The Use of Other-Initiated Self-Repair Patterns by Adult Learners in an English-Speaking Course

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Abstract

This study aims to investigate the use of other-initiated self-repair patterns of adult learners in an English-speaking course. In this study, twelve academicians who were the adult learners attended the B1 level English-speaking course in the spring semester of 2019 at Muğla Sıtkı Koçman University. In terms of the instruments and data analysis, 16-hour video-based data were obtained, transcribed with Transana 2.10 and Word 2016, and analysed by the method of conversation-analysis. Moreover, semi-structured interviews were conducted with seven volunteer learners and analysed regarding the content analysis. In conclusion, results of the study demonstrate that the adult learners are able to repair the troubles in English spoken conversations in order to prevent the communication breakdowns once the trouble source is initiated by either the recipient adult learners in the classroom or teacher by means of specific strategies such as upward intonation, repetition or asking –WH questions. Furthermore, the adult learners concentrate on the meaning rather than the linguistic features of the language to provide the negotiation of meaning and intersubjectivity for the conversation's maintenance.

Keywords: Conversation analysis; other-initiated self-repair; repair organisation

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Introduction

English is considered as a lingua franca that provides a 'contact language' among the people who share no common language or culture (Firth, 1996, p.240). As all languages, English also comprises two fundamental categories, which are named as 'receptive and productive skills'. Concerning the productive skills, speaking is a significant agent to convey the message to the other generations (Laver, 1994). Furthermore, speaking English is appraised as a tool which provides social interaction among people (Jenks, 2014, p.7).

Through social interaction, the interactants utilising English as a foreign language (EFL) may confront specific problems relevant to the mispronunciation, grammatically incorrect sentences, not being able to negotiate the meaning or the lack of vocabulary knowledge. At that point, the scaffolding method, defined as 'assistance from the adult to the child or novice', is applied to facilitate the particular learners to accomplish the utterances in an English spoken interaction (Wood et al., 1976, p.90). Otherwise, the interaction might comprise certain troubles that are required to be modified for the maintenance of the conversations. Concerning the interactions, several sequences of talk might be attained and analysed by a method that is Conversation Analysis (CA). In accordance with Seedhouse (2005), CA is the method to analyse the interaction in speaking that arises naturally. When considering the troubles in a conversation, the repair organisation of CA is employed to analyse the problems in the study of Schegloff et al. (1977). Furthermore, it is stated that repair is an essential agent to comprehend the troubles of people in a conversation and how the interlocutors overcome the problems (Liddicoat, 2007). Relevant to the repair, Schegloff et al. (1977) have grouped four repair types that are titled as 'self-initiated self-repair, self-initiated other-repair, other-initiated other-repair, and other-initiated self-repair'.

In addition, other-initiated self-repair (OISR) is that "a recipient initiates repair, e.g., with what? and the trouble-source turn speaker resolves it." in accordance with Bolden (2011, p.238). In this study, several articles were researched in the branch of organisation of repair with the method of CA due to the fact that this study fundamentally focused on the OISR. Nonetheless, it is considered that the interactional patterns of the adult learners in an English-speaking field by the use of OISR organisation of CA and the techniques that are utilised are insufficient in the literature. Therefore, this study aims to investigate the OISR patterns of the adult learners in an English-speaking course.

With reference to the importance of the study, OISR that is performed by adult learners professionalising as academicians have not been investigated in an English-speaking

interaction in the field of repair organisation of CA in Turkey once the literature is reviewed. Therefore, it might be beneficial to ascertain why adult learners should utilise the OISR in English conversations. Besides, the categories that are revealed by the learners during the conversations may be a means of enlightenment for the researchers to discover the techniques used to initiate and repair the trouble. This study implemented to the adult learners in the branch of OISR of CA may provide instructors to what sort of words or statements lead the adult learners to both initiate and repair the trouble.

Literature Review

Other-initiated self-repair concerns such cases through which the recipient does not hear or comprehend what has been uttered by the speaker in the previous turn and allows the speaker to be aware of the problem. Therefore, the speaker fixes the trouble in the turn which is the following pattern of initiation. Besides, this indicates that the learners who speak English as a foreign language may have the realization of their incorrect statements and step into the action to repair the trouble to impede misunderstanding. In other words, the significance of OISR is to enable the trouble source (TS) speaker to discover the trouble and repair the outcome generated to provide an understandable conversation atmosphere with the recipient who presents the trouble source (Wagner & Gardner, 2004, as cited in Aleksius & Widiati, 2021). In connection with this, OISR is regarded as evidence of learning in all probability (Yalçıner, 2019, p.19).

Considering the OISR, several formats of studies have been analysed. In the view of Drew (1996), OISR including the open-class repair initiation (e.g. 'huh?' 'what?') in a conversation occurs in two different ways. The first initiator class is related to the shift in a topic that exists abruptly. Also, inconvenient or disaffiliated responses of the speaker lead the recipient to use the initiator of open-class repair (e.g. child: come here, mother: what?). Besides, a study by Schegloff (1997) indicates that certain same words such as 'oh',

'what' used in conversations have distinct meanings and positions. Therefore, the words might lead the recipients to start the initiation or cause the speaker to start the TS which leads to the "breakdowns in communication" due to certain factors (Schegloff et al., 1977). Different from those, the words might have the standard meaning as well. In another study of Schegloff (2000), once 'others' initiate repair, it is noticed that the other-initiation might be delayed although there is a general term that initiation occurs after the trouble. In relation to the explanation of Schegloff, it is indicated in the study of Yasui (2010) that repair is employed in three stages by

the native and non-native speakers of Japanese in English interactions. In that case, the first stage is the TS, it is followed by the repair-initiation subsequently, and the final stage is the repair for the Japanese learners. Also, the initiation regarding the trouble may be multiplied with several questions which lead the conversation to be expanded. Allied with the formats of other-initiated repair studies, Hoa and Hanh (2015-2019) implement repair strategies to the B2 level learners in order to teach the English-speaking skills in interaction. The strategies constituted by Schegloff et al. (1977, p.361- 382) are integrated into the classes. It is realised that question words (e.g., where, why) are utilised predominantly. Besides, partial repeat of TS and a question that is followed (e.g., The who?), judging ideas related to the speakers' utterance (e.g., you mean homework?) and a partial repeat of the prior talk with upward intonation (e.g., A: I arrive home at 10, B: ten?) are the other strategies of repair in the process of initiation of the TS. Similarly, Atar and Seedhouse (2018) focus on certain techniques of clarifications led by teachers to the students of L2 classrooms. It is understood that the teachers employ the action of clarification by utilising the specific type questions (e.g., why, where) mostly, partial repeat of the former talk and question (e.g. school what?) and open-class initiations (e.g. "sorry", 'huh?'). Likewise, it is also noted in the study of Boström (2021) that contributors in the study utilise a larger proportion of open-request questions by initiating and allowing the speaker to notice the trouble for repair due to the technical problems on the radio program. In another study, Rossi (2015) specifies that Italian participants implement the strategies such as question words, repetition, interjections, and rising intonation to fix the trouble once confronted with problems of hearing or misunderstanding in an interaction.

From a discrete perspective, Benjamin and Mazeland (2013) signify that an adjacency pair consists of initiation and repair in OISRs. Moreover, second language learning and OISR organisation has an interconnection with certain ways to initiate the trouble that are repeating, replacing, reformulation and expanding off syntactically. Another study which intended to explore the timing of OISR in conversation indicates that overlapping additionally leads the recipient to initiate the trouble of the speaker and the speaker repair the trouble without delay when compared to self-initiated repair (Kendrick, 2015). Furthermore, a study of Gerassimenko et al. (2004) analyses the information dialogue calls performed in Estonia to solve the communication problems based on OISR. Although this study is implemented with regard to a distinct field, results designate that the officer initiates the trouble of the clients with the strategies of repetition, reformulation and clarification in order to provide the clients to repair the trouble. In the study of Plejert (2004), it was explored that the difference between

non-native and native speakers in the classroom in relation the use of OISR is that the native speakers initiate and non-native speakers repair the trouble once warned. The Non-native speakers employ the repair especially when the trouble is about linguistic knowledge such as not knowing words or creating the utterances.

Considering the OISR, it is obvious that the studies might be compounded with sub-skills of English. For instance, Plug (2005) shares the observations of the phonetics of repetition in OISR sequences which are translated into American English from Dutch. In accordance with the results, it is clear that upgraded data that expands the questions to make it meaningful (e.g. "what do you mean?") has louder and longer pronunciation whereas non-upgraded data (e.g. "huh?") is sounded quieter and shorter. In relation to the study of Liu and Wang (2018), it is noticed that the learners of Chinese repair the trouble by themselves once the TS is initiated by the others in the classroom. However, it is discovered that the proportion of the OISR organisation increases in primary stage of the target language whereas the proportion of OISR repair decreases in the advanced stage of the language. On the other side, in the study of Hamid (2016), code-switching among the students and teacher indicates that the use of OIR indirectly related to the TS emerges with repetition in order to provide the students to discover the trouble in their talk.

When reviewing the literature review relevant to OISR organisation, it is obvious that the OISR is utilised in different situations with people in divergent age groups. Nonetheless, it is noticed that the English spoken interaction of the academician-adult learners based on OISR is insufficient to get informed that is from books and articles. Besides, there has been no study generated in Turkey before. Therefore, this study investigates the interaction of adult learners in speaking English on the basis of OISR organisation.

Research questions

This study attempts to answer the following questions:

(1)   What categories of troubles in other-initiated self-repair organisation are utilised by the support of the adult learners or teacher mostly?

(2)   What are the reasons and thoughts of the adult learners about repairing trouble in interaction concerning the interviews?

(3)   Regarding the analysis of the interviews, what answers do the learners state about the repair and challenges they have had in English?

Methodology

Research Design

Owing to the fact that the data was based upon the conversations of the learners and analysed with the help of conversation analysis method, this study required qualitative data analysis. Besides, the data-driven approach was favored in order to provide further data analysis for the CA.

Participants & Setting

Adult Learners

In this study, twelve adult learners (4 female, 8 male) who were the academicians in different departments at Muğla Sıtkı Koçman University took the B1 level English-speaking course to develop their academic speaking skills in the spring semester of 2019. The age range of the participants was between 28 and 62. The course was executed between February and May 2019 in a class of the School of Foreign Languages of Muğla Sıtkı Koçman University.

Teacher

The teacher was the researcher of this study and a postgraduate student of English Language Teaching department at Muğla Sıtkı Koçman University. Due to the fact that the essential focus of this study was OISR patterns, the fundamental role of the teacher was to facilitate learners to learn and discover the troubles by giving clues or using specific strategies.

Instruments

Video-Recorded Data

Researchers who favour the approach of CA in the studies gather and utilise the qualitative data in general. With respect to examples, Dastjerdi and Shahrokhi (2015) investigated how Iranian EFL students communicated in Non-English-speaking communities by using story-retelling and what repair strategies were employed by the students to cope with the communication breakdowns. In order to collect data for verbal and non-verbal communication, the researchers used a digital recorder that recorded the audio of the students' interactions in the classroom as well. In another study accomplished by Fotovatnia and Dorri (2013), the utilisation of repair strategies by the genders was investigated. Throughout the research, the classes were recorded with a digital camera to be able to transcribe and analyse the patterns in the following phases. In addition to these studies, Watanabe (2016) engaged a research study to explore the development of novice students in the after-school programmes throughout four years. The interaction between the learners was recorded audibly and visually which was 450 minutes in total to analyse by virtue of the approach of CA.

Concerning the present study, the class was not recorded in the first week of the B1 level English -speaking course since the adult learners were informed about the study and the procedure. However, a video recorder was set at the corner of the classroom once the consent letters were gathered from the adult learners in the second week. Although the course encapsulated ten weeks, the interactions of the adult learners in the first and last week were not recorded owing to the week of information or an inadequate number of the participants in the class. Besides, the video recorded data were utilised as qualitative data corresponding to the CA approach. The video recordings that embraced the English-speaking interactions of adult learners provided the researcher to have 16 hours of data in eight weeks to be able to analyse the remarkable patterns about the related topic. The duration of the speaking classes was between 1 hour 50 minutes and 2 hours 10 minutes.

The Reason for Using Video Recordings

As mentioned above, the CA approach is data-driven that this occasion leads the researchers not to be able to determine the research questions in advance. The researchers might estimate the problems related to the study, yet genuine research questions are not probable to be generated before analysing the patterns particularly.

Starting from this, it is safe to exert that the data of conversational analysis are attained by video or audio recordings of the classes. The recordings of the classes provide the researchers to save the data permanently, listen and analyse more than once by replaying to have reliable data for reasonable patterns of the interactions. In addition, Goodwin and Heritage (1990) indicate that the data recorded audibly or visually create an opportunity for researchers to use the data for comparative analysis of the interactions in the following studies.

It is required for the conversation analytic approach that several data should be collected in order to analyse and make an interpretation about the research questions that are determined for qualitative studies. Therefore, it should be reminded that the quantitative studies may not enlighten both researcher and readers in detail whereas the qualitative data such as video/audio recordings and interviews might provide elaborative information relevant to patterns formed by the learners in an English spoken interaction. Moreover, the video-recorded data enable the researcher to discover the nonverbal communication of the learners and their reactions to handle certain circumstances.

Semi-Structured Interviews

Interviews may not be straightforwardly observable for researchers to capture the data (Tanveer, 2007, p.35). With reference to this study, semi-structured interviews were applied to seven adult learners as a means of voluntary-basis selection. Initially, the participants were informed about the process by the teacher. Once the adult learners were ready to launch the interview, the teacher started the interview by utilising the voice recorder application on the phone. In the interview sessions, following questions were directed to adult learners:

(1)   Which main skills and sub-skills do you have difficulty in English?

(2)   Which type of activities (individual, pair-work, group) would you prefer to be assigned during the English-speaking classes?

(3)   Who would you prefer to repair your trouble and mistake?

(4)   What are the difficulties that you have had in English-speaking class?

The adult learners were required to respond to the open-ended questions that were prepared beforehand. Besides, the teacher reflected them elaborative questions corresponding to their answers. Hence, the learners elaborated certain questions by providing adequate information for the research. Considering the duration of each interview, the session took approximately fifteen minutes.

Procedure

In the first lesson of English-speaking course, the teacher informed participants that the course would take ten weeks from February till May 2019 and each class would take 2 hours with varied speaking activities. Furthermore, the teacher remarked that the fundamental aim of the course was to encourage the participants to speak and demonstrate to them that they could succeed in speaking well with communal interactions. In the final minutes of the first class of the English-speaking course, the adult learners were informed about the study, which would investigate adult learners' interaction in speaking English. Besides, it was indicated that the classes would be recorded with a camera in order to analyse the interaction of adult learners. Subsequent to the session of information about the research study, the participants' answers were received, and the consent letters were distributed in the second week. In the tenth week, the participants were asked whether they could be volunteers for the interview sessions about the course and interaction to provide the research with more elaborative information. Along with the acceptances of seven academicians, the semi-structured interviews were actualised.

Data Analysis

Transcription

Transcription is an essential part of CA since transcription is the primal phase for converting the data into a format by microanalysis (Liddicoat, 2007). In this research, two different analysing programmes -Transana 2.10 and Word 2016- were utilised. Transana 2.10 is a software programme which provides users to have easy access to the standard conventions of CA Jefferson (2004) (see Appendix 1). Besides, the programme indicates the duration of the pauses and intonation of words due to the frequency channels. Each participant was specified with the initial letters of their pseudo names. Furthermore, each sequence was numbered line by line.

Content Analysis

With regard to this study, interviews completed by seven adult learners were recorded by means of an application on the phone. Subsequently, recordings were transcribed, and content analysis was generated. Afterwards, the answers that the learners reflected were analysed following similar terms and topics.

CA Methodology

CA is one of the approaches which investigates the spoken language (Gardner, 2008). In accordance with Ten Have (2007), CA refers to the study of the members of a society and their practices to comprehend how people interact with each other as social beings. Furthermore, this approach enables the analysts to focus on the fine details that might be impossible to notice in a conversation. Moreover, the utterances that create the patterns have a fundamental role in revealing the speakers' everyday interactions entirely. Therefore, none of the patterns can be excluded from the transcription as it may give a clue about how people manage their interactions.

Considering the method of CA, the naturally occurring interactions between the speaker and recipient are required to be recorded (Mondada, 2013). Subsequently, the recorded data are transcribed concerning the conventions of CA and certain principles such as line numbers and fonts. Besides, the names of the interactants are kept confidential due to the ethical issues throughout the process. In relation to this, the shortenings of the anonymous names might be utilised in the transcriptions that 'E' stands for Esin, 'T' stands for teacher, and 'LL' stands for more than one learner speaking at the same time. Also, the transcribed data are analysed and

interpreted by the analysts to discover the patterns that may provide the answers to the research questions.

Findings

The Use of Other-Initiated Self-Repair (OISR)

As the aim of the study is to explore discrete uses of OISR, this section is classified into two distinct categories that are the use of OISR by the support of the adult learners and the use of OISR by the support of the teacher. Besides, each category comprises certain factors that affect the adult learners to utilise the organisation of OISR in their conversations, which are signified below.

The Use of Other-Initiated Self-Repair by the Support of Adult Learners

Grammatical Correction

In this extract, Alex, the phonetics and phonology instructor from Germany, is welcomed to the class by the Skype programme, allowing people to communicate through the video chat mutually. Each adult learner sits in front of the laptop to talk to Alex, and the rest of the class watch the talkers on television, which is interconnected with the laptop. Once the turn of Helin comes, she sits in front of the laptop to talk about her visit to Germany.

Extract 1 (Helin & Osman)

```
1 Al: =did you like that?
2  H: yes (.) I liked but? when I was err (.) Berlin? I am
3     boring.
4  O: boring? or bored Ms.=
5  T: =ehm.=
6  H:→ =because? (.) bored bored bored.
7  T: huh. uh?|
8 Al: huh. uh?
```

In line 1, Alex asks whether Helin liked Germany or not. Helin begins to reply to the question with inevitable mistakes in line 2 and causes the trouble with the word 'boring' in line 3. Afterwards, Osman, who is another adult learner is confused with the word that has been formed by Helin in the line 3 and asks a question to the teacher in line 4 in order to ascertain the correct version of the word that should be placed into the sentence. In that case, the adult learner initiates trouble. In line 5, the teacher does not respond to the question. Nonetheless, Helin instantly repairs the trouble by correcting her mistake in line 6, even though the sentence that she forms is not completed appropriately. In lines 7 and 8, the teacher and Alex confirm

Helin's correction by using the same approval structure. As is seen, the modification relevant to the grammatical correction is actualised by other-initiation of Osman and self-repair of Helin.

Readjustment of Pronunciation

In extract 2, the adult learners ascertain specific phrases relevant to the restaurant conversations, and they are required to execute role-play with their group members in front of the class. After the selection of customers and waiter, the first group comprising Nihat, Arden, and other learners are taken to the stage. In their spontaneous role-play, Arden is the waiter, and the rest of the group is the customers.

Extract 2 (Nihat & Arden)

```
1 A: yes (.) err I think it is err the err very cheap.
2 N: ha?
3 A: yes.
4 N: very cheap is very good (.) err I prefer there /garliʤ/ bread.
5 A: // /garliʤ/* bread? //
6 T: //you mean? //=
7 N: → = /gaːlik/ (.) garlic.
8 T: huh. uh?|
```

In line 4, Nihat chooses the dish that he would like to eat, yet he mispronounces the marked words that lead to trouble. At that moment, Arden repeats Nihat's final words as a peer by initiating the incorrect pronunciation with rising intonation in line 5. In contrast, the teacher demands to deal with the pronunciation mistake by asking for clarification with Arden in line 6 synchronously. Once Nihat discovers that he stumbles into a mistake, he repairs the pronunciation of the word by repeating it twice in line 7. In the final line, the teacher confirms the modification of the mistake in Nihat's utterance and encourages him to proceed with his talk with 'huh. uh?'.

Code-Switching

In extract 3, the whole class enounces their opinions about the advantages and disadvantages of technology.

Extract 3 (Uygar & Yener)

```
 1  U: the internet all technological device all technological
 2     tools very? harmful. err enemy in house we can that.
 3  N: do you know?=
 4  U: =but (0.4) our err my nasıl söylesem birader
 5     ((laughter))[tr: how to say brother-in-law]
 6  Y: brother?
 7  U: → brother-in-law err make agriculture err he earn thirtee
 8     thousand liras? in one year.
 9 LL: thirteen thousand liras?
10  U: yeah he earn (.) he earn.
```

In lines 1 and 2, Uygar denotes that technological devices that are used at home are detrimental. Once Nihat determines to ask a question in line 3, Uygar proceeds his speech right after Nihat's sentence, as shown in lines 4 and 5. Nonetheless, Uygar does not remember the word to explain and switch the code into Turkish by referring to the Turkish version of the word. Subsequently, Yener initiates the trouble and allows Uygar to guess the rest of the word by giving a clue of the first word with rising intonation in line 6. In the next turn-taking, which comprises the lines of 7 and 8, he utilises the word in a long sentence with a code-switched version of the word to repair the trouble, even inevitable mistakes in the utterance. In line 9, the learners feel shocked about what they have heard about the money earned by utilising the strategy of repetition with rising intonation. As a response to the classmate, Uygar confirms the price even though he does not manage the subject-verb agreement.

Providing Negotiation of Meaning

Clarification Request

In extract 4, Pamer answers specific questions about his two-minute motivational video that he has prepared as a task about dating violence.

Extract 4 (Pamer & Nihat)

```
1 P: err I remember the last year (.)I remember the interview
2    (.) you asked the questions about the dating violence
3    or err family violence.
4 T: ehm.
5 P: you-you asked me oka:y? ((turns to Mr. Nihat))
6 N: I don't understand.
7 P: →you wanted an example about violence.
8 N: yes.
```

In lines 1, 2, and 3, Pamer remembers an interview with his patient to mention the dating violence at the request of Nihat. The teacher signifies that she demands Pamer to continue in line 4. In line 5, Pamer turns to Nihat to remind what Nihat asks him without stating his requirement to ascertain an example of dating violence. In that case, Nihat does not comprehend what he has wanted in line 6. Therefore, Nihat initiates the trouble by utilising the clarification strategy in the negotiation of meaning. To impede the breakdowns in conversation, Pamer modifies his speech by elaborating on the explanation in line 7. Subsequently, Nihat remembers the question and confirms that he would like to listen in line 8.

Comprehension Checks

In extract 5, Pamer replies to the question relevant to this motivational video. The teacher signifies that both men and women do not realise that they actualise the dating violence to their partners.

<div align="center">

Extract 5 (Pamer & Arden)

</div>

```
1 P: yeah (.) they don't realize it it-its err th-they think
2    it's very normal but? it's not normal.=
3 A: =who is thinking it's very normal ladies? or gentlemens.
4 P: err (.) both-all of them.
5 A: all? of them. =
6 P: → =all of them. (.) especially? in /literatür/ [tr: literature]
```

In line 1, Pamer confirms the notion of the teacher. Besides, he indicates in line 2 that it is usually between the partners to have blind dating, although it should not be. In line 3, Arden asks which gender believes that blind dating is typical. In response to this, Pamer states that both genders cause the problem to occur in line 4. To allow Pamer to affirm the truth, Arden initiates the trouble by employing the repetition technique of comprehension check strategy, which is demonstrated in line 5. To provide the continuum of the conversation, Pamer repairs the trouble in line 6 and uses the words that he has been already utilised in the prior sentence.

Comprehension Checks

In extract 6, Alex is welcomed to the class by Skype. The adult learners have prepared specific questions to ask Alex. Deniz is volunteer to ask the questions. However, she has difficulty multiplying the questions to reflect to Alex. Afterwards, Deniz asks Alex whether he could ask her a question.

Extract 6 (Alex & Deniz)

```
1 Al: yeah why not? err (.) what-err what was your favourite
2     city in southern Turkey that you have been to.
3  D: err my favourite city in Turkey? ehm (.) in Aydın.
4 Al: Aydın?
5  D: →yes in Aydın ((laughter)) I was born in Aydın and? I
6     lived in Aydın.
7 Al: huh. uh?
8  D: → err (.) Aydın is very nice city in Turkey.
```

Alex accepts his offer and asks a question that is lined in 1 and 2. After understanding the question, Deniz mentions about her favourite city in line 3. To confirm his understanding, Alex repeats the utterance of Deniz by rising intonation in line 4. In that cause, Alex has initiated the trouble to be repaired by the present speaker. In return, Deniz approves her favourite city by repeating and elaborating her favourite city in the lines of 5 and 6. Another confirmation strategy initiated by Alex emerges in the line 7. Therefore, Deniz maintains forming sentences about Aydın in line to repair and provide the talk to sustain.

Scaffolding for Vocabulary

In extract 7, Pamer's motivation video is on the verge of being displayed in the classroom. However, adult learners cannot watch the video at that time due to specific technical issues. In the meantime, Pamer enlightens his classmates about the topic of the video and where it has been taken.

Extract 7 (Pamer & Arden)

```
1 P: this is the- my room err (.) office.
2 A: in faculty?
3 P: → in faculty yeah. (.) education faculty. (.) err Mr. Uygar
4    err well known.
```

In line 1, Pamer specifies that the video has been recorded in his office. However, Arden has no information about which office Pamer mentions about, and he asks whether it is recorded in the faculty in line 2. Thus, Arden initiates the trouble by scaffolding him with the words that are offered. In response to this, Pamer remarks that it is the education faculty in line 3. In the final line, he states that Mr. Uygar knows the office as they are in the same department.

The Use of Other-Initiated Self-Repair by the Support of the Teacher

Grammatical Correction

In extract 8, the adult learners ascertain a new idiom, which is to talk shop. In line 1, the teacher explains the meaning of the idiom.

Extract 8 (Arden & Teacher)

```
1 T: only talking about the job.
2 U: not doing anything. =
3 T: =no no no no only talking.
4 A: for example? womens. =
5 T: =womens or?
6 A: → women.
7 T: huh. uh?
8 A: women err talk shop more than men.
```

In line 4, Arden presents his instance using an incorrect plural form of the word that causes the TS. The teacher prefers to encourage Arden to discover the mistake and repair it. Therefore, the teacher initiates the trouble in line 5 by directing Arden to modify the trouble. Once the trouble is understood, Arden repairs the problem in the sentence and employs the correct version of the word in line 6. The teacher confirms the repair in line 7. Afterwards, Arden proceeds, generating a sentence related to the idiom that he has learned.

Readjustment of Pronunciation

In extract 9, the adult learners ascertain the phonological alphabet in order to pronounce the word correctly. After learning each sound of the phonological alphabet, the learners are required to give examples to each category and complete them. Osman aims to utter what he believes the word is in the determined category, yet he cannot state it.

Extract 9 (Osman & Teacher)

```
1 U: sorsana sor ((tells to Osman)) [tr: just ask her]
2 T: yes please? yeah yeah.
3 O: why /tin/ is not for err this segment. [eng: thin]
4 T: did I say so.=
5 O: /tin/ /tin/ [eng: thin]
6 T:  //think?//
7 O: → //thin.//=
8 T: =oh thin okay? no? it's true it's true (.) I thought that
9    you were saying tea.
```

Uygar switches the code into Turkish in line 1 to encourage Osman to ask what he plans to ask. In the meantime, the teacher hears the conversation between Osman and Uygar that the teacher encourages them to share the word. In return, Osman asks the reason why the word that is mispronounced is not placed in the signified category in line 3. Due to incorrect pronunciation, the teacher is confused about the category and asks a question in line 4. In line 5, Osman mispronounces the word 'thin' once again. The problem is that the 'th' sound is not appropriately pronounced, which causes the TS to emerge. The teacher initiates the trouble by offering another word in line 6. In response to this, Osman modifies his pronunciation mistake by emphasizing the 'th' sound in line 7. In lines 8 and 9, the teacher confirms the word by attaching what the teacher considers the word it might be.

Code-Switching

In extract 10, the adult learners ascertain the idiom of the week. The idiom is 'out of this world' which means 'something is perfect'. Explaining the meaning to the learners, they are required to make specific sentences by using the idiom. Helin is willing to frame a sentence, yet she cannot remember the word at that moment.

<p align="center">Extract 10 (Helin & Teacher)</p>

```
1 T: which one?
2 H: badem [tr: almond]
3 T: almond? or nut.
4 H: → almond (.) almond of Datça's
5 T: ehm? =
6 H: =Datça almonds? //out of this world//
7 T:                  //Datça's almond* yes.
```

The teacher asks which word Helin tries to find in line 1. Helin switches the code into Turkish to be understood in line 2. In this circumstance, the teacher initiates the problem in line 3 and offers Helin two different options to allow her to repair the trouble by herself. In response to this, Helin repairs the trouble in line 4 by switching the code into English and repeating the word twice. In line 5, the teacher confirms the repair and demands Helin to maintain her speech by rising the intonation in line 5. In line 6, Helin utilises the code-switched word in a sentence with the idiom required to be employed. In return, the teacher confirms the use of the words of Helin solely by adding the apostrophe to Datça and uses the modified word in a sentence with the idiom in line 6.

Providing Negotiation of Meaning

Clarification Request

In extract 11, the teacher requires the adult learners to share their notions relevant to vegan and vegetarian.

Extract 11 (Arden & Teacher)

```
1 T: so do they - are they vegetarian?
2 A: no:. vegans (.) err vegans is different from vegetarians.
3 T: okay explain it to me please.
4 A: → err vegans err don't eat anything.
5    → coming from err animals. =
6 T: =animals oka:y?=
7 A: → =eggs milks - milk or anything. =
8 T: =ehm.
```

In line 1, the teacher asks if the food types that is signified by her in prior turns direct the people to be vegetarian. In response to this, Arden explains in line 2 that they are different from each other. Nonetheless, the conversation and the terms still have ambiguity. Therefore, the teacher initiates the trouble in line 3 with the clarification request, including a requesting sentence to provide the meaning to be repaired. In response to this, Arden repairs the trouble by transmitting his knowledge to the classroom, as is seen in the lines of 4 and 5. In line 6, the teacher repeats what has been uttered by Arden at last and encouraging him to proceed with his talk by indicating the word with rising intonation. As a continuum of the repair organisation, Arden presents further information to negotiate the meaning in line 7 by elaborating on the obtained ones from animals that are not consumed by the vegans.

Comprehension Checks

In extract 12, the adult learners are instructed with a new idiom that is 'to make a song and a dance'. The idiom which refers to exaggerate something more is required to be used by the learners.

Extract 12 (Murat & Teacher)

```
1 M: I get - I get very little price just for ((unintelligible))
2 T: oh.
3 M: I didn't pay the piece price.
4 T: you didn't pay the price?
5 M: → I didn't pay the price (.) I just only give the work
6    only (.) work.
7 T: alright I see (.) I want to write it right now?
```

In line 3, Murat shares his experience and signifies that he did not pay the required price. To check the comprehension of the conversation, the teacher initiates the trouble in line 4 by repeating Murat's sentence. In return, Murat initially repeats the sentence formed by the teacher and repairs the trouble by elaborating the information in the lines of 5 and 6. In the final line, the teacher confirms what has been marked by Murat.

Confirmation Checks

In extract 13, Remzi is asked what kind of art he likes.

Extract 13 (Remzi & Teacher)

```
1 R: like err (0.3) err (0.3) pictures of err nature.
2 T: oh nature? it's good huh. uh?
3 R: → pictures err for err describing err the history? or
4    ((unintelligible)) history.
```

In line 1, Remzi uses the short pauses to generate his utterance and signifies that he likes pictures of nature. To confirm what has been uttered, the teacher initiates the trouble by exploiting the repetition strategy and rising intonation on the word in line 2. In return, Remzi repairs the trouble in the lines of 3 and 4 by remarking why he enjoys the pictures as a part of the art.

Scaffolding for Vocabulary

In extract 14, Arden informs the audience about the Muharram days.

Extract 14 (Arden & Teacher)

```
1 A: first day? to the ten days of muharram. there are a lot
2    of people visiting. =
3 T: =this place? =
4 A: → =this province. =
5 T: =okay.
```

Arden mentions in the lines of 1 and 2 that several people visit Karbala in determined days. Nonetheless, the location is not referred by Arden, which causes the TS. Thus, the teacher initiates the trouble in line 3 by asking questions embracing the word 'place'. Once notices by Arden, he modifies the trouble in line 4 to provide a clear conversation by employing an alternative word in the sentence that is 'province'. In return, the teacher confirms the repair with the signified word in line 5.

Semi-Structured Interviews with Adult Learners

In this section, four fundamental questions of the semi-structured interviews that are actualised with seven volunteer learners are demonstrated. The interviews are accomplished with the learners in Turkish. Therefore, the interviews are translated from Turkish to English to provide the study with transparency with validity.

The Difficulties in the Main Skills and Sub-Skills of English

In the first question, the adult learners are asked in which primary skills and sub-skills of English they have adversities, and they are inquired if the problems encapsulate certain specific reasons. With regard to the semi-structured interviews, it is comprehended that the learners have particular challenges with listening and speaking as primary skills, and pronunciation, grammar, and vocabulary as sub-skills.

- *"The <u>listening</u> skill depends on the use of the skill. Since we do not have a chance to use the listening skill sufficiently, we have problems with listening and comprehending."* (Murat)

- *"Due to my job specification, I do not speak English that much. The <u>speaking</u> skill is not what exactly I have expected to have. I would like to improve this skill."* (Osman)

- *"Doing listening solely does not improve your listening. Particularly, I am worried about <u>the pronunciation</u>. I know that I have several pronunciation mistakes. I know it. When I take a look at the internet pages relevant to the pronunciation, the pronunciation of mine and the speaker's pronunciation have a huge difference."* (Arden)

- *"First of all, <u>vocabulary</u> knowledge is a property which has based upon the use of English. We lose our vocabulary knowledge in a short period as the duration of English use is limited."* (Murat)

- *"As to the <u>grammar</u>, I tried to adapt the sentences to the structures of English. That is the reason why it is challenging for me."* (Deniz)

The Types of the Activities

In the second question, the adult learners are asked whether they prefer to attend the individual, pair-work, or group English-speaking activities. Concerning the learners' answers, it is realised that six learners feel comfortable whilst interacting with two or more participants, whereas one learner generally prefers to participate in the individual English-speaking activities.

- *"I tend to attend to <u>individual activities</u> due to my characteristic feature, which is shyness. When considering pair-work activities right now, I believe that it might be beneficial. For the group activities, I have difficulty in them which own to me."* (Deniz)

- *"For <u>pair-work</u> activities, I question this to myself a lot. If the person speaking with you has a good English level, you hesitate about it. Nonetheless, if you both are at the same level, you feel comfortable. I believe that it is because of the fear of making mistakes."* (Osman)

- *"<u>Group activities</u> encourage the participants in an interaction. Group activities are significant. I mean that the dialogue is important. Even if it is two or more people, the dialogue is essential. The participants gain confidence by interacting with each other; they get encouraged."* (Nihat)

The Repair of Trouble

In the third fundamental question of the interview, the adult learners are asked how and why they prefer their troubles and pronunciation mistakes to be repaired. In return, the learners prefer only the teacher or either teacher or the classmates to repair the trouble.

- *"Probably, one of my classmates has the same mistake. I mean, I do not trust him or her about how much they know or to what extent they have an appropriate pronunciation. He or she knows them as much as I know. The word that they utter might be correct, yet you cannot guarantee this. That is why I prefer the trouble to be repaired by the <u>teacher</u>."* (Arden)

- *"I mean; the aim is to learn the mistakes. There is <u>no importance of who repairs the trouble</u>. In other words, we would appreciate that if someone knows the correct version of the mistake."* (Murat)

Difficulties in English-Speaking Class

In the final question of the interview, the adult learners are asked what kind of difficulties they confront while speaking English. Their responses demonstrate that the learners have challenges in speaking English due to certain factors such as the speed of speech, grammar use, the meaning of the utterance, having knowledge about the topic, locution types, accent.

- *"I cannot understand what has been uttered in case the speech is too fast. Once I do not comprehend the speech, I panic. That is the reason why I cannot answer the questions."* (Deniz)

- *"I have difficulty in answering the question in terms of grammar use. It appears that it is easy to infer the meaning from the utterance, yet it is bizarre to infer the meaning*

without the grammar. Yes, it happens that I sometimes make incorrect inferences due to the misuse of grammar." (Osman)

- *"There is a concern about whether I say what I have intended to say. For instance, shifting the place of a word might change the meaning of the sentence."* (Uygar)

- *"If I have no idea about the topic, I cannot say anything. Talking about social issues is easier, yet speaking with the topics that we do not know is difficult. Besides, you need to know the terminological words to speak for the topics of the specific fields."* (Pamer)

- *"The accent of the present speaker concerning the comprehension is efficient. It might be problematic as we are not acquainted with the specified accent."* (Murat)

- *"I always take attention to the locution types as in real life. You talk to the teacher in a different locution type, and you talk to a person who is at the bus station in a different locution type that I pay attention to this. However, it is required to practice the locution types more."* (Nihat)

Discussion

Categories of the Troubles in OISR Organisation (Research Question 1)

Considering the first research question about what categories of troubles of OISR organization have been utilized by the adult learners or teacher mostly, it is clear that the category of negotiation of meaning (NfM) is employed by both adult learners and teacher mostly in terms of the initiations of the troubles when compared with the other categories such as grammatical correction, readjustment of pronunciation, and code-switching. In return, it should be noted that the adult learner modifies the mistakes that emerge as the trouble is discovered and initiated by either the other adult learners or the teacher.

In the procedure of the trouble initiation of the present speaker's statement, the initiator adult learner or teacher utilizes certain strategies to allow the current speaker to notice the trouble and try to modify it. Besides, it should be signified that the category of NfM is utilized with specific strategies by the learners and teacher such as clarification requests, comprehension checks, confirmation checks, and scaffolding for vocabulary to facilitate the learners to have the intersubjectivity and maintain the conversation in a flow efficiently (Atar & Seedhouse, 2018; Drew, 1996; Hamid, 2016; Hennoste et al, 2004; Hoa & Hanh, 2015-2019; Mazeland, 2013; Plug, 2005; Schegloff, 1997). Therefore, the adult learners and teacher eliminate the ambiguity of the meaning in interactions with the help of the strategies that evoke the speaker learner to modify the trouble in the conversation.

In the study of Pica (1987, as cited in Hartono & Ihsan, 2016), it is indicated that the negotiation of meaning might provide the learners to accomplish the process of language learning by assisting the learners to make comprehensible input and repair their output, and by enabling the learner to attain the L2 form and the meaning. Moreover, Thio (2005) agrees that the negotiation of meaning with the strategies contributes to the learners getting involved in the communicative tasks actively and developing their English level in favor of the initiations and repair of the learners. Besides, it is aimed by the teacher to enable to constitute and generate mutual understanding, contextual support, and the flow in the target language with sufficient scaffolding (Van Lier, 2004). Concerning the strategies indicated in the study of Hoa and Hanh (2015), it is agreed that the application of the strategies by the teacher might have a great significance in teaching the spoken interaction to their B2 level English learners. Moreover, it is signified that specific strategies are employed to achieve intersubjectivity in case of students' failures (Atar, 2016; Boström, 2021).

Reasons and Thoughts about Repairing the Trouble (Research Question 2)

In order to reply to the second research question, the second and third questions of the semi-structured interview have been combined. Following the third interview question, adult learners are asked how they prefer their mistakes to be repaired. Relevant to this question, the adult learners believe that both the teacher and classmates may assist in revealing the repair by the help of their initiation of the trouble. In contrast, certain learners prefer solely the teacher to repair, which means to initiate the trouble since the teacher is considered as a specialist in the field, and adult learners do not rely on the repair of their classmates for the fear that the classmates might make same mistakes. Also, the learners identify that they require the initiation of the trouble as feedback to develop their English level. In that case, the maintenance of the incorrect use of the target language might be prevented by the learners.

Concerning repairing the trouble, the adult learners are additionally asked in the second interview question about the type of activities the learners prefer to have in an English-speaking interaction. Although one learner prefers individual activities due to the feature of characteristics, the rest of the learners prefer either pair-work or group activities during the interactions. Causatively, the learners indicate that they learn from their own mistakes or the others that lead the learners to ascertain and modify the vocabulary by the mistakes. Besides, it is noted that certain lacks, such as listening and speaking skills, provide the learners to develop their skills and repair their mistakes by scaffolding with each other.

Replies Relevant to the Repair and Challenges in English (Research Question 3)

Following the interviews' findings, it is ascertained from the first interview question that the adult learners have difficulty in the main and sub-skills of English as a foreign language. Considering the initiation of trouble and TS, the adult learners state that forgetting the words that are not used frequently, not being able to practice the target language, and fear of not being encouraged to generate the language in an utterance lead the learners to emerge the TS which might cause the breakdowns in conversations. Besides, the deficiency of vocabulary or endeavor to adapt the grammatical structures of English by considering the mother tongue may incline learners to reveal the TS in interactions. In terms of the initiation of the trouble, the adult learners remark that not being able to comprehend what has been uttered or not being familiar with the context that is listened may lead the learners to initiate the trouble in order to ask the speaker learner to repair the trouble for negotiation of meaning. Once the final interview question is directed to the adult learners that is relevant to the challenges in English-speaking classes, it is demonstrated that the deficiency of the knowledge of grammatical structures, not being able to form the intended sentences, not knowing the meaning of the word, not being familiar with the topics, and not being sure which word is utilized in a formal or informal speech induce the learners to emerge the TS of their talk to be initiated by the other participants in the classroom throughout the speaking classes. Moreover, it is indicated that the accent used by the learner speaking might lead the other adult learners to initiate the trouble to be repaired for the continuum of the conversation (Plug, 2005).

Conclusion

The purpose of the study was to investigate adult learners' interactions in the B1 level English -speaking course by utilizing OISR patterns. The study was implemented in the spring term of 2019 at the School of Foreign Languages of a state university in Turkey. Besides, twelve academicians working in divergent departments of the university were the adult learners. In this study, 16 hours of video-based data were transcribed with the CA method to discover the learners' OISR patterns. The patterns were analyzed and classified into varied categories relevant to the purpose and properties.

Moreover, the extracts were identified and demonstrated elaborately in terms of the interpretation of the researcher. Moreover, the semi-structured interviews with seven adult learners were accomplished to strengthen the study's validity and detail the study with the learners' notions relevant to the questions that were asked by the researcher. Concerning the

interviews, the methodological framework of the content analysis was employed to analyze and categorize the data in certain groups that incorporated the similar answers of the adult learners. As a result, the study demonstrated that adult learners were able to repair their own trouble when their classmates or the teacher attempted to initiate adult learners' trouble by using specific strategies. Moreover, it is realized that the trouble initiations by both adult learners and teacher were fundamentally based upon the category of negotiation of meaning. And this concern denoted that the intersubjectivity of the learners in an English spoken interaction had a significant role for the learners to maintain their conversation by considering the meaning rather than the structure.

Furthermore, the findings related to the interviews signified that the adult learners supported the trouble repairs, which referred to the initiations of the trouble by the other participants since the aim of the learners was to develop their speaking skills in the target language. In that case, it was apparent to state that learners' scaffolding with the trouble initiations to each other both encouraged the speaker learners to repair the mistake in the utterance and provided the learners to form comprehensible sentences. On the other hand, it should be remembered that several factors affected the understanding of the adult learners, which directed them to initiate the trouble and be apprehended by the other participants who caused the TS to emerge.

To sum up, the adult learners' OISR patterns in an English spoken interaction demonstrate that the learners are able to modify the troubles in the conversation to prevent the communication breakdowns in the target language in case the TS was initiated by either the other adult learners or the teacher.

Recommendation for the Limitation of the Study

In this study, two different instruments were utilised to gather sufficient data about OISR patterns to provide the research to be generalizable. Although the video-based data and interviews with seven adult learners contributed the researcher to achieve the purpose of the study, the triangulation to strengthen the data with more than two instruments might have been employed. Therefore, it might be suggested for the following studies to employ the questionnaire not only for obtaining more relevant data to be analysed but also providing the triangulation of validity which refers to the combination of both quantitative and qualitative methods in order to reply to the specific research questions (Heale & Forbes, 2013, p.98)

Besides, the study comprised a small-scale sample due to the number of participants. Nonetheless, it should be reminded that the possibility of English spoken interactions of the

adult learners may increase in case of boosting the number of participants. Also, the perspectives and opinions of each learner in English conversation may enable the study to have several categories about the use of OISR. Therefore, more data relevant to the OISR and their uses with certain strategies might be discovered with the large-scale sample.

In addition, the researcher made the semi-structured interviews by visiting the participants in their offices in the last weeks of the speaking course. However, the adult learners were not able to remember the reason for their reaction once their repair to the trouble that is initiated by their classmates occurs. The reason was the fact that the video recordings related to the procedure of repair were not demonstrated to the adult learners during the interviews. Thus, it might be suggested for the researchers of the following studies to share the repair parts situated in the video before asking the identified questions for the beneficial interviews Furthermore, the class assigned for the B1 level English-speaking course did not have the echo minimizer that caused the utterances not be comprehended. Therefore, it is suggested to have at least two video recording tools in the classroom in order to impede inaudibility problem that occurs particularly in the classes involving few students as a final recommendation to the researchers.

Implication for Researchers

With respect to the study, it has been comprehended that the category of negotiation of meaning as a strategy is the most employed one between the conversations of the adult learners or teacher and adult learners whereas the least utilised categories are the grammatical correction in the conversations between the learners and code-switching between teacher and learner. Starting from this point of view, it might be reminded that the adult learners focus on the semantic functions of the language rather than the linguistic structures of the language to be able to maintain the conversation by hindering the ambiguity of the speech. In general terms, the least-used categories are relevant to the background knowledge or the English level of the present speaker when considering the modification of the trouble to provide a speech that causes no breakdowns in conversation.

In connection with the EFL teachers, it is recommended that the teachers might use the corrective feedback by using "other-initiations" to encourage the learners to notice their mistakes and repair their trouble in conversations. Therefore, teachers may repeat the incorrect utterances of the learners with upward intonation, offer two options to allow the learners to select the appropriate one by themselves, or reflect certain questions to let the learners clarify

the meaning in their speech to repair their trouble in interaction rather than correcting the mistakes of the learners immediately. Thus, the strategies might be beneficial to provide accurate, effective, and fluent conversations by preventing the possible damages that may occur in English-speaking interactions of the learners and teacher. (Hoa & Hanh, 2015; Drew, 1996; Gerassimenko et al., 2004).

To sum up, it has been realized that the adult learners working as academicians generate their speaking by repairing their mistakes once the TS is initiated by their classmates or teacher with the implementation of scaffolding strategy. In that case, it should be taken into consideration that the learners might negotiate the meaning of their speech by modifying their utterances if the chance is given to the adult learners. Thus, the awareness of OISR should be constituted by all participants in the classroom.

The Research and Publication Ethics Statement

The ethics committee approval has been obtained from The Institute of Education Science of Muğla Sıtkı Koçman University.

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), we hereby declare that we had no conflicting interests regarding any parties of this study.

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Appendix 1: Transcription Conventions

// //	Overlapping talk or simultaneous utterances of more than one learner
=	The end of the present speaker's utterance maintains with another speaker's speech with no pause or gap
hayır [tr: no]	Translation of Turkish utterances
→	Arrow in the left margin indicates self-repair of the participant
(0.4)	The number demonstrated in parenthesis means the silence which is the tenth of a second. The silences can be indicated either in an utterance or between the talks.
(.)	A dot in a parenthesis means a brief pause between 0.008 and 0.2 seconds.
?	A question mark demonstrates the rising intonation.
.	A dot without a parenthesis means the falling intonation.
:	A colon indicates a stretched sound.
-	A hyphen means a cut-off after a word or a syllable of a word.
(())	Double parentheses involve the descriptions or comments of the analyst.
visit Ankara	The capital letter is utilised for the proper nouns, not for marking the beginning of a sentence.
/do:tor/	Once the word is pronounced incorrectly, the approximation of the sound is presented by utilising the International Phonetics Alphabet between the slashes. In certain cases, the correct pronunciations of the words are offered in slashes as well.