Repetition in University Classroom Interaction: A Case Study of the University of Dar es Salaam

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Abstract
This paper investigates how lecturers use repetition to perform different functions during classroom interaction at the University of Dar es Salaam. The data encompass eight recorded lectures and interviews with the respective lecturers teaching first year students in the Departments of Political Sciences and Public Administration and Sociology and Social Anthropology. The objective is to identify, describe and analyse how lecturers apply repetition as a communication strategy to convey information at a sophisticated level of academic rhetoric to facilitate knowledge delivery. Discourse analysis (DA) approach facilitated the identification and analysis of repetition as a discourse strategy of lecturers, and as part of spoken registers that are generically used in university teaching in Tanzania. The findings indicate that lecturers used phrasal and clausal types of repetition to achieve cohesion, topic continuity and emphasis. This paper extends knowledge on how multilingual speakers utilise various techniques in facilitating delivery and understanding of knowledge.

Key words: *discourse analysis, discourse strategy, repetition, lectures, lecturers*

Introduction

Repetition in language use, -the practice of speakers of repeating their own utterances, appears in many forms and serves several functions. However, while there is a keen interest in repetition behaviour, there is lack of empirical method of establishing quantities, characteristics and functions of repetition in discourse (Van Lancker & Wolf, 2015:2). This paper investigates how lecturers use repetition as a classroom discourse strategy to perform different functions during classroom interaction in a higher education context of Tanzania specifically focusing on the University of Dar es Salaam. As it is the case for societies once colonised by the British, language policy in Tanzania positions English as the language of instruction (LoI), particularly in higher learning. English in Tanzania is a second language for the majority of Tanzanians who have had an opportunity to benefit from secondary and higher education where the language is a mandatory LoI. Hence, it is important to consider how the various linguistic resources of multilingual lecturers get

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utilised in the transfer of information and development of new knowledge. Kaur (2012:594) observes that in multilingual interactional settings where English acts as lingua franca (ELF)[16], multilingual participants rely on various interactional practices to negotiate meaning and arrive at a shared meaning and understanding. Repetition makes one such interactional practice that is common in utterances aimed to perform various functions in interactional discourse such as expressing emphasis, clarifying a point and achieving topic continuity (Steeb, 2008: 56ff; Hsieh, 2011: 154ff; Rabab'ah & Abuseileek, 2012: 445). Indeed, as Kaur (2012:594) reiterates, repetition facilitates the production, comprehension and interaction process.

This paper is a spin-off from a PhD study (Shartiely, 2013) that sought to establish how lecturers of the University of Dar es Salaam employ various types of repetition in facilitating the teaching and learning process. The study involved eight recorded lectures and interviews with the respective lecturers that constituted data for identifying, describing, documenting and analysing interactional strategies that lecturers employ in conveying new information at a relatively sophisticated level of academic rhetoric, and in facilitating the interaction between them and their students. In focus were the language choices lecturers make in teaching undergraduate students with linguistically diverse backgrounds.

Altogether, Tanzania has more than 120 ethnic languages, which serve for many as mother tongue before acquisition of Kiswahili, the national language and language of instruction in the country's public primary education system. Discourse Analysis (DA) approach facilitated the identification and analysis of discursive features of lectures as part of spoken registers generically used in university teaching.

This study based on the understanding that lectures constitute one of the discourse genres such as interviews, telephone conversations and oral narratives. Such genres, according to Leftein and Snell (2011:41), are relatively stable ways of using language resulting from recurring situations in different areas of social activity. Discourse genres serve both as resource for fashioning utterances and establishing constraints that affect how those utterances are understood and judged by others. They encompass a range of social

[16] Jenkins (2009: 200) defines the concept as "the common language of choice among speakers who come from different lingua-cultural backgrounds".

and semiotic dimensions, including thematic content, compositional structure, styles, lexical items, interactional roles and norms, interpersonal relations and evaluative frames (Leftein & Snell, 2011:41). Therefore, there is a need to study how lecturers use language during the academic activity of teaching to identify the types and functions of their use of repetition, and thereafter, establish the possible advantages of their classroom practices in the teaching and learning process. Moreover, this study considered a lecture as an instance of an oral narrative that involves, as Defina and Johnstone (2015) clarify, narrative clauses that recapitulate a sequence of events leading up to their climax, the point at which the suspense is resolved. These clauses refer to events in the world of the story and, in the world of the telling; they create tension that keeps auditors listening (p. 154).

Previous Studies

Many studies conducted on the language of classroom interaction in Tanzania (cf. Mwinsheikhe, 2009; Rubagumya, 2008; Qorro, 2006) focus on the linguistic competence of teachers and students in primary and secondary schools. They then treat linguistic practices such as repetition as problematic on the part of the teachers. In contrast, this paper considers the communicative and discursive organisation of lectures from a different angle. It describes how repetition in the language of classroom interaction at the tertiary level usually serves as an L2 for most speakers to facilitate, as Tannen (1987:47ff) observes, interaction and interpersonal involvement.

There are several studies on different types and functions of repetition. These studies have dealt with speech management (cf. Allwood. *et al.*, 1990), communicative functions of repetition in classroom interaction (cf. Bjorman, 2011; Hsieh, 2011; Kaur, 2010; Knutson, 2010; Viaño & Conejos, 1996) and oral narratives (cf. (Defina and Johnstone, 2015; Genç, et al, 2009; Yemeniçi, 2002). Yemeniçi (2002) establishes that speakers use three major types of repetition, namely lexical, syntactic and discoursal or thematic repetition in conveying different types of information. Generally, all these types of repetition facilitate coherence in interpersonal involvement (Tannen, 1987). Steeb (2008: 56ff) asserts that repetition functions as a means for attaining emphasis, for indicating iconicity and for reiteration, thereby serving as a cohesive tie. Furthermore, Hsieh (2011: 157) attests to how repetition helps a speaker clarify or explain a point to achieve topic continuity.

Literature on discourse analysis provides various ways of distinguishing types of repetition from one another. Tannen (1991) presents three manifestations of repetition, viz. exact repetition, paraphrase and repetition with variation. This is, for example, when a question morphs into a statement and vice versa, and when there is a change from a single word to a phrase or a change of person or tense. In principal, Tannen (2007) generally characterises two major types of repetition, that is, synchronic repetition, which occurs within same unit of discourse, and diachronic repetition, which occurs across different units of discourse. Then there are sequential types of repetition, whose major ones are 'self repetition', by which the speaker repeats the whole or part of his or her own previous discourse (cf. Leftein & Snell, 2011; Tang, 2015; Fung, 2007; Allwood *et al.*, 1990) and 'other repetition', which allows the speaker to repeat the whole or part of the respondent's discourse (cf. Knutson, 2010; Tang 2015). The third sequential type is 'resumptive repetition' whereby the speaker reverts to and resumes a previous discourse after some discourse digression (cf. Quick, 2007). In this study, the lecturers used all these three sequential types. Although 'self-repetition' was the most frequently occurring type, there was also a significant number of 'other repetition' and 'resumptive repetition' that occurred in the classroom interaction. The analysis here does involve instances of these three types of repetition. However, the analysis of this paper considers repetition at two formal levels of phrasal and clausal repetition (cf. Table 4.1).

With regard to function, Tannen (1989:47ff) treats repetition as an unmarked communicative behaviour, or a naturally occurring linguistic strategy applied generically. Such a strategy enables speakers to communicate smoothly while reducing the load of information listeners have to process. Concerning teacher repetition, Viaño and Conejos (1996:129) assert that repetition in classroom interaction is just as functional and communicative as it is in other less structured kinds of discourse. They further note that teachers repeat themselves to increase the input, especially when giving information and correcting (Viaño & Conejos, 1996:133). Moreover, Knutson (2010:15) observes that repetition makes a massive contribution to successful interaction. Viaño and Conejos (1996:134) present a list of teacher repetition functions aimed to achieve cohesion, perform self-repair, fill gaps, underscore a point, provide and ask for information and turn taking. Quick (2007:1) similarly considers the functions of repetition but collapses all the separately identified functions of repetition into two main actions, the ones

highlighting prominence and the ones enabling cohesion. Generally, repetition "helps speakers create a sense of continuity without consuming much of their conscious encoding capacity" (Tang, 2015:94). It is one of the resources that speakers prefer to mitigate misunderstanding (Urmeneta, 2013: 339).

Methodology

A purposive sampling procedure facilitated the identification of eight participants, four from each of the departments of Political Sciences and Public Administration and of Sociology and Social Anthropology. These were two of the largest departments in the then College of Arts and Social Sciences of the University of Dar es Salaam, both in number of enrolled students and staff. The college has since been split into two campus colleges of Social Sciences (CoSS) and of Humanities (CoHu). The study involved two instruments of data collection namely observation and interview whereby I observed eight lectures and conducted interviews with the respective lecturers. The recording of both sets of data preceded the transcriptions and subsequent analysis. The careful scrutiny of transcripts of the lecture data helped to identify regularly recurring repetitions. The lecture and interview data were then uploaded into qualitative data analysis software (NviVO). Accordingly, the transcripts were coded to recognise all marked types of repetition. This process facilitated the classification of the regularly occurring repetition as marked forms in the discourse and that function not only as cohesive devices, but also as pedagogical instruments. The interview data supplemented and helped to check the empirical data obtained from the lectures. They particularly provided information on how lecturers consciously use repetition to facilitate the learning experience of students in lectures, the reasons for the use of such repetition, and their view on the usefulness of this strategy.

There are a variety of aspects of discourse that have been investigated within the field of Discourse Analysis Studies. The data of this study indicated that not all of the general units of discourse would be pertinent to or theoretically interesting to this analysis. Therefore, the division here is as follows: first, the paper analyses the two most widely occurring types of repetition as they were applied in the lectures; second, the paper presents insights gained from the interviews with the lecturers. Analysis also focuses on the lecturers' comments on and, in some cases, justification of their use of repetition.

Findings and Analysis

After both the lecture and interview data were uploaded into NviVo and coded in accordance with the categories of repetition recognised as relevant, the types of repetition, which are analysed in this paper, were then scrutinised according to how they occurred in sentences, paragraphs or ideas presented. The results for sets of data in this relatively small closed corpus are presented in Table 4.1.

Table 4.1:   Results on the Use of Repetition by Lecturers

Repetition		LPsc.				LSoc.				T
		1	2	3	4	1	2	3	4	
	Clausal	39	4	21	14	14	11	44	13	160
	Phrasal	29	8	15	30	12	14	17	10	135
Grand total										295
NB: LPsc. Means Lecture in Political Science LSoc. Means Lecture in Sociology										

Table 4.1 indicates that all the eight lecture hours with an average duration of fifty minutes each added up to four hundred minutes. In these lectures, the lecturers used repetition in 295 instances. Statistically, this means that in every 1.36 minutes there was one repetition.

Overview of Repetition in Lectures

Out of those repetition occurrences, 160 (54%) were clausal repetitions whereas 135 (45%) were phrasal repetitions. In this paper, the analysis focuses on repetition generally, before looking at the two types of repetition under review distinguished by their syntactic form. The paper then provides a brief theoretical overview of the functions of repetition. It relates the occurrence patterns of the particular discourse strategy to the lecturers' interview comments on their generic uses of repetition in their classroom interaction with students.

The following excerpts exemplify the various repetitions evident in the data collected. As Table 4.1 illustrates, the lecturers used repetition often and generically. Three examples are provided here, namely those illustrating how repetition[17] is used in typical functions to mark emphasis (excerpt 1), topic focusing (excerpt 2), clarification

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[17] In the excerpts, due to the need to select and illustrate clearly, only pertinent parts of a longer unit have been given. The convention [xxx ... xxx] will be used to indicate the omission of some text.

of ideas and creating cohesion in a longer chunk of discourse (excerpt 3).

(1)

   i. He dared to declare to the council that ... these are the words which <u>he said</u>; <u>he</u>
   ii. <u>said</u>: We white people <u>have not come to this country</u> ... we <u>have not come to</u>
   iii. <u>this country</u> to raise the native ... <u>to raise the native</u> to the scale of
   iv. civilisation ... this man <u>declared</u> himself ... the white <u>man declared himself</u> ...
   v. <u>the white man declared himself</u> that his aim was not to civilise ...   **(LPsc.1)**

In excerpt (1), the lecturer seems mechanically to repeat the underlined expressions. Essentially, the repetition has a goal of stressing certain content, in this case, what the white man said (at the meeting of the Legislative Council). The lecturer provides a background to the topic and the rest of the utterance; the emphasis is on what the white man said at the meeting regarding his relationship with the indigenous people. Moreover, the lecturer introduces the emotive verb *declare* in (line i) then changes to a neutral one *said* in (lines i-ii). Thereafter, she quotes verbatim what the white man said in (line iii) before reverting to the emotive verb *declare* in (lines iv-v) and clarifies the point of emphasis that the white people's core mission was *not to civilise*. Through such repetition, the lecturer gives prominence to the topic, thus performing the emphasis discourse function. Additionally, the lecturer accomplishes cohesion, and thus topic continuity through the repetition of the expression 'he said' (lines i-ii) and the expression 'the white man declared himself' in (lines iv-v). Excerpt (2) reveals how lecturers use repetition to ensure that students focus on a topic:

(2)

   i. ... we will look at <u>Max Weber </u>on <u>Religion</u> ... and today we want to <u>broaden</u>
   ii. that spectrum ... to understand ... the role of<u> religion</u> in the <u>development</u>
   iii. <u>of Western capitalism</u>. <u>So, that is our topic today</u>. We are   <u>broadening</u>   from
   iv. last lectures ... <u>Weber</u> was able to explain that <u>religion </u>was one of the factors

> v.   that led to <u>development ... of Western capitalism ... .
> So, that is our topic today.</u>   **(LSoc.3)**

In excerpt (2), the lecturer uses repetition to establish a connection to the content of the previous lectures. He introduces the topic and then draws the attention of the students to the topic of the day by referring to something that was discussed previously and explains how they are going to *broaden* the scope of the topic (line i). Thus, the lecturer provides information on how the topic is going to be handled in relation to the topics introduced in the previous lectures. This functions as an important focusing device as it makes students aware in advance of what to expect in the current lecture. Through repetition, the lecturer does not only attain cohesion by using the anaphoric reference marker *that* (lines iii and v) but also uses the strategy to draw the students' attention by clarifying how the current topic relates to the previous one. Excerpt (3) presents how lecturers use repetition to clarify a point or process.

(3)

> i.   We are dealing with the concept of social identity ... the concept of social
> ii.   identity in the process of growing up ... the process of growing up is
> iii. considered ... it is considered as a process of enculturation ... some view
> iv   this process of enculturation as more passive ...
>   **(LSoc.4)**

Excerpt (3) also illustrates how the lecturer deploys repetition to clarify a point and engender cohesion and topic continuity in a long stretch of speech. He introduces the phrase *the concept of social identity'* (line i). Then he situates it in the context of *the process of growing up* (line 3). He further defines it in the context of the process of growing up: *'[I]t is considered as a process of enculturation* (line iii). Finally, he concludes by highlighting how some people view the process of enculturation: *... a passive process* (line iv). By means of repetition, the lecturer provides a smooth link between different ideas and concludes a topic logically instead of just mentioning isolated points.

Discussion
As Table 4.1 illustrates, there were two major prominent types of repetition in the data addressed in this paper, namely clausal and

phrasal repetition. A careful analysis illustrates that both types of repetition served three major functions. These functions were to reiterate the speakers own discourse 'self-repetition' (cf. Allwood et al., 1990), resume to a previous topic after a digression, interruption or some other interlude, which is akin to 'resumptive repetition' (cf. Quick, 2007) or to re-voice a respondent's discourse so as to expand a dialogue, which amounts to 'other repetition' (cf. Knutson, 2010). Nevertheless, the analysis provided here works with the established order of classification of clausal versus phrasal repetition, grammatical constructions that served as vehicles for repeating the content that the lecturers meant to impart in the students' minds.

Clausal Repetition

Table 4.1 indicates that there were 160 instances of clausal repetition in the eight lectures. Statistically, this means that in the 400 minutes of lecture time there was one instance of clausal repetition every 2.5 minutes.

As the term suggests, a clausal repetition involves the repetition of a whole clause. The *Longman Dictionary of Contemporary English* (2005) defines a clause as a group of words that contains a subject and a verb, but which is usually only part of a sentence. There is a distinction between independent clauses such as *she went home* and dependent clauses such as 'because she was tired' in the sentence: *She went home because she was tired*. They differ because an independent clause can constitute a sentence by itself and, thus, can convey a complete idea whereas an independent clause cannot.

As the major function identified for repetition as a rhetorical device is to emphasise a point and continue a topic to achieve both prominence and cohesion (Quick, 2007), emphasis in causal repetition is on the whole clause not on isolated words. Biber (2006) finds typically class lectures to be oral texts less made up of a series of relatively short independent and dependent clauses. Excerpt (4) demonstrates the repetition of independent clauses.

(4)

    i.   <u>Thomas Hofs is praised</u> ... <u>his political thinking is praised for logical clarity of</u>

    ii.   <u>arguments</u> ... <u>he is praised for producing logical clarity of arguments</u> ... when he was

    iii.   talking about his concept on <u>the law, natural law</u> ... <u>he is credited for understanding</u>

    iv.   that no justice without law ...

<div align="right">(PSc.3)</div>

Excerpt (4) indicates how the lecturer repeats independent clauses for cohesion and prominence purposes. The strategy also gives the lecturer a variety of means for expanding the topic. By means of repair *Thomas Hofs is praised'... His political thinking is praised* (line i) and *he is praised for logical clarity ... he is praised for producing logical clarity of arguments* (line ii) and the expression *he is credited for understanding that no justice without law* (lines iv-v). This finding tallies with the observation made by Allwood *et al.* (1990:1) that classroom practices such as the repetition and change of already formulated content or expressions functionally assist an individual in managing his or her memory as well as articulating a point. Specifically, the repetition of the clauses by the lecturer here enables him to perform the task of what Biber (2006) calls *elaborating information.* As Kaur (2012) comments, this kind of repetition helps the students comprehend the content delivered by the lecturer.

Excerpt (5) illustrates how lecturers use repetition of dependent clauses.

(5)

    i.   Whereas power, whereas power is the ability to influence the behaviour,

    ii.   whereas power is the ability to influence the behaviour of others, whereas

    iii.   power is the ability to influence the behaviour of others, authority is the right

    iv.   to do so, authority is the right to do so.

<div align="right">(LPsc.4)</div>

Excerpt (5) illustrates how the lecturer uses repetition of dependent clauses strategically. First, he draws students' attention, hence creating suspense through repetition of the dependent clause *whereas power* and then removes the suspense by introducing the independent clause *is the ability to influence the behaviour* (line i). In line (ii), the lecturer elaborates the point of the meaning of power by extending the clause in (line ii) by addition of the words *... of others.* He repeats the modified clause (lines ii-iii) before he introduces the contrast between the concepts *power* and *authority* (line iii), which he repeats with emphasis *...authority is the right to*

do so (line iv). This corresponds to what Biber (2006) observed when examining the language of university registers that, although dependent clauses are linguistically complex and thus associated more with written than with spoken English, in university registers they are more common in spoken than in written registers. This repetition pattern, as Viaño and Conejos (1996) argue, increases the amount of input while mitigating for comprehension problems. In lines (i-iii), the lecturer makes an important distinction between the two concepts by selecting the parts to introduce first to capture students' attention, then by repeating the parts still with some suspense until he concludes by introducing the distinction in the second part (line iii) and repeats it plainly (line iv). This helps the lecturer using repetition, as Johnstone (1994) remarks, to underscore the distinction between *power* and *authority*, thereby emphasising the need for students to grasp this distinction.

Phrasal Repetition

The Longman Dictionary of Contemporary English (2005) defines a phrase as a group of words, especially when they are used to form part of a sentence, such as walking along the road and a bar of soap. As opposed to clausal repetition, the emphasis in phrasal repetition is on the phrase. The most frequently used phrases in this study were noun and verb phrases. Biber (2006) reports that in spoken university registers noun and verb phrases are used with equal regularity. Excerpt (6) illustrates the lecturers' use of noun phrases.

(6)

    i.   We are dealing with <u>the concept of social identity...</u> <u>the</u> <u>concept of social</u>

    ii.   <u>identity</u> in <u>the process of growing up</u> ... <u>the process of growing up</u> is

    iii. considered ... it is considered as <u>a process of enculturation</u> ...

    iv. some view this <u>process of enculturation</u> as more passive ...   **(LSoc.4)**

Excerpt (6) illustrates how a lecturer uses repetition of noun phrases to clarify and expand a point. The lecturer introduces the phrase *the concept of social identity* (line i). Then he situates it in the context in *the process of growing up* in (line ii). He further defines it in the context of the process of growing up it is considered as *a process of enculturation'* (line iii). Finally, he concludes by focusing on how

some people treat the process of enculturation as *a passive process* (line iv). This excerpt demonstrates how the lecturer makes use of nouns to provide a smooth link between different ideas and conclude a topic instead of just mentioning isolated words. Biber (2006) has established that in academic discourse much of the referential academic information is packaged in noun phrases. This linguistic practice facilitates, as Steeb (2008) Hsieh (2011) Rabab'ah and Abuseileek (2012) state, expression of emphasis, clarification of a point and thus achieving topic continuity. These practices assist the lecturer in achieving the academic goal of imparting knowledge while allowing a smooth process of learning by students.

Excerpt (7) illustrates how lecturers repeat verb phrases to emphasise activity.

(7)

i. We will look at Max Weber on Religion ... and today we want <u>to broaden</u>

ii. that spectrum ... to understand ... the role of religion in the development of

iv. Western capitalism. So, that is our topic today. We are <u>broadening</u> from

iv. Last lectures. Weber was able to explain that religion was one of the factors

v. that led to development ... of Western capitalism. So, that is our topic today.

(LSoc.3)

In excerpt (7) the lecturer introduces the topic and then draws the attention of the students to the topic of the day by referring to something that was discussed in the previous meetings and indicates that they are going to expand on it in (line i). Then, using repetition of the verb 'broaden', the lecturer provides information on how the topic is going to be handled in relation to the previous lectures. As noted earlier, this functions as an important focusing device; it makes students aware of what to expect in the current lecture in advance. Through repetition of the verb phrase, the lecturer does not only attain cohesion using the anaphoric reference marker 'that' in (lines iii and v) but also uses this strategy to focus the students by clarifying how the current topic relates to the previous lesson. As observed earlier, this also matches with the argument that repetition in discourse functions in expressing emphasis, clarifying a point and achieving topic continuity (Steeb, 2008; Hsieh, 2011; Rabab'ah and

Abuseileek, 2012). This implies that students are in a better position to to grasp, internalise and fully understand the content that has been clearly and exhaustively repeated to them.

Lecturers' Motivation for Use of Repetition

This section relates the lecturers' use of repetition observed to their interpretations during interviews. As explained earlier, the interview data were collected to supplement and check the empirical data obtained during the lectures. After reading the lecture transcripts and identifying the most notable repetition practices, an interview was conducted with all participating lecturers specifically to seek information regarding their reasons for using repetition in the way that they actually did. Notably, the interviews were not based on the sub-types of the types of repetition identified because it would have involved technical aspects that were not necessarily obvious to the respondents. Considering the sensitivity of the topic, which on the surface appeared intrusive into lecturers' linguistic competence, I had to avoid the use of questions that implied a probe into the participants' linguistic knowledge. Generally, all the eight lecturers reported that they use repetition to facilitate the learning process. Three major themes emerged from the data: The lecturers use repetition to link topics (excerpt 8); to revise or re-emphasise a previous lecture or lecture content (excerpt 9); and to clarify a point (excerpt 10).

(8). **Lecturers use repetition to link topics**

This [repetition] makes it possible for students to recognize <u>links</u> when learning ... I do these things [repetition] believing that repetitions are both important and helpful for students learning any subject and help them <u>to link topics ...</u>

                                                    (LSoc.1)

According to excerpt (8), the lecturer uses repetition to create linkage not only within one subject but also across subjects and topics. This implies that the lecturer does not only repeat content to create topic continuity and cohesion during lecture sessions but also necessarily repeats content in other related fields of knowledge and at different levels of education to help students realise the connection between the knowledge acquired in lower levels of learning and that acquired from other courses at university. This is in line with what Guo (2017) reiterates that

repetition functions as a bridge between reality and memory. Therefore, this practice is likely to help students apply the knowledge they acquire in different situations, thus actively engaging in the learning process.

(9). Lecturers use repetition to revise or re-emphasise a previous topic

> You know repetition ... normally when you introduce a subject matter there are different approaches. You can start from where you left the other time and when you are concluding, as a way of recap, you can go back to what you have covered in that lecture session as a matter of picking up the basic elements that you would like students to internalise and grasp. I repeated as a way of re emphasising.
>
> **(LPsc.4)**

Excerpt (9) implies that the lecturer purposefully uses repetition to help students internalise the content taught. He acknowledges that repetition assists him to choose the type of teaching approach to use such as revising the previous topic. The lecturer also uses repetition to conclude the topic or summarise the content, thus emphasising the basic points for students to grasp. Systematically presented content facilitates internalisation and processing of knowledge among students for ready retrieval from memory for specific academic purposes such as answering examination questions. This corresponds to the observation that the major function of repetition is to emphasise a point and to increase comprehensibility and accessibility of a prior talk by providing the hearer with additional information (Kaur, 2010).

(10). **Lecturers use repetition to clarify a point**

> If you used certain concepts or certain vocabularies, you need to change them so as to make them easier so that they can understand you. ... You can actually see that by the manner you have taught this student has understood. You can see the facial expression. If it indicates that students are still not understanding, then you repeat that point but by giving some more examples or by repeating in different language and so on; so that they understand.
>
> **(LSoc.3)**

Excerpt (10) illustrates how the lecturer uses repetition in response to the students' behaviour that signifies non understanding of the subject matter. The lecturer does not only repeat the concepts but also provides examples and varies the linguistic choice to simplify the students' grasping of the content. This finding reflects the observation that repetition helps the speaker in clarifying a point and achieving topic continuity (Steeb, 2008; Hsieh, 2011; Rabab'ah and Abuseileek, 2012). This practice is very useful as it is likely to facilitate students understanding of the subject matter thereby improving their learning.

Conclusion

This paper has demonstrated how repetition is a characteristic feature of bilingual speakers' speech, in this case, in the classroom interaction process. It has demonstrated how bilingual lecturers at the University of Dar es Salaam use repetition as a discourse strategy for facilitating classroom interaction. The findings reveal that lecturers use repetition to facilitate students' comprehension of lesson content. Lecturers achieve this goal through the use of two types of repetition, namely clausal and phrasal repetition. They repeat to accomplish such functions as clarifying, emphasising, linking, focusing and continuing a topic. However, the study is incongruent with many speculations that bilingual speakers use repetition more often than monolingual speakers due to lack of fluency that makes them take longer than native speakers in planning and processing L2, thereby forcing them to seek strategies such as fillers, hesitations and self repetition (cf. Döryei and Scott, 1997). Conversely, the paper has reiterated the importance of repetition that has been acknowledged in different studies. For example, it functions to tie ideas in a discourse together (Yemeniçi, 2002), it makes a stretch of language integrally and coherently a

whole in meaning (He, 2014), hence adding a poetic flavour to the language (Tannen, 1991). Generally, this paper illustrates that lecturers purposefully use linguistic resources such as repetition to facilitate classroom interaction. As Tannen (2007) has pointed out, repetition creates texture and coherence in a text or conversation. This paper also concurs with literature on the functions of repetition in classroom settings that indicates that teachers mainly use repetitions to mitigate comprehension problems. Watterson (2008) treats this practice as an effective strategy in facilitating listener understanding. Bjorkman's (2011) study on the use of ELF in a Swedish university established that the major function of repetition was to emphasise a point. Kaur (2010) commends repetition for increasing comprehensibility and accessibility of a prior talk by providing the hearer with additional information. Generally, Norrick (1987) regards repetition as an inherent tool in conversation that helps speakers repeat their own conversations and echo conversations of their interlocutors, as facilitates production of coherent speech. On the whole, it facilitates task completion and rendering of discourse coherence.

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