



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Theses

CGSTER

June 2021

The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis

Emmanuel R. Valderama Jr.
Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Valderama Jt, E.R. & Amarles. A.M. (2021)
The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1380

THE REPAIR PRACTICES OF SECONDARY ENGLISH TEACHERS: A CLASSROOM DISCOURSE ANALYSIS

A Thesis

Presented to the

Faculty of the Graduate Teacher Education

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts in Education

With Specialization in English Language Teaching

by

EMMANUEL R. VALDERAMA JR.

June 2021



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This thesis entitled “**REPAIR PRACTICES OF SECONDARY ENGLISH TEACHERS: A CLASSROOM DISCOURSE ANALYSIS**” prepared and submitted by **EMMANUEL R. VALDERAMA JR.** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN ENGLISH LANGUAGE TEACHING** is hereby recommended for approval and acceptance.

A handwritten signature in black ink, appearing to read 'Arce M. Amarles'.

ARCELI M. AMARLES, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Master of Arts in Education with specialization in English Language Teaching** by the Oral Examination Committee.

A handwritten signature in black ink, appearing to read 'Arlyne C. Marasigan'.

ARLYNE C. MARASIGAN, Ph.D.
Chairperson

A handwritten signature in black ink, appearing to read 'Ruth A. Alido'.

RUTH A. ALIDO, Ph.D.
Member

A handwritten signature in black ink, appearing to read 'Cecilia F. Genuino'.

CECILIA F. GENUINO, Ph.D.
Member

A handwritten signature in black ink, appearing to read 'Adonis P. David'.

ADONIS P. DAVID, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Master of Arts in Education with specialization in English Language Teaching**.

22 June 2021

Date

A handwritten signature in blue ink, appearing to read 'Antriman V. Orleans'.

ANTRIMAN V. ORLEANS, Ph. D.
Dean,

College of Graduate Studies and
Teacher Education Research

Abstract

Name : Emmanuel R. Valderama Jr.
Title : The Repair Practices of the Secondary English Teachers:
A Classroom Discourse Analysis
Key Concepts : Repair, Self-repair, Repair Initiation, Opportunity Space,
Repair Operation
Degree : Master of Arts in Education
Specialization : English Language Teaching
Adviser : Dr. Arceli M. Amarles

This qualitative descriptive study described and analyzed the self-repair practices of the Secondary English Teachers in terms of repair initiations, opportunity space, repair operations, instances of repair and its perceived impacts in their videotaped ESL classes through the Conversation Analysis (CA) research methodology.

The study was conducted in two analogous research settings where the four research participants were selected through consecutive sampling. There were cumulatively 279 recorded repair procedures in the 600-minute videotaped classes. The observation data were transcribed manually using the ELAN annotation tool software while the perceived impacts were determined through journal analysis and semi-structured interview. The obtained qualitative data underwent internal and external validation through Participant Checking and Inter-coding, respectively.

The findings revealed that pre-positioned repair initiation is more prevalent than post-positioned repair initiation. “Word Search” and “Cut-off” are the most common pre- and post-initiation practices. The participants dominantly instigated repair in the T1 opportunity space. Meanwhile, “Searching” was identified as the most used repair operation followed by Recycling and Reformatting. The participants prevalently employed repair practice to maintain intersubjectivity, prevent misunderstanding and correct errors in their ESL classes. The repair instances were perceived to have positive impacts in the second language teaching and second language learning.

Acknowledgment

The researcher would like to extend a hand of gratitude to the people who painstakingly gave guidance and assistance for the completion of this study:

Dr. Arceli M. Amarles, the thesis adviser, for her unwavering support and supervision in the entire writing process. Heartfelt thanks are also extended to the Colloquium and Oral Defense panel committee composed of **Dr. Cecilia F. Genuino, Dr. Ruth A. Alido, Dr. Adonis P. David** and **Dr. Arlyne C. Marasigan**, the Chairperson, for the valuable insights and suggestions they generously bestowed toward the improvement of the manuscript.

Mr. Mr. Javen Babac and **Ms. Elizabeth Soriano**, Ph.D. Applied Linguistics candidates, for serving as the inter-coders of the study.

Dr. Al Rynanne G. Gatcho, who served as the language editor, for his feedback and support in the entire writing process.

The research participants from the research locales for their active and voluntary participation in the study.

The school director, principal, assistant principals and selected faculty members of Nuestra Senora De Aranzazu Parochial School for rendering their utmost support to the researcher in multitudes of ways.

The researcher's parents- **Mr. Emmanuel V. Valderama** and **Mrs. Aranzazu Valderama**, siblings and friends for their prayers, encouragement, support and understanding during his journey at Philippine Normal University – Manila from 2016 - 2021.

To **Nuestro Padre Jesus Nazareno**, **St. Jude Thaddeus**, **St. Padre Pio** and **Nuestra Senora de Aranzazu** for the prayer interventions during his entire graduate school journey at Philippine Normal University- Manila.

And above all to the **Almighty God** for fulfilling this educational milestone all for the Glory of God, Jesus Christ.

-Emman

Table of Contents

	Page
Chapter 1 The Problem and Literature Review	
Background of the Study	1
Literature Review	10
Conversation Analysis	11
Language Repair in EFL Classes.....	13
Self-Repair Strategies in ESL Classes.....	16
Self-Repair Rationalization	20
Self-Repair Structures.....	22
Research Objectives.....	25
Conceptual Framework.....	26
Definition of Terms.....	53
Chapter 2 Methodology	
Qualitative Design and Methodology	57
Research Sites.....	59
Selection Criteria and Participants.....	63
Data Collection.....	67
Data Analysis.....	74
Role of Researcher.....	77
Methods of Validation.....	78
Ethical Considerations.....	80

Chapter 3 Findings and Discussion

Description of Self-Repair Practices	86
Instances of Repair.....	167
Impacts of Repair.....	194

Chapter 4 Summary, Conclusions and Recommendations

Summary of the Study.....	207
Summary of Findings.....	209
Limitations.....	213
Conclusions.....	215
Recommendations.....	217
References	225
Appendices	230
Curriculum Vitae.....	245

List of Figure

	Page
Figure 1- Conceptual Framework	51

List of Tables

	Page
Table 1 - Pre-positioned Repair Initiation Strategies of the Participants (Just Pre-Completion)	88
Table 2 - Post-positioned Repair Initiation of the Participants (Just Post-Initiation)	115
Table 3 – Opportunity Spaces per Grade Level.....	137
Table 4- The Employed Repair Operations of the Participants	162
Table 5 - The Occurrences of Repair Instances.....	206

List of Appendices

Appendix	Title	Page
A	Letter of Permission (Superintendent)	231
B	Letter of Permission (Setting 1)	232
C	Letter of Permission (Setting 2)	233
D	Informed Consent Form	234
E	Parent's Consent Form	235
F	Assent Form	236
G	Member/ Participant Checking Form	237
H	Letter to the Inter-coder	238
I	Inter-coding Certification	239
J	List of Transcription Convention	240
K	Transcription Coding Guide	241
L	Inter-coding Guidelines	242
M	Guide Questions for Journal Writing	243
N	Authenticity Result	244

Chapter 1

The Problem and Literature Review

Background of the Study

The Philippines is recognized as one of the largest English-speaking nations in the world where more than 14 million Filipino people use English in informative, expressive and directive forms in the field of commerce, law and education. In fact, the global hallmark of being proficient in the universal language has brought multitude of benefits across local and overseas employment, tourism, and business. According to the 2018 EF English Proficiency Index (EPI), the Philippines ranked 14th in the global ranking of countries and regions while second in the Asia Pacific region with the EF EPI score of 61.84 with the corresponding label of High Proficiency band. Meanwhile, in 2019 EF EPI, the country stood at number 20 in the global ranking of countries and regions and number 2 in Asia with the EF EPI score of 60.14. The country still got the High proficiency band in the 9th edition but comparably lower in the global ranking in the 8th edition. However, the Philippines was relegated in the top 20 countries with the highest rank in the 2020 English Proficiency Index (EPI). The country scored 562 out of 700 and is currently at 27th place which was seven spots lower than last year. Despite this year's fall out, the Philippines is still the second highest ranking in Asia behind Singapore and ahead of Malaysia, South Korea and Hong Kong. The

verbal interpretation indicates the competency level of an average person in using correct and appropriate social language, reading advanced texts and managing contracts with the native speakers of English

In the Philippines, English as a Second Language (ESL) teachers are just like their students who learned the language in school through formal education. Hence, the teachers who are second language users of the medium being used in teaching the English subject are more susceptible to have discourse problems with regard to meaning-making and intersubjectivity, including but not limited to content-oriented and context-oriented problems. These challenges are omnipresent and prevalent among ESL classrooms because of the mother tongue interference and non-native linguistic competence of the teachers and the students. Interactional problems among the participants of the teaching-learning process are natural occurrences in every English class. Typically, instances of communication breakdown among the ESL interlocutors are appended with codifying, encoding and decoding struggles. Hence, teachers exhaust ways to resolve potential discourse problems by enforcing intelligibility and scaffolding intersubjectivity in their institutional classroom discourses as an exemplification of strategic competence. According to the book “Speaking for Excellence: Language Competencies for Effective Teaching Principle” which was published in 2013, language teachers must have these general competencies to be effective: subject-specific knowledge or disciplinary knowledge, language competencies, procedural

and pedagogical competencies. The teachers' language proficiency is mirrored in their classroom discourses where the language is used both as the medium for and the object of instruction. Elder (2001) highlighted that English teachers must have complex language skills that encompass different language aspects that include founded knowledge on the structures and functions of language and fluency that are integral in the effective deliverance of the subject matter. These skills are indispensable in second language teaching since teachers deal with students with diverse qualities, skill level and linguistic background (den Brok, van Eerde, & Hajer, 2010).

One systematic and universal technique in dealing with interactional problems on understanding, hearing and speaking is the employment of language repair. Schegloff, Jefferson and Sacks (1977) in their inaugurated study pointed that repair practices are employed by the interlocutors whether by the sender or receiver to remedy the identified troubles in the communication. Schegloff in his succeeding studies pointed out that the troubles that are repaired are "misarticulation" (improper articulation of words), "malapropisms" (improper use of words), use of wrong word, inability to produce the needed words, failure to be heard or hear the message, comprehension problem and misconstrued understanding of the message. Sidnell (2010) noted that repair is instrumental in maintaining mutual understanding among the repairer and the audience. Furthermore, Schegloff (2007) asserted the importance of repair in ensuring

intersubjectivity amidst problem in the interaction. The employment of repair strategies is one way for the teachers to harbor understanding, maintain progressivity of talk and address problems in understanding, speaking and hearing. Ideally, English teachers are expected to have full communicative competence, the same proficiency they desire for their students to have. The ESL teachers in the country are second language learners, too. Thus, language proficiency and competence are learned and not acquired. Teachers may not have the ideal communicative competence and proficiency that are needed to be exemplary teachers of the target language. They are more susceptible in making syntactic errors, grammatical lapses, lexical blunders, mispronunciations, translation problem, and other linguistic challenges. These discourse problems may lead to communication breakdown if not identified and addressed properly during the discourse occurrences. Ying (2015) stressed that the teachers' use of repair is a significant part of the teaching engagement where it can lead to realization of the teaching objectives that can improve the learners' critical thinking and help them learn better. The way the research participants employ repair practices are reflective of their syntactic competence in carrying out their duties as ESL teachers since they are expected to produce and assess utterances as the communication process goes along. Therefore, the ability of the teachers to initiate and categorize trouble source in their talk and employ actual repair operations are critical elements in second language teaching.

In the past decade, numerous research studies have focused on classroom repair as a language phenomenon in the area of language teaching and learning across different languages and speakers. There are a multitude of studies about the repair strategies of EFL (English as a Foreign Language) teachers and students in different countries like Japan, Korea, China, Indonesia and Iran where English language has no special administrative status. Ardini (2015), Al-Harashah (2015), Estafi and Rajabi (2017) and, Mozaffari and Allami (2017) investigated how the students and/or teachers in the context of EFL classrooms employed repair strategies in negotiating meaning to aid troubles in speaking, hearing and understanding in the use of English as an international language in relation to their mother tongue. These studies centered on self-repair practices unlike the other studies which were commonly about *other-initiated self-repair* as the focal point of the scientific inquiry where the co-participants served as the repair initiators to help the speakers address the trouble source while other researchers probed conversational analysis of repair structures and organizational patterns of repair practices using self-repair mechanism. On the other hand, studies like of Netz (2017), Nozari (2019), Seong (2014), Simpson, Eisenchlas and Haugh (2013) and Zuniga and Simard (2019) that delved on the self-repair practices of the teachers and learners in the ESL (English as a Second Language) are emerging. It has outnumbered language repair research in EFL classrooms based from the accessible studies available in different journals and/or online publication. Unlike in the Inner Circle of Kachru's 3-Circle of World Englishes, teachers and learners

in the countries in the Outer or Extended Circle are non-native speakers of the English language. In these places, English has a second-language role in a multilingual English-speaking environment. Philippines, along with India, Singapore, and the like, belong to this category wherein English is not acquired and only learned in a non-native context. Moreover, purely qualitative-descriptive researches that focused on the self-repair strategies of the Secondary English teachers in terms of self-categorization and repair solutions in their classroom discourses are relatively fewer than studies about conversational repair and repair on controlled speeches. Danesh (2015) cited that those studies conducted by Schegloff et al., (1977), Schegloff (2000; 2007) and Watterson (2008) empirically proved that second language learners use repair strategies to keep the interaction progressing in an ESL setting. In addition, the author ruled out that based on the language repair studies of Firth and Wagner (1997), both native and non-native speakers use repair strategies to negotiate meaning for understanding -- to understand and be understood during the interaction.

The researcher, in the aspiration to fill a research gap, focused on the self-repair practices of the ESL teachers from two analogous schools. The study aimed to holistically describe the “what” and the “why” of the teachers’ employment of self-repair where they were the repair initiators and the repairers at the same time. The study systematically examined the repair procedures and repair sequences of the ESL teachers in their classroom talk to identify the instances of repair and

determine the perceived impact of these in teaching and learning. The researcher looked to provide clear picture on how teachers initiate repair and how they repair the identified repairable in their own talk. Specifically, the researcher explored the teachers' employment of repair in terms of the "ordered accomplishments of a series of steps" based on the seminal paper of Schegloff et al. (1977) on the preference of self-correction. The study analyzed the repair initiations of the participants in terms of practices and position. On the other hand, the actual repair of the repairable was analyzed through the different repair operations. These served as the theoretical foundation of the study in describing contextually the self-repair practices of the ESL teachers in the Junior High School level. Unlike the other studies that are mechanistic in terms of form and reduced more on the syntactic structure of repair system, this study centered on the interpretive and interactive processes of repair. The researcher viewed the study in emic and pragmatic perspective by focusing on how the research participants employed repair as a language fixing device in their classes.

The researcher employed Discourse Analysis as the research methodology to describe how teachers recognize and repair faulty structures in their own talk. The study aspired to provide a descriptive account of the self-repair practices of the research participants in terms of initiation strategies, structural positions, repair operations, and instances of repair to examine the relevance of this type of repair in the ESL classes. Conversational Analysis (CA) is used as the research

technique to induce the sociolinguistic and interactional components of repair by analyzing the use of linguistic and extra-linguistic factors like the different prosodic aspects of repair such as temporal behaviors, tonality, tonicity and intonation in the unplanned classroom discourses.

The study's implications on the theoretical and practical advancement in the utilization of self-repair practices in English language teaching is aimed to pave for a viable and feasible training program geared toward language proficiency and communicative competence. The study can be a running point for intensive teacher training on sustaining intersubjectivity, scaffolding understanding and solving problems in hearing, understanding and speaking. Moreover, the study can give a definitive diagnostic picture of the ESL teachers' weaknesses in terms of language use, form and content based on how they initiate repair, repair the repairables and the actual discourse problems in their classes. This can be instrumental on how school administrators will develop their faculty development program for capacity building and policy making where teachers can learn/ relearn/ unlearn new or old practices.

The purpose of the research in examining the self-initiated self-repair practices of teachers is to determine the perceived impacts of the employment of this language phenomenon in their general English classes. The teachers' use of repair is indicative of communicative competence as an important tenet in the resolution of the talk-in troubles in the classroom. Rabab'ah (2013) stated that

repair is the result of the speakers' recognition of the trouble causing obstruction in the talk. The teachers must be aware of the correct linguistic, syntactic, and grammatical structures to identify what to repair and eventually complete the repair operation. Krahne and Christian (1983) noted that the quality of repair initiation depends on the language proficiency level of the teachers. Thus, teachers need to have the necessary linguistic knowledge to carry out self-initiated self-repair otherwise known as self-initiated and self-completed repair. Appropriate training that targets the deficiency of the teachers based on the identified sources of trouble can result to the modification of some teaching practices and behavior. The study aspires to head start changes among the ESL teachers by igniting initiatives in improving their own language proficiency so stumbling blocks in the delivery of the lesson can be lessened since it advocates for fluid, progressive and spontaneous teachers' talk. More so, this study can be an educational platform for ESL teachers to reconsider their old ways on how they utilize lexical and non-lexical cues in repairing the infelicitous segments in their classroom discourses.

The obtained qualitative data is aimed to rationalize the self-repair practices of the research participants in terms of what they repair, how they repair and the perceived impact of repair in their ESL classes. The results and findings can be integral in fortifying the communicative competence of the teachers in applying self-repair strategies properly to avoid communication problems and/or intersubjective failures that hamper progressivity in their classroom talk. The

perceived impacts of self-repair can be an eye-opener for other teachers who will also be repair initiators and repairers of the trouble source themselves in their own classrooms. This may lead to paradigm shift as regards to the training that teachers get during their school's In-Service Training (INSET). Lastly, the study intends to make readers ponder on the repaired syntactical, morphological, grammatical troubles so they can be more aware of these lapses and be proactive in reforming old practices and correct misconceptions to avoid error fossilization. Generally, the researcher wants to push forward academic discussions on the relevance of self-initiated self-repair in the ESL classes in the Philippines since the teachers' ability to self-repair their own talk is an essential part of every general English class in the country.

Literature Review

This part consists of two sections. The first section presents significant literature about Conversation Analysis (CA). Lastly, the second section provides various research studies about the self-repair practices of ESL and EFL teachers.

Conversation Analysis

The researcher found contrasting information about the origin of Conversation Analysis from the available resources online. Cho (2008) stated that a group of language scholars pioneered the studies of conversational repair practices when they studied the ordinary exchanges of messages of the native English speakers using the Conversation Analysis (CA) framework and methodology. Contrastingly, Artiyono (2014) stipulated that the book of Khun (1962) entitled *The Structure of Scientific Revolutions* commenced the use of CA as a research paradigm in exploring sociological studies. This was further supported by Moler and Zuengler (2008) when they wrote that CA was first used in Sociology in the 1960s before it was applied in other disciplines. Liddicoat (2007) claimed that Harold Grankfel commenced CA as a convention in interpreting the human production and comprehension of day-to-day information from their interaction in the society. Additionally, Artiyano (2014) mentioned that Sacks established the use of CA as an archetypical sub discipline of sociology in the early years of 1960 when he examined phone call interaction in an institutional setting. On the other hand, Sacks, Schegloff, and Jefferson's (1987) paved for the separation of CA from sociology. They argued that CA is not limited to institutional settings because it also covers a variety of interactional based communicative settings (Have, 2007). The same author as stated in the paper of Artiyano (2014) pointed out that studies that use CA is not limited in exploring the normative use

of language but rather how speakers use the oral language naturally in their interaction with other people. Huchby and Woofit (2008) noted that CA is instrumental in exploring patterns in conversations. Schegloff (2007) foregrounded this notion when he stressed that CA is useful in examining discourse structures and sequences. CA has five principles according to Hutchby (2006). The first principle concerns with talks that are intended in sufficing social action; the second deals with talks that are produced in accordance to the communication setting and context where the speakers are situated into the third principle covers talks that are orderly and systemically; the fourth pertains to talks that are sequential and contextual while the last principle is ascertained on different ways on how talks can be analyzed preferably through recording of the naturally occurring conversation. Have (2007) further stressed that CA as a research methodology in exploring natural human interaction has the following advantages: (1) CA can better scrutinize the phenomenon being studied, (2) CA can reveal data from the natural conversation, and (3) CA can rationalize the speakers' action in the conversation.

CA is focused on exploring the organizational structure of ordinary and mundane conversation in the aspects of terms of sequence, turn-taking and repair practices (Jefferson, 1974, 1978, 1987; Sacks, Schegloff, & Jefferson, 1977; Schegloff, 1968,1990,1997; Schegloff & Sacks, 1973; Goodwin, 1981).

Language Repair in the EFL Classes

The subsequent research studies delved on the self-repair strategies of the teachers and/or learners in the English as a Foreign Language (EFL) classes using Conversation Analysis (CA) as the methodology.

Two different researchers garnered similar findings. They found out that “Repetition” is the most common type of repair operation used by the research participants. First, the study of Ardini (2015) explored how the prominent SHS teacher used *repetition* and *self-initiated repair* as two repair strategies in dealing with communication problem in the EFL classroom where the teacher encountered difficulty conveying ideas in the learning process because English as a foreign language is unlikely spoken than the students’ native language (Javanese). The investigation revealed that *repetition* is more frequently used than the *self-initiated repair* in the classroom. Also, it was found out that the two repair strategies are used side by side in an utterance. The study implicated that the teacher exerted much effort to encourage students to use the target language despite the students’ lack of participation and motivation. The SHS teacher used the repair strategies mostly in the start of the class. Then, Estaji and Rajabi (2019) used sequential mixed-methods in investigating the use of the self-repair strategies by the teacher and their level of reflection where 33 Iranian EFL teachers from different institutions served as the research participants. The quantitative data from the reflective questionnaire were analyzed using one-way Analysis of Variance

(ANOVA) showed significant difference between the use of repair strategy and the level of reflection. Contrastively, the qualitative data sourced from the transcription of the 70-hour class interactions of the 33 teachers indicated that the most employed self-repair strategy of the teachers with high, mid and low-level reflection was repetition.

Mozaffari and Allami (2017) investigated the teachers' repair practices in the EFL language classroom interaction. Their mixed-method study which is anchored on sociocultural and situated learning theories looked into the organizational patterns of the teachers' repair strategies in terms of repair focus, repair completion, repair trajectory and convergence. The researchers analyzed the form-oriented and meaning-oriented contexts as interactional contexts in the classroom. The data were collected through audio and videotaping of the classes, eight EFL teachers in their 14 lessons in four private language institutes. These are analyzed using the framework of the Conversation Analysis (CA) methodology. The transcription data revealed that teachers repair practices vary but a common pattern emerged among these practices. The qualitative data indicated that teachers are divergent in repairing form-oriented contexts and convergent on repairing meaning-oriented contexts. The findings show that the participants also used "other form of repair". An incongruous study of Emrani and Hooshmand (2019) reported that the most dominant self-initiated self-repair structures among the participants that came from three language institutes in Iran are Replacing,

Inserting, Deleting and Aborting. The data was collected in 2018 from the 72-hour videotaped class observations of the 40 proficient EFL learners during their same-sex conversations. The data was then compared to the English native speakers. The researchers found that “Replacing” is the most used self-initiated self-repair structure of both the Iranian and the native speakers of English.

Meanwhile, Al-Harashah (2015) underscored the self-initiated repair structures of the Jordanian in their everyday dyadic conversations using the Jordanian Spoken Arabic (JSA). The findings of his study indicated that from the 1595 self-initiated repairs from the mixed and single-sex participants, ten (10) repair structures are classified: Expansion, Hesitation, Replacement, Repetition, Abort and Restart, Abort and Abandon, Insertion, Deletion, Meta-repair and Modify Order. It espoused the different employed self-repair operations in addressing the contextual communication problems of the research participants.

The aforementioned studies of Ardini (2015), Estaji and Rajabi (2019), Mozaffari and Allami (2017), and Emrani and Hooshmand (2019) clearly showed the prevalence of Repetition in the language repair practices of the teachers in the EFL setting. The participants repeated elements in their turn construction units (TCUs) in dealing with the interactional problems in their English classes featuring students who are unskillful in the English language. Al-Harashah (2015) affirmed that EFL teachers explored variety of ways in repairing form-oriented utterances while definitive in repairing meaning-oriented contexts. Aside from repetition,

other research participants employed repair through Replacing, Inserting, and Deleting forms, units or elements in the TCUs to make discourses more understandable to students with different mother tongues.

Self-Repair Strategies in ESL Classes

The succeeding studies, thesis and dissertations alike, lead to the following salient points: (1) Teachers use self-repair strategies not only for instructional purposes but also to regulate their own talk, (2) teachers based their self-repair strategies on the intellectual levels of the students, (3) the rate and proportion of rate are interrelated, (4) the self-repair mechanisms of the teachers are greatly affected by their mother tongue, and (5) the employment of self-repair strategies by the teachers and students yielded positive outcome.

Seong (2014) stressed that the student proficiency levels and teachers' instructional foci influenced the language repair in the classroom. His study featured the 24-hr ESL classes of two teachers from a Midwestern university. The teacher in the high-level class used more repetition of initiation turn and metalinguistic clues than the low-level class where the teacher in the low-level class used the following strategies: more explicit correction of vocabulary and phrase usage and display of sympathy. In the Conversational English class of the teacher whose instructional focus is communication had dominantly used more

clarification request strategies like offering a possible understanding and (partial) repeat or a question word than the reading class where the employed strategies are hinting, explicit correction of pronunciation stress, vocabulary/ phrase usage and display of sympathy. In both classes, the task types affected the kind and frequency of the repair strategies of the teachers. This was resonated in the study of Simpson, Eisenchlas and Haugh (2013) when they asserted that self-repair behavior exposes information about the learners including monitoring preferences, learning strategies, areas of difficulty and perceptions on the proficiency level and the target language. They insisted that self-repair is vital in the language learning process. Contrary to this, Zuniga and Simard (2019) investigated the proficiency levels of the participants through proficiency scores, attentional control scores and frequency of the self-repair uses among the 58 adult second language speakers with different proficiency levels. The regression results showed that language proficiency was an insignificant predictor. Hence said, the finding suggests that the self-repair behavior in L2 is linked more to someone's cognitive and personality more than the proficiency of the L2 speakers. On the other hand, Netz (2017) in his study entitled "Language corrections and language ideologies in Israeli Hebrew – speaking classes" gave a different standpoint. He pointed out that teachers of Israeli Hebrew-speaking class engage in language correction to modify not only the students' errors but also their own repairables. According to his study, the process of correcting errors is not only instructional but also regulatory in nature.

Nozari, et.al (2019) challenged the findings from other research studies that 'automatic repair process' encompassed the speed on how the speakers initiate and execute repair and speakers' unconsciousness of the repair mechanism. The study asserted that as the rate of error rises, the proportion of repair also increases based from data gathered from twenty highly- competent English-Spanish. The findings stated that errors committed and repaired were higher on noun phrases (NP2 vs. NP1) and word 1 (adjective in English and noun in Spanish) versus word 2 (within the noun phrase). The results confirmed the relationship between error rate and the possibilities repair utilization. This study was affirmed by Lee (2014) when he stressed that the participants of his study predominantly used self-initiated self-completed repair in a distinctive manner which is characterized by their signature phrase leading to realization of communicative functions in their discourses. The utilization of the self-repair mechanism was indicative of their mother tongue and common cultural knowledge. The interactants in the study had infused modification in the areas of lexicology, phonology and morpho-syntax that did not result from communication breakdown.

Furthermore, Carlos, Sandoval and Bautista (2015) drove the point that communication repair employed by the teacher and the students in their utterances resulted in fulfilled communication. This study which focused on the conversation analysis of the academic consultations between professors and their mechanical engineering students. It is anchored on Communication

Accommodation Theory which examines the communication repair patterns that emerged from the three academic consultations between the respondents. The following conversation analysis features were analyzed in the study: discourse management, repair and its types, strategies and sequences and turn-taking from the 1,037 instances of executed repair by the teacher and the three students in 3 hours and 9 minutes of academic consultations. The following repair signals are identified – expansion, misunderstanding, hesitation, repetition and replacement.

The enlisted studies drove the point that self-repair is an indispensable facet in the ESL classrooms. The students and teachers use this language phenomenon in accordance to their needs, the needs of the co-interlocutors, proficiency level of the repairer to monitor and apply repair operations, and mother tongue interference in accomplishing the requisite communicative goal. Seong (2014) in his study pointed out that proficiency levels of the students and the teachers' instructional focus played an integral role in the employment of repair in the ESL classes. Meanwhile, Netz (2017) asserted that teachers instituted language repair in the ESL classes not only to correct the students' repairables but also their own errors and/or mistakes. On the other hand, Nozari, et.al (2019) confirmed the interplay between the error rate and the possibilities of language repair employment in ESL classes. Somehow, Lee (2014) resonated this notion when he emphasized that language repair is indicative of the teachers' proficiency in his native language. This was further supported by Simpson, et. al (2013) where

they attested that self-repair behavior reflected the proficiency of the repairer in the language at use. However, Zuniga and Simard (2019) downplayed this concept when their study pinpointed that self-repair practices in ESL classroom is linked more on the personality and the cognitive aptitude of the repairers than their proficiency in the second language. Lastly, Carlos, et.al. (2015) accentuated that repair mechanisms in ESL classes led to improved delivery of the needed information.

Self-Repair Rationalization

A number of research studies explained why teachers and/or learners in ESL and/or EFL contexts use self-repair strategies in their classrooms. The handful of related studies below dwelled on the rationale behind the use of this type of repair.

Zeng (2019) pointed that self-repair is the interference that the speaker creates in the ongoing speech to address a concern in the talk. The study contested that self-repair is an indication of the speakers' problem in producing a speech as cited in the psycholinguistic taxonomies. The researcher found out that the L2 learners employed self-repair strategies to confront interaction and communicative contextual problems and not only speech production problems. Yang (2011) argued that the completion of the teachers' self-completed self-repair

led to successful interaction between the teachers and the students. The self-repair strategies of the respondents are cast to deal with self-inflicted interferences in the utterance and to facilitate a smooth sailing interaction in the classroom. The researcher used quantitative and qualitative methods from the pragmatic perspective to analyze 10 classes from some elite courses. The transcribed data showed 472 cases of self-repair utilization. In addition, Sato and Takatsuka (2016) investigated if the occurrence and completion of self-initiated and self-repair practices of the 32 Japanese students is influenced by grammatical errors or mistakes committed by the speakers. The results of their study showed that the success rate of self-repair is still higher despite having grammatical difficulty. Hence, the study underlies the significance to have opportunities for the participants to repair their own errors or mistakes. Moreover, Bada (2010) accentuated that syntactic and/or lexical elements were repeated by L2 learners regardless of word, phrase or sentence level. NNSE repeated more of verbs, pronouns and prepositions while NNSF were inclined in repeating pronouns, determiners and verbs. The findings made were: repetition was used as vocalized fillers and a self-repair strategy. The researcher studied the usage of repetition as a Communication Strategy (CS) by the non-native speakers of English (NNSE) and non-native speakers of French (NNSF).

The studies above concluded that self-repair strategies are used to solve communication problems and ensure progressivity in the classroom talk and as a

communication strategy. Zeng (2019) found out that the participants interfered discourses to deal with problems in relation to the contextual use of the language and not just on errors committed in the speech production. Yang (2011) concurred with this idea that self-repair is employed by the repairers to facilitate classroom discussion better. However, Sato and Takatsuka (2016) reasoned out empirically that language repair is an opportunity for the participants to repair their own repairables. Meanwhile, Bada (2010) had reiterated the importance of repetition as vocalized fillers and as a self-repair strategy.

Self-Repair Structures

The studies below shed light on the different modalities of self-structure when employed in the classrooms. The study of Rieger (2013), Zahn (2009), and Gafaranga (2012) asserted that the repair strategies of the speakers are shaped by the structure of the language that the speakers used in the repair proper, repair strategies reflect the type of problems repaired and the relationship of the repairer to the receiver and lastly repair can lead to language alternation, respectively.

The following studies hinted three different perspectives on self-repair practices. Rieger (2013) examined the conversational-repair strategies employed by the English-German bilinguals. His study centered on repetition as a self-repair strategy where the speakers repeat one or various lexical items to have extended

time to linguistically construct and /or cognitively plan the message or postpone the transition-relevance place. The participants used repetition differently in the two languages. The repetition of pronoun-verb combinations, personal pronouns and prepositions are more common in English than in German while demonstrative pronouns are repeated more in German than in English. The findings pointed out that structural differences of the two languages caused the variances. The repair strategies of the speakers are shaped by the structure of the language. He concluded that repetition as a self-repair strategy is classified as an “orderly phenomenon”. Then, Zahn (2009) accentuated that conversational repair is a phenomenon in the communication process that helps the participants to mutually deal with barriers that may arise in the process of transacting or transmitting messages. The study investigated the conversations involving the participants along with the identified sources of trouble, the employed type of initiation and their relationship history to examine their preference to self-initiated self-completed repair over other-repair. The result indicated that the structure of repair is not only grounded on the type of initiation but also based on the type of problems and the relationship between or among the participants. It synthesized that approaches to conversational repair which are mainly based on sequencing and turn organization are limited because sequencing determinants, content determinants and contextual determinants are also critical in examining conversational repair. Lastly, the article of Gafaranga in 2012 “Language alternation and conversational repair in bilingual conversation” unearthed the systematic account on the relationship of

language alteration and repair sequences in bilingual conversation. The article is founded on two theoretical ideas: "nothing is, in principle, excludable from the class 'repairable'" (Schegloff, Jefferson & Sacks, 1977, p. 363) and choice of language is a "significant aspect of talk organization" (Gafaranga, 1999) that shed light on the location of the language alternation in the repair sequence and the implication of the language alternation in the repair sequences. The article concluded that language alternation can happen at any given point in the repair sequence and the function of language alternation is related to the speakers' choice of language. In general, the author asserted that language alternation can be an additional resource in the employment of repair as a language phenomenon in the classroom with bilingual learners.

Quan and Weisser (2015) named recycling and replacing as the two most commonly employed types of self-repair. Fox (2013) further added inserting as the third frequently performed type. He also noted that deleting, and aborting are the less used types of self-repair in terms of occurrences. They compared and contrasted the usage of recycling and replacement as two self-repair strategies by the Chinese English learners and the native speakers of English. The collected data were analyzed on the bases of syntactic class used in the initiation of repair and the repetition of syntactic or lexical features in the repair process. The result indicated that Chinese learners use recycling and replacement more than the native speakers. In addition, Chinese learners employed more verbs in the

initiation of repair through replacement and recycling. Lastly, the study found out that both learners- Chinese and native speakers heavily used word-level recycling compared to group-level recycling.

On the other hand, the study of Hellermann (2009) analyzed how the respondent, an adult learner of the English language, interacted during her classroom talk for 18 months. The study focused on the placement of repair, how the understudy initiated and performed the actual repair operation and the activity contexts where repair was employed. The researcher's focus on "participant-relevant language" was aimed to shed light to understand better the socio-cultural aspect of language learning. It advocated for longitudinal research to better uncover this underexplored subject.

Research Objectives

The study intends to describe and analyze the self-repair practices of the selected secondary English teachers of Catholic School 1 (CS 1) and Catholic School 2 (CS2) in their general English classes. In particular, the study sought to fulfill the following objectives:

1. Describe the self-repair strategies of the selected secondary English teachers;
2. Identify instances of use of self-repair strategies; and,

3. Determine the perceived impact of the self- repair strategies to ESL learning and teaching.

Conceptual Framework

The seminal study of Schegloff, Jefferson and Sacks (1977) entitled “The Preference for Self-Correction in the Organization of Repair in Conversation” served as the theoretical foundation of this study.

Schegloff, Jefferson and Sacks’ (1977) asserted that the organization of repair works on oral exchanges of messages to address recurring impediments in speaking, hearing and understanding. In underscoring the distinction between “self” and “other” in the process of repair in talk-in interaction, they highlighted that self-repair is more preferred than other-repair where the speaker serves as the repairer of the trouble source unlike in other-repair in which the co-participant is the one who performs the repair action. Schegloff et.al (1977) further stressed that repair is neither contingent nor limited to error or mistake replacement unlike correction. Repair operation is carried out on any element or item in the conversation whether this is correct or not. It was clarified that the repair of the trouble source which is executed by the speaker or by any other party are distinguishable in terms of reparative efforts.

Repair practices are pervasive in an unplanned conversational discourse where the participants deal with potential problems in the interaction. This language phenomenon is characterized based on where it was positioned in a sequence of turn (Schegloff, Jefferson, & Sacks, 1977; Schegloff, 1992). One aspect of repair in language is the Self-Initiated Self- Repair (SISR) or self-repair where the speaker, himself or herself, identifies and repairs the communication problem in his or her own talk (Schegloff, 1977). This modality is frequently used by the first language speakers and second language learners in their everyday use of language. The modification is commonly focused on the form and/or on the content of the speech. Schegloff emphasized that self-repair addresses troubles that are already articulated or are yet to be produced. The speakers recognize discourse inadequacy in their own utterances by correcting, modifying or restoring their own troubled turn construction unit (TCU) in the speech. The TCUs or turns are the elements in the linguistic structures that made up the conversational discourse in the classroom. These include style words, phrases, clauses, sentences or the combination of all these. The problematic elements in the naturally occurring utterances which are perceived to hinder or interfere the interaction are ironed out by the speakers to make the talk more understandable or intelligible to the audience. This type of repair typically takes place either within the same turn as the repairable (first-position repair) or in the transition space at the end of the turn that contains the trouble source. This may also occur in the following turn in which other participant initiates the repair for the speaker to act

on the repairable on the third turn. Self-repair occurs in three opportunity spaces: (1) first-position repair, (2) transition space, and (3) third-turn repair. This type of repair is the most common repair strategy among other trajectories of repair- self-initiated other –repair, other-initiated self-repair and other-initiated other–repair and other-initiated other-repair (Schegloff, 1997). “Other” refers to other people initiating the repair or performing the repair operation in dealing with any type of referendum in the turn construction unit (TCU) or turn in the teacher’s talk.

This study used the definition of repair espoused by the previous researchers and/or scholars in the EFL (Schegloff, et al., 1977; Schegloff, 1997) and ESL classes (Van Lier, 1988; Kasper, 1985; McHoul, 1990; Kinginger, 1995; Seedhouse, 1999). In their studies, they defined repair as organized ways of dealing with speaking, understanding and hearing problems in the second language or foreign language classrooms. These practices halt the progressivity of the talk to address the communication-oriented and content-oriented problems in the classrooms. It covers the self-repair practices of the teachers in the first-position repair (T1), in the transition space (T1-2) and in the third-position repair (T3). The teachers identify and employ treatment to their own communication, content or activity-centered problems. The participants are the initiators and repairers at the same time. Repair strategies include verbal (lexical) or nonverbal (nonlexical) responses of the teachers in their own perceived repairables. Schegloff (2000) pointed out that T1 and T1-2 are opportunity spaces or positions

where self-repair can be initiated. T1 pertains to the repair initiated before the turn, in the same turn, or immediately after the turn. On the other hand, T1-2 refers to the belated initiation of self-repair where repair was initiated in the transition space while T3 repair ascertains the repair process on the third turn where the initiation and the actual repairing of the trouble source occurs after the two previous turns. The researcher looked for the repair strategies of the teachers in the T1, T1-2 and T3 positions.

If the repairable is identified and repaired by the source of the problem, the repair operation is called self-initiated self-repair which is different from other types of repair like self-initiated, other-repair, other-initiated self-repair, and other-initiated and other-repair where “other” refers to the co-interlocutor/s of the speaker and “self” pertains to the speaker. Self-initiations and other-initiations have different repair-initiation placements in terms of identification or categorization of the trouble source intended to be repaired. Self-initiation repair can be initiated using variety of lexical and non-lexical speech perturbations or devices. Non-lexical practices include cut-offs, sound stretches or elongations, hesitation markers, phrasal breaks, restarts, other hitches and peculiarities of articulation, silences and pauses while lexical device is exemplified through particle *no* or *I mean* that can be used alone or in consonant to other non-lexical devices (Schegloff, 1979; Sidnell, 2010).

Schegloff, Jefferson and Sacks (1977) emphasized that instituting a repair treatment to a repairable can be done anywhere in the item. Self-repair can be initiated on items that are not yet produced or items that are produced already by the speaker. These are termed as pre-positioned self-initiation and post-positioned self-initiation, respectively. In pre-positioned self-initiation, the repair initiator is having a problem in producing the talk while in post-positioned self-initiation, the repair is initiated on items that are produced already. There are various self-initiation strategies that can be employed during or after the talk is made. For pre-positioned self-repair, Schegloff and other researchers identified Prosodic Resources, Word Search, Placeholder Repair, and Visible Resources. These are signified by the speaker's difficulty producing the needed element in the TCU (turn construction unit) which are indicated by prosodic features like sound stretches, cut-offs, intra-turn pauses, etc. and other obvious non-verbal language denoting the speaker's search for words which Goodwin and Goodwin coined as "thinking face". On the other hand, the initiation of post-positioned repairs is manifested through Cut-off, Lexical Devices, Framing, Recycling and Explicit Formulation of the trouble source. These initiation practices are characterized by recycling, cut-offs and re-modification of the troublesome item through lexical devices and explicit formulation as espoused by Jaspersen, Sidnell and the group of Schegloff, Sacks and Jefferson. Schegloff (2013) noted that these repair operations can be performed by the speakers when dealing with self-repair: Replacing, Inserting, Deleting, Searching, Parenthesizing, Aborting, Sequence Jumping, Recycling, Re-

formatting and Re-ordering. These were adapted by the researcher in describing the self-repair practices of the teacher-participants.

In identifying the instances of repair, this study used the concepts of Sidnell (2010) "Maintaining Intersubjectivity", Goodwin (1981) Error Correction, Goodwin (1981) Requesting for Recipient's Gaze, Goodwin (1981) Preventing Misunderstanding, and Alluding to something left unsaid, Jefferson (1987:1988).

Repair and Error Correction

Jefferson (1974) spearheaded the emergence of speech repair when he authored a research about error correction. Jefferson asserted that error correction is a form of repair strategy in polishing flawed utterances. Error correction involves changing or replacing errors with the correct linguistic elements while speaking. Schegloff, Jefferson and Sacks (1977) distinctly differentiated repair from error correction. They affirmed that correction is a type of repair in which errors are replaced with the correct linguistic forms. Unlike correction, repair is not limited to error replacement because it also covers any type of trouble in natural or unplanned speeches. Schegloff, et.al. (1977) noted the universality of repair in all types of talk.

The practice of repair is seen as a socially-shared cognition where it sought to sustain the interaction amidst problems in speaking, hearing and understanding

talk. Studies involving this language mechanism were heavily centered on natural occurring casual conversations of native speakers of English but now it transcends to different socially situated conversations including institutional talk that involve non-native speakers. It was only in the 1970s that repair organization among native and non-native speakers of different languages in institutional talk was explored by the researchers. Markee (2000) included CA in his book entitled *Conversation Analysis* as a methodological resource for second language studies.

Definition of Repair

Schegloff (2000) defined the term repair practices as practices use to deal with speaking, hearing and understanding problems or troubles in oral human interactions. These are highly organized practices that momentarily break the progress of talk in a conversation so the participants can address, handle or resolve problems in the production of the message or in hearing or understanding the input of other interlocutors. The utilization of repair disrupts the flow of the talk leading to digression (Schegloff, Jefferson, and Sacks, 1977; Kitzinger, 2013).

Schegloff et al. (1977) clarified that repair and error correction are different wherein correction is only a type of repair that entails replacement of the error or mistake. Aside from correction, repair includes a variety of actions including second starts, prompting, clueing and helping, statements of procedural rules and

explaining. Thus, repair is more general and broader than error correction because aside from error replacement it also includes treatment of the encountered problems on speaking, hearing and understanding in the classroom (Van Lier, 1988; Kasper, 1985; McHoul, 1990; Kinginger, 1995). Although, the two terms are interchangeable in some studies (Gaskill 1980; Schwartz, 1980; Lyster & Ranta, 1997; Lyster, 1998; Panova & Lyster, 2002).

Umoh (2000) defined communication as the transmission of messages in an intelligible way through the meaningful use of verbal, non-verbal and technology-mediated means. In everyday conversation, messages are not always carried out fluidly due to failure of the participants to encode and decode the intended messages correctly resulting in communication breakdowns. These may be resolved by the speaker or listener by repairing the elements that caused the problems or troubles anywhere in the communication process. Sidnell (2010) pointed out the significance of repair for maintaining intersubjectivity in the communication process because it allows speakers to complete, sustain and uphold common understanding in talk. Schegloff (2013) on their past studies pertained to the repair system as a “self-righting mechanism” that enables the participants to continue the talk despite having problems in the talk-in interaction. Rabab’ah (2013) stressed that repair is one of the common features of spoken discourse which sprang from the error recognition of the speaker in the speech

production. It constitutes the modification, organization and maintenance of conversation.

According to Franklin (1971), the term repair is otherwise known as speech repair, conversational repair, self-repair, linguistic repair, reparation, false start, accommodation, and restart. The first use of the term was reportedly in March 1971 in the publication entitled *Language*.

Repair Types

Repair types are distinguished by the terms “self” or the “other”. In Conversation Analysis (CA), these are two distinct classes of participants in the interactive social organizations (Schegloff et al., 1977). “Self” pertains to the speaker or the source of the problematic turn while “Other” refers to other interlocutor/s or receiver/s of the turn. Repair initiation is a conversational action espoused on the identified problems either by the source or by the audience.

Types of language repair are determined on who performs as the repair initiators and repair operators. Generally, repairs are categorized into four models: (1) self-initiated self-repair, (2) self-initiated other-repair, (3) other-initiated self-repair, and (4) other-initiated other-repair as proposed by Sacks, Schegloff and Jefferson (1977). The initiator is the one who categorizes or identifies the problem in the utterance or part of the utterance while the repairer is the one who performs

the action of repairing. In the “self-initiated self-repair”, the repair initiator and repair operator is the speaker himself or herself while in “self-initiated other-repair” the speaker is the initiator but the repair operation is carried out by other people. The model “other-initiated other-repair” involves a repair initiator and repairer outside the persona of the speaker while in “other-initiated self-repair” the trouble source is initiated by the co-interlocutor while the repair outcome is completed by the speaker.

The type of repair identifies the sequential organization and the participation framework among the communicative participants. Ordinarily, self-initiated repair is implemented within the same turn. The execution of other-initiated-repair is achieved through the involvement of a recipient initiating repair before the speaker addresses the source of trouble in the next turn and this is called repair sequence. The action of repair can replace or defer the trouble-source in any part of the conversation (Schegloff, 2000). Furthermore, Schegloff (1997) accentuated that interactional logic necessitates repair to be restricted on what he called “repair initiation opportunity space”. Schegloff (2000) clarified that all repair initiations are executed in the limited space around the speaker’s self-pronounced trouble source. He further added that all repair actions occur within a very narrowly circumscribed space from their repair initiations.

Schegloff (2000) pointed that repair outcome is either the solution or the abandonment of the problem. The end result does not always end on the

modification of the repairable. In some instances, the trouble source is remedied through repletion or confirmation. Schegloff highlighted that repair is characterized by an interruption in the trajectory of the interaction to deal with possible trouble.

Organization of Repair

Repair process involved a series of steps that are arranged in order of accomplishment - Initiation of repair and Repair of the repairable (Kitzinger, 2013; Levinson, 1983; Schegloff, 2007; Sidnell, 2010). Initiation of repair consisted of identifying and locating problems or trouble sources by the producer of the repairable or by other people. These are known as self-initiation and other-initiation of repair, respectively. The second step which is repair of the repairable deals on solving the problem either by the producer of the trouble source (self-repair) or by other people (other-repair). These are also called repair proper or repair operations. Schegloff, Jefferson, and Sacks (1977) grouped repair trajectories into four: (1) self-initiated repair, (2) other-initiated repair, (3) self-repair and (4) other-repair. Self-initiated repair means that the speaker identifies the trouble source and initiates the repair while other-initiated repair signifies that the listener is the one who identifies the trouble source and initiates the repair. On the other hand, the third group of repair trajectory is the self-repair implicating that the speaker is the one who initiates and repairs his or her own turn while the fourth

type is other-repair which punctuates that other people identify and initiate the repair.

Repair operates on any element deemed or implied to be repairable even if it is grammatically and pragmatically correct or appropriate. Repair sequence is typically employed in everyday interaction with or without errors. Schegloff, Jefferson, and Sacks (1977) highlighted that any element in the conversation can be repaired. In their study, they asserted that repair is different from correction because correction refers only to the replacement of errors or mistakes to remediate the problem while repair encompasses lexical and non-lexical practices, delaying devices, and other language phenomena (Schegloff 1997 and Sidnell 2014). Repair practices include re-formulations of the message to improve the recipient's design of a prior turn or to check the understanding of the recipient.

Schegloff (2000) pointed that opportunity spaces are the particular positions where repair was initiated. This can be before or after the turn-constructional unit (TCU) or the turn with the source of trouble. The code T1 is used if the repair of the repairable happened before the TCU or immediately after while T1-2 is the code if the repair is belatedly initiated after the transition-relevance place of the TCU. The code is T2 if the trouble source is repaired in the next turn but the code T3 which is termed by Schegloff (1997) as third-position repair and third-turn repair referred to the repair initiation that was employed in the

turn following the next turn and lastly T4 or the fourth-position repair as named by Schegloff (1992) is initiated in a delayed turn.

Schegloff (2000) asserted that the deployment location of each particular type of repair initiation and repair is distinctly different to one another. The position of T1 is for the self-initiation of repair; T1-2 is for the belated self-initiation of repair; T2 for the other-initiation of repair or for other-repair; T3 for self-repair after other-initiation at T2; T4 for dealing with the trouble later. The occurrences of repair initiations are typically after the trouble-source turn and this is known as next-turn repair initiations. The self-initiations of repair are unique and the only type that occur in all other positions (Schegloff, 2010).

Schegloff et.al. (1977) identified other variety of repair strategies aside from self-initiation self-repair, other-initiation self-repair, other initiation and other repair, and these are repetition, paraphrase, confirmation checks, clarification requests and comprehension checks (Drew, 1997; Nagano, 1997; Schegloff et.al., 1977; Schegloff, 2000).

Self-Initiated Self-Repair

The analyses of taxonomies of self-repair which originated from psycholinguists are indispensable in the systematic study of this type of repair (Kormos, 1998, 2006; Levelt, 1983; Zeng, 2019). In a psycholinguistic paradigm,

self-repair is an indication of psycholinguistic processes (Liskin-Gasparro, 1996). The process of self-repair encompasses the effort of the speaker to fix the troubled constructions in the utterance. In the field of psycholinguistics, this is analyzed to identify the monitoring practices and the cognitive aptitude of the speaker (Levelts, 1989).

Lee (2014) noted that interlocutors employed self-repair on instances that corrections were not needed. He also empirically observed that self-initiated self-completed repair or self-repair was the most used type of repair among other types. He further stressed that the interactants distinctly used self-repair practices depending on the functions these were deemed to serve in different discourse occurrences. The employment of self-repair was greatly affected by the mother-tongue and the culture of the participants from various countries in Asia. The study concluded that despite the blatant variations of the Asian Englishes with that of the standard Englishes, the speakers were able to interact successfully.

Sparks (1994) viewed self-repair as a self-interruption to the speakers' talk when they discontinue the speech and repair the previously produced turn or utterance. In general, repair practices are employed to address organizational and turn allocation problems in the conversation (Sacks et al, 1974). Thus, self-initiated repairs are self-employed righting mechanisms to solve conversational problems involving the speaker as the producer of the repairable and the repairer at the same time. Heike (1981) noted that speakers are conscious of detecting

errors in their own speech. Therefore, they go back to repair the repairable making the production process more complicated. The speakers switched back from a prospective to a retrospective process (Heike, 1981). Al-Harashseh (2012) stated that when the speaker doubts that his or her utterance or part of it is inappropriate, the speaker may be silent for a time to repair what he or she deems to be worthy of repair.

Schegloff et. al (1977) noted that self-initiated repair starts with repair categorization where the speaker initiates repair through the use of a non-linguistic initiator which is followed by the actual repair solution of the repairable. The non-linguistic or non-lexical initiators comprise cut-offs, sound lengthening and fillers such as “*uh*” and “*um*” (Schegloff et.al., 1977). The use of non-lexical markers in self-initiated self-repair is sometimes confused with repetition because these markers are integrated with repetition and quasi-lexical fillers to have time to repair the repairable.

Hutchby and Wooffit (1968) asserted the two-fold evidence on the preference for self-initiated repair: first, the features of repair system are structurally skewed to self-repair since three of the four positions where repair take place is within the same TCU in which the speaker is the producer of the trouble source; second, the methods for facilitating self-repair ensures sensitivity and suitability based on the analysis of repair sequences. More so, it promotes harmony among the interlocutors (Hutchby and Wooffitt, 1998).

Self-Repair Initiation Strategies

In general, Goodwin (1981) emphasized that repair initiators categorize, identify or locate problems in a certain repair sequence where the repairable or trouble source is located in order to rectify errors, avoid misapprehension, improve understanding and plead for attention. Notwithstanding, initiation in self-repair is carried out to show disfavor on the uttered turn or to make reference to something that was not produced (Jefferson 1987; Schegloff 1997, 2007; Sidnell, 2010).

Jasperson (2002) emphasized that repair is initiated through the deployment of various techniques. The speaker or the producer of the communication problem identifies or locates the trouble source or the repairable to make it detectable to the speaker as the repairer either before or after the production of the repairables.

Just Pre-Completion

The repair initiation which is otherwise known as pre-positioned initiation strategy is signposted before the source of trouble is produced. The speaker shows signs that he or she is having trouble in generating the talk. These can be in the form of Word Searches, Placeholder Repair, Prosodic Resources and Visible Resources which are briefly discussed below. Couper-Kuhlen and Selting (2018) explain each initiation strategy.

Word Searches.

Speakers initiate word searches to indicate linguistic trouble in producing the intended message. These are manifested through sound stretches, cut-offs, intra-turn pauses and other verbal behavior that denote that the speakers are having difficulty completing the utterance. Typically, these co-occur or preceded by sound fillers like *uhm*, *uh*, *m* or any similar expression.

Placeholder Repairs.

Wouk (2005) asserted that “placeholder repairs” are special techniques used to effectuate self-repair practices for some languages. These refer to the use of a dummy lexical term by the speaker when lost for word/s where s/he used fillers on behalf of the missing word while thinking of the right word. “Placeholder repairs” which usually carry a translation of “thing” or “thingy” are located on the position of the missing word. These function as a temporary replacement while the speaker is cognitively searching for the missing word. Once the missing word was found, the speakers produce the intended word in lieu of the replacement used even if the utterance was already produced. Fox (2013) cited that “placeholder repairs” are rarely used in English and German language

compared to Japanese, Mandarin Chinese, Korean, Russian, Indonesian, Udihe and Ude languages.

Prosodic Resources.

Prosodic cues like intonation, tone, stress and rhythm are deployed to signify speaking problems and inflict help from the other participants in performing repair operations.

Visible Resources.

These are employed to delegate the role/s that the communicative participants are expected to perform in the repair operation. These result to either self-repair or other-repair. In the classroom interaction, the employed verbal resources to signify word search is supplemented with *oriental shifts*, adjustment in the gaze and other implicating facial nuances conveying that speakers are searching for words. Goodwin and Goodwin (1986) coined “thinking face” to describe the facial gestures of the speakers during or before the attempt to search for words. This refers to the speakers’ facial movements when withdrawing gaze, looking away from the audience and soliciting help from others to help in the word search like lowering of eyelids, pursuing or slacking of lips.

Just Post-Initiation

This repair is initiated after the production of the trouble source or the repairable and also known as post-positioned initiation strategy. The speaker indicates that something in the turn is inadequate and unsatisfactory that demands repair proper from the speaker. The diagnosis or problem construal comes after the speaker formed, delivered or constructed the turn. This type of initiation is carried out through Cut-off, Lexical Devices, Recycling, Framing and Explicit Formulation of the Trouble.

Cut-off.

Jasperson (2002) asserts that cut-off or phonetic cut-off is a highly effective way in the initiation of the trouble source through same-turn repair. This type of repair initiation can be instituted immediately after the first syllable of the repairable or during closure with a glottal stop.

Lexical devices.

Jasperson (1998) reports that lexical devices like *I mean* is normally employed when the beginning syntactic construction is left out and the forthcoming talk starts with a different syntactic construction. The expression is uttered in a faster phase.

Framing.

The term is coined by Schegloff (2000) and further expounded by Sidnell (2010) which means that some of the elements surrounding the repairable are repeated. If the materials are framed before the repairable then it is referred to as pre-framing. On the other hand, post-framing refers to the framing of a material after the repairable.

Recycling.

This pertains to the process of repeating, re-saying or recycling some elements in the utterance. Schegloff, Sacks, and Jefferson (1977) observed that recycling typically occurs in the beginning of the turn in which the speaker recycles, repeats or re-says some parts of the talk. They called these as *turn beginnings*.

Explicit formulation of the trouble.

This refers to the fully revealed or expressed reformulation of the problematic TCU or segment of the turn.

Repair Operations

Schegloff in 2013 identified ten repair operations for self-repair where the speakers interrupted their own talk to address the source of trouble as an intervention to promote.

Replacing

Schegloff (2008) referred to this repair operation as the speakers' substitution of the wholly or partially element in the ongoing TCU with a different element without affecting the sense of the original utterance. Schegloff pointed out three exemplars for this operation: (a) replacement of the trouble-source is not limited to linguistic or grammatical object; it can be a word or phrase; (b) replacing some elements preceding or following the trouble-source may be repeated; (c) replacement may be totally different to the replaced word.

Inserting

Schegloff (2013) construed that "inserting" is carried out when the speaker adds another element or elements in the turn for this to be better acknowledged by the recipient. "This signifies that one or more elements are incorporated after the TCU-in-progress is stopped or halted. The insertion normally happens after the turn-so-far was halted then elements

or some elements are repeated in the turn followed by the additional word or phrase.

Deleting

Schegloff (2013) pertained that “deleting” is the removal of an element in the talk that the speaker thinks unimportant in delivering the target message during the interaction. This operation highlights the omission of one or more elements that were already articulated by the speaker in part or full in the turn.

Searching

This is termed as word searches in other CA literature but turned out to be restrictive. Schegloff (2013) attributed this repair operation as the speaker’s way of searching for word/s. Sacks and Schegloff (2013) underscore the different variety of “searching”. One is “precis” which is for searching for specific names of place and people; then, “delicate” which is for searching words and lastly resumptive searches which precede interactional distress or interruptions. Such operations mainly focus on unclear problems that prompt the speaker to look for elements that will complete the utterance.

Parenthesizing

Schegloff (2013) referred to this repair operation as the process of appending something to the turn which is in progress that contains a clause that is comprehensible on its own or termed as the “clausal turn”.

Aborting

Schegloff (2013) perused this repair operation as the speaker’s way of carrying out a message in a different manner observing the same undertaking. This is appertained when the speaker starts a TCU then abandons it to begin a new one.

Sequence Jumping

Schegloff (2013) explained that this repair operation is undertaken if the speaker shifts uninterruptedly to something unrelated to the talk in progress. This is accomplished when the speaker aborts a sequence to initiate a totally different turn.

Recycling

Schegloff (2013) underscored that is the type of repair operation that refers to the speakers’ action of repeating items or elements in the TCU from the previous turn. This is typically employed after the repairable was initiated.

Re-formatting

Schegloff (2013) ascertained that this repair operation is mainly grammatical. This is realized when the speaker modifies the grammatical format of the TCU in a turn.

Reordering

Schegloff (2013) asserted that this operation is carried out if the speaker attempts to arrange the elements in the ongoing turn. This involves re-ordering of TCU or TCUs in a turn.

Instances of Repair

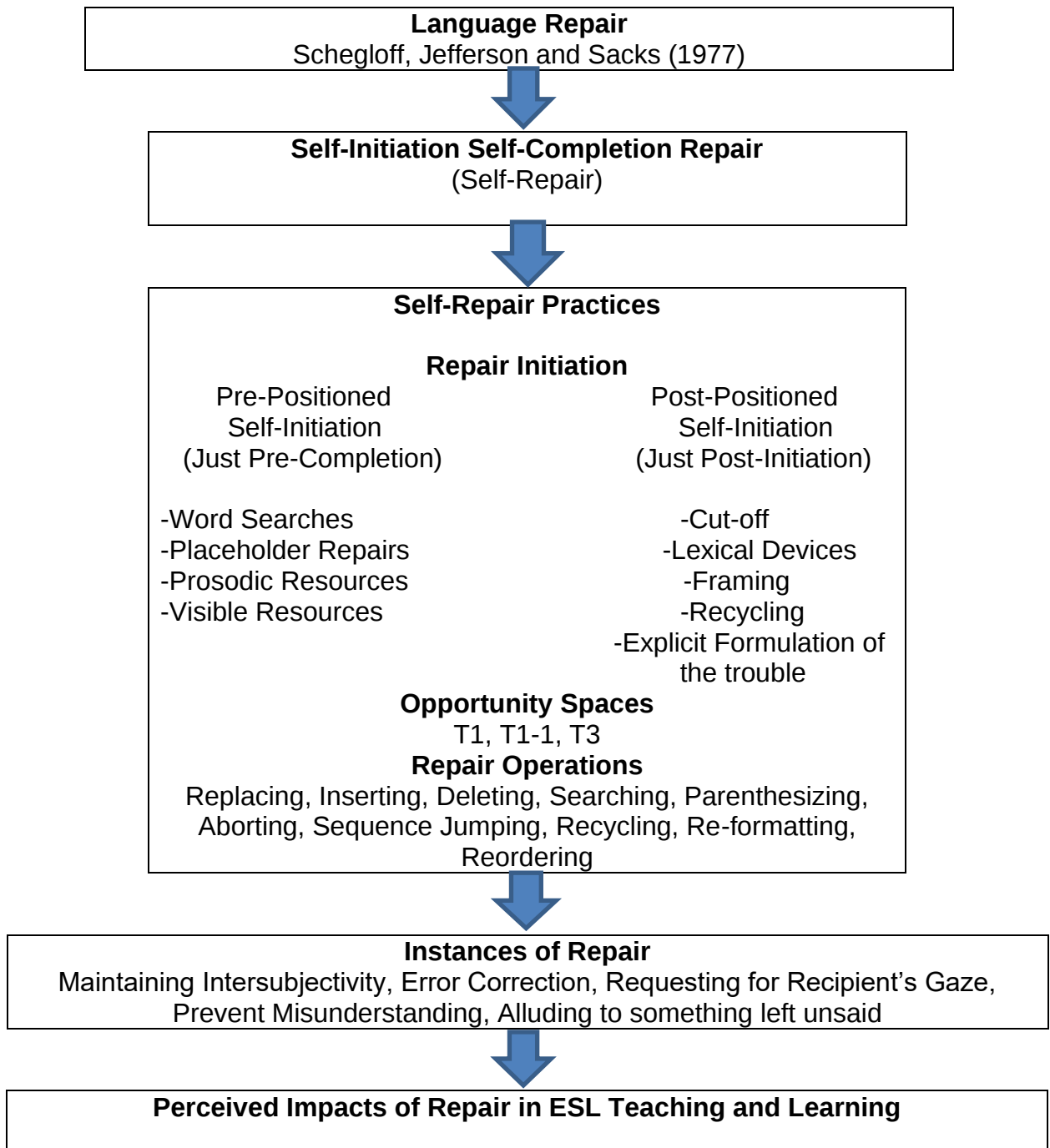
These are mostly based on the available literature about self-initiated self-repair or simply known as self-repair. These are enlisted as: “Maintain Intersubjectivity” (Sidnell, 2010), “Modification/ Error Correction” (Goodwin, 1981), “Requesting for Recipient’s Gaze” (Goodwin, 1981), “Preventing Misunderstanding” (Goodwin, 1981) and Alluding to something left unsaid” (Jefferson, 1987;1988).

The “Maintain Intersubjectivity” of Sidnell (2010) encompassed instances that the teacher-participants accomplished, sustained and defended mutual understanding to keep the talk going on. This also covered the emerging

phenomenon of language alternation where the teacher-participants used words Filipino words, phrases or sentences in completing their self-repair practices. However, the “Error Correction” of Goodwin (1981) included instances where the repairers objectively remedied the troubled turns by reformulating or modification. Meanwhile, Goodwin’s (1981) “Requesting for Recipient’s Gaze” pertained to instances where the research participants repaired the repairable to get the attention of the audience through their gaze while “Alluding to something left unsaid” pointed on instances where the teachers added or inserted items or elements in the turn that were not previously produced to negotiate the meaning of the utterance. On the other hand, “Preventing Misunderstanding” talked about instances where the interlocutors revised the implied self-declared trouble source for communicative clarity. These are instances where the research participants repaired elements that are not “real” mistakes at all.

Figure 1

Conceptual Framework



The framework signifies that the researcher patterned the present study to the seminal study of Schegloff, Jefferson and Sacks (1977) on self-correction as its theoretical basis regarding the definition and organization of self-completed repair.

The framework was structured in five segments. The first part contains the general theme of the study which the aforementioned proponents propelled through their breakthrough study on conversational repair. This generic theoretical concept was broken down into smaller scales by different linguists and scholars later on. The second part of the framework thrives on the one of the types of language repair which is the self-initiated self-completed repair or self-repair where the speaker is the producer and the repairer of the trouble-source at the same time. The third segment highlights the different organizations of the self-repair mechanism. This features the different initiation strategies in two different positions, repair placements and the ten repair operations. The fourth part however shows the categorization of the employed repair practices of the research participants in their ESL classes by qualifying the specific instances of their self-repair usages. The last cluster in the framework emphasizes the perceived implications of the research participants in their employment of self-repair.

Generally, the first two segments of the framework feature the major concepts of the study while the third to fifth part pertains to the three research objectives.

Definition of Terms

The subsequent terminologies are defined operationally and/or conceptually for better apprehension of some integral concepts integral in the full understanding of the study. The conceptual definitions are based on the rationalization of the experts and researchers who previously conducted studies related to this study. Meanwhile, the operational definitions are based on how several terminologies were used contextually.

Categorization is the action of initiating a repair (Schegloff, 2003).

Code Mixing is the use of two or more language varieties in a speech where the elements (linguistic units) of one language variety is mixed with another language variety in a single sentence (Hammers and Blanc, 1989).

Code Switching is defined as the shifting of a language code to another language in a communicative setting.

Conversation Analysis is a field of study in sociolinguistics that uses the methodological and analytical structures of ethnomethodology (Garfinkel 1967;1974).

Discourse Analysis is the study of language and its effects (Johnstone, 2018). In research, Salkind (2010) defined this as a qualitative research method which is focused on analyzing written or spoken language within a definite social context. This has a number of approaches which go beyond the study of the technicality of the language in terms of the words and sentences used.

Error Correction is a type of repair where errors are explicitly replaced.

Intersubjectivity is the maintenance and sustenance of the talk where the speaker upholds ways to preserve the continuity of the talk (Sidnell, 2010).

Opportunity spaces are the particular locations where the repair position was initiated (Schegloff, 2000).

Mistake is defined as the speakers' non-conformity to certain language rules despite having the competence and familiarity with these rules in some communicative instances

Repair is the organized process of negotiating talk-in problems in hearing, speaking and understanding to promote mutual comprehension between or among the communicative participants. On the other hand, conceptually it is the "self-righting mechanism" in obtaining an organized use of language in social interaction. These are practices used to deal with problems or troubles in speaking, hearing and understanding oral interactions (Schegloff, Jefferson, and Sacks, 1977; Kitzinger, 2013).

Repairable refers to the problematic or troubled TCU, misarticulation, use of incorrect word, unavailability of the needed word, mispronunciation. Schegloff (1979; 1987) defined this as uttered speech or element of speech that the speaker deemed to be in need of repair

Repair initiator is the speaker and the categorizer of the repairable at the same time.

Repair Initiation Segment is the point where the speech production of the speaker's turn was disrupted for repair initiation (Schegloff, 1979).

Repairer is the speaker carrying out the repair solution to the problematic turn

Repair Operation is the action of carrying out a repair to the identified repairable.

Schegloff (2013) noted that these are the procedures employed by the repairer on the identified trouble source. It can be replacing, inserting, deleting, searching, parenthesizing, aborting, sequence jumping, recycling, re-formatting and re-ordering.

Repair Outcome is either the resolution or the relinquishment of the repairable.

The outcome does not always result in problem modification (Schegloff, 2000).

Repaired Segment is the part of the speaker's turn that comprises the identified trouble source that triggers the speaker to use a repair operation in addressing the problem (Schegloff, 1987).

Repair Strategies are the employment of different ways or methodologies on how the trouble source can be initiated and repaired to address interactional problems.

Self is the speaker of the trouble-source and the repairer who applies repair solutions to the repairable

Self-Repair is this type of repair that is carried out by the speaker as the repair initiator and the repairer at the same time. Schegloff (1987) asserted that this is also known as same-turn self-initiated self-repair where the speech production is disrupted by the speaker in the conversational turn to employ some particular types of repair procedure.

Talk-in Interaction is the naturally occurring talk of the teachers in the classroom

Trouble Source is any element in the teachers' talk that causes communication breakdown. This is repaired whether it is grammatically or pragmatically correct or not.

TCU (Turn Construction Unit) pertains to the segment or pieces of conversation that make-up a complete turn. Schegloff (1979) pointed out that these are the different elements at all levels of linguistic structure. This is also otherwise known as turn.

Chapter 2

Procedures

Qualitative Design and Methodology

This qualitative study employed descriptive design to empirically describe the self-repair practices of the secondary English teachers. The researcher aimed to contextually describe and analyze the self-initiation strategies, opportunity spaces, and repair operations of the research participants in order to identify the repair instances in their ESL classes and determine the perceived impacts of the employed self-repair practices in addressing their self-identified trouble-source in speaking, hearing and understanding. Qualitative studies are “exploratory, naturalistic, subjective, inductive, ideographic and descriptive/interpretive” (Chenail, 2011 p.89). Denzin and Lincoln (1994) added that qualitative research is a multi-method inquiry of the subject matter in a natural setting that involves approaches that are naturalistic and interpretative in exploring phenomena pondered on the participants’ understanding. Moreover, Creswell (1994) asserted that qualitative research is used in the study that focuses on naturally occurring human or social problems where the researcher aims to deduce a thorough, holistic, and source-exhaustive investigation of the subject in a non-manipulative setting. Furthermore, Bradshaw, Atkinson and Doody (2017) stressed that qualitative descriptive design required collection of data from the group of people

who are directly experiencing the phenomenon being studied. This design involves utilization and collection of data from case study, human experiences, interview, observation, history, discourses and texts that thrive on the real-life activities, moments and meaning-making of the participants in a natural setting (Denzin & Lincoln, 1994).

The study employed Discourse Analysis as the research method in exploring the spoken language of the research participants. The self-repair practices are rationalized to describe the repair structures of the teachers in teaching English as a general subject in the K-12 program of the Department of Education (DepEd). This empirical oriented type of research is relevant to social science studies especially on linguistics where the turn-taking system is eminent. Heritage (1988), Psaths (1987) and Schegloff (1987) noted that CA is used to analyze talk-interactions based on the observed conversational behaviors of the participants in natural conditions or settings. Wooffit (2005) further stressed that CA strives to identify patterns of actions in the conversation that are undeterred. Markee (2003), Schegloff, Koshik, Jacoby and Olsher (2002) pointed out that CA is used to study repair along with sequential organization of talk and turn taking.

The study used the conceptual definition of repair by Schegloff, et al. (1977) which states that repair practices are highly organized activities that halt the progressivity of the talk-in interaction to deal with problems or troubles in speaking, listening and understanding. The researcher adopted Applied Conversation

Discourse Analysis to appropriately describe the second language classroom repair practices of the teachers and their repair operations to resolve classroom discourse breakdown. Heritage (1962) delineated that Applied CDA is focused on analyzing talk on organizations such as schools and hospitals.

Conversation Analysis employs transcription procedures and microanalytic techniques to analyze second language learning or teaching activity (Firth & Wagner, 1997; He, 2003; Kasper, 2002, 2003; Markee, 1994, 1995, 2000; 2003a; Mori, 2002, 2003 or 2013; Seedhouse, 1997, 1999). Clayman and Heritage (2004) ascertained that this methodology requires a specific and consistent set of steps in analyzing talks. It strives to explore interactions in a detailed and intensive way to achieve topic enlightenment.

Research Sites

The study was conducted on large and typical ESL classrooms with 40-45 students per class. The selected full-time grades 7 and 8 English teachers of Setting 1 and grades 9 and 10 English teachers of Setting 2 for school year 2019-2020 are the participants of the study. The research sites are diocesan parochial schools which are grouped in the same cluster in the Diocese of Antipolo Catholic Schools Association (DACSA) organization. The institutions are recognized and accredited by the Department of Education to provide basic education from Kinder-

Grade 12 (K-12) as non-secular schools that consider Religion or Christian Living Education (CLE) as the core of the curriculum. The schools employ teachers and serve students who are mostly from Rodriguez (Montalban) and San Mateo Rizal. The English teachers in the Junior High School department of each school are passers of the Board Licensure Examination for Professional Teachers (BLEPT) and some are pursuing post-tertiary degrees in the Graduate School. The students per grade-level were arranged in heterogeneous sectioning where students with different ability and intellectual levels are grouped together. Heterogeneous sectioning is also referred to as nongraded education because scholastic grades are not used as a criterion in identifying the section of the students. The class size is relatively big with 40-45 students with different intelligences in congruence to the Theory of Multiple Intelligences (Howard, 1984). The age of the students from the Junior High School levels ranges from 12-16 years old. Each school has a distinct organizational chart that signifies internal structure in terms of hierarchy, ranks and relationship of the people, jobs and departments. The two schools are under the supervision of one priest who serves as the school director in charge of the academic and non-academic functions. The other administrative officers for the faculty and non-teaching personnel are different for each school. The schools are autonomous from one another in terms of academic matters, school policies, rules and regulations, governance, and funding.

The research sites share several similarities with regard to classroom structure, physical arrangement and interior organization. Setting 1 and Setting 2 have similar placement and arrangement of TV, board, and chairs in the Junior High School classrooms. Both schools followed the standard size of the classroom in the Philippines which is 7 meters in width/depth x 9 meters in length or 9 meters in width/depth x 7 meters in length measured from the centers of the walls as prescribed by the Department of Education (DepEd). The students are seated facing the 10-feet blackboard board and the 32-inch television monitor attached on the wall. The chairs are organized in two columns with five chairs per row in some classes while other classrooms have three-row arrangement. There are 4-5 rows in the classrooms being occupied by 40-45 students. The researcher used the protocol codes CS 1 and CS 2 for Setting 1 and 2, respectively.

Setting 1 (CS 1)

The first school is PAASCU Level 2 Accredited and FAPE Certified school with a population of more than two thousand students from preschool to senior high school level. The school which is located in Guitnang Bayan, San Mateo, Rizal has been in operation for more than 50 years since its foundation year in 1968. It has seven English teachers in the Junior High School (JHS) department which is composed of four teachers who have more than five years of teaching

experience, one teacher teaches both in the elementary and JHS department and has been in the school for two years and two teachers who have been teaching for three years or less. The school is offering special subjects for each grade level in JHS. Environmental Science is being taken up by the Grade 7 students, Developmental Reading for Grade 8, Technical Writing for Grade 9 and Statistics for Grade 10. These subjects are offered once a week for one hour.

The schedule for this setting is per cycle. Each class followed a distinct Day 1, 2, 3,4,5 schedule. When the schedule reached Day 5, another cycle will begin where the schedule will be reset to Day 1. The counting of cycle is continuous until the quarter of the grading period ends. This will also reset to Cycle 1 upon the start of another quarter/ period.

Setting 2 (CS 2)

The second school is a FAPE certified school catering basic education from preschool to senior high school. It was founded in 1993 and is located in Maly, San Mateo, Rizal. The school for SY 2019-2020 has a population slightly lower than one thousand students. Setting 2 is currently seeking PAASCU accreditation.

There is one English teacher per grade level in the JHS level. The grades 7 and 8 teachers are males and the grades 9 and 10 teachers are females. All are licensed teachers who have been serving the school for more than 4 years.

For SY 2019-2020, the classes were programmed in Monday-Wednesday-Friday (MWF) and Tuesday-Thursday (T-Th) schedules. The MWF schedule is followed whenever there are Saturday classes.

Selection Criteria and Participants

The study employed consecutive sampling where two analogous schools were selected for better population representation. The data collected from the research sites enabled the study to have better, wider, and clearer insights from the participants who came from two schools that shared several similarities yet divergent and autonomous.

The participants were selected according to the eligibility criteria set by the researcher. The participants should be a graduate of a bachelor program or baccalaureate course in teacher-education with English as specialization. The teachers should also be full-time English teachers in the grades 7, 8, 9 and 10 levels with 20-25 teaching hours per week. In addition, the participants should be teaching the majority, if not all, of the sections in the grade level where they are assigned. Lastly, the participants should be passers of the Board Licensure Examination for Professional Teachers (BLEPT) of the Professional Regulatory Commission (PRC). This was included to ensure that the research participants have competence and subject know-how that are needed in the profession. On

the other hand, the teachers' age, gender, employment status, and years of teaching experience were deliberately excluded in the identification of the participants.

In this study, the following protocol codes were observed: ESL T1 for the grade 7 teacher, ESL T2 for the grade 8 teacher, ESL T3 teacher for the Grade 9 teacher and ESL T4 for the grade 10 teacher.

The study focused on only one section for each grade level which was consensually chosen based on teaching schedule. The participants in the study were de-identified where they were anonymized to protect their personal and professional privacy. All the personal identifiable information of the research participants and the students were made private and confidential.

The Classes

The study focused on the classes of ESL T1 and ESL T2 of Setting 1 and grades 9 and 10 English teachers of Setting 2 during the third and fourth grading periods of SY 2019-2020 from January - March 2020. The dates of observation were set on the scheduled English classes of the participants. Grade 7 English has the general theme of Philippine Literature, Asian Literature for Grade 8 English while Anglo-Saxon Literature for Grade 9 English and World Literature for Grade 10 English.

The students of the classes belong to the Gen Z generation which according to the Pew Research Center (2020) are born from 1996 onwards. According to Oxford Royale Academy (2018), post millennials are described as digital natives, cautioned, accepting, health-conscious, privacy-conscious, entrepreneurial and bewildered between childhood and adulthood. These prevalent characteristics can be indicative of the participants in general sense; however, the faith formation they have as students in the Catholic schools may be pivotal to their identities. In the research locales, the Religion or Christian Living Education (CLE) is considered as the core of the curriculum where values integration is rooted in all subject areas. In terms of profile, participants are diverse in terms of socio-economic status, family orientation and educational history.

No student-participants were exploited in this study since it only focused on the teachers' talk. The vulnerability of this population was considered in the data collection and data analysis stages.

The Teachers

The English teachers of CS 1 and CS 2 are the participants of the study. In each school, two teachers were selected. The grades 7 and 8 English teachers were from CS 1 and the grades 9 and 10 English teachers were from CS 2. For SY 2019-2020, the ESL T1 handled all the 6 sections in the grade level. She has

been in the teaching profession for 13 years and she is a Master of Arts in English candidate. She is a licensed professional teacher too. On the other hand, ESL T2 graduated as Cum Laude in 2018 and is a licensed professional teacher also. She handles all the six sections in the said level. Meanwhile, the ESL T3 and ESL T4 from CS 2 are both licensed professional teachers. ESL T3 has been teaching for 7 years. She is a journalism graduate who took a continuing education program. ESL T4 is in her 5th year of teaching at the time of writing this research. The ensemble of participants represented different types of English teachers due to their biographical differences in gender, age, generation, educational background and attainment, personality, disposition, and teaching styles. In addition, the participants have professional diversity in terms of year/s of service, training/seminars attended and communicative competence.

The following codes were used in the study *ESL T1*, *ESL T2*, *ESL T3* and *ESL T4* to de-identify the teacher-participants in the study. All of them underwent intensive orientation on the nature and extent of their participation in this study.

Data Collection

Procedures

The researcher sought the permission of the Bishop of the Diocese of Antipolo, and the DACSA superintendent to get their endorsement in allowing this study to be conducted in Setting 1 (CS 1) and Setting 2 (CS 2) through formal correspondence that was sent in their offices and secretaries' electronic mails. After the approval, the consent of the school director and school principal of each school was sought through a written communication explaining the rationale and the rudiments of the study. Then, the teachers from the two schools were met personally by the researcher to officially seek their approval to participate in the study through a consent form. After they signed, the details of the study were thoroughly explained to the teacher-participants. The researcher went to the classes of the teachers prior to the agreed observation date to explain to the students about the nature and their role in the study. A letter addressed to the parents of the students was given to inform and seek their consent for their children's participation in the study. The letter contained a reply slip which the parents signed and eventually returned to the researcher through their respective English teachers. Then, the researcher collected data through videotaping of the English classes of the participants from the two schools. The researcher went first to CS 1 before gathering and collecting the data in CS 2. The preassigned classes in Setting 1 are Grades 7 and 8 English teachers while Grades 9 and 10 English

teachers in Setting 2. The observation lasted for 60 minutes or 1 hour per class episode. In the duration of the observation, each teacher in Setting 1 had 180 minutes or 3 hour-videotaped class observation while 2 hours or 120 minutes for Setting 2 teachers. The obtained video recordings were used to describe and analyze the self-repair practices of the teachers and the instances of repair in their classes. The oral utterances of the teachers were transcribed manually using a software application called “ELAN”. The transcription convention of Jefferson (2004) was used in the study. The focus of the observation centered in the discourse analysis of the teachers’ use of self-repair strategies in their classroom talk. The videotaped data from each class was transcribed using the transcription convention of Jefferson (2004) and was analyzed using the conversation-analytic methodology. Lastly, the journals of the teacher-participants were analyzed to identify the implications of the self-repair practices in their classes. The research participants were then interviewed to validate the data generated in their journals. Generally, the analysis of the written journals and the semi-structured interview paved the way in determining the perceived impacts of the self-repair practices as a human language fixing device in the scheduled videotaped ESL classes of the research participants.

Video Recording of the Class.

Over the years, Conversational Analysis as a research methodology has contributed valuable findings in the field of language teaching, learning and acquisition. This underpins the use of quality video and audio recording equipment in elucidating in-depth and comprehensive description of the language phenomenon being studied. The video recording devices are indispensable tools in capturing the verbal, prosodic and paralinguistic aspects of the teachers' talk.

The researcher used a digital video camera in recording the classroom talk of the teachers during their scheduled date of observation. The equipment used was Sony Handycam HDR PJ440 which contains the following specifications: 5 in. depth, widescreen video capture, Exmor R CMOS optical sensor, 1/5.8" optical sensor size, and 350x digital zoom. More so, the tripod that was used has a drag head that can be rotated to follow the movement of the teacher from the vantage point of the researcher who manned the recording of classes.

Video recording of classes occurred in the Third Quarter until the Fourth Quarter Period of SY 2019-2020. The video camera was situated at the back part of the room in recording the teachers' employment of verbal and non-verbal languages. The classrooms are structured conventionally

where the students were seated on chairs facing the teacher, the TV and the board. The arrangement of chairs varied for some classes where some classrooms had two-column arrangement while others had three-column chair arrangement. Each classroom was well-lit and well-ventilated.

The total number of ESL classes that were videotaped were ten. The teachers in CS 1 were observed thrice while the teachers in CS 2 were observed twice. The video recording of classes in Setting 1 transpired in one English class in a cycle. In the second setting, the MWF schedule was followed. The observation was conducted on Wednesday and Saturday of the same week. The school had Saturday classes due to the Korea trip and the two-week voluntary quarantine of the personnel. The school followed the MWF schedule on their make-up classes every Saturday. Each session was equivalent to 60 minutes or 1 hour. In particular, the total number of hours that was observed per grade level was either two or three hours while the total number of accumulated hours for all the grade levels was 10 hours. The ESL T1 and ESL T2 teachers were observed on January 28, January 31, and February 27, 2020 which occurred in three different cycles. The final observation was delayed due to the educational benchmarking and the two-week voluntary quarantine of the personnel. In Setting 2, the schedule of the ESL T3 teacher was for 2-hours. The videotaping of classes transpired from 07:30 AM to 08:30 AM where the teacher spent more time

discussing her lessons. Meanwhile, the ESL T4 teacher had one hour schedule every M-F-W which was from 08:30 AM -09:30 AM. The classroom observations on this Setting both happened on March 04 and March 07, 2020. The videotaped data from all the classroom observations spanned for 10 hours or 600 minutes. The regular English schedule and flow of lessons were in adherence to the mandate of the Department of Education (DepEd).

The data was saved on a memory card which was later transferred to the laptop and the Google Drive of the researcher for backup purposes.

Transcription.

The researcher used the ELAN transcription software in transcribing the teachers' talk in all the videotaped classes. Specifically, the "Simple ELAN" or the version 1.2 which is the free version of the ELAN annotation tool was used in the study. Despite the abridged functionality of the free software, this helped in the segmentation and labeling of media recordings.

The videos of the observed classes were repeatedly viewed and hand-coded manually through an intervention of a transcription software to describe and analyze the self-repair practices of the research participants. The researcher took down instances of breakdown on teachers' talk where

the teachers initiated and repaired problematic turns. The videotaped data from the classroom observation was transcribed and analyzed using the conversation-analytic methodology to examine the teachers' self-repair strategies. The study used the transcription convention of Jefferson (2004) to meticulously examine the employed temporal and prosodic elements of the teachers' talk like pauses, gaps, pitches, loudness, softness, intonation, overlaps, and pitch. The chosen transcription convention has been widely used in studies that involved Conversation Analysis (CA) because this is designed for exhaustive examination of conversation. In addition, the transcription convention of Jefferson (2004) used symbols which are accessible on the orthodox and modern keyboards which are vital for noting the critical features of the speech production and the sequential positioning of the turns in the classroom discourse. Jefferson used different markers to indicate the different extralinguistic aspects of the teachers' talk like prosodic and paralinguistic elements of the language.

Journal Review.

The teacher-participants were requested to write journal entries in retrospective to their employment of self-repair strategies in their ESL classes. The researcher gave five guide questions for the participants to

reflect and ponder based on how they initiated and repaired the troubles in their own talk. The questions centered on how self-repair practices affected the delivery of their lessons, how these helped them maintain progressivity, dealt with self-produced problems which momentarily halted their talk, and how these contributed to the resolution of their problems in speaking, understanding and hearing. These qualitative data helped the researcher to analyze the perceived impacts of the employed self-repair practices of the teacher-participants in their English classes.

Interview.

The researcher conducted a semi-structured interview to the research participants to validate the reflections they wrote in their journal entries. The ESL T1-T4 were asked to evaluate or assess the impacts of their employed self-repair strategies in their classes. This data collection modality sought to determine whether the employment of repair strategies helped teachers maintain intersubjectivity, address interactional problems and resolve troubles in speaking, hearing and understanding. More so, this was conducted to explain, understand and explore the participants' experiences and behavior with regard to their employment of self-repair strategies in their classes. Particularly, the interview process provided the

qualitative data needed to validate the perceived impacts of the self-repair practices of the teachers reported in their journals in terms of the employed initiation strategies and repair operations in their English classes. During the audio-recorded interview process, experiential questions were asked. The researcher asked open-ended questions to the interviewees who were the same teachers who were video recorded either twice or thrice from January 28, 2020 to March 06, 2020.

The interview transpired in February for Setting 1 participants while July for the participants from Setting 2. The interview in Setting 2 was delayed because of the imposed community quarantine due to the COVID-19 pandemic. It was only in June 2020 where a more lenient quarantine protocol was implemented.

Data Analysis

The obtained data from videotaped classroom observations, journal entries and interview were analyzed to describe the self-repair practices of the participants, identify repair instances in their ESL classes and determine the perceived impacts of their self-repair employment in English language teaching.

The researcher initially analyzed the qualitative data from the video recorded classes of ESL T1- ESL T4. This was conducted after the internal

validation where the participants checked the accuracy of the transcription. The researcher formulated a Transcription Sheet (see Appendix A) for repair initiation, repair operations and instances of repair. The researcher accomplished the sheet with transliterated utterances of the research participants based on the different types of repair initiation practices, repair operations and instances of repair. The data were grouped per grade level. The researcher categorized the teachers' utterances based on the theoretical underpinnings of the study. For initiation practices, the researcher pondered on the lexical and non-lexical aspects (prosodic features) in identifying the different types of repair initiation. On the other hand, the researcher relied on the substantiation of Schegloff (2013) for the repair operations. Meanwhile, the third sheet was accomplished by grouping the transliterated utterances based on the theoretical perspectives of Sidnell (2010), C. Goodwin (1981) and Jefferson (1987, 1988).

The researcher formulated an Inter-Coding Guidelines (see appendix B) after the first set of Transcriptions Sheets were accomplished. This served as the intercoders' guide on the entire inter-coding process. The Inter-Coding Guidelines together with the video recordings of the 10 classes, the transcribed teachers' talk, Transcription Sheets and the Transcription Coding Guide were electronically sent to the two intercoders on October 15, 2020 for external validation. The intercoders individually accomplished the Transcription Sheet for repair initiations, repair operations and classroom repair instances. On November 10 and 11 respectively,

the researcher and the two intercoders had a series of videoconferencing sessions to convene and discuss the undertaken data analysis. The intercoders deliberated items in the sheet that were incongruent and converged for final classification. Then, the intercoders came up with the final Transcription Sheet for repair initiations, repair operations and instances of repair. The final Transcription Sheets served as the basis for the empirical description of the self-repair practices of the Secondary English teachers in their ESL classes which were deemed to be the heart of the study.

Meanwhile, the data from the journal entries and the interview were transcribed and analyzed to determine the perceived impacts of the employed self-repair in the ESL classes of the research participants. The researcher identified themes and sub-themes from the journal entries. Then, a semi-structured interview was conducted to validate the themes that emerged through the formalized list of questions and open-ended questions (see Appendix C). The data were categorized in terms of similarity. In the Initial Coding, two types of codes or themes were developed -- the main category and the subsidiary based on the pattern identified. Finally, unique codes were assigned to the classified data. The researcher used coding in sorting, categorizing and identifying concepts from the elicited qualitative data where the coded data were interpreted and analyzed by the researcher to have an empirical basis for the third research objective.

Role of Researcher

The researcher as the non-participant observer in the classes that were video recorded was seated at the back of the rooms while judiciously examining instances of self-repair. He logged notable observations on how ESL T1- ESL T4 employed language repair in their ESL classes. In addition, the researcher was the one maneuvering the drag head of the tripod towards the direction of the research participants being observed. He also watched, reviewed and conferred the video recordings vis-à-vis the observation notes.

The researcher was the one who transcribed the teachers' talk in identifying the repair mechanisms and repair instances also. Generally, the repair segments were analyzed to identify the repair initiation, opportunity spaces, and the types of repair operations employed. In view of this, the researcher completed a 1.5-hour online course on Udemy for "Transcription Skills- Learn Beginning to Advance Skills" that featured video tutorials, practical tests and downloadable resources geared toward honing transcription skills. This was to ensure that the researcher was skilled to transcribe the teachers' talk.

Finally, the researcher reviewed the journal entries of the teacher-participants to determine the perceived impacts of their self-repair practices in English language teaching. Then, the researcher constructed interview questions to validate the reflective thoughts stipulated in the participants' journal entries. The

researcher facilitated the entire interview process where responses of the interviewees were audio-recorded. The data was coded by identifying the themes and sub themes. These were induced in determining the perceived impacts of the employed self-repair practices in teaching and learning.

Methods of Validation

VanderStoep and Johnston (2009) noted that studies that employ a qualitative approach use principles and techniques to evaluate the findings of the study. The exhaustive evaluation of the research results is done to ensure objectivity, validity and trustworthiness of the study. Researchers of qualitative studies intend to direct the readers to embrace the intended interpretation of the study (VanderStoep and Johnston, 2009). Creswell and Miller via Marshall and Bossman (2011) cited triangulation as one of the techniques in ensuring trustworthiness or validity of the study. The researcher adopted triangulation over searching for disconfirming evidence, engaging in reflexivity, prolonged engagement in the field, collaboration, developing an audit trail and peer debriefing. Ritchie and Lewis (2003) accentuated the importance of triangulation in securing and improving the veracity and clarity of the study. Denzin (1978) and Patton (1999) classify this technique into four types: triangulation through multiple analyses, triangulation, theories triangulation, and triangulation of sources.

This study adopted triangulation through multiple analyses and triangulation in the attempt to identify and analyze the self-repair strategies of the research participants. The researcher checked the credibility of the data collected and analyzed through internal and external validation. The internal validity was warranted through Member Checking or Participant/ Respondent Checking. The researcher asked the teachers from the grades 7-10 to check and peruse the transcribed data from their classes. This validation technique was done to ensure that the talks of the teachers were accurately transcribed by the researcher. On the other hand, external validity was secured through the help of the two intercoders who likewise checked the accuracy and credibility of the analysis of data. The intercoders were from the Graduate School of Philippine Normal University who are taking Doctor of Philosophy in Linguistics (Applied Linguistics) and at the same time university/ state college professors or instructors in the field of English Language Teaching (ELT). They have the expertise and proficiency to counter check and verify the transcription results because of their relevant teaching experience and academic qualifications. The researcher who served as the third intercoder in the study made a Transcription Manual (see Appendices) for the inter-coding guidelines. These were duly followed in the cross validation of the qualitative data. The intercoders on series of virtual video conferencing came up with the final Transcription Sheet for repair initiations, repair operations and instances of repair (see Appendices). The finalized data were conscientiously agreed by the intercoders. The internal and external validation were ensured to

establish a valid and reliable transcription data from the 10 video recorded classes. Finally, the second type of validity measure is Triangulation where the teachers were interviewed to find out the implications of their self-repair practices in their English classes. The interview intended to validate the journal entries of the participants. The researcher first reviewed the journal of the participants which they wrote after their videotaped class observation. The data from the journal entries and the interview are inclined to determine the ESL teachers' perceived impact of the self-repair practices in English language teaching. The perceptions of the research participants shed light on how repair helped them deliver a more understandable and comprehensive talk in their ESL classes and how repair became beneficial in resolving problems on speaking, hearing and understanding.

Ethical Considerations

This study abided with the ethical research practices of the Philippine Normal University which are Respect, Beneficence and Justice. In addition, this study stood on the underpinning principle of Creswell that researchers should have a foresight on the possible ethical issues that may emerge in the course of the study. Thus, some guidelines which are adapted from Creswell (2003), Dörnyei (2007), Silverman (2006) and "Ethical Principles in Research in the Arts and Social Sciences" instigated by The Swedish Research Council were judiciously

implemented in this study to ensure the validity and ethicality of the study. These gave premium on the rights of the participants in the accounts of voluntary participation and withdrawal, risks, and confidentiality.

The data that were collected through class observations, transcription of teachers' talk and interview were exclusively used for this Master's Thesis. The data will not be utilized in any non-scientific and commercial purposes.

Information

The researcher informed those who were involved in the study either through verbal or nonverbal communication. The participants were informed that their participation in the study is voluntary. Hence, they can opt to withdraw their participation anytime. In addition, all the involved participants in the study were oriented on the nature and purpose of the study, their specific role, and the conditions for their participation. Lastly, the participants were informed about the parts of the study that may influence their inclination to participate.

Consent

The permission of the school administrators of the schools involved was sought first before the researcher met the teachers-participants privately to inform them about the purpose and use of the study, their roles, scopes and procedures of data collection and analysis, data security and issues of confidentiality. Even the grade levels were predetermined in the study yet participants could still exercise their right to partake or not in the study. They were informed that their extent of participation was independently based on their discretion and freewill. They can decide on the duration and conditions of their participation. Each participant signed first the consent form to signify their voluntary participation in the study. The researcher prepared three consent forms: “Informed Consent Form” for ESL T1-T4, the “Parent Consent Form” for the parents of the students concerned and “Assent Form” for the students of the classes that were video recorded. The researcher explicitly rationalized the content of each directly or indirectly to the participants.

The researcher gave a letter to the parents of the students informing them of their children’s participation in the study since the students who were involved in the study were minors (under the age of 15). The grades 7 and 8 students who are the vulnerable population were required to fill out an Assent Form. The grades 9 and 10 students were also asked to sign the Assent Form since some students may be under 15 years old. In addition, they were requested to sign the same

Informed Consent Form that the teacher-participants of the study had completed. The communication letter clearly indicated that the study would only focus on the teachers' talk and their children's utterances would not be studied. The students who were asked to participate in the study were required to return the reply slip or confirmation letter to the researcher through their grade-level teacher. If the parents did not allow their children to be videotaped, the students were asked to sit at the back of the classroom where they were not captured by the camera. The researcher ensured that no rights of the minors were violated in the course of the study. The students who refused to participate were not forced. As regards to their disinclination, their grades were not affected. In grade 7, two parents denied to sign the Parent Consent Form while there were five students in the grade 8 level. The students still attended the classes of their teachers but were requested to be seated at the back. However, all students in the grades 9 and 10 were permitted by their parents to partake in the study. With regard to the participation of the teachers, they were told that they may discontinue or withdraw their involvement from the study anytime they deemed necessary. They were ensured that their decision to terminate their participation will not merit any form of negative consequences.

All the participants of the study received a consent form that they could sign or not depending on their willingness to participate in the study. The researcher openly answered all the questions of the participants.

Confidentiality

The researcher ensured that the details from the participants would be treated with utmost confidentiality through de-identification. The personal information of all those involved in the study were secured from public disclosure through stringent safekeeping of data and the use of protocol coding. The settings of the study are tagged as CS 1 and CS 2 where the acronym CS stands for Catholic School. Then, the protocol code ESL T1, ESL T2, ESL T3 and ESL T4 were used to refer to the research participants. The acronym ESL T refers to English as a Second Language Teacher. The researcher assured that participants in the study would be unidentifiable since the study deals with ethically sensitive information about the repair practices of the teachers in their repairables in their ESL classes. The elicited data from the data collection phases were kept privately as espoused in the professional secrecy agreement signed by the researcher and the participants.

The data from the videotaping of classes, journal entries and interview of teachers were secured, confidential and for research use only. The data were stored in a password-safeguarded laptop to ensure that only the researcher has access to the files. In addition, the identities of the participants were kept anonymous through the use of pseudonyms or protocol codes where names and other identity-leading information were censored in the study. Their personal identifiable information was de-identified in the study except for some integral

professional information in the “Selection Criteria and Participants” part where information about the eligibility criteria were substantiated. Moreover, the classroom practices of the teachers were only interpreted and analyzed. These were not meant to adjudge the teachers’ competency as ESL teachers. The participants were in full control of the teaching strategy, assessment and resources that they wanted to use in their English classes during the video recording sessions. More so, the teachers’ journals and interview responses were strictly confidential. The school administrators were not privy to the individual responses of the involved teachers.

Chapter 3

Findings and Discussion

Description of Self-Repair Practices

The first research objective is intended to describe the self-initiated self-completed (self-repair) practices of the research participants in their videotaped English classes. The transcribed teachers' talks were analyzed and categorized according to the employed repair initiations, repair operations and instances of repair.

The first part of this chapter shows how ESL T1, ESL T2, ESL T3 and ESL T4 initiated repair in their classes. This pertains to how the research participants identified and located problems, issues or troubles in their own talk. This was further broken down by categorizing the signposted repair initiations. In each grade level, extracts of the deployed pre-positioned and post-positioned repair initiations are presented in a conversational format. Meanwhile, the second part of this chapter focuses on opportunity spaces or the particular position of the repair segments. The data are presented in a table form stipulating where the repair was initiated in the turn-constructual-units (TCUs) or the turns that contained the trouble source. The repair initiations whether pre-positioned or post-positioned are classified into the specific repair positions: T1 (in the same turn/ TCU), T1-2 (in the transition space) and T3 (in the turn following the next turn). On the other hand,

the third part of the chapter enlisted all the employed repair operations or the repair proper employed by the Junior High School English teachers of the two research locales.

Repair Initiations

The data are categorized based on the location of the repair initiation whether “just pre-completion” and “just post-initiation” as termed by Schegloff (2000). The common loci depend on where repair is initiated in the repair sequence. He further added that self-completed repair can take place in any part of the talk where the speaker replaces or defers the identified source of trouble (Schegloff, 2000).

Just Pre-Completion.

The subsequent data are the deployed pre-positioned repair initiations of the research participants in their classes. These were initiated before the complete articulation of the final sound. The data are classified into *Word Searches*, *Placeholder Repairs*, *Prosodic Resources*, and *Visible Resources*.

In the ten video recorded classes, the researcher noted a total number of 185 occurrences of pre-positioned repair initiations in the

utterances of ESL T1, ESL T2, ESL T3 and ESL T4 in the 600-minute video recorded classes. These lexical and non-lexical devices signaled language repair during the communication breakdown spotted in the classes of the research participants. Among these are 97 Word Searches, 4 Placeholder Repairs, 10 Prosodic Resources, and 76 Visible Resources. Below is the detailed list in tabular form.

Table 1

Pre-positioned Repair Initiation Strategies of the Participants (Just Pre-Completion)

Pre-positioned	ESL T1	ESL T2	ESL T3	ESL T4	Total
Prosodic	4	4	1	1	10
Resources					
Word Search	29	38	4	25	96
Placeholder	2	0	0	1	3
Repair					
Visible	19	29	6	21	75
Resources					
					185

The table shows the breakdown of data per grade level in terms of the pre-positioned repair initiation practices of the research participants.

Specifically, the cascaded results states that “Word Search” is the most employed pre-positioned repair initiation strategy of the research participants. This is closely followed by “Visible Resources” at second spot. Then, “Prosodic Resources” and “Placeholder Repairs” emerged as third and fourth, respectively. Dominantly, ESL T1-T4 initiated repair in their English classes through “Word Search”. These are signaled by sound stretches, cut-offs, intra-turn pauses and other verbal behavior like the use of hesitation markers or delaying devices (Hayashi, 2013) which signified struggle in producing the intended elements or items in the turn. These denoted that the teachers as the repairers of the trouble source had difficulty completing their utterance. In the empirical data collected by the researcher, it was notable that the teachers used fillers to signify loss of words. This is closely followed by sound stretches and intra-turn pauses which were signposted by lengthened syllable and short pauses. In all grade levels, the ESL T2 had the greatest number of instances of initiating self-repair through “Word Search”. Generally, this was employed when the teachers were thinking, grasping for words and recalling certain terminologies, names, group number, and other lesson-related words, phrases and sentences. Moreover, the result asserts that sound fillers or delaying devices (Hayashi, 2013) such “*uhm*” “*ahh*” and “*uh*” were used by the teachers to signal repair. The ESL T 1 used sound fillers for seven (7)

times, ESL T 2 for 28 times, once for ESL T3 and 10 times for ESL T4. Following the “Word Search” is “Visible Resources” which is a kind of repair initiation which is characterized with “oriental shifts”, adjustment in the gaze and other implicating facial nuances conveying that speakers are searching for words. Based on the term “thinking face” that Goodwin and Goodwin (1986) coined, the researcher identified 76 occurrences of “withdrawing gaze” where the teacher-participants looked away from the students, lowered their eyelids and slacked their lips to elicit help from the students. The facial gestures of the English Secondary teachers during or before they attempted to search for words are captured through screenshot or print screen. The result showed that the ESL T2 had the highest number of “Visible Resources. In view of this, the same teacher also recorded the highest number of instances of “Word Search” compared to the other three participants. Meanwhile, “Prosodic Resources” were used by the Secondary English teachers for ten times in signifying repairs which were marked with . , ? . ↑, ↓ using the transcription convention of Jefferson (2004). This mode of repair initiation was the third most used by the participants where intonation, tone, stress and rhythm signaled that they were about to perform repair operations. Notably, the deployment of rising intonation and change in pitch served as cues that problems in understanding, speaking or hearing may have taken place even before the teachers produced the problem or the trouble source. The prosodic features of the teachers’ talk were notable when the speakers suddenly stopped their talk. This usually co-occurred with a rising intonation. Lastly, the participants

seldomly used “Placeholder Repairs” where this was only evident in the classes of ESL T1 and ESL T4. The two teachers combinedly used this type of repair initiation for three times only where they used some dummy lexical terms in lieu of the missing words.

As Jefferson (1987), Schegloff (1997) and Sidnell (2010) noted that self-repair is carried out to show disfavor on the uttered turn or to make reference on something that was not produced. Below are the selected utterances that exemplified each pre-positioned repair initiation practices:

Prosodic Resources.

The researcher selected chunks of teachers’ talk where the research participants initiated repair through the deployment of prosodic cues like intonation, tone, stress and rhythm. In the first example, ESL T1 had difficulty continuing her statement that resulted in communication breakdown which were signposted through a rising intonation and an intra-turn pause. In effect, she tried to solicit responses to buy time for her to continue her statement about men as the head of the family.

Extract 1

Teacher: remembe::r during this perio::d?(.) me:n?
dominate::d↓(.) the society?(.) right?(.) ((No response

from the class during the gap)) men were the hea::d
of?(.) oka::y↓ the head of the family?(.)

((The class silently listened to the continuation of the
teacher's talk))

In this example, the students did not respond when asked if they agree or disagree that the patriarchal system rules the society. Also, the students did not supply any answer to the incomplete statement of the teacher. In the end, the teacher was able to complete the utterance after it was temporarily halted after she signposted repair through a falling intonation and a word filler.

Meanwhile, in the class of ESL T2, the teacher was supposed to give an example but unable to give one so instead she just elicited help from the students by asking them to provide an example of a sentence with a coordinating conjunction. The breakdown was signaled by a rising intonation and a pause. In this instance, the teacher had to buy time to think of an example which she eventually succeeded after calling a student.

Extract 2

Teacher: NO::W (.) *for example?*(.) can you give me an example?(.) ((No response from the class during the gap))

Teacher: ((Name of the student)), write on the board a sente::nce that u::ses↓(.) (coordinating conjunction)(.)

((The student who was called stood and wrote a sentence on the board. The teacher observed the writings of the student))

On the other hand, ESL T3 and ESL T4 had one recorded use of prosodic cues in signifying problems and inflicting help from the other participants. ESL T3 through a low pitch sought help from the students by involving them to complete the turn. The students were initially asked to provide a “word” in the paragraph that made it interrelated to the previous paragraph. Below is the excerpt.

Extract 3

Teacher: it's BECAU::SE of the wo::rds↓ or the te::rms::(.)

Student: fall↑

The class did not respond on the teacher's first attempt to elicit a response. A student in the class only responded after the teacher initiated a repair and provided the word substitute "terms".

Lastly, the ESL T4 was intentionally eliciting responses from the audience which was signaled by a rising intonation and a pause. The teacher erroneously said "what the others" then paused and corrected the error. The problematic element in the turn caused distortion in the communication process. This repair sequence was in response to the answer of a certain student in the previous turn.

Extract 3

Teacher: so::?(.) you like abou::t his(.) humili::ty?(.)

Student: Yes↑

Teacher: *what the others?*(.)

((No response from the class during the gap))

Teacher: other qualitie::s that you admire:: from a perso::n↓(.) a (group) of politica::n↓(.)

((Several students answered in chorus enumerating the qualities of politicians they appreciate))

ESL T4 initiated repair through an intra-turn pause because she had to repair the phrase “what the others”. She was able to resume the disrupted talk afterwards.

In the four examples and other six situations where the research participants employed “Prosodic Resources” to initiate repair, it was eminent that this initiation practice was deployed when the speakers of the problematic turns involved the other interlocutors to buy time to think, and inflict help in order to continue the interrupted, disrupted and unfinished utterance. This is supplemented by prosodic cues that served as a clue that the speakers had been struggling in completing the ongoing turn. The research participants notably employed this initiation practice to have more thinking time to come up with the right terminology or concept in the aspiration to deliver their lessons properly and comprehensively. The minimal employment of this by the repair initiators echoed the study of Fox (2013) that this pre-positioned initiation strategy is rarely used in the English language.

Word Search.

The researcher identified 96 instances of repair initiation through “Word Search” in the 10 classes that were video recorded. The research participants, the repair initiators and repairers themselves, initiated repair through sound stretches and hesitant makers. Among these 97 cases were 29 from the class of ESL T1, 38 from ESL T2, four from ESL T3 and 25 from ESL T4. The researcher chose several extracts for each grade level to exemplify this repair initiation.

ESL T1 in this example, initiated repair by halting the turn after the word “schools” resulting in communication breakdown. Then, the teacher restarted the turn after she recovered her thoughts by uttering the other parts of the disrupted turn she had initially missed.

Extract 1

Teacher: a::nd it was also:: during this time?(.) *when schoo::ls↓*(.) ((No response from the class during the gap))

there we::re many schoo::ls and universitie::s↓(.)
college::s↓ were established or built?(.) right?

Students: YES↑ (.)

However, in this second example, the same participant paused as a cue for repair after she had spoken the word “scrambled” which she repeated after she recalled the word that would complete the turn. This mode of initiation where item in the turn was repeated after a disrupted talk happened a number of times in the ESL T1 class.

Extract 2

Teacher: I HA::VE he::re?(.) (special) pape::r wi::th
scramble::d↓(.) ((No response from the class during the
gap))scrambled(.) wo::rds?(.)

The teacher then arranged and distributed the scrambled paper to the students. The repair outcome turned out to be the resolution of the identified problem.

Meanwhile, the third example showed the teacher’s difficulty looking for the right word that semantically fit in the ongoing turn.

Extract 3

Teacher: women can do somethi::ng bette::r(.) fo::r(.)

((No response from the class during the gap))

for the?(.) for country(.)or for countryme::n↓(.)

((The class silently listened to the continuation of the teacher's talk))

This example demonstrates that the ESL T1 had already repeated some portions of the utterance twice before producing the correct element. The repetitions were preceded by a pause that signified that a repair was initiated by the repairer and the repair procedure was about to be employed.

Extract 4

Teacher: I want you to::?(.) identify:: the incorre::ct(.) verb form of the ve::rb?(.) and write it on the?(.) *on the?* on the board↓(.)

((Some members of the class raised their hands))

The other exemplifications of “Word Search” in the three classes of the ESL T1 that were observed were the use of sound fillers and sound stretches as signposts for repair operations. These manifestations were also present in the classes of ESL T2. The teacher initiated repair by pausing after she articulated incorrect elements in the ongoing turn. This signaled that she was about to employ a repair operation by coming up with the correct grammatical structure.

Extract 5

Teacher: >who i::s< the so::n O::F(.) who are the SO::N
O::F Sumitra::↓(.) the sons O::F Sumitra::↓(.)>the sons
of<(.) the SONS o::f Sumitra?(.)

Students: Lakshmana and ShatrughNA↑

The aforementioned situation is only a small chunk of repair initiation practices of ESL T2 who prevalently used sound fillers to look or search for words. She also had the most number of cases of this initiation strategy among all the research participants. The three examples below show three classroom situations where the teacher initiated repair through the use of “hesitant marker” as coined by Hayashi (2013).

Extract 6

Teacher: before we::↓(.) u::h(.) >before we ask what is
a punctuation< ma::rk in the sente::nce(.), let us
review what is a punctuation< ma::rk

Student 1 ((raised his hand)): period, comma, question
mark, exclamation point↓

In extract 6, a pause that co-occurred with a lengthened sound filler marked the teacher’s initiation strategy. This signified that the teacher was

having trouble completing the utterance; thus, a repair procedure was deemed necessary.

Extract 7

Teacher: kindly give me an example< O::F? a questio::n
u::h(.) SENTE::NCE?(.)

Student: I am an Aranzan(.) I C.A.R.E.↑

Meanwhile, in extract 7, the teacher's utilization of sound filler paved a way for her to temporarily halt the talk to repair the previously uttered incorrect element in the turn.

Extract 8

Teacher: in the u::h((points at the monitor))(.) >in
those< state::d↓ example::s, wha::t are the subjects
↓(.)

Student1: Andres Bonifacio po(.)

Teacher: Yes↑ Who else::(.)

Student 2: Gabriella Silang↓

On the other hand, in extract 8, the teacher used a sound filler which was articulated in a lengthened syllable to fill in the gap while thinking about what to point in the monitor.

Subsequently, ESL T3 had only four occurrences of “Word Search” based on the conferred analysis of data of the three intercoders. The researcher chose two examples to highlight this type of repair initiation.

Extract 9

Teacher: and for you:: to::?(.) u::hh delive::r you::r
u::hm(.) pla::ns

((The class silently listened to the continuation of the teacher's talk))

Extract 10

Teacher: paano natin nasabi na:: PARAGRA::PH two:: is
abou::t persuasio::n↓(.) or I::S(.) fitte::d for
persuasio::n(.)

Students: terms ↑ Ma'am (.)

Teacher: anong te::rm(.) yung nagsasabi diya::n
ng::?(.) or:: wha::t te::rm?(.) convince::s U::S?

Student: doctor treating the patients?(.)

The ESL T3 in extract 9 used two sound fillers in one turn. The first repair initiation occurred after the preposition “to” which was followed by a long pause and a rising intonation. This signified that the teacher got lost for word. Then, she initiated another repair after she mentioned the word “deliver” before she replaced it with the word “plans”. In essence, she repaired what she previously repaired in the same turn. The other example showed the teacher’s use of a vernacular language and the target language in one ongoing turn. The teacher initiated repair by halting the initial phase of her talk in Filipino language before completing the turn using the English language. ESL T3 initiated repair after she had thought of what she wanted to say in the supposed medium of instruction.

The chunks of the self-initiated and self-repaired utterances of ESL T4 attest that “Word Search” is an initiation strategy in which the speakers delayed the turn to grasp for words that they could not cognitively think of yet. In this example, the teacher was at lost for the word “copy” where she had to pause and repeat previous elements of term as her ways to initiate repair.

Extract 11

Teacher: I will give you::?(.) I will give a::h(.) each group a:: copy↓(.)

In the same light, this example showed the struggle of the teacher to say what she wanted to say resulting in a halted turn. This was further highlighted by the phrase, "...what do you call this?".

Extract 12

Teacher: ...about your oppone::nts↓ or you::r?(.) what do you call *this*?(.) your kalaba::n sa po-politi::cs(.)

Student: (antagonist)

Teacher: diba:: yan yu::ng negati::ve nama::n na side niya::↓(.)but I ho::pe on::ce once you become a politica::n(.) you're going to u::hm(.)when you sta::rt campaigning only to ta::lk abou::t(.) your goa::ls↓(.)

Similar to extract 2, the teacher also struggled to vocalize what she desired to say in this video recorded class episode where a sound filler served as a cue that the teacher was trying to recall the group number who would be presenting next.

Extract 13

Teacher: Everyone liste::n< to group u::h(.) group fou::r↓

Lastly, extract 4 accentuated the notion that ESL teachers initiated repair to stop the ongoing talk so they would have the opportunity to correct factual error in their talk as a self-righting mechanism.

Extract 14

Teacher: WA::S?(.) Mada::m(.) Loise::l?(.) was
Mathi::lde? able to::?(.) redeem herse::lf?(.) from the
poverty?(.) or from poverty.

Student 1: It was the fault of Mathi::lde(.)

Student 2: She should have not borrowed a diamond
neck::lace?(.)

The aforementioned examples showcased different instances on why ESL teachers initiated repair through “Word Search” in their classes. The common attributes in their employment of this repair initiation practice are teachers momentarily stopping the problematic turn whether through sound stretches or sound fillers to supply the word that they could not initially remember. More so, the teachers repeated some elements before the turn was halted and resumed with those elements when they finally grasped or searched the word. On some occasions, ESL T3 and ESL T4

used their first language to facilitate the repair initiation. The students actively shared their thoughts after the teacher's completed repair.

Placeholder Repairs.

The researcher found out that there are four cases of repair initiation through "Placeholder Repairs" in the ten video recorded classes based on the cross validation of data among the three intercoders. These were employed by ESL T1 and ESL T4. Each example was contextualized below.

The ESL T1 in the first example used the word "words" as a dummy lexical term for "unfamiliar words". The teacher initiated repair by using this word on behalf of what she intended to say. This transitory stopped the turn as her preparation for the repair procedure to be employed.

Extract 1

Teacher: so we have here::? *words(.)* the unfamiliar words that we encounter as we(.) as we are ah::
(answering silently)(.) so please be guided.

((No response from the students during the gap))

In the second extract, the teacher used the term "multilingual" in lieu of the detailed explanation of what this word means. After the teacher

stopped the turn, she explained that multilingual is someone who speaks or can speak many languages.

Extract 2

Teacher: Jose Riza::l is a multi lingua::l?(.) he
spea::ks or he can speak?(.) ye::s twenty two::
languages(.) (right?) includi::ng Spanish? French?(.)
what e::lse(.) what e::lse

((The students answered in chorus))

The other teacher who likewise utilized this initiation strategy was ESL T4. In this particular extract, the teacher temporarily used the article “the” while thinking of the other elements or items that would complete the ongoing turn.

Extract 3

Teacher: have you::↓ hea::rd the?(.) any?(.) campaign
spea::ke::rs?(.)

Student 1: YES↑

((Other students recited in chorus where they mentioned
local and national electoral candidates in 2016 and 2019
election))

The two teachers used fillers to take the place or location of the missing word/s. The repairers used these fillers as temporary replacements while they were cognitively searching for words. Noticeably, both ESL T1 and ESL T4 produced the elements or items that completed the utterances.

Moreover, the limited number of employment of this initiation practice in the ESL classes of the participants was in agreement to the study of Fox (2013). It was noted then that “Placeholder Repairs” were rarely used in English and German language compared to Japanese, Mandarin Chinese, Korean, Russian, Indonesian, Udihe and Ude languages.

Generally, as what Wouk (2005) asserted that this initiation practice is special technique in effectuating language repair since it helps the speakers maintain intersubjectivity in their talk by having a momentary substitute to the missing words while they are in the process of completing the turn construction unit (TCU).

Visible Resources.

The researcher analyzed the facial gestures of the research participants in all their video recorded ESL classes. The researcher identified instances in which the Secondary English teachers demonstrated “thinking face” (Goodwin and Goodwin, 1986). These pertained to oriental

shifts, adjustment in the gaze and other facial nuances insinuating struggle on the end of the teacher producing the needed elements in the turn. As observed by the researcher, the teachers initiated repair through "Visual Resources" when they were searching for words or when they were lost for words. This was reflected on their facial expression during the conduct of their lessons.

The following are the discourse occurrences where ESL teachers induced this initiation practice in their ESL classes.

ESL T1: did you know tha::t↓ Jose Rizal died at the age of thirty three:: (.) he was just thirty three::↓ who else:: (.)

Student: Andres Bonifacio↑

ESL T1: Andres Bonifacio:: was (.) on his (.) early::↓ (.) thirties? (.) when he die::d↓ (.)

The teacher after citing Dr. Jose Rizal as an example struggled to come up with another example; thus, she initiated repair by stopping the turn which was supplemented by an oriental shift in gaze. The teacher looked up while "searching" that paved for an elicited response. After which, she was able to repair the turn after one student in the class cited Andres Bonifacio as another example of a young Filipino hero who died at a young

age. On the other hand, “Visible Resources” is also eminent in teaching grammar among ESL teachers as depicted in this picture.

ESL T1: if the word pai::r?(.) is u::sed?(.) it would
b::e?(.) s form o::r?(.) base form of the ve::rb?(.) s
form or base fo::rm?(.)

Students: S:: FORM↑

ESL T1: s::form↓(.) ((clicks on remote))(.)

<okay>(.) let's see?((clicks on remote))(.)

ESL T1 in this scenario had a disrupted turn when she stopped after the conjunction “or” where she had to think of the phrase “base form of the verb” to complete her utterance which was a question. After the successful repair outcome, she eventually asked the completed utterance to the students. The teacher had an oriental shift in gaze as her way of initiating repair. The same phenomenon is observed in the class of ESL T2 who had recorded the most number of employment of “Word Search” and “Visible Resources” in her English classes.

ESL T2: the RU::LES u::hm is differe::nt? I::F (.) the
NOU::N↓is in plura::l↓ we should a::dd S::?(.) but I::F

the nou::n? is in singula::r↓ we shou::ld not A::DD
S::↓(.)

((No response from the students during the gap))

The teacher in this class episode was explaining the SVA rule to her students. She halted her talk to initiate repair. She uttered the word “if” on a louder voice and stopped. However, while she was thinking of other elements that would complete the turn, she had looked above, a clear sign that she was having problems searching for the words that she wanted to say. More so, ESL T2 also deployed this repair initiation in teaching literature.

ESL T2: >so the two me::n< were *chasi::ng*?(.) u::h(.)
the:: golden dee::r↓>the two men were chasing the<
golde::n dee::r(.)

((No response from the students during the gap))

The teacher was searching for some content words in teaching the story of Ramayana in her ESL class. She stumbled to immediately supply “the golder deer” in her disrupted turn. In addition, this example showed that after the teacher momentarily stopped the turn to initiate repair, she used the hesitant marker “u::h” and at the same time displayed a “thinking face” all in one turn. In this repair sequence, the teacher had a problem

recalling the missing element. The last example under this grade level resonated that “Visual Resources” and “Word Search” are sometimes integrated in one turn. The repair initiator employed sound stretches, hesitant markers and “thinking face” to signpost language repair. The interplay denotes that the speaker is having problem or trouble in the turn.

ESL T2: can you GI::VE me an example:: o::f? a sente::nce
tha::t(.) use u::hm(.) usi::ng perio::d↓(.) yes (name
of the student↓) >the wo::rd?<

Student: We enjoyed the SRA session yesterday↓(.)

The teacher paused when she was lost for words in this repair sequence which was evident in her facial nuances. In this scenario, the teacher asked the class to provide an example sentence using a period. She first initiated repair after the hesitant marker before she was able to complete the turn. In the same manner, ESL T3, in her two video recorded classes, also used this initiation practice for six times. In the first example, the teacher initiated repair because she was trying to recall the examples that she would mention in discussing “Assonance” to her Grade 9 ESL students. The teacher paused after she uttered the word “like” in a loud manner which was supplemented with a “thinking face”. She looked above while thinking of what to say next in the ongoing utterance. This resulted in

communication breakdown but in the end the teacher was able to repair the sequence by citing the examples that she initially searched or looked for.

ESL T3: assona::nce?(.) repetitio::n of vowe::l
sou::nds(.) >in the< mi::ddle↓ of the wo::rd↓(.)
LI::KE?(.)the EXAMPLE::S give::n↓(.) TI::GHT and
BI::KE↓(.)

((No response from the students during the gap))

Meanwhile, the last example showed the use of this repair initiation in the beginning of the ESL class when the teacher was doing the preliminary. ESL T3 like in the previous example, displayed an oriental shift in gaze while

ESL T3: But a::fter thi::s discussio::n↓ I will give
wa::y to you::r? creative writi::ng↓ so HA::LF of my
TI::ME would be::↓(.) intende::d? fo::r the::(.)
creati::ve writi::ng

((No response from the students during the gap))

Among the Secondary English teachers, ESL T4 ranked second with the most number of employed “Visible Resources” as an initiation practice in her ESL class.

ESL T4: I will give a::h(.) each group a:: copy↓(.) and
 the::n?(.) a::h(.) EA::CH?(.) group membe::r↓ will
 rea::d thi::s(.)

((No response from the students during the gap))

In this example, the teacher had a problem producing the needed items that would complete the turn. She had to initiate repair after the indefinite pronoun “each”. The teacher was able to collect her thoughts and recovered the missing element in the turn which was “group member”. In the last example, the teacher initiated repair twice in one single turn but the “Visible Resources” was only eminent in the second repair initiation. The repair initiation occurred in the 06:55 mark of the class in which the teacher was explaining the rationale on why people read literature as a springboard to her. The teacher abruptly shifted in gaze and looked above.

ESL T4: >we read story<(.) in order to::? feel
 entertai::ned↓(.) we a::h(.) to::?(.) fi::nd something
 ne::w?(.) to experie::nce somethi::ng ne::w(.)

((No response from the students during the gap))

In general, the all the ESL teachers as repair initiators used “Visible Resources” during or before the attempt to search for words in consonant to other cues like sound stretches and hesitant markers to signpost repair.

Goodwin and Goodwin (1986) description of “thinking face” and the “open class” of Drew (1997) helped the researcher qualify instances of this repair initiation in the classes of the research participants. The study of Seo (2010) synergized the qualitative data obtained in this study when she affirmatively stated in her paper that gestures are used in initiating repair in ESL classes. On the other hand, among the characteristics of “thinking face”, the slacking of lips was not empirically observed in the 10 video recorded classes.

The names of the students and other identifiable information about the research participants and the students were intentionally de-identified to uphold confidentiality and privacy. More so, the actual screenshots of the repair initiation sequences reflecting “Visible Resources” were not put in the study for ethical considerations. The photos, if published, might put the participants in an unpleasant and disturbing situation.

Just Post-Initiation

The researcher and the other two intercoders identified 95 post-positioned self-initiation practices that the Secondary English teachers employed in their ESL classes. These initiations commenced after the first recognizable sound was articulated until the completion of the first sound.

These repair initiation practices which otherwise known as “Just Post-Initiation” include Cut-off, Recycling, Framing, Explicit Formulation and Lexical Device. Thereupon is the synthesis in tabular form showing how frequent each initiation practice was employed by the grade-level ESL teacher in their video recorded classes.

Table 2

Post-positioned Repair Initiation of the Participants (Just Post-Initiation)

Post-positioned	ESL T1	ESL T2	ESL T3	ESL T4	Total
Cut-off	6	6	1	5	18
Recycling	6	3	0	1	10
Framing	30	9	3	10	52
Explicit	1	9	0	3	13
Formulation					
Lexical Device	1	0	0	0	1
					94

Table 3 showed how frequent the research participants initiated repair through the different post-initiation practices after the repairable was produced. As

listed by Couper-Kuhlen and Selting (2018), there are five post-positioned repair initiation practices. “Lexical Device” was employed only once by ESL T1. She used “I mean” in addressing an incurred problem in her talk. “Cut-off” was used 18 times in the video recorded classes. The teachers initiated repair through a phonetic cut-off which was manifested through a cut in the first syllable of the repairable or during the closure of the words with a glottal stop. ESL T1 and ESL T2 recorded the most number of initiations through “Cut-off” which was in close proximity to ESL T4. The words that phonetically cut-off were usually found in the beginning, middle and sometimes the final part of the utterance. “Recycling” is another psycholinguistic process used by the teachers in fixing the troubled construction in the turn. This was instituted by repeating, re-saying and recycling some elements in the talk. As Schegloff, Sacks, and Jefferson (1977) noted in their studies, this initiation practice occurred in the beginning of the turn. The ESL T1 repeated, re-said and recycled most number of opening turns which were deemed problematic by her. grades 8-10 teachers registered only single digit occurrence or usage of this initiation process. On the other hand, the third most used post-initiation self-repair by the participants is “Framing” which means that some of the elements surrounding the repairable were repeated. The teachers as the repair initiators repeated a word or some words in the turn that contained the problem after it was uttered. ESL T1 deployed this initiation mechanism in her classes more than the teachers in the other grade levels. Finally, “Explicit Reformulation” was utilized for 13 times where the problematic TCU was fully reformulated. The

segments of the problematic turns were completely modified, fixed, or changed by the participants. The Grade 9 teacher did not have any “Explicit Formulation” in her two videotaped classes. The Grade 8 teacher whose classes were video recorded for three times explicitly reformulated the problematic turns for 9 times which was the highest among the participants. The ESL T3 did not initiate repair in post common loci while the ESL T1 used it once and thrice for ESL T4 in the complete overhauling of the troubled TCU. Even though that ESL T4 had only two recorded classroom observations compared to three for ESL T1.

There are 94 post-positioned repair initiations recorded. Among these are the 44 of ESL T1, 27 of ESL T2, 4 of ESL T3 and 19 of ESL T4. The tally shows the repair initiations employed by the research participants after the repairable was uttered or produced in their own talks during their video recorded English classes. The total number of Just-Post Initiation is in sync to the findings of Heike (1981) that speakers who employ self-repair practices are mindful of detecting errors in their talk. The repairers are shifting from “apropective” to “retrospective” process in repairing the repairable.

The following data show the post-positioned self-initiation practices of all the ESL teachers in their video recorded classes. These showed how the research participants initiated repair after the trouble source or the repairable was produced. The initiation signified that the turn was unsatisfactorily and something in the turn should be repaired. The speakers as the initiators of the repair operation did the

diagnosis after the turn or segment of the turn was formed, delivered or constructed. These self-initiations were indicative that somehow the repairers found some items in their TCUs insufficient; hence, they did some fixing, adjusting, suspending and re-doing of the produced elements in the turn. This initiation is signposted through Cut-off, Lexical Devices, Recycling, Framing and Explicit Formulation of the trouble.

Cut-off.

The following examples show how the research participants initiated repair through phonetic cut-off in their same-turn utterances. Overall, these were instituted 18 times by the Secondary English teachers in their video recorded ESL classes where the first syllable of their one-word repairable were cut-off or during closure or glottal stop to prompt repair.

The first two examples came from the classroom talk of ESL 1. In this extract, the word “how” was cut-off phonetically while extract 2 unveils a turn with two cut-offs. The teacher was not able to finish say the word “how” and “there” which consequently resulted in a disrupted turn. In both instances, the students did not respond during the repair initiation or during the gap.

Extract 1

Teacher: it was ha::rsh? and >difficult?< right?(.)

Students: Yes↑ (.)

Teacher: how-how do we sa::y that?(.) can you name (one?)
example?

((The teacher called students to give examples))

Extract 2

Teacher: >ho-how?< do (we) say tha::t? >ther-there<
was thi::s discriminatio::n↓(.) between? me::n? and
wome::n?(.)

Student: Men can do some::thing that wo::men before
cannot.(.)

Teacher: how do we sa::y tha::t?

Meanwhile, extract 3 and extract 4 are from the ESL T2. In the same light, the repair was initiated when the words “what” and again” were not uttered completely.

Extract 3

Teacher: wha-wha::t? i::s the subje::ct↓(.) YE::S
((points on student))

Student: Gabriella Silang

Extract 4

Teacher: thank you so mu::ch?(.) A:::ND?(.) agai-
agai::n↓(.) be LOYA::L?(.) to you;;r↓(.) LO::VE?(.) ones
(.)

((The class had no response during the cut-off))

In the grade 9 level, the teacher had only one occurrence of phonetic cut-off. It happened in the first video recorded ESL class in which the teacher prompted repair when she was unable to completely articulate the word “choose” as shown in the extract below.

Extract 5

Teacher: so::? the O::NE that I choo-cho::se? I::N?
Saint Rose I::S(.) ((name of the student))

Student: Ma::am? may we see his paper(.)

Teacher: It will be passed around later↓

The same language phenomenon was observed in the English class of ESL T4. The article “the” and the conjunction “for” were cut-off. Similar to the first six examples, these words are one-word syllable words which were cut either during closure or glottal stop.

Extract 7

Teacher: according to the::m↓(.) *th-the* husba::nd↓(.) cannot affo::rd to give he::r anythi::ng(.) that she wante::d?(.)

Extract 8

Teacher: oka::y? so THANK YOU::?(.) for A::LL your very GOO::D ANSWE::RS?(.) *fo-for(.)* for giving your insi::ghts? to the story?(.)

Students: ((expressed satisfaction through clapping and shouting in chorus))

Framing.

The subsequent examples are exemplifications of “Framing” where the repair initiators initiated repair by repeating some elements surrounding the repairable. Unlike “Cut-off”, this initiation practice covers multi-syllable words and repetition of a word or words in the turn.

The first four examples came from ESL T1 in her three video recorded ESL classes. The teacher repeated some words in the turn that she already uttered. In the first two examples, the teacher repeated some syllables in the words “nationalism” and “courageous”. In addition, in Extract 1, the teacher employed “Framing” twice in one turn.

Extract 1

Teacher: *wha::t else↓(.) what else::* other things we discussed?(.) yes?()

Students: Nationalism↑

Teacher: yes?() what about *nationa-nationalism?()*

Student 1: the heroes

Student 2: Early Filipinos were *courageo::us↓()*

Extract 2

Teacher: Early Filipinos *we::re?()*

Student: brave ↑

Teacher: Yes right?() early Filipinos *we::re* brave?() *cour-courageous?* right?()

Students: YES↑

Teacher: what else↓(.) what e::lse do you remembe::r(.)

On the other hand, some words in the last two examples were repeated after these were produced by the teacher.

Extract 3

Teacher: it represe::nts the *early-the early li::fe*
>that the conditio::n< (.) of the early Filipinos
duri::ng(.) Spanish occupation <in the Philippines>(.)

Extract 4

Teacher: here are the:: scenarios((points at
monitor))(.)

Students: ((silently read the visual presentation))

Teacher: students↑ *you will* be writing-*you will* write a
scri::pt abou::t the dialogue script over he::re((points
at monitor))

This post initiation practice was also seen in ESL T2's classes that were video recorded. The researcher chose four examples to demonstrate this. In extract 5, "Framing" was employed in an interrogative type of sentence.

Extract 5

Teacher: the TRI::BE(.) o::f(.) Hanuma::n(.)
atta::cked(.) >the< oppone::nt(.) >whose the
oppone::nt<(.)

Student: Rava↑

Teacher: oka::y(.) >who do you who do you think< would
wi::n?(.)

Student: the group O::F(.) Rama::↓(.)

In extract 6 and extract 7, the teacher initiated repair by saying again some words in these declarative sentences. Also, it can be noticed that the teacher repeated some lexical elements, not to render correction but to emphasize certain point or to have extra time to polish the ongoing turn. These were employed in both the literature and language classes of ESL T2.

Extract 6

Teacher: no o::ne↓ can HEA::L Ravana:: even THOU::GH(.)
he I::S a go::d↓>or he is a go::d that does not need
a::ny kind of divi::ne(.) heali::ng↓(.)

Extract 7

Teacher: FIRST(.) *wha::t i::s(.)* the *wha::t i::s?* the
subje::ct?(.)

Student: the boys(.)

However, in extract 8, the teacher repeated some elements that were already produced to restart the turn with the correct element.

Extract 8

Teacher: *if you we're* the *ed-if you we::re*↓(.) *an edito::r?*(.)

In the same light, this post-initiation strategy was also employed by ESL T3 to head start a change in the turn. The teacher after repeating the word “convince”, she added an extra letter to correct what she had previously uttered.

Extract 9

Teacher: it convince U::S convinces us to DO::
somethi::ng↓(.) ((clicks on laptop))

Moreover, “Framing” was used by ESL T3 to restructure the turn. In extract 10, the teacher changed the composition of the sentence where she only repeated the word “which” and restarted the turn with new elements.

Extract 10

Teacher: which do you thi::nk or whi::ch paragra::ph?(.)
sho::ws the chara::cteristic o::f narratio::n↓

Student 1: One

Student 2: three

((some students responded in chorus))

Lastly, ESL T4's employment of this post-initiation practice resonated how ESL T1, ESL T2 and ESL T3 used "Framing" in their own ESL classes. In extract 11, the teacher initiated repair to remodel the turn.

Extract 11

Teacher: that's how you see::(.) that's how you
interpre::t the story↓(.)

Student: Wha::t happened to Mathilde↓?

Teacher: She paid for the lost necklace↓(.)

Meanwhile, extract 12 and extract 13 showed that the teacher initiated repair through "Framing" to reconstruct the turn by supplying additional elements to the phrase or group of words that were repeated.

Extract 12

Teacher: so >why do you< why would you vote for this
politicia::n?(.)

Student: because he is po::pular↑ (.)

Extract 13

Student: she does <everythi::ng she wants>

Teacher: you did(.) you did no::t answer the
questio::n↓(.)

“Framing” is the most employed post-initiated repair initiation among the four research participants. Sidnell (2010) stressed out that this was unpacked through the repetition of the elements surrounding the repaired item to harbor understanding and emphasis.

Recycling.

From the conducted intercoding examination, the researcher was able to identify 11 instances of use of this particular post-initiation strategy. The following chunks of teachers’ talk showed how the Secondary ESL

teachers recycled some parts of their talk. Schegloff, Sacks, and Jefferson (1977) called this as turn beginnings.

Extract 1 mirrored how ESL T1 repeated the beginning of the turn in her talk. The researcher re-watched the video recorded class, it was observed that the teacher initiated repair since the students did not respond whether verbally or nonverbally to the question of the teacher. This repair sequence has noticeably no grammatical error. Thus, the teacher initiated repair not to modify but to reinforce understanding due to the students' unresponsiveness.

Extract 1

Teacher: *how did the Spaniards treat(.) the Filipinos(.)*
based from?(.) you::r?(.) based from wha::t you have
remembered(.)

Students: ((no responses))

Teacher: *how did the Spaniards treat the::(.) the*
Filipinos(.) the early Filipinos(.) why do you think the
Filipinos(.) cry for freedom.

Extract 2 somehow depicted how the teacher facilitated the discussion by initiating repair through "Recycling". In this example, the

teacher constantly repeated the word “man”. In addition, the teacher fully articulated the negated modal “wouldn’t” into: would not”. The contraction was dropped when the teacher re-asked the question, “*who would not know this man?*”.

Extract 2

Teacher: how abou::t thi::s man?(.)

Students: Lapu-Lapu↑ ((students answered in chorus))

Teacher: of cou::rse who *wouldn't* kno::w?(.) *who would not know* this ma::n (.) everyo::ne knows this ma::n(.)
he i::s ou::r(.)

Students: hero (.)

Teacher: ye::s he i::s Lapu-Lapu(.)

Furthermore, the same mode of initiation was used by the teacher in clarifying previous statements as exemplified in Extract 3. This example has also the features of “Cut-off” when the teacher continued the element that was cut phonetically but as indicated in the Inter-coding Guideline, the most dominant repair initiation will be considered in the categorization.

Extract 3

Teacher: how much do you know about::t *these-these* people
or:: *these* Filipino great me::n↓ ((clicks on remote))(.)

Teacher: do you know *this man*::?

Students: NO::(.)

Teacher: why? you should kno::w *this ma*::n?

The same intent why the ESL T2 initiated repair in Extract 4 is similar to Extract 2. The teacher recycled the phrase “What is the situation...” to clarify what she initially said since what she wanted to ask was the situation in the story and not a scene. The repair was categorized to address possible misunderstanding on the part of the students.

Extract 4

Teacher: what's the situation or sce::ne↓(.) or *what*
is the situation of the story rathe::r↓(.)

In the same manner, this was done again by ESL T2 in a different turn as shown in extract 5. She made clear that what she wanted to wrap up with the class was the topic and not the lessons.

Extract 5

Teacher: *let's wrap up< our less^ons↓>let's wrap up our
topic for< toda^y? >by watchi^{ng} a video[?]*

There was no recorded instance of “Recycling” in the videotaped ESL classes of ESL T3. Nonetheless, ESL T4 who came from the same research locale initiated repair through this once. In extract 6, the teacher recycled some elements of the turn to elucidate her previous unfinished statement by re-saying the turn beginning and adding some more elements in the turn. ESL T4 re-said the phrase “you must be able to” and then continued by adding “show me your draft” to complete the turn syntactically.

Extract 6

Teacher: *>you must be able to sho^w↓<(.) >you must be
able to show me your dra^{ft}↓<(.)*

Student: *Wheⁿ po↓*

Placeholder Repairs.

Only ESL T1 employed this repair categorization when she used the lexical device “I mean” in her talk. Jasperon (1998) pointed out that “I mean” is normally employed when the beginning syntactic construction is left out and the forthcoming talk starts with a different syntactic construction.

Extract 1

Teacher: I-I mean what they did about the Spania::rds?
the-the in Spain specially to the:: Ki::ng of Spai::n
(.) alright?

Explicit Formulation.

The participants across all grade levels initiated repair in their talk for 13 times by reformulating the problematic elements in their turn.

In extract 1, ESL T1 momentarily stopped her utterance after saying the phrase “marked the event”. She paused as her way of initiating repair so she could replace the word “event” which could have been a slip of the tongue since she previously uttered the *it* in the beginning of the turn.

Extract 1

Teacher: this eve::nt? the (Cry) of Balintawa::k? marked
the eve::t? or marked the beginning of our?(.)
independence or liberation from(.) the Spaniards.

ESL T2 who dominantly employed this repair initiation compared to other research participants used this to stop the problematic turn. In extract 2, she paused in order to supply the correct word since “take” and “have” entailed two different meanings.

Extract 2

Teacher: let's ta::ke?(.) let's HA::VE your
seatwo::rk?(.)

This was also the scenario in extract 3, the teacher halted the turn to address the trouble source. She had to pause to break the erring turn so she could later apply repair operation in the repair sequence.

Extract 3

Teacher: I::F *the subje::ct* or I::F the ve::rb rathe::r
has an S::↓((underlines a letter on blackboard))(.) >it
is I::N< SINGULA::R form

Furthermore, ESL T2 used “Explicit Formulation” by momentarily halting her talk to avoid providing misinformation to the students. Like in extract 3, the teacher employed this repair categorization to address some factual errors in their talk.

Extract 4

Teacher: he I::S the KI::NG O::F↓ >or the::< PRI::NCE
O::F↓Ayodya::(.)

In a similar context, the teacher employed this initiation to clarify instruction. She initially said that she would group the class into three before coming into her senses that wanted the students to form triads.

Extract 5

Teacher: I will group you into< three::?(.) <ah no>(.)
three::?(.) membe::rs↓ per group

The ESL T3 did not initiate repair through “Explicit Formulation”. However, ESL T4 used it three times. In Extract 6, she reformulated the word “men” with “male and female”. Contextually, the initiation of repair was done not to deal with mistakes or errors. The teacher prompted her to reformulate an element which she deemed to be problematic or could have caused problems or trouble to the students.

Extract 6

Teacher: the:: equa::l(.) fai::th or fate fo::r me::n
a::nd↓(.) for ma::le and fema::le acto::rs(.)

However, in extract 7, the teacher used her vernacular in the same turn where she employed “Explicit Formulation”. Although, she initiated repair using the target medium of instruction in an ESL class but she completed the utterance using her and the students’ first language. ESL T4 stopped her talk after the second time she uttered the word “plot” which she vocalized louder than the other words in the turn. It was her cue to modify it with “determine”. The meanings of the words whether denotative or connotative are not alike.

Extract 7

Teacher: oka::y LET U::S?(.) PLO::T?(.) the EA::CH↓(.)
let us PLO::T(.) or let US(.) determi::ne?(.) kung sino
kaya ang ma::y?(.) pinakamaraming na::mes↓ (na nakasulat
sa human Bingo card)

Students: ((the class in chorus shouted a name))

Extract 8 is somehow similar to extract 7 in terms of the teacher’s use of two languages. In this example, the teacher reformulated the English

word “chambers” and replaced it with “palasyo sa mansyon”. The teacher likewise stopped her ongoing talk to facilitate repair. In this instance, she stopped the turn after saying the word “chambers” and continued the talk with a Filipino translation of the self-identified trouble source. The students did not answer when the teacher asked the confirmatory question “di ba” on the initial part of the turn. One student exclaimed “palasyo pala” after the repair procedure. This implied that some students did not answer because they did not understand the term “chamber”. Therefore, the repair done by the teacher scaffolded understanding.

Extract 8

Teacher: only ri::ch(.) people↓(.) have tho::those(.)
chambe::rs↓(.) diba::↓(.) palasyo sa mansyo::n↓(.)

Student: palasyo pala↓

This is one indication that research participants used “Explicit Formulation” to espouse utterances that could be better understood by the students with regard to information dissemination, factual narrative and providing clear instructions. This somehow conforms to the error correction principle of Jefferson (1974) where errors are replaced, deferred or modified with the correct linguistic forms. Although, the ESL teachers did not just simply correct errors but they also modify, organize and maintain

the discourses as Rabab'ah (2013) constituted as common features of language repair.

Opportunity Space

The following data in tabular form shows the position where repair was categorized or initiated by the ESL teachers in their videotaped classes from January to March in 2020.

Table 3

Opportunity Spaces per Grade Level

Self-Repair	ESL T1	ESL T2	ESL T3	ESL T4	Total
Positions					
T1	53	71	10	48	183
T1-2	0	0	0	0	0
T3	1	0	1	0	2

T1 (self-initiation of repair) is the dominant repair position or opportunity space among the teacher-participants. Language repairs were initiated within the same turn either before or immediately after the trouble source were produced. The ESL teachers (ESL T1-T4) immediately signposted repair whether through lexical, non-lexical or combination of the two. The teachers employed sound

stretches, prosodic cues, hesitant markers, and facial nuances in the repair sequences as prompts to impending repair operations in addressing the self-identified problems or troubles in their own talk. The result was in consonance to what Schegloff (2007; 2010; 2013) asserted in his multiple studies that self-repair is usually trajected in the T1 position in the repair sequence.

Repair Operations

This part shows how the research participants performed different repair operations when engaging in self-repair. The data are grouped according to the list of repair operations or repair proper by Schegloff (2013). These are Replacing, Inserting, Deleting, Searching, Parenthesizing, Aborting, Sequence Jumping, Recycling, Reformatting and Re-ordering. These are employed to repair the identified trouble-source in the single turn-constructive unit or ongoing turn.

The researcher enlisted some utterances that depict repair operations that were deployed by all the ESL teachers in addressing, dealing and solving self-identified problems in their own talk per grade level.

Replacing.

In this repair operation, the repairer substituted wholly or partially an element in the ongoing turn with a different element without affecting the sense of the original utterance. This was employed for nine times by the grades 7, 8 and 9 ESL teachers in their classes. In extract 1, ESL T1 replaced the word “pay” with “salary”. With this replacement, the meaning was not compromised since the two words are semantically analogous.

Extract 1

Teacher: construction sites to work for the government
without pay?(.) without >without< salary?

The ESL T2 in extract 2 and extract 3 also did the same procedure in her ESL classes. She employed it in giving instructions. In extract 2, the teacher instructed the class to wiggle their body if the sentence that she provided should have an “exclamation mark”. Yet, she first mentioned “exclamation point” which she later substituted with the right term.

Extract 2

Teacher: >wiggle your< BODY?(.) fo::rɪ(.) exclamatio::n
poi::nt?(.) u::hm exclamation MA::RK?(.)

In extract 3, the teacher replaced “your members” with “your groupmates”. The words that were substituted were perceived by the teacher as a potential source of trouble since the word “members” refers to the subordinates of the leader. Thus, it may have appeared that she was only talking to the leaders of the different groups. The teacher employed “Replacement” to address any possible misunderstanding in the instruction that she gave.

Extract 3

Teacher:>you can discu::ss< I::T to you::r↓(.)
membe::rs?(>your groupma::tes↓(<(>

Students: Yes (.) Ma'am↓

Meanwhile, this repair operation was also done by the ESL T3 for lexical refinement. In this ESL class, the teacher was discussing the different Types of Paragraph. In Extract 4, the paragraph that the teacher was referring to was a descriptive paragraph. The paragraph contained different terms in reference to five human senses. Hence, these served as a clue that the paragraph was under “Description”.

Extract 4

Teacher: why? number two::↓(>

Student: doctor treating the patients?

Teacher: it's BECAU::SE of the wo::rds↓ (.)or the
te::rms::

Inserting.

The research participants addressed problems in their talk through this repair operation for six times. They added another element/s in the turn for students' better acknowledgment or understanding. The teachers stopped and repeated some elements in the turn before they inserted additional elements. These were observed from all the grade-level teachers.

Extract 1 which came from ESL T1 showed how she halted the talk, repeated the word "action" and inserted the word "habitual" as her way of repairing this turn. The teacher was discussing some Subject-Verb Agreement (SVA) rules in this class episode. She wanted to point out that the given example depicted an habitual action.

Extract 1

Teacher: how often they go to:: school↓(.)

Students: everyday

Teacher: it expre::sses?(.) a::n action(.)
habitua::l?(.) action(.)

In Extract 2, the interlocutor inserted an additional element to clarify that what they had was only a picture of a baby and not a real one. The repair operation was used by the ESL teacher to clarify what she said that could have demerited a different interpretation. The teacher repaired a slip of the tongue mistake that was influenced by the student.

Extract 2

Teacher: Ye::s?((points at student))

Student: baby(.)

Teacher: we ha::ve a baby (.) a *picture* of baby (.)

The ESL Teacher 3 in extract 3 inserted other elements in the turn in order to shed light on what could have been a vague statement if not repaired. The teacher elucidated her talk by inserting “of the paragraph” after she repeated the Wh-question “Which”. This made clear that “the one” she was referring to was a paragraph that expressed storytelling.

Extract 3

Teacher: let U::S defi::ne narration a::h?(.) a
narratio::n? I::S STORY:: TE::LLI::NG?(.) so WHI::CH

O::NE? >which of the< paragra::phs? the::re expresse::s↓
storyte::lling↓(.)

ESL T4 did the same thing in her utterance as shown in Extract 4. The teacher added the elements “is an” to the definition of campaign to make the turn syntactically complete and correct. She did it after she disrupted her own talk and repeated the word “organized” before proceeding to the rest of the utterance.

Extract 4: so FI::RST?(.) let's defi::ne the wo::rd(.)
campai::gn↓(.)so according to the dictionary an
organi::zed? is an organi::zed? cou::rse of actio::n↓
to achie::ve a >particular< goa::l?(.)

The teachers repaired their own talk using “Inserting” to supply additional elements to make their talk clearer, complete and more understandable.

Deleting.

This repair operation was not employed by any grade-level ESL teacher in their video recorded classes. From the interceding validation conducted by the researcher and the other two intercoders, no teachers

deleted an element in their talk that they thought to be unimportant in delivering their intended message. This operation which Emrani and Hooshmand (2019) named as one of the most utilized repair mechanisms in EFL classes alongside Replacing, Inserting and Aborting. These repair operations which were seldomly used by ESL T1-T4 were prevalent among EFL speakers. Zeng (2019) emphasized that interlocutors employing self-repair confront interactive and communicative contextual problems and not only speech production problems.

Searching.

The researcher identified 109 instances of repair procedure that involved this repair operation. The ESL teachers of the Junior High School levels prompted to repair their problematic turns by looking for elements that could complete their utterances.

The researcher selected four extracts per grade level to demonstrate the employment of “Searching” in the ESL classes. In extract 1, ESL T1 struggled to produce the name of Dr. Jose Rizal’s first love. She said:

Extract 1

Teacher: did you kno::w tha::t his first lo::ve↓(.) it
wa::s(.) it wa::s (*Segunda Katigba::k*)

In Extract 2, the teacher had a problem recalling the name of the student that she wanted to call for class recitation. In this repair sequence, the repair was initiated through the “hesitant marker” before it was repaired.

Extract 2

Teacher: Anyone?(.) yes? u::hm?(.) Gene::sis↓(.) can
you ci::te one?(.)

However, in Extract 3, the teacher searched for words that would complete her utterance. Like in the previous extract, ESL T1 also used a hesitant marker as a cue for language repair.

Extract 3

Teacher: oka::y so::(.) even thou::gh↓(.) Spanish
occupation in the? Philippines?(.) brought u::s many?(.)
u::hm(.) progress a::nd developme::nt when it co::mes
to::(.) educatio::n↓(.) a::nd↓

On contrary, “Searching” in Extract 4 was initiated through a prosodic cue, a rising intonation, as the teacher’s way to operationalize repair. In this instance, the teacher had to scamper for the phrase “on the board” just to complete this turn.

Extract 4

Teacher: I want you to::?(.) identify:: the incorre::ct(.) verb form of the ve::rb?(.) and write it on the?(.) on the? *on the board*↓(.)

In the Grade level assigned to ESL T2, the teacher also employed “Searching” to look for a specific name. The teacher’s struggle to recall this term led to communication breakdown.

Extract 5

Teacher: Hanuma::n (helped↓) uhm- Ra a::h(.) Rama::↓ in hi::s? (>adventure<) ((clicks on laptop))

However, in extract 6, the teacher had trouble evoking a content word. The hesitant marker, the teacher’s initiation strategy, paved a way for the teacher to supply the missing word. She was able to buy time to produce what she wanted to say.

Extract 6

Teacher: he:: u::hm(.)abducte::d(.) Sita::(.)

In extract 7, the teacher showed that she was looking or searching for words by saying words in a louder than normal manner. In this example, the teacher searched for the other elements in the turn.

Extract 7

Teacher: RAMA:: is the O::NE(.) WHO::?(.) >Rama is the one< who wo::n(.) I::N?(.) tha::t(.) conte::st↓(.)

The last example for this grade level demonstrated how the teacher repaired the turn when she was at loss for an exact name that would complete the utterance.

Extract 8

Teacher: who are the wives O::F u::h who are the wives O::F(.) *King Dasaratha::?(.)*

In grade 9 classes, the teacher used this repair operation for five times. In the first example, the teacher had to disrupt the turn to think of the group who would be presenting next. Like in the previous examples, the hesitant marker also prompted the repair.

Extract 7

Teacher: everyone liste::n< to group u::h(.) *group fou::r*↓

In this another example, the ESL T3 had trouble saying the topics that she intended to differentiate. In Extract 8, “figures of speech” which was one of the topics that the teacher searched for or looked for, was uttered in a rapid manner compared to other elements in the same turn.

Extract 8

Teacher: let us defi::ne?(.) a::h?(.) >*figures of spee::ch*< and *literary device::s*↓

Meanwhile, in the ESL classes of T4, the researcher and the intercoders spotted “Searching” for 33 times. In extract 9, the teacher had to search for the right word in order to complete her message which was a sort of advice.

Extract 9

Teacher: if eve::r↓ you're going to campai::gn for uhmm::↓(.) fo::r a positio::n↓ in the governme::nt(.) don't do it early

In the next example, ESL T4 was observed using Filipino language as her way of signposting repair. She said “*ano ng aba to*” as an indication that the teacher was searching or looking for a definite element in the turn.

Extract 10

Teacher: ye::s?(.) group↓(.) >ano nga ba ito↓<(.) >group
two?<(.)

On the other hand, in the four examples below, ESL T4 used her vernacular in completing the subsequent utterances.

Extract 11

Teacher: ...about your oppone::nts↓ or you::r?(.) what do
you call this?(.) your kalaba::n sa po-politi::cs(.

In extract 11, the teacher searched for an alternative word for “opponent” in which she used the Filipino translation “*kalaban sa politics*”. In addition, the teacher also said “what do you call this” in the same turn to manifest trouble in producing the needed element in the turn.

Then, in extract 12 and extract 13, ESL T4 mixed her first and second language. Although the repair sequences were repaired using the target language. In extract 12, the teacher started the utterance in Filipino then proceeded with her L2 until the turn was disrupted. The teacher was able to repair the turn by providing the needed elements. This was also observed in extract 13; however, the teacher began the turn in L1 but employed repair operation in L2.

Extract 12

Teacher: si Guy de Mapuassa::nt↓(.) siya ung one
O::F?(.) the::?(.) u::h(.) popular write::r↓(.) or
famous write::r↓

Extract 13

Teacher: gagamit ka ba:: ng technical te::rms?(.) as a
docto::r?(.)

Students: No↑

Teacher. Yes↑ hindi nila maiintdiha::n(.) just to::?(.)
just to bra::g? that you a::re? (.) intellige::nt
perso::n?(.)

Lastly, in extract 14, the teacher also observed code mixing but she initiated repair using her vernacular. Nonetheless, the teacher repaired through “Searching” using the expected medium of instruction.

Extract 14

Teacher: you want to campai::gn for a party li::st a::nd
you do not wa::nt to::↓ suppo::rt(.) same sex
marria::ge↓(.) kasi may audie::nce ka pa na >marami sa
kanila< u::h pa::rt ng?(.) LGBTQ <community>

Extracts 1 to 14 mirrored some instances on how ESL teachers employed this repair operation in their classes.

The 109 instances that ESL T1-T4 utilized this repair operation resonates the study of Lee (2014) on self-completed repair among ESL speakers that this repair trajectory is indicative of the mother-tongue and common cultural knowledge of the speakers. Furthermore, Yang (2011) underpinned that speakers who self-repaired their own talk dealt with self-inflicted interferences to facilitate the discourses better.

The extracts in this repair operation were mostly presented in single-line utterances since the research participants searched for the missing elements while the talks were in progress. The foregone extracts were embedded from the discourses of the teachers.

Aborting.

In this repair operation, the participants carried out the message in a different manner by abandoning the turn that they started to begin a new one. This was employed only by ESL T4. In extract 1, the teacher abandoned the phrase “men and” before she proceeded with “for male and female” to complete the turn. Normally, the words “men” and “women” are

paired words but the teacher decided to abandon them by using a different pair of words.

Extract 1

Teacher: for example↓(.) you a::re? an actre::ss who
want to advoca::te a::h the:: equa::l(.) fai::th or fate
fo::r me::n a::nd↓(.) *for ma::le and fema::le.*

Sequence Jumping.

ESL T1 and ESL T3 employed this repair operation once in their ESL classes. They shifted uninterruptedly to something unrelated to their ongoing talk. As analyzed by the researcher and the other two intercoders, the participants turned into a totally different turn after they modified the previous one. In the example below, the teacher after initiated a wh-question resorted to giving out clues. ESL T1 initially aborted the beginning of the turn before shifting to something that was unrelated to the abandoned turn.

Extract 1

Teacher: where's the?(.) *it begins with wha::t?(.)*
eithe::r? and joi::ns?(.) wi::th↓(.)

However, in extract 2, the ESL T3 was about to proceed to another Figurative Language but decided to shift back to the previous topic at hand. Instead, she asked the students to identify which samples demonstrated “Anaphora”. The teacher jumped from another topic in the same ongoing turn.

Extract 2

Teacher: oka::y ne::xt↓(.) ah wait. can you SPO::T?(.)
the perfect example:: of Anaphora?(.)

Student: In every and c::ry (.)

Recycling.

This repair operation was deployed for 32 times by the Secondary English teachers where they repeated some items or elements in their talk after the repairables were initiated. Out of this number, ESL T1 used it for 22 times. In the first extract, the teacher repeated the same word before she initiated repair and after she employed this repair operation.

Extract 1

Teacher: did you kno::w tha::t this painti::ng wa::s?(.)
used?(.) by Juan Luna:: to talk something abou::t? (.)
abou::t↓ (.) the↓ (.) Spain?(.)

In extract 2, after the teacher halted the turn as her way to initiate repair, she continued by repeating items before she stopped while adding the missing elements to complete it. In this example, the phrase “some Filipino women” were repeated in the same turn.

Extract 2

Teacher: I'll be showing you pictures o::f some↓ (.)
Filipino wome::n(.) >some Filipino women that we have<
in the pa::st↓ (.)

On the other hand, in extract 3, the teacher had repaired this long utterance twice using the same repair operation. In the first repair procedure, the teacher repeated the words “you must” in the beginning of the turn. Then, she repeated the “about” immediately after she continued her talk. This operation was employed twice immediately after they produced the problematic item or element in the turn.

Extract 3

Teacher: you must-you must kno::w a lo::t about-about these people?(.) because the::se people? are the reason behi::nd ou::r? liberty::?(.)

In extract 4, ESL T2 employed this repair operation by repeating the first four words of the question

Extract 4

Teacher: for example::(.) your girlfrie::nd? ::(.) your girlfriend hurt you:: ((name of the student)) (.) >are you going to get reve::nge to::<(.) your girlfrie::nd?(.)

Student: No, Ma'am↓

The way the ESL T4 used this repair operation resonates how the other teachers employed this in reinforcing the repair solution to their self-identified problematic turns. She repeated the phrase “you must be able to show” twice in the same turn.

Extract 5

Teacher: >you must be able to sho::w↓<(.) >you must be able to show me your dra::ft↓<(.)

Student: when p::o?(.)

Re-formatting

The research participants used this repair operation in modifying the grammatical format of their talk. This was employed for 45 times by all the ESL-teacher participants in addressing their own grammatical errors or mistakes.

In extract 1, ESL T1 corrected herself grammatically by replacing the word “mistake” with “mistaken”. She repaired the verb which was originally in present tense by using the past participle of the verb since it was preceded by an auxiliary verb. The repair was triggered by the student’s response when asked about a former Philippine president who was a son of another past president in the country.

Extract 1

Teacher: His mother is Corazon Aquino↑ (.)

Student: Ninoy Aquino

Teacher: >you must probably< ha::ve mistake:: have
mistaken (the wrong perso::n?) (.)

Student: ((stared blank))

Teacher: Ninoy Aquino never be::came a president(.) It was :: Noynoy Aquino(.)

The same procedure was done by the teacher in Extract 2 when she rectified the degree of adjective in her talk.

Extract 2

Teacher: can you describe? the kind of life that the (earliest)(.) >that the< ea::rly Filipinos had during this time?(.) how did the Spaniards treat(.) the Filipinos(.)

Student 1: simple↓

In this instance, ESL T1 repaired her talk by using the correct modal after a repair was initiated.

Extract 3

Teacher: therefo::re?(.) they would they will ta::ke?(.) a singula::r fo::rm of ve::rb?(.)

Meanwhile, ESL T2 who used this repair operation for 20 times, repaired her error on the Subject-Verb Agreement. In the beginning of the

turn, the produced items were grammatically correct but the teacher realized that Sumitra has more than one son so she changed the turn by replacing the *be verb* “are” but she failed to transform the verb “son” in its plural form. For the third try, she repeated the phrase “the sons of Sumitra”. This same phrase was repeated again in the ending part of the turn.

Extract 4

Teacher: who i::s< the so::n O::F(.) who are the SO::N
O::F Sumitra::↓(.) the sons O::F Sumitra::↓(.)>the sons
of<(.) the SONS o::f Sumitra?(.)

She repaired another problematic turn in her ESL as shown in Extract 5 when she self-corrected the misused pronoun.

Extract 5

Teacher: HIS a::h(.) HER brothe::r Rava::?(.)

In this example, “Re-formatting” was used in addressing the Subject-Verb Agreement (SVA) mishap.

Extract 6

Teacher: HERE I::S(.) >or here a::re<(.) the
mechani::cs?(.)

In view of this, she once again repaired another problematic turn concerning an S-V-A rule on another instance.

Extract 7

Teacher: it convince U::S convinces us to DO::
somethi::ng↓(.) ((clicks on laptop)

Lastly, ESL T4 employed “Reformatting” in correcting her error on the use of relative pronoun “what”. She changed it to “who” since she was asking people to recite.

Extract 8

Teacher: what e::lse who e::lse?(.) ye::s Ms. ((name of
the student?))

Student: ((mentioned named of local politician who ran
for mayoral position))

The foregone extracts were mostly in single-line utterances since the repair procedures were undeterred and done without the intervention of the students. These were mostly grammatical mistakes that were embedded in the teachers’ talk. These were immediately addressed after the repaired items were produced.

Parenthesizing.

ESL Teachers 1 and 2 used this repair operation for five times combined. They appended something in the turn which was in progress that contained a clause that was comprehensible on its own or termed as the “clausal turn”. In Extract 1, the teacher supplemented the beginning of the turn by expounding this through an example. Initially, ESL T1 was discussing the ability to speak more languages before appending that Dr. Jose Rizal exemplified that ability.

Extract 1

Teacher: one?(.) >has the ability< to:: speak? more
tha::n(.) two or three languages↓(.)

Student: Jose Riza::l?

Teacher: alright?:: Jose Riza::l is a multi
lingua::l?(.)

In Extract 2, ESL T2 clarified her utterance by telling the class that they would finalize the topic or lesson by watching a video.

Extract 2

Teacher: let's wrap up< our lesso::ns↓>let's wrap up our
topic for< toda::y? >by watchi::ng a video::?<

Re-ordering.

This repair operation was used by ESL T2 and ESL T4 once in their video recorded classes by arranging re-ordering some elements in the turn. ESL T4 in this example interchanged some words after the repair was initiated. In Extract 1, the teacher repositioned some words when she continued to finish her talk.

Extract 1

Teacher: BEFO::RE? you deliver your spee::ch? you
deliver fi::rst(.) you first deliver you::r speech to
someo::ne↓(.)

Table 4*The Employed Repair Operations of the Participants*

Repair Operations	Grade 7	Grade 8	Grade 9	Grade 10	Total
Replacing	4	4	2	0	10
Inserting	2	1	1	2	6
Deleting	0	0	0	0	0
Searching	31	34	4	33	102
Parenthesizing	3	2	0	0	5
Aborting	0	0	0	2	2
Sequence Jumping	1	0	1	0	2
Recycling	22	5	0	6	33
Reformatting	13	20	4	8	45
Re-ordering	0	1	0	0	1
					206

Table 5 shows the repair operations used by the research participants in addressing problems or troubles in their own discourses. The data pinpoint that Recycling, Inserting and Searching are the top three most used repair operations among the ESL teachers from the two research settings. The total number of employed repair operations mirrored the notion of Sato and Takatsuka (2016) that

self-repair is significant since it gives the speakers the opportunity to fix their own errors or mistakes.

The 206 self-repair occurrences in the study concurred to the scholastic study of Van Lier (1998) that second language users of the English language are not yet proficient. Thus, in his words, “there are more problems needing repair in second language classrooms”. The thrust of Nozari’s (2016) study further ascertained this postulation as she, a medical doctor and language professor, asserted that the proportion of repair increases as the error rate.

ESL T1, T2 and T3 singularly employed “Searching” more times than all the other repair operations. In “Searching”, the teachers in their video recorded classes showed interactional distress or interruptions that indicated that they were looking for elements that would complete their utterances such as words, specific names of place and people, and specific terminologies related to the lessons at hand. Among the Secondary English teachers, ESL T1 used this repair operation for 34 times as her self-righting mechanism which was the highest. This was closely followed by ESL T2 who employed this repair operation four occurrences lower than the Grade 7 teacher in three video recorded classes which were mostly teacher-centered. ESL T3 and ESL T4 came next, respectively. On the contrary, these sets of teachers from Setting 2 were less teacher-centered in their video recorded ESL classes. All their classes were activity laden; hence, their talk was only minimal since the students were busy performing individual and group tasks

in the greater part of the classes. The data explicitly shows that “Searching” is the most used self-repair operation which is contrary to other studies on self-repair strategies locally and internationally. On the other hand, most studies with ESL participants with different theoretical underpinnings concluded that “Recycling” was more prevalent than other repair operations in their pursuit in addressing self-identified problems in their own talk as concluded in the studies of Ardini (2015), Emrani and Hooshmand, Estaji and Rajabi (2019), and, Mozaffari and Allami (2017). However, Quan and Weisser (2015) cited Recycling and Replacing as the two most utilized repair varieties. The researcher observed that ESL studies with regard to language repair, specifically on self-repair, have varying findings as to the ascendancy of one repair operation over the other. The studies pointed out that the employment of repair by the ESL interlocutors are mother-tongue dependent (Lee, 2014) which focused on interactional problems (Zeng, 2019) paving a way for the speaker to confront the source of the problem (Sato and Takatsuka, 2016). Lee (2014) underscored that speakers used the self-repair mechanism for instances that corrections were not necessitated. He further asserted that the utilization of self-repair was heavily dependent on the purposes these were deemed to serve in particular discourse occurrences. Lee (2014) even stressed that the employment of this type of language repair is greatly affected by the mother-tongue and culture of the participants from Asia. The numerous employments of “Searching” by ESL T1-T4 as their most prevalent repair operation

reflects their cognition and personality based on the study of Zuniga and Simard (2019) and their instructional foci based on the study of Seong (2014).

After “Searching”, the next most used repair operation is “Reformatting” where participants used this for 45 times. Each grade level English teacher ascertained this repair operation by modifying the grammatical format of the repairable in the turns. They did it by changing the tense and aspect of the verb and modifying the problematic structure with, but is not limited to, the correct pronoun, article, demonstrative pronoun, modal, and subject-verb agreement. Among the four participants, ESL T2 had the most number of employment in repairing grammatical related errors or mistakes. Third in the list of most used repair operations by the research participants is “Recycling”. The data underscored that the Junior High School English teachers repaired the repairable by repeating letters, words, phrases or clauses in the TCU from the previous turn. They employed this repair operation after the repair was initiated. The teachers recycled some items after they had cut-off some elements in the turn, used fillers and employed prosodic features like rising and falling intonation, change in pitch, lengthened syllables, and intra-turn pauses. ESL T1 dominantly used this repair operation as her self-righting mechanism where she recycled items in her talk for 22 times in her three videotaped classes which were mostly teacher-centered. ESL T4 followed next when she used “Recycling” for 6 times in the two class video recorded class observations for almost an hour each. The Grade 8 teacher utilized

this repair operation once only in her three class observations while ESL T3 had no recorded usage of this repair operation. Meanwhile, following the three aforementioned repair operations is “Replacing” which was done by substituting wholly or partially the element in the ongoing TCU with another word or phrase. The teachers replaced the deemed trouble-source for 10 times in the entire data collection phase.

In fifth place is “Inserting” which was employed by all the research participants across all the grade levels for six times. The participants inserted additional elements that were not present in the turn before they initiated repair. These elements or items in their utterances completed, enhanced and substantiated their talk. Next to it is “Parenthesizing” in which ESL T1 and ESL T2 used in dealing with the troubled or problematic turn in their classes. They used it for five times where they provided additional clauses in the turn to further put across their intended messages. The appended clauses were added uninterruptedly in their utterances in order to supplement their talk with additional explanation or examples. For the seventh and eighth rank, respectively, are “Aborting” and “Sequence Jumping”. In “Aborting,” the research participants repaired the repairables by abandoning the problematic TCU for two times where they carried out the troubled element in a different way or manner. Also employed for two times, ES T1 and ESL T3 addressed the source of the problem by utilizing “Sequence Jumping. They changed the landscape of the talk in progress by

shifting uninterruptedly to something that was not related to their ongoing talks. The speakers aborted the previous turn by initiating another turn in a new sequence. “Re-ordering” was solely used once by ESL T2 in repairing a repairable in her ESL class. The teacher dealt with a particular problem on speaking, hearing and understanding by arranging the elements in the ongoing turn. She re-ordered the elements in the turn in self-correcting the problem source that she herself identified and initiated. However, “Deleting” was not employed by any of the participant in their videotaped classes. No one removed one or more elements turn thought as unimportant in delivering the target message to the students.

Instances of Repair

The second research objective aimed to describe the instances of repair as employed by the research participants in the repaired segments of their institutional talk. These practices are categorized depending on the instances that these were deployed to deal with the self-identified problems or troubles in speaking, hearing and understanding.

The “Maintain Intersubjectivity” of Sidnell (2010) encompassed instances that the teacher-participants accomplished, sustained and defended mutual understanding in their talk to keep the talk going while “Modification/ Error Correction” of C. Goodwin in 1981 covered instances where the repairers

objectively remedied the implied errors by reformulating or modifying prior talk. Meanwhile, “Requesting for Recipient’s Gaze” also from Goodwin pertained to instances where the research participants repaired the repairable to get the attention of the audience through their gaze while “Alluding to something left unsaid” pointed on instances where the teachers added or inserted items or elements in the turn that were not previously produced to negotiate the meaning of the utterance. On the other hand, “Preventing Misunderstanding” talked about instances where the interlocutors revised the implied self-declared trouble source which were not “real” mistakes at all.

The researcher noted that ESL T3 and ESL T4 repaired problems in their own talk by employing code mixing and/or code switching in some repair sequences. These instances were categorized under “Maintain Intersubjectivity”. This phenomenon was not observed in the classes of ESL T1 and ESL T2 where the teachers stuck to the English language as the sole medium of instruction and communication.

Maintaining Intersubjectivity.

The researcher found out the Secondary English teachers deployed self-initiated self-repair (self-repair) in their ESL classes to accomplish, to sustain and to defend mutual understanding in order to keep their talk going on in the midst of communicative adversaries.

The following chunks of teachers' talk show how the participants employed self-repair practices to maintain intersubjectivity in their classes.

In this first example, ESL T1 employed repair in order to involve the students as her co-participants in rebuilding the communication breakdown. The teacher initiated a repair through a prosodic feature and repeated a word as a repair operation to elicit responses from the students. She employed repair to sustain her talk in the hope that students would supply the missing word while she was searching for it interpersonally. In the end, the teacher was able to complete the turn on her own without the intervention of the students.; hence, the talk was sustained in a manner that was cognitively beneficial to her and her ESL students.

Extract 1

Teacher: did you kno::w tha::t this painti::ng wa::s?(.)
used?(.) by Juan Luna:: to talk something abou::t? (.)
abou::t↓ (.) the↓ (.) Spain?(.)

Student: What Ma::am↓ (.)

Teacher: Spoliarium

In the next example, the teacher employed repair in the aspiration to deliver a clear and definitive message to the students. The teacher repaired the disrupted turn by completing the instruction. After several attempts, she was able to tell the class where they would put their answers.

Extract 2

Teacher: I want you to::?(.) identify:: the
incorre::ct(.) verb form of the ve::rb?(.) and write it
on the?(.) on the? on the board↓(.)

((The students performed the task as instructed))

The same teacher repaired the self-identified problem in her talk to defend mutual understanding. On the onset, she used the proper noun “Tandang Sora” before she replaced it with “Melchora Aquino” which according to the teacher is more familiar with her ESL students. The teacher repaired one element in the turn not because she made an error or mistake but because she wanted to make it more understandable to the students. As a result, one student was able to provide information about Melchora Aquino.

Extract 3

Teacher: she is she I::S?(.) Tandang Sora::?(.) or
Melchora::?(.) Aquino::↓(.) what do you know about:
Melchora Aquino::?(.)

Student: she assisted wounded soldiers

The teacher in Extract 4 sought active student participation. She repaired the talk by employing “Recycling” to highlight a specific element in the turn which was “Polo System”. She had repeated this to ensure that students would really grasp the target message. In this case, she repaired her own talk for accentuation and emphasis.

Extract 4

Teacher: >do you remember< Polo System?(.) do you
remember Polo System?(.) have you heard of this in your
AP class(.)

Student 1: Yes↑ with Sir ((name of the teacher))last
year (.)

Student 2: trading of goods↑

Meanwhile, in the classes of ESL T2, she also repaired her own utterances to achieve communal understanding. In this extract, the teacher

fixed her talk by clarifying her message to avoid misrepresentation. She cleared that what she was talking about was the story of Ramayana.

Extract 5

Teacher: so Rama:: <or the story o::f> RAMAYANA::?(.)
u::hm(.) tells U::S?(.) >the the rei::ncarnation
O::F?(.) Vishnu:: in the person O::F? Rama::↓(.)

Student: Rama and Vishnu are o::ne↓

In Extract 6, the teacher defended mutual understanding by making the question more understandable. She did not finish her initial utterance but rather proceeded with a more comprehensible one after initiating repair. The teacher repaired her talk when she had thought of a better way to structure her question in mind.

Extract 6

Teacher: oka::y↓(.) so who do you THI::NK(.) the story
will u::hm(.) (>whose life from the story
invo::lved<)(.) Students: Rava::n(.)

The example in extract 7 showed one of the many instances where the ESL T2 sustained her talk by repeating some elements in her talk once she got lost for words. In this case, she employed “Recycling” in her attempt

to involve students but ended up with a disrupted turn since she forgot “King Dasaratha”. She had to initiate repair through “Framing” in order to have more time thinking of the word that would complete the question.

Extract 7

Teacher: who are the wives O::F u::h who are the wives
O::F(.) King Dasaratha::?(.) ((called a student))

Student: Kausalya, Kaikeyi and Sumitra

On the other hand, the teacher despite the cut-off continued her talk in order to maintain intersubjectivity. This was exemplified in extract 8.

Extract 8

Teacher: wh-wha::t? i::s the subje::ct↓(.) YE::S
((points on student))

Student1: Andres Bonifacio po(.)

Teacher: Yes↑ Who else::(.)

Student 2: Gabriella Silang↓

ESL T3 was no different to the first two research participants when their repair procedures were aimed toward a definitive classroom instruction. This was shown in extract 9 and extract 10. The teachers amidst

the repair process were able to solicit the expected responses from the students whether in words or in actions.

Extract 9

Teacher: COPY?(.) COPY the human bingo:: ca::rd(.)

((The class followed the instruction))

In this instance, the teacher used “Recycling” for her to reinforce what she wanted the class to accomplish. She highlighted that the class was only required to copy the human BINGO card. Yet, in extract 10 the teacher utilized “Sequence Jumping” to revert back on the point that she desired to better point out.

Extract 10

Teacher: oka::y ne::xt↓(.) ah wait. can you SPO::T?(.)
the perfect example:: of Anaphora?(.)

Student: In every and c::ry (.)

Noticeably however that the teacher code mixed and code switched in order achieve intersubjectivity in her class. She repaired her own talk by mixing her native language to the target language to make her utterances more intelligible so the students could respond in return. In extract 11, the teacher initiated and repaired the utterance in English but continued on with

her vernacular. In this example, the teacher confusingly used the word “plot” until she was able to search the word that she really wanted to use which was “determine”. When the teacher thought of it finally, she proceeded on explaining the turn in Filipino.

Extract 11

Teacher: LET U::S?(.) PLO::T?(.) the EA::CH↓(.) let us
PLO::T(.) or let US(.) determi::ne?(.) kung sino kaya
ang ma::y?(.) pinakamaraming na::mes↓ (na nakasulat sa
human Bingo card)

Students: ((the class in chorus shouted a name))

On the contrary, extract 12 was the opposite of extract 11. In this example, the repair was categorized and operationalized using the teacher’s mother tongue but the substantiation was typified using her second language. The teacher started using the English language after she had initiated repair through “Prosodic Feature” and employed repair through “Searching”.

Extract 12

Teacher: anong te::rm(.) yung nagsasabi diya::n ng::?(.)
or:: wha::t te::rm?(.) convince::s U::S?

Student: doctor treating the patients? (.)

ESL T4 like ESL T3 also did code mixing and code switching in the same turn where repair was initiated and operationalized as part of the repair procedure. In fact, among the four participants, she used other language aside from English in her repair operations. In Extract 13, the teacher switched from her L1 to L2 in “Searching” for the missing element in the turn. The teacher repaired this utterance so the right group could present their output and thus the classroom flow would continue as planned.

Extract 13

Teacher: ye::s?(.) group↓(.) >ano nga ba to↓<(.) >group two?<(.)

((The group that was called responded to the teacher’s heed))

In total, the teacher used English and Filipino to maintain intersubjectivity for 11 times in the two observed videotaped classes. The examples in extract 14 and 15 resonated the point that the fourth participant as ESL teacher used Filipino language in the repair sequence when “Searching” for the items or elements that would complete, supplement and expound the turn.

Extract 14

Teacher: gagamit ka ba:: ng technical te::rms?(.) as a
docto::r?(.)

Students: No↑

Teacher. Yes↑ hindi nila maiintdiha::n(.) just to::?(.)
just to bra::g? that you a::re? (.) intellige::nt
perso::n?(.)

In this example, the teacher ensured that the question would be understood by the students so they could answer back. She repaired it by “Searching” which she eventually resolved. Extract 15 exemplified the same thought when they used her vernacular to deliver a message that students could react or relate with. In this context upon the review of the video recording, the students responded verbally and non-verbally. Thus, the repair solution was accomplished.

Extract 15

Teacher: you want to campai::gn for a party li::st a::nd
you do not wa::nt to::↓ suppo::rt(.) same sex
marria::ge↓(.) kasi may audie::nce ka pa na >marami sa
kanila< u::h pa::rt ng?(.) LGBTQ <community>

The researcher observed that “Searching”, “Sequence Jumping” and “Recycling” are linked to this instance of repair. The Secondary English teachers repaired the problematic or troubled utterances using these repair operations to produce explicit, clearer, and more comprehensible talk to espouse better student-teacher interaction.

This repair instance which was used 118 times by ESL T1-T4 is linked to the study of Rabab'ah (2013) where the researcher attributed language repair in maintaining conversation. In addition, the 118 repair sequences showed that self-repair is employable to any talk with or without errors/ mistakes (Schegloff, Jefferson, and Sacks, 1977). The employment of repair by the four research participants were geared on Sidnell (2010). Goodwin (1981) termed this instance of repair as “improve understanding” which was essentially anchored on promoting comprehension in order to make the interlocution progressive.

Correcting Error.

This instance covered self-repair practices of the teacher-participants where they as the initiators and repairers objectively remedied the troubled turns by rectifying or modifying the problematic elements or items in the repair sequence.

The first example from ESL T1 showed how she corrected her use of verb in the turn where she modified the word “mistake” with “mistaken”.

Extract 1

Teacher: you must probably< ha::ve mistake:: have
mistaken (the wrong perso::n?) (.)

Analogous to the previous example, the same teacher remedied her self-conceived grammatical error by correcting the tense of the verb in her utterance. In this case, she changed “joins” with its past form equivalent.

Extract 2

Teacher: it is joins wi::th?(.) it is joined with?(.)
the nearest subject to the ve::rb?(.)

On the other hand, in Extract 3, the teacher rectified herself by changing the degree of adjective in her utterance where she replaced the “earliest” with “early.

Extract 3

Teacher: can you describe? the kind of life that the
(earliest)(.) >that the< ea::rly Filipinos had during
this time?(.) how did the Spaniards treat(.) the
Filipinos(.

Student 1: simple

Aside from verbs and adjectives, the teacher also used language repair to fix her use of pronouns in her talk as exemplified in Extract 4.

Extract 4

Teacher: Josephi::ne Bracke::n↓(.) who his- whom he
ma::rried?(.) was an America::n(.) <alright>((clicks on
remote))

In this instance, the wrong use of the article was addressed by the teacher. She replaced the article “the” that was used prior to repair categorization and replaced it with “a” as a repair solution since the policy being pertained in the talk was not definite or specific.

Extract 5

Teacher: it was the?(.) it was a:: policy(.)enforced by
the::(.) Spaniards(.) (to Filipinos)(.)

More so, error on the use of adjectives was also corrected in the ESL class of T2. In this instance, the teacher employed repair to overhaul her use of the wrong degree of adjective. In this situation, the teacher was talking about the SVA rule about the use of “either-or” and “neither-nor”

where the noun closest to these correlative conjunctions would determine the number of the noun.

Extract 6

Teacher: wha::t? I::S? is the u::hm ↓(.) subje::ct?
tha::t? that is close::r↓ or close::st? to the
ve::rb↓(.)

Student: mangoes(.)

In extract 7 longer corrections were observed. ESL T2 restated the phrase “it says” with “it was said”.

Extract 7

Teacher: it says in u::hm(.) >it was said< a while
ago↓(.) that no O::NE can ki::ll(.) Rava::↓(.)

ESL T3 in extract 8, proved that grammatical errors whether simple or complex are prevalent in ESL classes.

Extract 8

Teacher: HERE I::S(.) >or here a::re<(.) the
mechani::cs?(.)

In this instance, the teacher initiated and applied repair in her talk after she had realized that she was referring to several mechanics of the Performance Task. Meanwhile, in extract 9, the teacher immediately changed “convince” with “convinces” which was signposted by a prosodic cue. The teacher right away used the singular form of the verb since she used a singular pronoun “it” in her talk.

Extract 9

Teacher: it convince U::S convinces us to DO::
somethi::ng↓(.) ((clicks on laptop)

Lastly, ESL T4 used self-repair in her classes in correcting errors only for three times. In this instance, the teacher repaired the word “organize” and added “s” to transform it into a singular verb.

Extract 10

Teacher: organi::ze?(.) organize::s↓(.) >and make
idea::s into:: logica::l seque::nce?<

It can be noted that language repair as a self-righting mechanism in ESL classes paved the way for the teachers to modify grammatical errors in their utterances. From the empirical data obtained in this study, the following grammatical structures were repaired: inconsistent and wrong use

of Subject Verb Agreement (SVA), pronoun, tense and aspect of the verb, degree of adjective, and articles. The teacher-participants in accumulation corrected errors using self-repair practices for 32 times using “Reformatting” and “Aborting” as the repair operations.

The repaired items were isolated since the extracts were embedded from longer utterances.

Preventing Misunderstanding.

These are the instances in the ESL video recorded classes of the participants where they revised elements or items in their talk that could potentially cause confusion, misrepresentation and misinterpretation. As Goodwin asserted, the teachers’ employment of repair practices was geared on polishing the utterances for communicative clarity.

In extract 1, the teacher employed “Replacing” where she substituted the name of the heroine being discussed with another name which is more familiar to the students. The teacher intentionally repaired the utterance to ensure that the students knew who was shown in the picture. The use of repair by ESL T1 addressed any possible misunderstanding even if it had not occurred yet. It was upon the teacher’s

own volition and discretion to use “Tandang Sora” as she thought that students could relate with it more than the self-perceived unfamiliar name.

Extract 1

Teacher: (>we will be::<) discussing about tha::t
late::r↓(.) >this photo< of Melchora Aquino::↓(.)
Melchora Aquino::? o::r?(.) Tandang Sora::↓(.)

ESL T1 employed the same repair operation in this instance where she replaced the word “pay” with its synonym. This was prompted by “Framing”. Moreover, the teacher used it for another four instances.

Extract 2

Teacher: construction sites to work for the government
without pay?(.) without >without< salary?

The use of “Replacing” was also eminent in the ESL classes of the Grade 8 teacher. In this extract, the teacher replaced “lessons” with “topic” on her own accord.

Extract 3

Teacher: let's wrap up< our lesso::ns↓>let's wrap up our
topic for< toda::y? >by watchi::ng a video::?<

Then, in this example ESL T2 employed “Inserting” in order to clear the message. She added additional elements after she repeated the word “three” in order to make the statement specific. The teacher wanted to instruct the class that there should be three members per group which was far from the message that they might have interpreted if she did not address the trouble source.

Extract 4

Teacher: I will group you into< three::?(.) <ah no>(.)
three::?(.) membe::rs↓ per group

This was further exemplified by another chunk of the teacher’s talk in her second video recorded class. The teacher added “a picture of “ after repeating the word “baby”. Originally, she only said “baby”. If the teacher failed to repair this sequence, the students might have thought that the teacher was referring to a real baby.

Extract 5

Teacher: Ye::s?((points at student))

Student: baby(.)

Teacher: we ha::ve a baby (.) a *picture* of baby (.)

Meanwhile, in Extract 4, ESL T2 switched from one language to another in initiating repair in order to illuminate the point that she wanted to drive at.

Extract 6

Teacher: The ve::rb should be:: in SINGULA::R? or
plura::l↓(.) A::H >teka teka::< plura::l fo::rm(.)

Indeed, the teacher repaired utterances that could potentially mislead the students. In this instance, ESL T3 singled out that what she was denoting was the terminologies in the example paragraph and not simply words.

Extract 7

Teacher: it's BECAU::SE of the wo::rds↓ or the
te::rms::(.)

Extract 8 conjugated the same point. ESL T3 rebooted the turn by replacing one term in the utterance with the right pair of words.

Extract 8

Teacher: fro::m?(.) the STA::RT? up TO::?(.) ((writes
on the board))(.) beginning(.) up to the e::nd?(.)

On the other hand, ESL T4 had the most number of repair employment in preventing misunderstanding in her ESL classes. In Extract 9, the teacher inserted something on the turn. She did it to complete the utterance and at the same time deliver the intended message.

Extract 9

Teacher: you did(.) you did no::t answer the
questio::n↓(.)

However, in this instance, the teacher patched-up the turn by changing the word “see” with “interpret”. She made sure that she would use the most suited word in the given context. This practice was widely used by all the participants in making sure that students would grasp what they wanted them to cognitively accumulate.

Extract 10

Teacher: that's how you see::(.) that's how you
interpre::t the story↓(.)

In the same manner, the teacher mended this talk in Extract 11 by replacing the time limit. The teacher realized that five minutes would not be enough for the student to perform the task; thus; she immediately repaired it.

Extract 11

Teacher: I'll give you:: five minu::tes↓(.) to o::r(.)
ten minu::tes oka::y?(.)

Student 1: Ok::ay Ma'am (.)

Lastly, ESL T4 utilized “Re-ordering” to ensure that no misunderstanding would be incurred in her class. She rearranged the items or elements to carry out a message that would be devoid of skepticism.

Extract 12

Teacher: BEFO::RE? you deliver your spee::ch? you
deliver fi::rst(.) you first deliver i::t to
someo::ne↓(.)

The teacher-participants repaired their own talk to prevent disorientation on the meaning-making of the learners. They employed repair to ensure that they would observe proper word diction, use level-appropriate words and deliver clear, and complete messages in their classroom discourses. Strikingly, the Secondary English teachers used “Replacing”, “Inserting” and “Re-ordering” in their aspiration to prevent any misunderstanding among the ESL students.

Requesting for Recipient's Gaze.

This pertained to instances where the research participants repaired the repairable to get the attention of the audience through their gaze. This was empirically observed thrice in the classes of ESL T2 and T4.

In the first example, ESL T2 initiated repair by repeating some elements in the utterance until she got the attention of the student. The intercoders rewatched the video of this class, it was noted that the teacher was already looking at the student before the repair was categorized. She succeeded in repairing this sequence since she made the student look at her and answered her question.

Extract 1

Teacher: for example::(.) your girlfrie::nd? ::(.) your
girlfriend hurt you:: ((Name of the student)) (.) >are
you going to get reve::nge to::< (.) your
girlfrie::nd? (.)

Student: No, Ma'am↓

In the same class of the ESL T2, the utterance was disrupted since the student did not immediately pay attention to the teacher. She had to initiate repair to request for the student's gaze. The student, however, did

not respond in words but shook his head as a response and acknowledgment to the question of the teacher.

Extract 2

Teacher: ((name of the student))↓(.) ((name of the student))↓ were you going to:: get a::h(.) reve::nge↓(.) to that perso::n?(.)

Student:((shook his head))

However, in extract 3, ESL T4 modified her ongoing talk to merit the attention of one student. She was seeking examples until she shifted the question into “Who else”. The repair was signposted through a prosodic feature.

Extract 3

Teacher: what e::lse who e::lse?(.) ye::s Ms. ((name of the student?))

Student: ((mentioned named of local politician who ran for mayoral position))

Alluding to something left unsaid.

These are the instances in the ESL classes of the participants where they appended some elements on the ongoing talk to make the discourses complete, clear and comprehensive. Out of four Secondary ESL teachers, only ESL T1 and T2 had this instance of repair in their video recorded classes.

In Extract 1, the discourse was further specified when the teacher clarified that she was asking about the King of Spain. Initially, it was vague since the teacher only mentioned “the Spaniards”.

Extract 1

Teacher: I-I mean what they did about the Spania::rds?
the-the in Spain specially to the:: Ki::ng of Spai::n
(.)

Then, in this instance, ESL T2 explicitly expounded the discourse by telling the class that she wanted them to form a sentence with an exclamation mark. Contrary to how she began the utterance where she only sought an example of exclamation mark. The teacher overhauled the general element in the turn by appending it with supporting details.

Extract 2

Teacher: can you give me:: A::N(.) example::↓ o::f an
exclamation ma::rk↓(.) >a sentence that ha::s an
exclamation ma::rk↓<(.)

Student: The house is on fi::re↑(.)

Table 5

The Occurrences of Repair Instances

Instances of repair	ESL T1	ESL T2	ESL T3	ESL T4	Total
Maintaining	57	26	9	27	118
Intersubjectivity					
Correcting Error	12	14	2	3	31
Preventing	10	20	4	15	49
Misunderstanding					
Requesting for recipient's gaze	0	2	0	1	3
Alluding to something left unsaid	2	3	0	0	5
					206

The data in Table 6 showed that “Maintaining Intersubjectivity” of Sidnell in 2010 was the most common instance of repair among the interlocutors with 118 occurrences. The teacher-participants repaired their self-detected repaired items to accomplish, sustain and defend mutual understanding. They employed repair to have progressivity in the talk despite encountering problems which were indicated by prosodic, lexical and non-lexical cues. In addition, the research participants who were searching for words were able to generate or produce the needed element or item in the turn. Thus, the use of self-repair in their classes helped the research participants maintain intersubjectivity in their talk. Moreover, the researcher noticed that two research participants used their mother tongue to deal with their pre or post conceived discourse problems. They used Filipino language to further elaborate the lesson and bridge unfamiliar concepts to the students. This was included also in “Maintaining Intersubjectivity” by Sidnell. This was not written in any previous study and literature about “repair”. Thus, the researcher just decided to include this phenomenon under this repair instance since it deals with keeping the talk progressive and continuing.

More so, the data pointed out that the teacher-participants in many instances employed repair to “prevent misunderstanding”. The repairers dealt with the issues by revising or deleting elements in the TCU that they thought to be problematic. These trouble-sources were subjectively identified as problematic since some of these are not grammatically or syntactically erroneous. “Preventing

Misunderstanding” came next to “Maintaining Intersubjectivity” with 49 instances. This is followed by “Correcting Error” where the teachers directly and explicitly rectified the trouble-source by changing, modifying and replacing these repairables for 31 times. These involved correction of errors and mistakes in grammar, content words, function words and terminologies. After these is “Alluding to something left unsaid” that was utilized for five times by the teachers in completing repair procedures. They inserted or added unspoken or unproduced elements in the TCU as their means to deal or address the problems that were created because of the missing item in the turn. Finally, the “Requesting for Recipient’s Gaze” which also came from Goodwin in 1981 is the least incurred repair instance in the study. This only happened in the ESL classes of T1 and T2 where repair operations were employed while the teachers were directly addressing the students. There were three incurrences of this repair instance.

Impacts of Repair

The third research objective aimed to present the perceived impacts of the self-repair practices of the teachers in their videotaped classes. The data are based on the written journal and the interview conducted to the Secondary English teachers after the video recording of classes.

The researcher first analyzed the written journals of the teacher-participants before conducting a semi-structured interview to validate the journal entries of the Secondary ESL teachers. The interview questions centered on identifying the perceived impacts of their repair practices in their ESL classes. The obtained data were then coded according to the emerging themes. This was analyzed to identify how the employed self-repair strategies had impacted the teachers' delivery of the lessons in their English classes. The process underpinned on the importance of subjectivity in the aspiration to shed light on the impact of the teachers' self-repair practices. Specifically, Coding was used to sort, organize and interpret the generated data from the interview conducted. The segmented and coded data were interpreted and analyzed by the researcher to have an empirical basis for the third research objective.

The responses from the recorded interview of the ESL teachers were first transcribed by the researcher. Then, data were categorized in terms of similarity. In the Initial Coding, two types of codes or themes were developed- the main category and the subsidiary based on the pattern identified. Finally, unique codes were assigned to the classified data. These served as the baseline data in identifying the perceived impacts of the self-repair practices that were utilized in the 10 classes that were video recorded from January to March, 2020.

The perceived impacts were categorized into the impacts of the employed self-repair practices to the teachers, students and both the teachers and the

students. These were induced from the journal entries and the interview conducted to the research participants after the video recording of their classes. Among the teacher-oriented impacts are Refined Instruction Delivery and De-fossilized Errors while the student-oriented perceived impacts are Enhanced Learning, Elicited Attention, Increased Confidence and Embolden Participation. Each perceived impact is explained below where the researcher directly quoted or lifted constructs from the stipulated responses of the participants.

All the aforementioned perceived impacts are principally aligned on the study of Lee (2014) where the latter holistically described language repair as discretionary. According to Lee (2014), the employment of repair is based on the intended functions that the speakers deemed to have in their own discourse occurrences.

The research participants determined positive perceptions toward their employed repair practices in their ESL classes. The perceived impacts of repair were deemed valuable to second language teaching and second language learning.

The Perceived Impacts of Repair to the Teachers

The research participants identified some impacts of language repair on second language teaching through their journals and the validity interview conducted. In particular, these are the themes that emerged as to how the ESL Secondary teachers perceived self-repair practices had impacted in their classes as the repair initiators and repairers at the same time.

Refined Instruction Delivery.

The first impact of self-repair that emerged from the journal entry and the interview of the research participants is that they were able to facilitate their classes better because of the self-imposed correction of their own errors and mistakes. According to ESL T1, *“teachers can’t avoid making mistakes and errors in speaking therefore the employment of language repair is integral.”* This was echoed in her journal entry where she wrote, *“The employment of repair strategies is an auxiliary to better and more comprehensive instruction.”* She further asserted that by correcting, modifying and paraphrasing some elements of the turns that may be challenging for students led to better delivery of classroom instruction. In the interview, she said that, *“In general, there are many impacts when it comes to teachers’ repair strategies in class- English class since like what*

I've mentioned earlier we are, teachers are, teachers also commit mistakes, grammatical lapses is unavoidable and employing these repair strategies allow English teachers to self-correct themselves by applying strategies like modification, paraphrasing and these help address challenges when it comes to delivering instructions among our students for better classroom instructions and English teachers also have this chance to improve his or her instructions by practicing these things on a daily basis.” The same point was accentuated in the journal entry of ESL T2. She noted that she was able to communicate with her students better, clear misunderstanding and understand the lessons better. ESL T2 mentioned in her journal that language repair helped her iron out misunderstandings. She wrote, *“In delivering the lessons not all students were able to understand what I was saying that resulted in creating a barrier but because of the repair strategies I was able to break the barrier and helped me find ways to clear misunderstandings.”* She further added that language repair helped her resolve troubles in speaking, hearing and understanding. In her exact words, *“if my talk was not comprehensive and clear we would be stock in the situation and it would fail me as a teacher but because of the repair strategies I was able to avoid it.”* ESL T2 also pointed out that language repair helped her deal with major and minor flaws in her classes. ESL T3 pinpointed that language repair helped her more appropriate words and express herself clearly without hesitations. She penned, *“I can think of a*

better way to clear things out, and I can manage to correct my errors most especially in speaking." This point was accentuated by ESL T4 based on what she jotted down in her journal where she pointed out the importance of language repair in maintaining intersubjectivity in her classes. She wrote, *"Repair strategies helped me maintain intersubjectivity in my class as I discussed the story "The Necklace" on February 04, 2020 and Campaign Speech on February 07, 2020. Repair strategies-maintained balance and understanding between me and my students as I teach them the lessons and as they asked me questions for clarifications.* ESL T4 also underscored the impact of language repair in delivering lessons. She put into writing that this made her talk more comprehensive and clearer. She added, *"By using repair strategies, I became more conscious of the way I speak in front of my students. I was able to correct myself right there and then for the benefit of my students and myself as well, because through language repair my speaking or communication still might be developed."* She further added that this mechanism paved away for her to immediately address lapses in her talk with conscious effort to deliver instructions expansively. She stressed that through language repair she was able to use more appropriate words and correct grammar mistakes and pronunciation blunder.

De-fossilized Error.

ESL T2 saw repair strategies as a way to correct unintentional grammatical mistakes or errors so the students would not commit the same lapses or mishaps in their own talk. The teacher was quoted with these words “... *in teaching literature I noticed that I don’t want the students to misunderstand the rule of grammar that’s why I corrected myself, I corrected myself so that when they express themselves, they will be able to use the correct rules of grammar.*” This notion was mirrored also by ESL T1 and ESL T4 in their journals. Specifically, ESL T1 wrote that students might think that the errors committed by the teachers in the classroom may be correct if uncorrected by the teacher herself or himself. She added that repair practices allowed her to immediately deal with her errors. Meanwhile, ESL T4 pinpointed that errors only remained errors if not corrected. She penned that, “*the students might adopt the errors and might become part of their system*”. She further added that “*if these become their habit, these will be very hard to correct*”.

The three participants conscientiously agreed that repair is instrumental for prompt correction of errors and mistakes in their ESL classes to avoid error fossilization. Self-repair did not only help them render immediate correction but also barred these errors to be repeated by the students in their future language discourses.

The Perceived Impacts of Repair to the Learners

The subsequent themes emerged as the consequential impacts of participants' self-repair practices to their ESL students.

Enhanced Learning.

Three research participants resonated that through the employment of self-repair helped the students comprehend, decode and understand the lessons better. ESL T1 put into writing this thought, "employment of repair practices allows students to understand more the teacher's instruction". She further stressed, *"During that time, during those series of observations I observed that using, employing repair strategies allows students to grasp instructions clearly and they will be able to understand better the instructions and learn better"*. This was concurred by ESL T2 who stated that the utilization of "Repetition" as a repair procedure helped her emphasize salient points in her classes which successfully led to enhanced learning. She pinpointed in the interview, *"So after viewing all the videos I think the impacts of repair strategies in my English class was, when I taught the S-V-A or our lesson was all about S-V-A I noticed that the students were able to clearly decode the message because of the repetition that I did and because of the emphasis of the words that I want them to fully comprehend"*

or understand". She even added that because of repair strategies the students were able to *"understand easily the content of the topic"*. This was further stressed by ESL T4 that said *"repair strategies have paved the way for my students to understand the lesson better."*

The participants' utilization of self-repair practices helped their students accommodate or accumulate their lessons better. The qualitative data from interview and journal entries pointed out that teachers repaired segments of their talk to better facilitate class discussion or deliver clearer instructions by repeating elements of the turn, rephrasing phrases and using more common or familiar words.

Elicited Attention.

ESL T2 conveyed that repairing the repairables in her own talk helped her get the attention of her students especially of those who were inattentive in the class. In a direct quote from the interview, ESL T2 undermined, *"In writing, which was our topic was the punctuation mark, the students were able to grasp the different kind of sentences that they need to know by giving it more emphasis or calling the attention of those students who were not listening in order for them to learn. So in general, because of the repair that I used I was able to catch the attention of the students in*

order for them to be more attentive in class and for them to grasp it, grasp the lesson in a simple way and for them to understand it better.” On one hand, ESL T1 stressed that self-repair practices enabled her to repeat utterances that some students possibly missed due to various to internal and external reasons. She reflected this way in her journal, “I was able to emphasize matters at hand for those who were not paying attention. I was able to accentuate important points in the discussion.” Meanwhile, ESL T4, took a different stance regarding this. In her own words, as she penned it in her journal, *“some students focused more on class because they might be singled out during the class discussion.”* This point was in agreement with how ESL T3 perceived self-repair as regards to getting the attention of the students. She wrote, *“I had to call out the attention of some students. In a way this also benefits some students because they get to to hear the instruction twice.”*

The participants were able to elicit the attention of the students by employing repair self-practices in their ESL classes. In the videotaped observations, the teachers

Increased Confidence.

In the journal entry of ESL T2, she wrote that language repair helped her to bring the students on the same page with her. She stressed that by applying repair she had able to create an ambiance in which the students could freely express themselves. ESL T2 added that the employment of repair made her students more confident to participate in class discussion. The teacher said during the semi-structured interview that repairing problematic turns is an avenue for teachers to guide the students to help them express themselves better. She uttered, *“the impacts of my repair strategies in my English classes where the students were able to feel that the teacher was there to guide them in order for them to answer the questions correctly or to express themselves and because of that it boosts the confidence of the students that made them more participative in class.”*

ESL T3 expressed in writing that self-repair practices somehow gave an impression that ESL teachers are not perfect speakers of the English language. Somehow, this boosted the confidence of the students to use the language in communicative and academic discourses. Moreover, she wrote that *“students saw me correcting errors. This lessened their fear to commit errors because these can also be corrected.”*

Emboldened Participation

ESL T1 as she penned in her journal maintained that the employment of language repair allowed the students to understand more the teacher's instruction resulting in more engaged and active participation. She wrote, *"Like in the poem entitled 'Cry Balintawak' many students had difficulty in recalling past events in Philippine history prior to my video presentation as a motivation. However, because of follow-up questions provided to students, they were able to relate with the lesson and eventually in the discussion."* ESL T2 resonated this point in her journal, she underpinned that through the employment of language repair she was able to "create an ambiance in which they could freely express themselves in the teaching and learning process." She further signified that self-repair was instrumental in preventing a barrier with the students because this promotes a friendly environment in which the students would not be frightened to express their ideas so they convey their thoughts more effectively. More so, ESL T4 exclaimed that repair strategies propped her students to be more inquisitive in class. For her, the teacher's use of repair in class assisted her class to inquire and seek further explanations. She voiced out, *"My students are encouraged to ask questions or clarifications if they don't understand some of the lessons, or if they are confused about something."* ESL T3 added that repair practices are "give and take scenarios- an input and

output process with the students". Moreover, repair procedures for her are useful both for the teacher and the students. She said, *"both parties are recognized, both parties benefited and both parties walk through the same process"*. ESL T2 has the same sentiment where she wrote in her journal, "I was able to convey the message effectively and made effective communication that helped both parties. ESL T4 explained that language repair whether employed consciously and unconsciously made a difference for her and the students in terms of teaching and learning process. In her journal, she wrote *"Language Repair paved the way for my students to understand the lessons better. My students were encouraged to ask questions for clarifications and to correct misunderstanding or misconceptions, and I was able to correct myself properly if needed."*

Chapter 4

Summary, Conclusion, and Recommendation

Summary of the Study

The study sought to describe the self-repair practices of the research participants, identify instances of repair and determine the perceived impacts of the employed repair solutions in the ESL classes of the participants. It used qualitative descriptive design in identifying the self-initiated self-repair practices of the Secondary English teachers. It involved classroom discourse analysis which primarily focused on the utterances of the research participants in their ESL classes. It employed consecutive sampling involved Grade 7, 8, 9 and 10 Secondary English teachers who were purposely selected from the two research locales. The qualitative data were generated through class observation, journal entries and interviews. Each grade-level English teacher was observed with the same sampling population which lasted for an hour. Cumulatively, there were 10-hour or 600-minute video recordings from the 10 classes that were videotaped from January to March in 2020. Moreover, a semi-structured interview was conducted to validate the reflective insights written in the journal entries of the participants. This is in relation to the perceived impacts of the employed repair solutions in the ESL classes of the Secondary English teachers.

The data were micro-analyzed using Conversation Analysis (CA) to exhaustively examine the teachers' talk. The researcher used ELAN transcription software and employed the transcription convention of Jefferson in 2004. The data were first clustered based on how and where repair sequences were initiated before these were further consorted according to how the repairs were initiated. Then, these were organized based on the repair outcomes where transliterated data were categorized into different repair operations. On the other hand, in identifying the instances of repair, the repair procedures were grouped on how ESL teachers rationally repaired the trouble-source in their classes as the repair initiators and repairers. Moreover, the responses of the participants in the structured interview were coded in themes in determining the perceived impacts of self-repair practices in their ESL classes. The obtained data in this study underwent internal and external validation. First, the transcribed videotaped classes of the participants were subjected to Member/ Participant Checking. Then, the qualitative data intensively underwent cross-validation involving two inter-coders who are Doctor of Philosophy in Linguistics (Applied Linguistics) candidates from Philippine Normal University- Manila.

Summary of Findings

The generated data from the videotaped class observations and the transcription of the teachers' talk pointed out that pre-positioned repair initiation is more prevalent than post-positioned repair initiation. The former was employed for 185 times while the latter had 94 occurrences only. On one hand, "Word Search" is the most common pre-initiated repair categorization while "Cut-off" is the most utilized post-positioned repair initiation strategy. The ESL teachers prompted repair on the repairables that are not yet produced through temporal behavior such as sound stretches, pauses, cut-offs, and delaying devices such as "uhh" and "uhm". These hinted difficulty in producing the needed element/s in the turn more than the other initiation strategies like Prosodic Resources, Placeholder Repair and Visible Resources. On the other hand, repair is commonly initiated after the trouble-source was produced via "Cut-off" which was exhibited through a halt or stoppage in the first syllable of the word or the closure of words with a glottal stop. In terms of opportunity space, repair was initiated dominantly on the same turn (T1) whether before or immediately trouble-source was produced. Among the four participants, only ESL T3 and ESL T4 initiated repair in T3 position after they performed "Sequence Jumping" in their repair sequences. However, no repair categorization occurred in T1-2 position. Lastly, "Searching" is conscientiously the most employed repair operation among the Secondary ESL teachers. ESL T1 and ESL T2 who consistently speak in the target language utilized this repair procedure

frequently than ESL T3 and ESL T4 who occasionally incurred code mixing and code switching in their ESL classes. The research participants across all grade levels had momentary stoppages in their talk because they forgot certain terms and words and they grasped for missing or unfound words to complete their utterances. This served as the most dominant stumbling block in the 10 video recorded classes. Meanwhile, Reformatting came next to Searching. These repair practices generally reflected the structural competence of the teacher-participants. As Rabab'ah (2013) stated that repair is the result of the speakers' recognition of the trouble causing obstruction in the talk. The Secondary English teachers ended up correcting their self-identified grammatical errors or mistakes. This is the testament to the prevalence of cognitive filtering among Filipino English teachers. Recycling and Replacing followed through. Contrary to the EFL context in which these operations are the most frequently performed types of self-repair, these only ranked third and fourth consecutively in this study. Then, Inserting, Parenthesizing, Aborting, Sequence Jumping and Re-ordering completed the list of the employed repair procedures in the ESL classes of the research participants. Deleting was not employed by the research participants in the study. The absence of this repair operation is congruent to the study of Fox in 2013. Fox reported that "Deleting" is rarely employed by speakers in performing repair. Furthermore, patterns involving initiation and repair operations were observed in the study. First, the participants' repair categorization of both temporal, visual and lexical markers were heavily attributed to "Searching". Then, the participants performed repair through

“Replacing” in order to scaffold meaning by emphasizing or highlighting some parts of the utterances that were deemed critical in the students’ comprehension while “Reformatting” was employed to fix grammatical mistakes and errors.

Generally, the ESL teachers deployed repair mechanisms on instances that they attempted to maintain intersubjectivity in their classes. It was observed in 206 instances of repair where the teacher-participants repaired problematic turns to deal with communication and content-oriented problems on speaking, understanding and hearing. These resulted in halted progressivity since the participants scaffolded and upheld meaning accommodation despite having problems before or after the repairables were uttered. The subsequent instances came after Maintaining Intersubjectivity: Preventing Misunderstanding, Modifying/ Correcting Error, Alluding to Something Left Unsaid, and Requesting for Recipient’s Gaze. Moreover, an interplay between the repair operations and instances of repair were observed in this study. It was noted that when the participants employed “Searching”, “Sequence Jumping” and “Recycling” they were aiming to maintain intersubjectivity. On the other hand, the participants performed “Reformatting” and “Aborting” to fix their grammatical lapses while “Replacing”, “Inserting” and “Re-ordering” were utilized to prevent misunderstanding. Meanwhile, the participants ended up utilizing “Parenthesizing” in alluding something that was left unsaid. Generally, the Secondary English teachers discretionary repaired the repairables in their ESL classes in accordance to their language proficiency levels. This was resonated in the study of Krahnke

and Christian (1983) when they asserted that the quality of repair depends on the competence of repairers. The instances of repair in the video recorded classes of the participants showed that these were purposely done to address contextual and problems on speaking, hearing and understanding.

In totality, the Secondary English teachers affirmed that repair practices have positive impacts in English language teaching and learning. The stipulated perception of the research participants in their journal entries and interviews revealed that the employment of repair in their ESL classes were beneficial to them and to the students. The participants believed that repairing the self-identified problems or troubles in their talk was instrumental in delivering better instruction. They attributed better student involvement and improved student attention to their repair utilization. The ESL teachers noted that repairing the repairables is integral in getting the attention of the unfocused and distracted students in class. This, according to them, resulted in students' improved learning. Furthermore, repair practices were helpful for teachers in correcting slip of the tongue mishaps, grammatical lapses, phonological and syntactic errors. The teachers gave a premium on this facet of language repair in preventing error fossilization since students might think that some errors or mistakes were correct if they remained uncorrected. Generally, the research participants perceived that the employment of self-repair was important for the teachers and the students. The way the teachers corrected, modified, organized and maintained the problematic turns in their talk have positive impacts on second language teaching and learning.

Limitations

This study aimed to identify and analyze the self-repair strategies of the selected secondary English teachers of Catholic School 1 (CS 1) as Setting 1 and Catholic School 2 (CS 2) as Setting 2 in terms of initiation strategies, opportunity spaces, instances of repair and repair operations. It also explored the perceived impacts of the employed repair strategies of the teachers in their ESL classes. The researcher used the Qualitative Descriptive research design and Discourse Analysis as the research methodology in fulfilling the research objectives. Consequently, consecutive sampling, a non-probability sampling technique, was employed in identifying the participants of the study. This study has limitations in terms of data collection and data analysis that future researchers can improve if they wish to replicate or make a parallel study.

The study initially eyed to cumulatively video record 12 classes of the Secondary English teachers in the two research settings where each participant will have three class observations each in the same grade-level class or section. Due to the unprecedented pandemic, the classes in the area where the research sites are located were suspended as early as March 10, 2020 by virtue of the LGU directives. The classes for SY 2019-2020 never resumed after the suspension. The ESL T3 and ESL T4 from the second research locale were only observed twice unlike the ESL T1 and ESL T2 in Setting 1 who completed the target number of videotaped class observations. In this regard, the researcher only video

recorded 10 classes instead of 12. More so, the researcher thought that future studies that will delve on self-repair practices can have better video recording of classes where the video will be more focused on the repairer to have a better look on the interlocutors' Visible Resources. In this study, the researcher had difficulty identifying the "oriental shifts", adjustment in the gaze and other facial expressions in the first video recording of classes of ESL T1 and ESL T2. In addition, the videotaping of classes in the Grade 10 level was at the side of the classroom. The study could have better vantage points on the teachers' facial movements if the camera was on focus lock mode during the initial videotaping of classes. In addition, the researcher struggled transcribing some words in the teachers' talk due to various external noises. Thus, the use of wearable microphone may ease the transcription process for future researchers where they may ask the subjects of the study to wear this equipment during the data collection phase.

The study focused on 206 utterances that were repaired by the participants on their institutional talk. These were limited to language repair mechanisms that were deployed in the confines of classroom facilitation and interaction.

Conclusions

The Secondary English teachers embarked on self-repair practices to address speaking, hearing and understanding problems in their ESL classes. The employment of this organized and systematic self-righting mechanism resulted in momentary disruption of the teachers' talk leading to digression and resolution of the identified trouble source. The universality of repair is empirically observed in the ESL classes of the teachers and students who are both second language learners of the medium of communication and medium of instruction being used. The accumulated number of repair instances showed the prevalence of repair in English Language Teaching. The repair procedures and the repair outcomes from the 600-minute videotaped class observations concurred that repair in ESL classes were neither contingent nor limited to error correction. The transliterated repair sequences also showed that the research participants repaired some segments of their talk in order to search for words and scaffold understanding. Most of the self-categorized repairables in the pre- and post-positions of the repair sequences could not be categorically considered as errors or mistakes since these are associated with the participants' interactional distress caused by their resumptive searches and failures to complete their utterances with specific names and words. Meanwhile, the dominant opportunity space revealed that the teachers were aware that some elements in their talk should be addressed or dealt with immediately. On the other hand, the most employed repair operation could be

attributed to the participants' non-native linguistic competence where they either searched for specific lexical elements or switched back to their mother tongue in repairing the troubled repair sequences.

More so, the Secondary English teachers primarily operationalized repair in maintaining discourse intersubjectivity among the interlocutors in their ESL classes. The research participants repaired the troubled turn so it could progress to the completion of the disrupted talk. The teachers embarked on repair operations that helped them reinforce mutual understanding in their English classes. The two other dominant repair instances were grounded on preventing misunderstanding and correcting errors. The participants as the repair initiators and repairers rationalized repair in averting apprehension and rectifying grammatical lapses. Generally, the repair practices of the Secondary English teachers which were both teacher and student-oriented aimed on making their talk comprehensive and error-free. These were earmarked on addressing content and context-oriented problems in the teacher-led classroom discourses.

Furthermore, the Secondary English teachers believed that self-repair practices were instrumental in both second language teaching and learning. The participants attributed their enhanced lesson delivery and improved institutional talk to their utilization of this language mechanism in polishing discursive and self-inflicted context and content-oriented problems in their ESL classes. This also stirred improved class progressivity, better student engagement and more inclined

students. All of these were in view of the refined teachers' talk that were delivered with accuracy, emphasis and clarity upon the resolution of their self-identified troubles in their turn construction units. In totality, the ESL teachers perceived that their utilization of repair practices resulted positively. These were deemed vital both for them and their students as regards to delivering comprehensive and grammatically on-point input that are intelligible and captivating.

Recommendations

1. The findings of this study underscored that intensive pedagogical training on vocabulary building, subject-specific knowledge and disciplinary knowledge are imperative among ESL teachers to lessen occurrences of intersubjective failures. This kind of upskilling can be institutionalized in the pre-service training of the English teachers and further intensified in the faculty development program of the schools for their In-Service Training (INSET). This can equip both the para-teachers and the teachers with expanded vocabulary reservoir and reinforced subject-matter expertise which can help them easily codify and express ideas in the target medium of instruction. Having a wide and rich vocabulary are crucial for a strong foundation in language and literacy. Thus, a training that focuses on vocabulary enrichment, subject-specific knowledge and disciplinary

knowledge are vital aspects of capacity building in second language teaching. These can resolve signposted problems on intersubjectivity where teachers had to momentarily stop the classroom discourses to search for words, repeat the repaired items and correct mistakes/ errors. This can also lessen instances of language variation where English teachers either switched or mixed their first and second languages in order to produce the essential elements in the talk. It is integral for Secondary English teachers to remain committed and passionate to be exemplar models of the target medium in their ESL classes because they are expected to demonstrate fluency in oral and written communication with regard to use, form and meaning. Thus, training and seminars that are tailored fit to reinforce the linguistic competence of English teachers are vital for their success as ESL teachers.

2. The findings of this study can be a running point for the school administrators to revisit, reassess and how teacher training is designed and organized in their schools. The repair practices of the Secondary English teachers are indicative of their communicative competency. Aside from “Searching”, the teachers heavily repaired repair sequences that were structurally compromised. In line with this, the language proficiency of the teachers can be expanded through seminars, workshops and post-graduate studies. The teachers are expected to have complex language

skills on different language aspects encompassing founded knowledge on the structures and functions of language to be able to employ repair practices in their ESL classes methodically. In general, Filipino teachers of the English language are more susceptible in making syntactic errors, grammatical lapses, lexical blunders, mispronunciations, translation problems, and other linguistic challenges due to innate non- native linguistic competence. All these discourse problems in one way or another may contribute to communication breakdown if not identified and addressed properly during the interaction. The training and seminars that will be instituted during the tertiary and post-tertiary education can mitigate problems that may cause temporary stoppage in the talk of the teachers in their actual classes.

3. The findings of the study highlight the need to boost the language proficiency of the Secondary English teachers. Regarding this, the English teachers can be required to have at least high intermediate proficiency before they can be allowed to teach the subject. The colleges and universities which are offering Education programs could put in place stricter admission requirements for tertiary students who would like to enter the program or course; and additional communication related courses can be incorporated in the education curriculum to enforce communicative excellence among the would-be teachers. Moreover, this study can

pragmatically uncover and mirror the situations of ESL classes in the Philippines based on how repair was initiated, organized and implemented by the participants. This can pave for the creation, modification and reconsideration of some policies and practices regarding mentoring and teacher-training.

4. The findings of this study regarding repair instances suggest that Secondary English teachers were primarily concerned on how they could complete, sustain and uphold their talk despite the ongoing problems on missing words and terms, grammatical errors/ mistakes and word repetitions. The research participants continued the disrupted or halted utterances to secure intersubjectivity, prevent misunderstanding and correct the structures of the identified repairables in their ESL classes based on the recorded top three instances of repair. The data on the instances of repair are indicative of the teachers' language proficiency which is an important tenet in resolving talk-in troubles in the classroom. In view of this, the language proficiency of the Secondary English teachers should be further beefed-up to be effective in second language teaching. This calls for intensive seminars and training on vocabulary building, syntax, lexicology and semantics to solidify the linguistic knowledge of the teachers. These reskilling and/or upskilling can be incorporated in the Faculty Development Program of the school whereas different undertakings

are propelled to harness the communicative excellence of the teachers as the heart of instruction.

5. The findings of this study in relation to the perceived impacts of the repair practices of the Secondary English teachers in their ESL classes inflict positive remarks on second language teaching and learning. The research participants constructively viewed their self-repair practices as beneficial to them and to their respective students. As regards to this, the employment of repair can be further reinforced in the In-Service Training of the Teachers (INSET) as a way to resolve inevitable problems concerning language form, meaning and use. The school administrators can include this topic in the INSET or ask someone to talk about repair practices during faculty meetings. In addition, the faculty can be encouraged to have an intensive and critical reading on repair practices for their professional reading. Lastly, the teachers may be enjoined to conduct scientific inquiries regarding this on their school-based research endeavors and/ or in their graduate studies. Specifically, the teachers may be encouraged to conduct Action Research on the different repair processes that include second starts, prompting, clueing and helping, statements of procedural rules and explaining. The school administrators can then hold a Research Colloquium/ Research Forum for the teachers' research studies in the area of second language teaching and second language learning. This can be done on top of the

training and seminar that will help teachers handle, address, sustain and resolve troubles in their talk so their talk can still progress despite the momentarily stoppage. This in return can have a positive rippling effect on teaching and learning in the ESL classes.

6. The general findings of the study can help the program/ course developers, department heads and the faculty members in the Tertiary and Postgraduate levels on how to further reinforce linguistic competence and proficiency among the pre-service and graduate school students in the field of English Language Education. Specifically, the study can stir institutional evaluation on the different programs being offered to the would-be English teachers in terms of how they are trained pedagogically and pragmatically to facilitate classes using the target communicative and functional medium. The results suggest that ESL teachers due to non-native competence and mother-tongue interference had difficulty codifying and eventually verbalizing their content and context-specific thoughts in the English language. Thus, the college and university administrators can devise programs that can address this gap through research-based initiatives and context-based solutions geared towards fortification of the linguistic faculty of the para teachers in the aspect of lexicology, semantics, syntax and grammar. On one hand, the officials, department heads and teaching workforce in the Graduate School can formulate programs that will help the

students in the English Language Education area unlearn, learn and relearn skills related to initiating and performing of repair operations. These can be in the form of research and other equivalent endeavors, in-depth discussions, forum/ symposium and analysis of the simulated or actual teaching demonstrations instigating repair procedures. These can help the ESL teachers in the postgraduate level employ repair practices in handling speaking, hearing and understanding problems in their English classes. They who are usually department heads can also serve as mentors to their subordinates with regard to the systematic employment of repair as a self-righting mechanism. Moreover, the suggested activities inclined on strengthening the language proficiency of the para-teachers and the graduate school students would also be vital in equipping them with technical know-how on how to operationalize repair in their own classes. These are integral since teachers' repair practices are reflection of their competency to identify and repair the repairable in their classroom talk.

7. This study can be a mainspring for future research endeavors in the field of second language teaching and learning. Other researchers can also study how primary, intermediate, Senior High School (SHS), college and postgraduate instructors/ professors employ self-repair practices in their classes. These studies will be a hallmark in the field of English Language Education since these will provide a grasp on the language proficiency of

these ESL teachers which can be instrumental on how ESL teachers across different grade levels should be trained and retrained in the future. Lastly, other researchers can venture on the other types of repair trajectories like the self-initiated other-repair or other-initiated self-repair. These will shed light on how teachers employ repair in these repair instances where the students are the initiators or the repairers in the repair sequences. These future studies will be pivotal in underscoring the strengths and weaknesses of the teachers in linguistically in terms of use, form and content in the area of second language teaching and learning.

REFERENCES

- Al-Harasheh, A. (2015). A conversation analysis of self-initiated repair structures in Jordanian Spoken Arabic. Yarmouk University, Jordan. doi: 10.1177/1461445615578898
- Ardini, S. (2015). Repair Strategies of Teacher's Talk in EFL Classroom. Research Gate. 6(2), 951-952, doi: 10.26877/eternal.v6i2.2373
- Artiyono, S. (2014). *A conversation analysis of question and answer in Andrew Marr Show: Interview with David Cameron* (thesis). Yogyakarta State University, Indonesia.
- Bautista, B. C., Carlos, J. A. & Sandoval, K. F.. (2015). Making an adjustment: A conversation analysis on the communication repair patterns between professor and students during academic consultations. *Ani: Letran Calamba Research Report*, 2(1). Retrieved from <http://ejournals.ph/form/cite.php?id=10857>
- Bada, E. (2010). Repetitions as vocalized fillers and self-repairs in English and French interlanguages. *Journal of Pragmatics*, Vol. 42, Issue 6, pp.1680-1688. <https://doi.org/10.1016/j.pragma.2009.10.008>
- Cho, E.H. (2008). *An examination of the use of repair strategies of elementary English as a second language (ESL) students by class types and grade levels* (dissertation). Texas A&M University, Texas, United States of America.
- Conversation Analysis 1. Cambridge: Cambridge University Press. Schegloff, E. A. (2008). Self-initiated, same – turn repair: Three core topics. Paper presented at the workshop on repair and intersubjectivity in talk and social interaction, University of Toronto.
- Danesh, Javad. (2015). Replacement operation in self-initiated repair practices in oral reproduction of short stories. *International Journal of Language Learning and Applied Linguistics World*. Volume 8 (1), January 2015.
- Denman, C. (2019). Quality Assurance in English Education in Omani Schools: A Critical Look. *Handbook of Research on Curriculum Reform Initiatives in English Education*. Retrieved from <https://www.igi-global.com/dictionary/intramuscular-approach-teacher-development-international/29331>.

- Emrani, F. & Hooshmand, M. A conversational analysis of self-initiated self-repair structures in advanced Iranian EFL learners. *International Journal of Language Studies*. Volume 13, Number 1, January 2019.
- Enfield, N.J. et al. (2013). Huh? What? A first survey in twenty-one languages in Hayashi, M., Raymond G. & Sidnell J. (eds). *Conversation repair and human understanding*. Cambridge: Cambridge University Press. Pp. 343-380.
- Estaji, M., Rajabi, M. (2019). The Use of Self-Repair Strategies in Classroom Conversations: Does the Teacher's Level of Reflection Make a Difference? *Applied Research on English Language*, 8(3), 423-448. doi: 10.22108/are.2019.114882.1404
- Fox, B., Wouk, F., Hayasi, M., Fincke, S., Tao, L., Sorjonen, M., Hernandez, W. (2009). A cross-linguistic investigation of the site of initiation in same-turn self-repair. In J. Sidnell (Ed.), *Conversation Analysis: Comparative Perspectives* (Studies in Interactional Sociolinguistics, pp.60-103). Cambridge: Cambridge University Press. doi:10.1017/CB09780511635670.004
- Firestone, M. (n.d.) What is Reflective Teaching? Definition & Methods. Retrieved From <https://study.com/academy/lesson/what-is-reflective-teaching-definition-methods-quiz.html#/transcriptHeader>
- Gafaranga, J. (2012). Language alternation and conversational repair in bilingual conversation. *International Journal of Bilingualism*, 16(4), 501+. Retrieved from <https://link.gale.com/apps/doc/A314799769/GPS?u=phnl&sid=GPS&xid=576aeda0>
- Gordon, L. (2017). "Teachers' training needs improvement so students benefit, new report says. EdSource Highlighting Strategies for Student Success. Retrieved from <https://edsource.org/2017/teachers-training-needs-improvement-so-students-benefit-new-report-says/583028>.
- Hadar Netz., Dafna Yitzhaki & Adam Lefstein (2018) Language corrections and language ideologies in Israeli Hebrew-speaking classes, *Language and Education*, 32:4, 350-370, DOI: [10.1080/09500782.2018.1435688](https://doi.org/10.1080/09500782.2018.1435688).

- Hellermann, J. (2009) Looking for Evidence of Language Learning in Practices for Repair: A Case Study of Self-Initiated Self-Repair by an Adult Learner of English, *Scandinavian Journal of Educational Research*, 53:2,113-132, DOI: [10.1080/00313830902757550](https://doi.org/10.1080/00313830902757550).
- Johnstone, B. (2017). *Discourse Analysis Third Edition*. Hoboken, NJ: John Wiley & Sons.
- Kelly, Melissa. "Importance of Effective Teacher Training." ThoughtCo, Jun. 23, 2019, [thoughtco.com/importance-of-effective-teacher-training-8306](https://www.thoughtco.com/importance-of-effective-teacher-training-8306).
- Lee, J. (2005) A Conversation Analysis of Self-repair in Asian Englishes, *AsianEnglishes*, 8:1, 425, DOI: [10.1080/13488678.2005.10801152](https://doi.org/10.1080/13488678.2005.10801152) Liebscher, G. & Dailey-O'cain, J. (2003). Conversation repair as a role defining mechanism in classroom interaction. *The Modern Language Journal*, 87 (iii), 375-390
- Jamie Shinhee Lee (2005) A Conversation Analysis of Self-repair in Asian Englishes, *AsianEnglishes*, 8:1, 425, DOI: [10.1080/13488678.2005.10801152](https://doi.org/10.1080/13488678.2005.10801152)
- Models of Communicative Competence: Implications for Language Teachers and Teacher Educators (2017). Retrieved May 05, 2019, from [https://www.roshdmaq.ir/Roshdmaq_content/media/article/40from%20\(95-96\)%20MATN%20ZABAN%20121-25_0.pdf](https://www.roshdmaq.ir/Roshdmaq_content/media/article/40from%20(95-96)%20MATN%20ZABAN%20121-25_0.pdf)
- Mori, J., & Zuengler, J. (2008). Conversation Analysis and Talk-In-Interaction in Classrooms. In *Encyclopedia of Language and Education* (2nd ed., Vol. 3, pp. [15]-27). New York, NY: Springer. Retrieved from <https://link.gale.com/apps/doc/CX3045500098/GVRL?u=phpnu&sid=GVR&id=16384308>
- [Mozzaffari, F. & Allami, H. \(2017\).](#) Organizational patterns of English language teachers' repair practices. Yazd University, Yazd Iran. Retrieved July 107, 2019 from <https://ijal.khu.ac.ir/article-1-2767-fa.pdf>
- [Musk, N. \(2002\). Ethical Principles in Research in the Arts and Social Sciences. The Swedish Research Council. ISBN:91-7307-008-4. Retrieved from http://www.vr.se/download/18.7f7bb63a11eb5b697f3800012802/forskningsetiskapprincipertf2002.pdf](#)

Nazbanou Nozari, Clara D. Martin & Nicholas McCloskey (2019) Is repairing speech errors an automatic or a controlled process? Insights from the relationship between error and repair probabilities in English and Spanish, *Language, Cognition and Neuroscience*, DOI: [10.1080/23273798.2019.1637007](https://doi.org/10.1080/23273798.2019.1637007)

[Nur Fitria, Tira. \(2014\). CODE SWITCHING AND CODE MIXING.](#)

[Phelps,P. \(2016\). Five Fundamentals of Faculty Development. Faculty Focus-Higher Ed Teaching Strategiesfrom Magna Publications. Retrieved from <https://www.facultyfocus.com/articles/faculty-development/five-fundamentals-faculty-development/>](#)

[Quan, L. & Zheng, Y. \(2012\) A Study of Self-repair Markers in Conversation by Chinese English Learners. Journal of Language Teaching and Research, Vol. 3, No. 6, pp. 1216-1223. doi:10.4304/jltr.3.6.1216-1223](#)

Quan, L. & Weisser, M. (2015). A study of 'self-repair' operations in conversation by Chinese English learners. *System*. Vol. 49, April 2015, pp.39-49. <https://doi.org/10.1016/j.system.2014.10.012>

Ranked: Asia Pacific Countries in English Proficiency Index 2018 (2018). Retrieved April 01, 2019, from <https://seasia.co/2018/12/12/ranked-asia-pacific-countries-in-english-proficiency-index-2018>

[Research Tools: Focus Group Discussion \(2019\). Retrieved from <https://www.odi.org/publications/5695-research-tools-focus-group-discussion>](#)

[Rieger, C. \(2003\). Repetitions as self-repair strategies in English and German conversations, Science Direct Journal and Books. \[https://doi.org/10.1016/S0378-2166\\(01\\)00060-1\]\(https://doi.org/10.1016/S0378-2166\(01\)00060-1\)](#)

Salkind, N. J. (2010). *Encyclopedia of research design* (Vols. 1-0). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412961288

[Sample Records for Qualitative Descriptive Research. Retrieved from <https://worldwidescience.org/topicpages/q/qualitative+descriptive+research.html>](#)

- [Sato, R. & Takatsuka, S. \(2016\). The occurrence and the success rate of self-initiated self-repair.](https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1103312) The Electric Journal for English as a Second Language, Vol. 20 No.1; pp.15. <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1103312>
- Schegloff, E. (2013). Ten Operations in self-initiated, same-turn repair, In M. Hayashi, G. Raymond, & J. Sidnell (Eds), *Conversational Repair and Human Understanding* (Studies in Interactional Sociolinguistics, pp. 41-70). Cambridge University Press. doi:10.1017/CB097806511757464.002
- Schegloff, E. A., Jefferson, G. & Sacks, H. (1977). The performance for self-correction in the organization of repair in conversation. *Language*, 53(ii), 361-382.
- Schegloff, E. A. (1987a). Analyzing single episodes of interaction: An exercise in conversation analysis. *Social Psychology Quarterly*, 50 (2), 101 – 114 .
- Schegloff, E.A. (1987b). Between macro and micro: Contexts and other connections . In J. Alexander , B. Giesen , R. Munch & N. Smelser (Eds.), *The micro - macro link* (pp. 207 – 234) Berkeley: University of California Press .
- Schegloff, E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society*, 29, 1-63
- Seedhouse, P. (1999). The relationship between context and the organization of repair in the L2 classrooms. *International Review of Applied Linguistics*.
- Seong, G. (2004). *Conversational repair strategies of teachers of English as a second language* (dissertation). University of Illinois, Urbana-Champaign, United States of America.
- Sidnell, J. (2012). Declaratives, questioning, defeasibility. *Research on Language Social Interaction*. Volume 45, No. 1; pp.53-60. DOI: 10.1080/08351813.2012.646686.
- Silverman, D. (1998). *Harvey Sacks Social Science & Conversation Analysis*. Oxford University Press. London.
- Simpson, Rebecca; Eisenclas, Susana; Haugh, Michael. *International Journal of Applied Linguistics*; Oxford Vol. 23, Iss. 2, (Jul 2013): 144-165. DOI:10.1111/j.1473-4192.2012.00323

- Sparks, R.B. (1994). The structure of self-repair in English Conversation. University of Colorado. ProQuest Dissertations and Theses.
- Speaking for excellence: Language Competencies for Effective Teaching Practice. (2013). Retrieved from https://www.cmec.ca/Publications/Lists/Publications/Attachments/320/Speaking_for_Excellence.pdf
- The Non-Anomalous Nature of Anomalous Utterances Victoria A. Fromkin Language (1971). Retrieved June 07, 2019 from <https://www.thoughtco.com/repair-speech-1692044>
- The Qualitative Paradigm. Retrieved from <https://www.computing.dcu.ie/~hruskin/RM2.htm>
- Vanderstoep, S. & Johnston, D. (2009). Research Methods for Everyday Life- Blending Qualitative and Qualitative Approaches. Jossey-Bass A Wiley Imprint. San Francisco, CA
- Zahn, C. (1984) A reexamination of conversational repair, Communication Monographs, 51:1, 56-66, DOI: [10.1080/03637758409390183](https://doi.org/10.1080/03637758409390183)
- Zeng, S. (2019). A three-dimensional classification system of second language self-repair. Theory and Practice in Language Studies, Vol. 9, No. 8, pp. 917-928. DOI: <http://dx.doi.org/10.17507/tpls.0908.04>
- Zuniga, M. & Simard, D. (2019). Factors influencing L2 self-repair behavior: the role of L2 proficiency, attentional control and L1 self-repair behavior. Journal of Psycholinguistic Research, Vol. 48, No.1, pp. 43-59. ORCID 0000-0003-0887-3079
- 7 Unique Characteristics of Generation Z (2018). Retrieved May 30, 2019, from <https://www.oxford-royale.co.uk/articles/7-unique-characteristics-generation-z.html>

Appendix A

November 14, 2019

Name

Superintendent

Manila Ecclesiastical Province School Systems Association

Antipolo City

Dear _____:

Greetings!

The undersigned is conducting a study entitled “The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis” as part of the requirement for the degree on Master of Arts in Education Major in English Language Education at Philippine Normal University.

This study is geared toward the improvement of the teaching-learning experiences of MAPSA Antipolo schools. Each school will be given essential facts and data will be generated from the studies. The school administrators can use the research results in their strategic planning, program assessment, and development so that eventually the students’ performance will improve.

The undersigned will appreciate if you can give him the permission to gather data from Nuestra Senora de Aranzazu Parochial School (NSDAPS) and Sta. Cecilia Parochial School (SCPS) in the form of video recording of classes and Focus Group Discussion (FGD) involving some English teachers and students in the Junior High School level. The research intends to personally collect the data to the respondents from September- November of this year. Please be assured that any elicited data will be treated with respect and utmost confidentiality.

Respectfully yours,

(sgd)

MR. EMMANUEL R. VALDERAMA JR.

Researcher

Appendix B

January 24, 2020

Name of the Addressee

School Director

Name of the School (Setting 1)

Dear _____,

Greetings in the Name of our Lord and Savior, Jesus Christ!

The undersigned is conducting a study entitled **“The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis”** as part of the requirement for his Graduate School degree, Master of Arts Major in English Language Education (MA ELE), at Philippine Normal University- Manila.

This study intends to describe and analyze the employed self-repair strategies of the secondary English teachers through videotaping of classes, transcription of data and interview. The study is geared toward on identifying the linguistic and syntactic competence of the teachers as reflected on their use of repair strategies in addressing communication problems involving speaking, hearing and understanding.

The undersigned will appreciate if you can give him the permission to gather data from your school in the form of videotaped class observation involving the Grade 7 and 8 English teachers and their classes once a week for three weeks/ cycles from January 27- February 14, 2020. Rest assured that any elicited data will be kept private and confidential.

Thank you for the attention bestowed in this letter. With great anticipation, the undersigned looks forward to your favorable response regarding this endeavor.

Respectfully yours,

(sgd)

MR. EMMANUEL R. VALDERAMA JR.

Researcher

Appendix C

January 24, 2020

Name of the Addressee

School Director

Name of the School (Setting 2)

Dear _____,

Greetings in the Name of our Lord and Savior, Jesus Christ!

The undersigned is conducting a study entitled “The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis” as part of the requirement for his Graduate School degree, Master of Arts Major in English Language Education (MA ELE), at Philippine Normal University- Manila.

This study intends to describe and analyze the employed self-repair strategies of the secondary English teachers through videotaping of classes, transcription of data and interview. The study is geared toward on identifying the linguistic and syntactic competence of the teachers as reflected on their use of repair strategies in addressing communication problems involving speaking, hearing and understanding.

The undersigned will appreciate if you can give him the permission to gather data from your school in the form of videotaped class observation involving the Grade 9 and 10 English teachers and their classes once a week for three consecutive weeks from December this year to January 2020. Rest assured that any elicited data will be kept private and confidential.

Thank you for the attention bestowed in this letter. With great anticipation, the undersigned looks forward to your favorable response regarding this endeavor.

Respectfully yours,

(sgd)

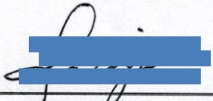
MR. EMMANUEL R. VALDERAMA JR.

Researcher

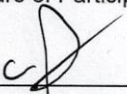
Informed Consent Form

By signing this form, I acknowledged that I,

_____,
understand the nature of the study entitled **"The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis"**. Furthermore, I completely understand my role in the study, the data gathering procedure that involves videotaping and/or audiotaping, the potential risks to me as participant, and the means by which my identity will be kept confidential. My signature on this form also indicates my permission to serve voluntarily as a participant in the study. I understand that the results of the research data may be used for presentations and publications. There are no other arguments, written or verbal, related to the study beyond that expressed in the consent form. My questions have been satisfactorily answered and if I have further questions these will be addressed.



Signature of Participant



Signature of the Researcher

Jan. 27, 2020

Date

January 27, 2020

Date

PARENT'S CONSENT

By signing below, you are giving consent for your child to participate in the study entitled "The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis". The researcher will videotape the classes where your child belongs to identify and analyze the repair strategies of his/ her teacher. The study focuses on the teachers' talk only. The videotaped data will be used to describe and analyze the self-repair strategies of the teachers in addressing their problems in speaking, hearing and understanding.

Please check the option that applies to you before signing on the space allocated below.



I give permission for my child to be videotaped.



I do not give permission for my child to be videotaped.

Your child's name: [REDACTED]

Parent's name: JEN [REDACTED]

Parent's Signature: _____

Date: January 24, 2020

ASSENT FORM
(Classroom Observation)

My name is **EMMANUEL R. VALDERAMA JR.** I am a Graduate School student at Philippine Normal University taking the program Master of Arts in English Language Education (MA ELE). I am currently working on my thesis entitled "The Repair Practices of Secondary English Teachers: A Classroom Discourse Analysis". I am inviting you to participate in the research study as a class member of the class that will be videotaped to identify and analyze the repair strategies of your English teacher.

Your parent is informed about this study. S/he also gave your permission to be involved through the Parent Consent Form that s/he signed. In case that you are willing to participate in this study, you will be part of the class that will be videotaped for three times in a week during your English time. The focus of the observation will be your teacher's utilization of repair strategies.

You are not forced to be involved in this study. Your participation is voluntary. In fact, there will be no negative consequences if you decide not to participate. Even if you start the study, you can withdraw your participation anytime. You may ask questions if you want to clarify anything about the study. This will be welcomed and appreciated.

If you chose to be part of the study, any data that will be gathered from the class observation will be kept confidential. This will only be used in this research. Your identity will also be anonymous. In addition, how you respond or behave in the videotaped classes will not be disclosed publicly and will not merit any negative consequences academically.

Signing here means that you have read this form or have had it read to you and that you are willing to be involved in the study.

Name of the Participant: _____

Signature of the Participant: _____

Date: JAN 24 2020

ATTESTATION

The undersigned hereby attests that the outcome of the data collection done by the researcher for his thesis entitled "The Repair Strategies of the Secondary English Teachers: A Classroom Discourse Analysis" underwent internal validation through **MEMBER CHECKING.**

The electronic copy of the transcript and the video recordings of the classes that were videotaped during the data gathering phase of the study were sent privately to the E-mail of the concerned teacher for checking and validation. This procedure is done to ensure that the researcher's transcription of the teacher's talk was checked and validated by the participants of the study.

The undersigned duly certifies that she had verified the data which the researcher had collected and analyzed.



Signature over Printed Name

Date

Appendix H

October 27, 2020

Ph.D Applied Linguistic Candidate
Philippine Normal University- Manila

Dear Sir,

Warmest greetings of peace!

The undersigned is writing this to formally extend his invitation to you to be an intercoder in his thesis entitled "The Repair Practices of the Secondary English Teachers: A Classroom Discourse Analysis". The study is about the self-repair practices of the four research participants who are Grade 7, 8, 9 , and 10 English teacher in the two research settings.

Attached herewith are the Transcription Guidelines, Transcription Manual and the Transcription Sheet (template) for your guidance and perusal.

The undersigned looks forward to working with you. Indeed, your personal and professional qualifications will be of great help in ensuring the validity of the data analysis of this study.

Respectfully yours,

(sgd)

Mr. Emmanuel R. Valderama Jr.
MA ELE Candidate
Philippine Normal University- Manila

Appendix I
CERTIFICATION

To whom it may concern:

I, _____, a Doctor of Philosophy in Applied Linguistics Student at the Philippine Normal University hereby certify that I have counterchecked the data obtained through video recording of classes, and have therefore served as an inter-coder for the data analysis of EMMANUEL R. VALDERAMA JR. of Philippine Normal University-Manila in his master's thesis titled, "THE REPAIR PRACTICES OF SECONDARY ENGLISH TEACHERS: A CLASSROOM DISCOURSE ANALYSIS". This certification is issued upon the request of Mr. Emmanuel R. Valderama Jr. for whatever legal purpose it may serve.

Certified by:

Signature Over Printed Name

Appendix J

List of Transcription Conventions (Jefferson, 2004)

Feature	Meaning	Notation
Intonation	Continuing intonation	,
	Falling intonation	.
	Rising intonation	?
Intensity	Spoken loudly	TEXT
	Spoken softly	°text
Temporal features	Word cutoff	-
	Overlapping speech	[]
	Pause	(.)
	Spoken slowly	<text>
	Spoken rapidly	>text<
	Lengthened syllable	::
	High Pitch	↑
	Low Pitch	↓
Transcriber's comments	Paralinguistic behavior	((behavior))
	Unclear or unintelligible speech	()

Note. This table demonstrates the transcription notation of Jefferson (2004) that stipulates the meaning and the symbol of the corresponding prosodic feature.

Appendix K

Transcription Coding Guide

The study adapted the transcription convention of Jefferson (2004) in transcribing the teachers' discourses in the videotaped ESL classes. Presented below are the operational guidelines, and codes that have been employed in transliterating the examined recordings.

1. Use [,] to indicate a continuing intonation.
2. Use [.] to indicate falling intonation.
3. Use [?] to indicate rising intonation.
4. CAPITALIZE the segment that was delivered in a loud voice.
5. Place [°] on the upper left side of the first letter to indicate a soft speech and/or softly uttered words.
6. Use [↑] to denote utterances in high pitch.
7. Use [↓] to denote utterances in low pitch.
8. Use [-] to indicate stuttering, self-interruption, and cut-off.
9. Use [=] to mark a latched speech.
10. Use [< >] to mark slow speech rate.
11. Use [> <] to mark fast speech rate.
12. Use [()] to indicate unclear utterances.
13. Use [(())] to indicate comments regarding the gesture and/or the situation.

Appendix L

Inter-coding guidelines

The researcher formulated three separate transcription sheets namely (1) self-repair initiation, (2) repair operations, and (3) instances of repair. The transcription sheets were first accomplished by the researcher as Inter-coder 1 before these were forwarded electronically to Inter-coder 2 and Inter-coder 3 for cross-validation. Indicated below are the inter-coding guidelines that were duly followed throughout the process.

1. The transcription sheets are in tabular format.
2. The transcription sheets were electronically forwarded to the other inter-coders together with the recording materials.
3. The transcription sheets were segmented into six columns:
 - a. The first column contains the speech transcriptions of the participating subject;
 - b. The second column indicates the grade level of the research participant who has uttered the transliterated speech;
 - c. The third column signifies the type of communication strategy;
 - d. The fourth column pertains to a valid remark;
 - e. The fifth column pertains to an invalid remark; and
 - f. The sixth column indicates the inter-coder's comment/s regarding the transcribed speech.
4. External inter-coders shall check the "valid" portion of the table if s/he agrees to the classification of the transcribed speech. Otherwise, the inter-coder shall check "invalid".
5. The inter-coder can either agree or disagree with the item by writing his/her comments on the "remark" portion of the transcription sheet.
6. The same set of process shall be done for all the transcribed data enlisted in the transcription sheets.

Appendix M

GUIDE QUESTIONS FOR JOURNAL WRITING

To the Research Participants:

In relation to the Master's Thesis of Emmanuel R. Valderama of Philippine Normal University – Manila titled **The Repair Practices of the Secondary English Teachers: A Classroom Discourse Analysis**. The researcher humbly requests you to write journal entries with regard to your employment of self-repair practices in your ESL classes. The data that will be obtained in your journal entries will be used in analyzing the perceived impacts of language repair in your English classes.

The following Guide Questions are stipulated below. These set of questions shall serve as your guide in writing your journal entries for the ESL classes that were video recorded during the data collection.

GUIDE QUESTIONS:

1. Did the employment of repair strategies help you maintain intersubjectivity in your talk?
2. Did the employment of repair strategies help you address interactional problems?
3. Did the employment of repair strategies help you resolve troubles in speaking, hearing and understanding?
4. Did repair strategies make your talk more comprehensible and clearer?
5. In general, what do you think were the implications of your repair strategies in your English class?

Appendix N



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



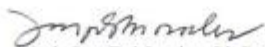
AUTHENTICITY RESULT

Date of Release: March 8, 2021
Result Code: 2021-0751
Submission ID: 1526767665
Title of Output: The Repair Practices of Secondary English Teachers:
A Classroom Discourse Analysis
Author (s): Emmanuel R. Valderama Jr.

Authenticity Report:

Similarity Report: 3%

- Interpretation: A similarity of 3% means that 3% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (2%), publications (2%), and student papers (1%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director



CURRICULUM VITAE

Emmanuel R. Valderama Jr.

445 MH del Pilar St. San Rafael
Rodriguez, Rizal 1860
valderama.ejr@pnu.edu.ph
09652251098

EDUCATION

MAED ELT, 2021 – Philippine Normal University- Manila

BTTE Major in English, 2010 – Marikina Polytechnic College

APPOINTMENT

Subject Area Coordinator- English: Nuestra Senora De Aranzazu
Parochial School, June 2016 – present

CONFERENCE PRESENTATION

2018. Valderama, Emmanuel Jr. "Corrective Feedback Practices of Secondary English Teachers on the Students' Oral Communication Errors." International Conference on Multidisciplinary Contemporary Research, Genting Highlands, ML.

TEACHING EXPERIENCE

English Teacher, Nuestra Senora De Aranzazu Parochial School,
2010-Present

LANGUAGES

Filipino and English

MEMBERSHIP / AFFILIATION

Reading Association of the Philippines (RAP), Member