schegloff, 2007; Liddicoat, 2011) in that CLA aims at clarifying an already existing trouble source turn; while, the action is to correct an error in error correction or to reject what is said in a turn in rejections. These actions are clearly different from the action of CLA which focuses on clarifying a trouble that causes a problem in mutual understanding. Consequently, a definition of CLA as used in this thesis has been provided to clarify its local use. In fact, the definition is not provided as a result of a purposeful choice. As I had an inductive and emic perspective towards the analysis of the data in the initial stages (see section 3.7.2 for more details), I recognized a pattern in which teachers and students try to clarify a problematic item which breaks their mutual understanding (See Extract 1 for a typical example). I also observed that this action has specific phases and organization as has been demonstrated in the Analysis and Discussion chapters. In this sense, the focus of this study, CLA, is defined as a result of the unmotivated look at the data and it does not (does not have to) fit into any pre-defined categories or rationalist, category-based concepts.

To sum up the realisations, there are 5 sequence organization realisations. The analysis shows that most of the CLA sequences are organized as demonstrated in the typical first realization and also that its positioning in the overall interaction is smooth. Finally, in this section it has been shown that teachers use several resources to other-initiate CLA and students provide relevant type-conforming CLA turns. The strategic use of resources by teachers and the type-conforming responses of students are indicators of IC and CIC and this issue is the focus of the next section: the resources used to achieve intersubjectivity.

5.2 The Management of CLA

In this section, firstly the findings and analysis in section 4.2 on the resources used by teachers to other-initiate CLA will be discussed, and then, the resources used by the teachers to manage failures as analysed in section 4.3 will be discussed. A map of epistemic gap will be suggested by adapting Heritage and Clayman's (2010) epistemic engine to synthesize the findings and analysis in sections 4.2 and 4.3. Finally, these findings will be synthesized and the effect of epistemic gap level, trouble sources and the local management will be discussed. Shortly, this section discusses the findings in the Analysis chapter to answer the second and the third research questions mentioned in the Methodology chapter.

5.2.1 Types of initiations teachers use to other-initiate CLA

The second research question of this thesis aims to find out the types of initiations teachers use to other-initiate CLA. The analysis of the data has shown that teachers mainly use 4 resources to other-initiate CLA, which are from the most frequent to the least frequent one: type-specific questions, OCRIs, checking candidate understanding and partial repetitions followed by wh- question words. The function of CLA-initiation (which is the sub-question of research question two) is to ask students to: produce type conforming answers for type-specific questions, repeat and (maybe) slightly change the TS to make the message clear for the teacher for OCRIs, clarify the part that is replaced with the question word for partial repetitions followed by wh- question words and confirm or reject the candidate understanding when checking candidate understanding is used. These findings can be summarized as follows:

CLA-initiation moves by teachers:	CLA moves of students:
Type-specific questions	Clarifying the trouble by producing type-conforming answers.
OCRIs	Clarifying the TS by repeating and (maybe) slightly changing it.
PR+WHs	Clarifying the part that is replaced with the question word
Checking candidate understanding	Confirming OR rejecting and clarifying the TS

Table 4: The moves in CLA adjacency pair

It must be noted here that, as will be argued below when discussing the effect of locality, the achievement of CLA is constructed both by teachers and students although teachers usually control the action through initiating CLA and making a CLA turn relevant. As mentioned in the Literature Review chapter, this is as a result of the institutional rules in L2 classrooms: teachers have the right to ask questions and students are expected to respond.

Having summarized the findings on resources that are used by teachers to other-initiate CLA and their responding CLA moves, when the findings on these resources are analysed and synthesized, it can be argued that the extent of an epistemic gap is a significant determiner in the use of different resources by teachers to other-initiate CLA. These resources are organized in the epistemic engine of Heritage and Clayman (2010) (See section 2.2.1 for details) as follows:

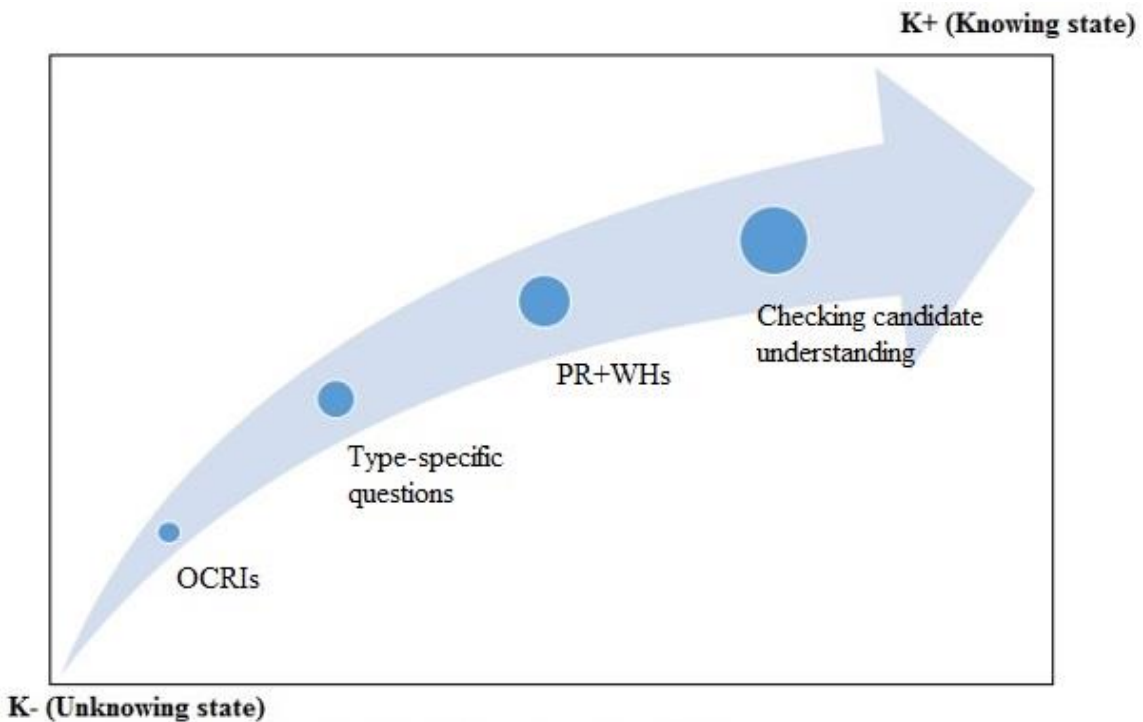


Figure 7: The epistemic shift in CLA-initiators' (teachers') epistemic domain and the epistemic gap specific initiation types target

The direction of arrows represents the level of knowledge from K- position to K+. Shared understanding increases and epistemic gap decreases as the arrow gets closer to K+ position. For instance, OCRIs are the closest ones to the K- position regarding a specific TS and this means that shared knowledge is very limited and it is in the lower end of the arrow. This is in accordance with the findings about OCRIs which argue that there is a bigger epistemic gap and the trouble is not located in OCRIs. In type-specific question position, the teacher has some mutual understanding, but s/he needs CLA of a certain 'type' in the TS. In this sense, the location of the mutual understanding is closer to K+ position compared to OCRIs. Partial repetitions followed by wh- question words are even closer to K+ position which means that there is a quite big amount of shared understanding, but the teacher needs CLA for the part that is replaced with the question word. Finally, in checking candidate understanding, the teacher receives the response from the student, but the teacher is not sure about his/her understanding of this turn and s/he needs to check his/her understanding to see if they are at the same level in intersubjectivity. So, what is not clear in this point is whether the teacher's candidate understanding matches the one offered by the student. If it is not, it is made obvious that there is an epistemic gap and the student tries to CLA his/her message.

The findings mentioned above are also in line with Gardner's (2007) epistemic progression. The different types of initiations and the resources used in CLA as has been demonstrated in

the Analysis chapter supports Gardner in that mutual understanding is not achieved in a linear fashion. Rather, it is usually achieved via the use of several resources and strategies by interlocutors. In the same vein, Jakonen and Morton's (2015) study is also a significant contribution to the literature as they have demonstrated that students use a number of types of repair initiators and resources to achieve intersubjectivity collaboratively. In this sense, this study has contributed to epistemics studies in L2 context by showing the diverse type of initiations and resources teachers and students use to neutralize epistemic gaps and achieve intersubjectivity. There is one L2 study on epistemic gaps whose findings this study contrasts, though. Balaman (2015) argued that candidate answers that are confirmed are followed up by enhancements. However, as has been demonstrated in extracts 13 and 19, the findings of this study show that when a candidate answer is confirmed, the CLA sequence directly goes to closing. The sequence is expanded only when the candidate answer is rejected (Extract 14). Consequently, it can be suggested here that the analysis of CLA in this study has some unique findings and it can be argued that CLA as an action has its own properties as a sequence. As has been discussed in the Analysis chapter, CLA is an expansion sequence and it aims at solving a problem in interaction to allow for the progression of interaction. As a result, the confirmation of a candidate understanding ensures that the interlocutors are at the same intersubjectivity level and the sequence closes. However, as Balaman (2015) himself points out, the nature of the context of his data is decisive in the observation regarding the enhancement of confirmed candidate answers. In his data students do task-based activities and as the pedagogical goal is to complete the tasks, students use candidate understandings as steps to achieve the task goals. Consequently, they expand on the candidate understanding to move on in their task. Shortly, both Balaman's study and this study have shown that the achievement of intersubjectivity and the neutralization of epistemic gaps are highly context sensitive and interlocutors are highly skilful at finding ways to deal with problems in mutual understanding.

To sum up, as illustrated in Figure 7, the analysis of the different initiation types used by teachers in accordance with the adaptation of the CA question "why these different forms now" suggests that these different forms target different levels of epistemic gap and the analysis has demonstrated that teachers use these resource as a part of their IC to deal with problems. This discussion is in parallel with the suggestion of Schegloff et al. (1977) and Schegloff (2007) regarding the organization of OIRs regarding their locating power. What this study contributes to the literature is demonstrating how this is related to the level of

epistemic gap in the specific context of this study. In the next paragraph the resources used by teachers to manage student CLA failures and how they complete the figure above will be discussed.

5.2.2 The resources teachers use to manage student CLA failures

The third research question in this study aims to find out what kind of resources are used in a student CLA failure and how it is managed. As analysed in section 4.3, teachers mainly use three resources to re-initiate CLA when a student fails in doing the CLA. These resources are using stronger forms, rephrasing and checking candidate understanding. The use of stronger forms in OIRs is mentioned in early works such as Schegloff et al. (1977). The analysis of this study is also in line with the literature. It is observed that teachers use stronger forms to locate the trouble source better and the very high ratio of success in CLA failures after the use of stronger forms may be seen as evidence that they help achieve intersubjectivity. The next resource used to manage CLA failures is rephrasing. In the literature rephrasing is mentioned as a resource that teachers use to help students do a repair or correct a problem. For instance, Nakamura (2004) found that rephrasing, especially following a student silence, is one of the resources that teachers use to re-initiate a question or a repair. This finding is also supported by the findings of this study. As analysed in section 4.3, rephrasing is commonly used after student CLA failures.

It may also be argued from the analysis that rephrasing seems to be used by teachers when they think that the student has difficulty in understanding the original CLA-initiation, but there is not clear evidence for this from an emic perspective as it is impossible to read the minds of the teachers and much more importantly there is not significant evidence for it. Finally, checking candidate understanding is used by teachers to check their understanding of a CLA turn that students have produced in response to their (teachers') CLA-initiation. This is discussed in detail in the previous section under point C. The use of checking candidate understanding for the management of CLA failures is similar to checking candidate understanding for initiating CLA in that they both work as a step: if the candidate understanding is confirmed and interlocutors have the same mutual understanding, this confirms that the message is clear now. However, if the candidate understanding is wrong or not the same as the other interlocutor has meant, this shows that there is still an epistemic gap and a CLA follows. So, the only difference between these two uses of checking candidate

understanding is that one of them is used to check a student turn which may have some problems (as analysed in Extracts 13 and 14), while the other one targets a CLA done for a TS (as analysed in Extract 19).

The findings about candidates in this study have some unique properties, though. In the literature checking candidates are reported to target both hearing and understanding problems in casual talk and classroom talk: In fact, they are mentioned separately as checking candidate understanding and checking candidate hearing. However, this study found that they are almost always used for only understanding problems. The analysis of the study does not offer any insights into why this is the case, but it may be argued that this may be the case as there are fewer overlaps in this context compared to casual talk. Schegloff (1997) suggests that overlaps are a common cause for hearing problems. The lessons in the data are more like traditional classrooms where the IRF pattern is observed frequently unlike modern language classrooms where the teacher has only a facilitator role and where the interaction is much more diversely organized (Seedhouse, 2004). As mentioned in the Methodology chapter, the pedagogic goal in the lessons in the data is to improve the academic English level of students so that they can start their degrees. As a result, the participation structures in these classrooms are quite limited and often the interaction is between two people (a teacher and a student) and it is often one way (teachers initiate and students respond) although there are also several small group discussion activities or other activities where the focus is on meaning and it is acceptable to self-nominate for students. As a result, this might have a role in the occurrence of fewer overlaps which also decreases the number of hearing problems. But, it must be noted that this study has no means to compare the frequency of overlaps to other contexts and this suggestion is only the impression the researcher gets from the data and its context.

One final point that should be discussed is that instances of failures in CLA are rare (9 instances). Checking candidate understanding, which works as a step in CLA-initiation as demonstrated in the Analysis chapter, are also observed in 10% (8 times) of the whole instances and only 2-3 of these instances lead to a rejection of the candidate understanding. Also, there are only two instances of CLA failure that could not be managed in the whole collection, and these are completely exceptions/accountable: one was left incomplete as it was a whole class discussion and another student self-nominates and offers a response (CLA) to the teachers' initiation. In the other one there is a small group discussion and the teacher asks a question. There is some silence and there is no satisfactory CLA, but the teacher leaves as another student from another group interrupts and asks him a question. There is not a video

for that extract, though. If there were video data, this would have enabled me to know if there are any non-verbal phenomenon in that context. Consequently, it may be argued here that complete CLA failure is rare. Most of the instances of CLA failure are managed by teachers and students, and CLA failures that could not be managed are very rare.

5.2.3 Local management in CLA

The previous sub-section has summarized and discussed the findings on the resources used by teachers to manage student CLA failures. A closer look at these resources suggests that local management of CLA is also very important as demonstrated in the Analysis chapter. How CLA is other-initiated and managed in case of failures is related to the level of epistemic gap in interaction and these instances illustrate the moment by moment construction of intersubjectivity. In the previous paragraphs it has been shown that CLA is initiated through 4 resources. However, these resources are not used at random. There is a pattern in the use of these resources and this pattern is affected by the nature of the problem and the level of the epistemic gap. Firstly, as mentioned in the sub-section on TS in 4.1.1, hearing and understanding problems are observed as the TSs leading to CLA-initiation in this study. The type of the resource correlates with these sources. OCRIs are usually used for dealing with hearing problems and type-specific questions and checking candidate understandings are used for initiating CLA of an understanding problem. Partial repetitions, on the other hand, may be used for both hearing and understanding problems. This is in contrast to the literature such as Schegloff et al. (1977), Drew (1997) and Sidnell (2010) which found that these types can be used for both types. This finding shows that local features (here hearing problems and understanding problems) give way to the use of different resources as initiators of CLA in this context.

Secondly, a closer look at the 4 main resources suggests that their organization is in accordance with Heritage and Clayman's (2010) epistemic engine. Heritage and Clayman suggest that OIRs are used to deal with the level of epistemic gap in the intersubjectivity of interlocutors and the micro analysis suggests that the resource type used to other-initiate CLA has a relationship with the level of the epistemic gap (Figure 7). For instance, when there is a partial problem in the epistemic domain of a teacher, s/he other-initiates a CLA using a type-specific question. This means that there is some overlap in the mutual understanding, but there is a partial problem. Therefore, the teacher uses a type-specific question as they locate a

certain ‘type’ of information that is not clear in the previous turn. This also shows that the use of resources to initiate CLA strictly depends on the intersubjectivity levels of interlocutors at a specific moment.

Another issue that illustrates the micro variations and locality in CLA-initiation is the self-repairs of teachers’ while they other-initiate CLA. Self-repairs have been observed a few times while analysing the data (e.g. Extract 16). With the conversation-analytic emic perspective, I have assumed that there may be a reason for this. A closer analysis suggests that self-repairs are also directly relevant to the moment by moment construction of CLA and they also obey the strength observation suggested by Schegloff et al. (1977).

One final micro detail that shows the local and moment by moment construction of CLA is the acknowledgement plus CLA-initiation observation as discussed in sub-section 4.2.1. As Extract 11 has illustrated, teachers sometimes acknowledge a student’s previous turn before other-initiating CLA. This clearly shows the moment by moment construction of CLA in interlocutors’ intersubjectivity. This finding is in parallel with Levinson (2012) and Gardner (2007) who suggest that shared understanding is formed in a step by step fashion. In this sense, in Extract 11 by acknowledging a part of the student turn, the teacher makes it clear what information s/he has in common with the student, thus showing the shared knowledge, and then initiates a type-specific question to locate the type of knowledge that is not clear. So, this structure is a concrete instance of moment by moment construction of CLA and it shows how teachers pay attention to the current level of mutual understanding at a specific moment.

5.2.4 Further discussion in relation to the relevant literature

Having synthesized the findings in relation to the research questions and having shown the effect of locality above, now these findings will be discussed in relation to the further relevant literature. The findings on these resources are usually in line with other OIR studies such as Schegloff et al. (1977) and Yasui (2010) as discussed in the Analysis chapter. However, there are also some contrasts, too. For instance, Schegloff et al. (1977) suggest repetition as an initiator of repair, too. However, in my data repetition is not observed to initiate CLA. It is sometimes used to initiate other-correction or reject a response; however, it is not observed to other-initiate CLA. Another contrast is in the findings on OCRIs as opposed to Drew (1997). Drew, and also Schegloff et al. (1977), suggests that OCRIs are the weakest form and they specify neither the source of the trouble nor the location of the

trouble. Drew and Schegloff et al. suggest that they are used for both hearing and understanding problems. However, as discussed in section 4.2.2, OCRIs in the database of this study are overwhelmingly used for clarifying hearing problems. This is probably because of the effect of L2 classroom context. The goal in L2 classrooms, especially in the recent decades, is to have students talk and clarify their points as interaction is thought to facilitate learning and these kind of moves are also a part of CIC (Walsh, 2011). In other words, I think that teachers as professionals have higher IC levels and they use stronger resources to deal with problems when it is an understanding problem. However, when there is a hearing problem, the student turn is literally absent for the teacher and as a result, s/he in a way has to use OCRIs to make the student clarify his/her point. Checking candidate understanding is also almost always used for understanding problems in this study. It is observed to be used for both hearing and understanding problems (Schegloff et al, 1977; Sidnell, 2010), but it is observed to be used for checking only understanding in this study.

It has been argued in section 2.1.2 that L2 classroom sub-contexts may have an effect on the organization of interaction. In the data analysis the results do not suggest that they make a significant difference regarding sequential organization and the management of CLA. However, the analysis suggests that there may be some micro variation depending on sub-contexts. It is observed that insert expansions are observed slightly more in form and accuracy contexts as seen in extracts 6, 7 and 17. This may be related to the nature of insert expansions. They mainly target the problems in an FPP or they are used to gather necessary information to enable the speaker to provide an appropriate SPP response. Students usually ask questions about rules or procedures in form and accuracy contexts in the instances in the data collection. Consequently, it may be argued that teachers in this data use CLA in insert expansion position to clarify students' questions so that they can answer their (teachers') question about the rules or procedures appropriately which in turn makes it sure that students receive the relevant information and understand the issue correctly. Another observation is that type-specific questions are usually observed in meaning and fluency contexts and they give way to extended student CLA turns. As discussed in both the Analysis and Discussion chapters, type-specific questions are used to other-initiate CLA when there is an understanding problem in the data. By nature, understanding problems require further explanation, elaboration and justification unlike hearing problems for which only repetition or repetition followed by some addition is sufficient to clarify the problematic part (Table 4). Consequently, type-specific questions are more frequently resorted to as a resource in these

instances by teachers which also shows that teachers display IC by using different forms appropriately and this fits into the first component of IC as suggested by Markee (2000) in section 2.2.2.

As the previous paragraph mentioned teachers' IC, other displays of ICs of teachers will be mentioned here. As analysed in the Analysis chapter and as discussed in the Discussion chapter, teachers use 3 resources to manage CLA failures: stronger forms, rephrasing and checking candidate understanding. In line with previous studies such as Schegloff et al. (1977), teachers in this study use stronger forms to deal with troubles. As shown in extracts 17 and 20, teachers recycle the CLA-initiation in a stronger form to locate a problem more precisely which is also in accordance with the epistemic engine suggested by Heritage and Clayman (2010). This shows that teachers actively evaluate the current level of epistemic gap and use stronger forms to achieve intersubjectivity much more effectively which is a part of the second component (the semiotic system) of Markee's (2008a) IC. It may also be considered as a part of CIC (Walsh, 2011) in that, as seen in Extract 17, it helps students achieve CLA and make long explanations. Consequently, the students are scaffolded to produce longer turns and they express themselves better which in turn provides an environment for more interaction and language practice. As shown in realizations 4 and 5, checking candidate understanding is also a very strategic move which is a part of teachers' IC. It ensures that there is clear mutual understanding between a teacher and a student, and it helps achieve intersubjectivity when there is a problem in mutual understanding.

One last observation that is worth mentioning, although it is rare, is the use of alternative questions. They are observed by Koshik (2005) as a resource for repair-initiation, but they are not mentioned in previous studies on OIRs. My analysis also suggests that alternative answers are indeed used in my context although they are observed only a few times (extracts 4 and 9). The observation regarding alternative questions suggests that they are in line with the strong and weak forms argument of Schegloff et al. (1977). Alternative questions work as really strong types in that the repair-initiator explicitly offers what s/he thinks may be the possible answers and in this way, the CLA is lead in a certain direction. In this sense, alternative questions work like checking candidate understanding: they are very strong in locating the trouble and they express the candidate understanding of the repair-initiating person. However, its difference from candidate understandings is that it also offers possible understandings through the structure "Do you mean X or Y" which asks the other interlocutor

to choose which one s/he means in order to clarify his/her point and this achieves mutual understanding.

5.3 Non-verbal Phenomena in CLA

First of all, it should be acknowledged here that this study is limited in terms of multimodality. As this study was a part of the NUCASE project, the data was taken from the NUCASE corpus. The L2 classroom data in the corpus was nearly all audio-only as mentioned in the Methodology chapter. As a result, I have undertaken data collection for new data and video-recorded the classrooms, which makes up half of the data. In this sense, the findings of non-verbal phenomena in this study are limited, and in fact, it was not one of the main goals of this study. However, in accordance with the conversation-analytic view, I analysed the data with an unmotivated look for the nonverbal phenomena and when I started to have some observations, I analysed more instances. The following paragraphs will summarize the few observations on non-verbal phenomena as discussed in the Analysis chapter and some comparison and contrast with the literature, as discussed in section 2.2.3, will be made.

The most salient non-verbal behaviour observed in this data is leaning forward. It does not only accompany some CLA-initiation turns, but also it can itself work as a CLA-initiator as discussed in Extract 20. In the literature Rasmussen (2014) argues that leaning forward combined with utterances contributes to better interaction. In his data Rasmussen finds that leaning forward is used in repair phases which is also supported by Seo and Koshik's (2010) findings. But, in my data leaning forward is commonly observed to occur in the repair-initiation phase. However, Rasmussen's point is valid for my analysis as leaning forward physically embodies meanings in interaction. Also, the findings of this study strongly suggests that non-verbal phenomena are an indispensable part of CLA.

The other non-verbal phenomenon that is observed to have a pattern is teachers' pointing in partial CLA failures. In my analysis pointing is observed several times and rather than being a literal pointing at something, it is usually used by teachers to point at a direction as if s/he is directing the student in a direction in his/her CLA. One example for this is that when the student has a problem in clarifying a point completely, the teacher firstly acknowledges the shared information and s/he other-initiates a repair with wh- questions such as 'why' and 'how' while at the same time pointing in a certain direction which can be seen as an

embodiment of the fact that the teacher has an epistemic gap only in one aspect. This finding is demonstrated in Extract 22 in detail.

Finally, in line with the findings of Nakamura (2004) and Pomerantz (1984), as discussed in section 2.2.3, significantly long silences may be an indicator of trouble. This observation is strongly supported by my data. As demonstrated in extracts 17 and 18, significantly long silences following CLA-initiation are interpreted as an indicator of student CLA failure and thus, they give teachers the chance to plan and re-initiate the repair using some resources. Therefore, my study also supports their claim that significantly long silences possibly indicate a problem in interaction.

5.4 Implications for L2 Teacher Training

In this section, some possible implications of the analysis and discussion in this study for L2 teacher education will be mentioned. Implications via two points will be discussed here: reflective practice and the management of interaction in L2 classrooms.

Reflective practice has gained popularity especially in recent decades. The logic behind reflective practice is that teachers can improve the quality of their teaching by doing reflective practice (Walsh, 2011). Walsh's SETT (Self Evaluation of Teacher Talk) framework is developed specifically for this purpose and it aims at increasing teachers' language awareness in a systematic way. Recently, some researchers such as Seedhouse (2008), Sert (2011) and Walsh (2006, 2011) have pointed out the benefits of using CA and micro analysis to do reflective practice. CA can show how interactional style has an effect on students' responses. In this sense, teachers can improve their teaching through reflective practice which in turn creates better interaction in L2 classrooms and this is argued to facilitate learning in L2 classrooms (Walsh, 2011).

Considering the value of reflective practice, the analysis of CLA in this study may provide some implications for L2 teachers. First of all, in sections 4.2 and 5.2, it has been shown that initiating repair (here CLA) is not at random and the resources used in CLA sequences are patterned. As shown in these sections, the resources used by teachers are sensitive to the trouble source and the level of the epistemic gap. Therefore, teachers may improve their questioning and repair-initiation skills by analysing and reflecting upon their own use. If they study instances where CLA does not move smoothly or where students have difficulty in doing the repair, teachers may check if using another resource would be a better move. For

instance, using OCRIs may cause problems as they are really vague for locating the epistemic gap and also they do not mention if there is a hearing or understanding problem. Using a type-specific question, for example, may be a better resource especially in understanding problems as suggested in this chapter. Consequently, the findings of this study may be used in reflective practice in order to increase teachers' awareness of their use of appropriate repair initiation types. However, it must be kept in mind that, as argued in this thesis, the achievement of intersubjectivity is a really local one and it is constructed in a moment by moment fashion.

Also, CA may be used to improve L2 teaching and learning by studying L2 classrooms (Seedhouse, 2005). The findings regarding the resources that are used in the management of CLA failures, I think, can be used to improve the management of interaction in L2 classrooms. For instance, using stronger forms and rephrasing are shown to be an effective resource in section 4.3 and the analysis of the data in this study shows that students are usually able to do the CLA when the teacher re-initiates CLA-initiation using a stronger form following the initial failure of students. Therefore, it may be suggested that their use as a resource seems to work as seen from the next successful CLA moves of students.

Finally, the resource checking candidate understanding is observed to be quite commonly used by teachers in this study for both other-initiating CLA and managing failures. Using candidate understandings may be useful in L2 classrooms as teachers can keep track of intersubjectivity by candidate understandings as they enable them to check mutual understanding occasionally. When there is a problem, they work as a CLA-initiator and students do the CLA automatically as shown in the Analysis Chapter. In this sense, teachers may use them to pre-empt possible problems in interaction which may cause further problems and break progressivity later in interaction. Consequently, this can be used to improve teacher trainees' teaching. For instance, as a part of reflective practice, teacher trainers can record teacher trainees' lessons and they can work on these lessons to improve questioning skills through the findings on CLA as explained above. Teacher trainers can show the trainees how different types of initiations work and how some of them can be better than others in certain contexts.

To sum up, the findings of this study regarding the CLA-initiators and the resources used in managing problems have some implications for L2 classrooms: increasing teachers' awareness of the possible options that have different uses in interaction. The different types of initiation and the resources used for management of failures can be used to increase

teachers' awareness and they can be aware of the range of options available in initiating or managing problems in interaction. Consequently, by doing reflective practice and using CA to understand the micro mechanisms in interaction, teachers may improve their (C)IC which in turn has the potential to improve their interactional skills and this has the potential to facilitate students' learning and to improve their interactional skills (Sert, 2010). It may also be added that the contribution of this study to reflective practice studies is that the findings of this study draws attention to the first component of Markee (the formal system) unlike the seminal studies such as Walsh (2011) which usually focuses on the semiotic system.

5.5 Conclusion

This chapter has discussed the findings and analysis in the Analysis chapter in relation to the literature. Firstly, by synthesizing the findings about sequential organization of CLA in sections 4.1 and 4.3, the four phases of CLA are explained, then the sequential position of it is discussed, and finally four sequence organization realizations are demonstrated. In the next section the resources used by teachers to other-initiate and manage CLA failures are discussed and synthesized taking issues such as epistemic gaps, the nature of the TS and the achievement of intersubjectivity into consideration. The discussion has shown that resources of CLA-initiation are related to the problem source (hearing or understanding) and the level of epistemic gap. The discussion on the resources used by teachers for the management of CLA failures has shown that teachers use stronger forms, rephrasing and checking candidate understanding as a part of their (C)IC to deal with problems and that they are also linked to the level of epistemic gap. After that, in 5.3, the findings about non-verbal phenomena in CLA are discussed and it has been suggested that some non-verbal phenomena accompany or slightly precede CLA-initiation. The most obvious one is leaning forward which can initiate CLA on its own without any verbal utterance. The discussion on non-verbal phenomena is followed by some implications for L2 teacher education. In this section it has been suggested that the findings in this study may be used to help teachers do reflective practice which may increase their awareness about their language use and this may facilitate their L2 teaching.

6. CONCLUSION

6.1 Summary of the Thesis

In accordance with the research questions, this thesis has studied the sequential organization and management of teachers' other-initiation of CLA in L2 classrooms employing a conversation-analytic perspective.

The data of this study has been taken from the NUCASE database. It consists of 10 hours of foundation and pre-sessional English lessons and the participants are international students who study English in order to proceed to their departments. The data is transcribed using CA conventions and analysed using CA by specifically looking at turn-taking procedures, sequence organization and the repair mechanism. After that, the types of initiations teachers use to other-initiate CLA are analysed and how CLA is managed through the repair mechanism in case of student CLA failures is studied.

This study has unearthed the sequential organization of CLA. It is found that the CLA sequence consists of 4 phases and the CLA adjacency pair can be positioned as a post expansion or an insert expansion. The analysis has shown that CLA has basically two functions: repairing epistemic gaps and having student talk more about their turns. The study has also unearthed 4 different types of initiations via the micro-analytic investigation of the data. The 4 types of initiations used by teachers to other-initiate CLA are: type-specific questions, OCRIs, checking candidate understandings and partial repetitions followed by wh-question words. It has been shown that these types are not at random. It has been argued that they are related to the level of epistemic gap and the trouble source (Several CLA-initiations are observed to be pedagogic in nature, though.). Another significant finding of this study is the analysis of the instances from the perspective of the repair mechanism. The analysis of the instances of student CLA failures suggests that teachers use mainly three resources to manage CLA and to achieve intersubjectivity, and the analysis indicates that these resources seem to be successful at managing student CLA failures and equalizing epistemic gaps. These resources are using stronger forms, rephrasing and checking candidate understanding. The study has also found that non-verbal phenomena have some roles in especially CLA-initiation phase. Leaning forward and pointing are observed to contribute to the initiation of CLA and silence has also been observed to be seen as an indicator of student CLA failure by teachers. Finally, in accordance with the findings of Liddicoat (1997), Markee (2000) and Seedhouse

(2004), the findings of this study have shown that L2 classrooms have a unique repair organization in terms of sequence closing and preference organization.

Having presented the summary of the findings of this study, in the next sections some suggestions for future studies will be provided and the limitations of this study will be acknowledged.

6.2 Directions for Future Studies

As has been argued in the Literature Review chapter, in accordance with the inductive analysis of the data, this study has reconceptualised CRs. The action of CLA is suggested and it has been argued that CRs work together with confirmation checks and repetition requests to achieve CLA and thus intersubjectivity in interaction. In this sense, more research on the relationship between CRs, confirmation checks, comprehension checks and repetition requests (as categorised by Long, (1983)) is needed and it is essential to understand how they work together in the achievement of intersubjectivity in interaction.

The findings of this study have both comparisons and contrast with studies on epistemic gaps (e.g. Sert and Walsh, 2013; Gardner, 2007; Balaman, 2015). More studies are needed to understand how, for instance, CLA is related to other phenomenon such as claims of insufficient knowledge or to understand the role of CLA together with other resources in the achievement of intersubjectivity when there is an epistemic gap.

As justified in the Methodology chapter, this study focuses only on teachers' other-initiation of CLA. So, there is a need for studies in both students' other-initiation of CLA and also, self-initiation of CLA. As has been suggested in some recent studies such as Hellermann (2009), self-repairs may be good indicators of student learning and this topic needs to be studied much more extensively in order to understand the roles and functions of self-repairs in L2 classrooms. Moreover, the action of CLA defined in this thesis may be studied in different contexts (e.g. in causal talk or in other institutional settings) in order to see if it works in a similar fashion in those contexts.

Also, the findings of this study, especially the sequence organization realizations of the CLA sequence and the sequential position of CLA adjacency pair, may be used in artificial intelligence and natural language processing studies. As these findings explain how problems are managed and intersubjectivity is achieved through CLA in a step by step fashion, they may be used to 'teach' machines how to deal with problems in interaction with humans or

other interactants. However, the findings of this study are very limited in scope and more research should be undertaken to understand how the mechanism of CLA works exactly in different contexts and how this may be used for improving the abilities of machines using artificial intelligence.

Finally, this study has a descriptive approach and it aims at describing and analysing the action of CLA and its management. In future studies the development of students' CLA ability may be studied in order to understand the development of students' IC. Recent studies such as Markee (2008b) and Hellermann (2011) have attempted to track learning through CA and consequently, more studies are needed in this area and these studies may be a really useful contribution to the field.

6.3 Limitations

As this study is a part of the NUCASE project, the data of the study has been taken from the NUCASE corpus. The L2 classroom data in the corpus is nearly all audio-only as mentioned in the Methodology chapter. As a result, I have undertaken data collection for a new data and video-recorded the classrooms, which makes up half of the data. In this sense, the findings of non-verbal phenomena in this study are limited. Consequently, the findings and analysis regarding nonverbal phenomena in this study are restricted to the data available in video recordings.

There are also some technical difficulties with the video recordings in the data. As the classrooms were really small and as they were sometimes not in a geometrical shape, it was difficult to record teachers and/or students from different angles all the time. Therefore, sometimes the teachers or students were not recorded from different angles smoothly. One final limitation to be mentioned is that the findings of this study are limited to L2 classroom contexts as the data comes from this context. Accordingly, the findings of this study may not be generalizable to other contexts.

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Appendix A

TRANSCRIPTION CONVENTIONS

[text]	: Indicates the start and end points of overlapping talk
=	: A. Indicates an immediately followed turn by another speaker B. Indicates the continuation of an overlapped turn C. Indicates that a certain word/s is immediately followed by others
.	: Indicates falling pitch or intonation
?	: Indicates rising pitch or intonation
,	: Indicates a temporary rise or fall in intonation
-	: Indicates an abrupt halt or interruption in utterance
>text<	: Indicates that the enclosed speech is delivered more rapidly than usual for the speaker
<text>	: Indicates that the enclosed speech is delivered more slowly than usual for the speaker
°	: Indicates whisper, reduced volume or quiet speech
ALL CAPS	: Indicates shouted or increased volume speech
<u>underline</u>	: Indicates the speaker is emphasizing or stressing the speech
:::	: Indicates prolongation of a sound
hh.	: Audible exhalation
.hh	: Audible inhalation
(text)	: Speech which is unclear or in doubt in the transcript
((<i>italic</i>))	: Annotation of non-verbal activity or some explanation
(.)	: A brief pause, usually less than 0.2 seconds
(123)	: A number in parenthesis indicates the time of a pause in seconds

- (?) : Unintelligible speech
- S? : Unidentified student
- SS : More than one student altogether
- (x/y) : alternative hearings of the same strip of talk
- \$: smiling voice

Appendix B

Information about the NUCASE Data

NUCASE **Metadata**

		Power-role	Reciprocity	L1/L2	Description
NC126	Writing Skills	Lecturer	High	L1 and L2	Writing Skills for L2 Users
NC127	Writing Skills	Lecturer	High	L1 and L2	Writing Skills for L2 Users
NC132	Writing Skills	Lecturer	High	L1 and L2	Writing Skills for L2 Users

Thursday 12th Feb 2015

$$1 / 14 = 7\%$$

In this lesson you will:

- Review Tuesday's focus on collocations
- Discuss business types
- Listen to identify key points in a business lecture
- Think about how key ideas and examples are connected in a lecture

Which one is different in each group?

Why?

McDonalds

Burger King

Marks and Spencer

Body Shop

Primark

Marks and Spencer

Sports Direct

Pret a Manger

<http://www.franchisedirect.com/top100globalfranchises/rankings/2014/#>