

A Pragmatic Analysis of Interactions among Speakers of English as a Lingua Franca on a LEGO Task: Exploring the functions of other-initiated repair in ELF communication

The aim is to gain insight into communication among speakers of English as a Lingua Franca (ELF) by analyzing goal-oriented interactions in which they are on a task. By examining the way in which these speakers interact, we demonstrate the process of negotiation, accommodation, and adaptation. Through analysis, we argue that one of the functions of “other-initiated repair” (Schegloff et al., 1977) is to metalinguistically resolve referential ambiguity and further get the participants back to the task. Our data are taken from *circa* 12 hours of video-recorded interactions among eight groups of international students. They are instructed to build LEGO bricks in a way that represents abstract concepts such as “responsibility”. Analytically, we focus on revealing the functions of other-initiated repair and show that repair is used not only to “resolve misunderstandings” (Bjørndahl et al., 2015) but also to keep the task on track. Implications for pedagogy are also provided. (150 words)

References

- Bjørndahl, J. S., Fusaroli, R., Østergaard, S., & Tylén, K. (2015). Agreeing is not enough: The constructive role of miscommunication. *Interaction Studies*, 16(3), 495-525.
- Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-382.