

Repair Strategies in Online Collaborative EFL Classes

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Abstract

The purpose of this study was to investigate how and to what extent repair strategies are used in online English classes. To this end, through convenience sampling, three Iranian EFL teachers who had been teaching at intermediate and advanced levels were selected from IranMehr institute in Tehran. 70 hours of English instruction and classroom interactions of three reflective teachers, who were selected through purposive sampling, were recorded, transcribed, and coded by the researcher based on Fox and Jasperson's (1995) self-repair strategies, who presented 7 types of self-repair strategies, to explore the most frequent self-repair strategies employed by reflective teachers. The results calculated through frequency count and descriptive statistics indicated that the most frequent self-repair strategies of high, mid, and low reflective teachers employed was strategy "A" or 'repetition of a lexical item'. The findings of the study offer some implications and recommendations for further research which are presented at the end of the study.

Key Terms: "Online Classes", "Reflective Instructors", "Repair Strategies".

Introduction

One of the most problematic issues in teaching English is the ability of teachers to interact with students effectively and appropriately. It was not until the past decade that Interactional competence (IC) was considered as a field of investigations as a result of the works by Young (2011) and Kramsch (1986). Since then, IC has been a hallmark of so many studies in recent years. At the same time, there is consensus that not only a little do we know about it, but also there are many aspects of this field which has not been scrutinized yet. Interactional competence (IC) is based on the previous theories of competence, but it is a completely different issue from communicative competence.

Kramsch (1986) stated IC entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other intentions between intended, perceived, and anticipated meanings. IC presupposes "shared internal meaning or sphere of inter-subjectivity" (p. 367), and this is what clearly separates IC from previous competence theories. Young (2014) illustrated that the most important distinction between the interactional and communicative skills is that IC is not what an individual learns, it is what an individual does in particular situations with others. As in various studies, interactional competence can be broken down into two general categories, namely, cognitive and sociocultural approaches (Brown, 2011). The first is more concerned with the linguistic aspects of language acquisition including mental processes, whereas the other considers language acquisition as a social process involving contact amongst learners and the environment. (Nghah & Spata, 2019).

The following component parts of IC were described by Young (2011): linguistic resources, identity resources and interactional resources. In social contexts, IC requires awareness and employment of these resources. (Young, 2014). In the present study, I will focus on the social aspect of IC, will make attempt to throw light specifically on repair as one of interactional resources.

Repair is a mechanism that acts in conversation to resolve conversational speech, hearing, and comprehension issues (Schegloff, Jefferson, & Sacks, 1977). Therefore, researching repair can help explore structured ways of coping with different types of problems in the interaction process (Have, 1999). According to Schegloff et al., (1977), repair includes a broad variety of acts, comprising procedural rules statements, sanctions for breaches of those rules, speech hearing and comprehension concerns, second starts, prompting, cluing and assisting, clarifying, and error correction.

Statement of the Problem

Several studies have already focused on IC resources in traditional English classrooms. Ardini (2015) stated, at the beginning of each new session, the instructor can demonstrate the repair technique more often, but eventually made it through the remainder of the session. According to Razfar (2005), in relation to the presumed correctness of "Standard American English," the teachers claimed the authority and right to repair students' pronunciation. It seems these instances of repair were not only mediated by language ideologies of authenticity and appropriate form, regarding certain grammatical choices taken by students, but also helped to mediate the control of proper student behavior. (Razfar, 2005). Many of the studies in this area have concentrated primarily on repair structures in onsite English classrooms. However, the existence of repair structures in online sessions have not been yet dealt with. Regarding the significance of the matter, it is important to provide the literature with the results of this study, which is to identify repair strategies in online English classes. This research shed new light on this untouched matter.

Research Questions

Q1. What are the common repair strategies used in online English classes?

Q2. How do repair trajectories provide opportunities for improving interactional competence in online English classes?

Q3. Are repair strategies affected by learners' English proficiency levels?

Method

The participants of the present study comprised three Iranian female EFL teachers, selected from IranMehr institute. All of the teachers had passed TTC courses and had been teaching English at intermediate and advanced levels. The following books were taught in the above mentioned institute: Top notch, four corners, Summit, American File, Business result, English result, and Cutting edge. Textbooks of Top notch, Business result, and English result were taught in advanced levels. Textbooks of Four corners, Summit, American File, and Cutting edge were taught in intermediate and upper intermediate levels. Teachers' age ranged from 22 to 58. Three teachers had M.A. degrees. Their experience in teaching ranged from 2 to 29 years.

Based on the years of experience, the teachers were classified into three groups of low experience or novice (0-2 years), mid experience (3-5 years), and high experience or experienced (above 6 years). The divisions are further explained in chapter 4. However, this study utilized purposive sampling. Classroom video recording was employed as the instrument of this study.

The researcher recorded the classes of the teachers for 70 hours by a video recorder. The classes were recorded from the beginning to the end which varied from 80 to 110 minutes. Additionally, before the classes started, the researcher notified the students that the focus of the study is on their teacher's voice, and wanted them to feel comfortable in the classes. The teachers were also assured that the recordings and the results of the study would be used merely for scientific and research purposes. Subsequently, the recordings were transcribed; hence, the recorded materials were listened to for several times. Finally, the researcher determined the cases of self-repair one by one and compared the self-repair strategies employed by high, mid, and low reflective teachers according to the research question. In order to measure the inter-rater reliability of the recordings, in addition to the researchers' rates, two TEFL instructors were invited to rate 20 hours of the recordings which were transcribed and coded by the researcher. Before rating the transcriptions, the raters were informed about the purpose of the study and received Fox and Jasperson's framework. It is worth mentioning that 20 hours of the recordings were selected out of 70 hours randomly. Spearman rho correlations were used to test inter-rater reliability to see the degree of agreement between the two raters. In addition, after coming up with a final pattern the classifications and samples of self-repair strategies were submitted to two language experts (the supervisor and advisor of this study), based on their suggestions minor modifications were made.

Results Discussion

As for the analysis of the data, Fox and Jasperson's (1995) classification of self-repair strategies was employed. However, during analysis of the data, the researcher came up with six new types that were not mentioned in Fox and Jasperson's (1995) classification. In this grouping, seven types of self-repair strategies have been provided, arranged from "A" to "G". Similarly, the researcher named the new six strategies and presented them in alphabetic order as follows:

- Strategy H: Replacement of a lexical word and the repetition of the correct sentence.
- Strategy I: Repeating and Completing or continuing the cut off word or the portion of talk that is being cut-off.
- Strategy J: Replacement of a lexical item, clause, or phrase by another lexical item, clause or phrase.
- Strategy K: Repetition and addition of a lexical item, phrase, or clause then discarding the error.
- Strategy L: Repetition and the addition of a lexical item, phrase, or clause then replacement of error with correct elements.
- Strategy M: Repetition of an exact lexical item, phrase, or clause then deletion of the error.

Answering the First Research Question

"Table 1", demonstrates the type, frequency, and percentage of the strategies which were employed by high reflective teachers to self-repair themselves.

Table 1-Type, frequency, and percentage of the strategies applied by high reflective teachers

	St A	St B	St C	St D	St E	St F	St G	St H	St I	St J	St K	St L	St M
High Reflective Teachers	55	6	18	11	4	13	1	7	6	26	1	0	3

Percent	50	5	16	10	4	12	1	6	5	24	1	0	3
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The description and percentage of use of self-repair types are provided hereunder.

According to the results presented in “Table 1”, high reflective teachers employed 12 types of self-repair strategies. Strategy “A” (repetition of a lexical item) has had the highest frequency with the occurrences of 55 cases. Some examples of this strategy are provided as follows:

Strategy A: Repetition of a lexical item

Or we, we say that honesty is the best part. But, but I guess honesty is not the best part.

Why we use “are there at the first? Because your your sentence is question sentence

What, what did you write, Could you just tell your words?

Because all, all the places are full of paper.

How, how does it take you to paint it?

Now, let’s go to the, the reading part

Parents live with the, the older boy, or son

As, as this is a presentation you will have to talk about it.

Sorry, what, what kind of terror you mean?

Moreover, some of the high reflective teachers employed strategies “C” (repetition of a several lexical items), and “J” (replacement of a lexical item, clause or phrase by another lexical item, clause, or phrase) with the frequencies of 18, and 26 respectively which had the average level of frequency. The excerpts of them are presented as follows:

Strategy C: Repetition of several lexical items

Continue page 65 listening. Here we have, here we have three questions

Please go a, go a little further, up.

Yeah, great. Then u have to do, to do check in

Who is crying? Who is crying in the corner?

Strategy J: Replacement of a lexical item, clause or phrase by another lexical item, clause or phrase.

My aunt husband was, I mean that for example you should just go for baptism before you married.

Chase away means make them go for, far.

Look at these sentences. it’s a, they are divided by this comma.

For example, I will, you are in the store and you have 2 options here.

You tell me, When, what do you usually do on the weekend?

How do u usually, u know in different examinations like final examinations.

Additionally, the level of frequency of strategies “B” (replacement of a cut-off word), “D” (repetition and replacement of one lexical item), “E” (repetition of a clause or phrase and the addition of new elements before the repetition), “F” (repetition plus the addition of new elements), “G” (abandoning the portion of talk that is being cut-off and restart), “H” (replacement of a lexical word and the repetition of the correct sentence), “I” (repeating, and completing, or continuing the cut of word or the portion of talk that is being cut-off), “K” (repetition and addition of a lexical item, phrase or clause then abandoning the error), and “M” (repetition of the exact lexical item, phrase or clause then deletion of the error), which were found in 6, 11, 6, 4, 13, 1, 7, 6, 1, and 3 cases respectively were less than other strategies. It is worth mentioning that the frequency of the strategies “B” and “I”, and strategies “G” and “K” which were employed by high reflective teachers were the same. The examples of these strategies are presented as follows.

Strategy B: Replacement of a cut-off word

I was eating pop corn when the base, basketball hit me.

So, what shou, can we do? Anything?

So wha, which of these sentences are true about Iran?

Please look at his dr, appearance, Is he informal?

Strategy D: Repetition and replacement of one lexical item

Where the conclusion, how the conclusion should be finished and what your restating thesis is

Who can tell me, what do, what does a comma do?

You have to line, to give answers to them.

They usually go out with, go out together.

Now, it's time to se, to read that sentence in which families located

Strategy E: Repetition of a clause or phrase and the addition of new elements before the repetition

When they come? When did they come?

Now let's go to, let's go back to the keyword.

Why you choose? Why did you choose?

Strategy F: Repetition plus the addition of new elements

To see someone off means that you go to the airport to say goodbye to him or her. Great, who know, knows the meaning of elbow room?

A sound that irritate irritates young people

They go to their room rooms without mom or dad.

So, after, look, looking for the keyword read the text and underline them.

Strategy G: Abandoning the portion of talk that is being cut-off and a restart

Some people think that certain ob, that examples do not support things.

Strategy H: Replacement of a lexical word and the repetition of the correct sentence

Who know the meaning? Knows who knows the meaning?

We can say 99, 90. We can say 90 percent.

Strategy I: Repetition and Completing or continuing the cut off word or the portion of talk that is being cut-off

Who ha, have these personality types?

They, don't have any sisters or bro, brothers to be divide the labor.

if you cou, could remember.

Let's see, take a look at my wo, word.

Strategy K: Repetition and addition of a lexical item, phrase or clause then discarding the error.

Some, some of truth, some truth are really hard to answer

Strategy M: Repetition of an exact lexical item, phrase or clause then deletion of the error

They presents, present their lecture in the class

You can also, afters, after searching for in google

However, none of the participants applied strategy "L" (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements) for self-repairing. Distribution of the percentages from the largest to the smallest frequency of each self-repair strategy, employed by high reflective teachers, is presented in "Figure 1" below.

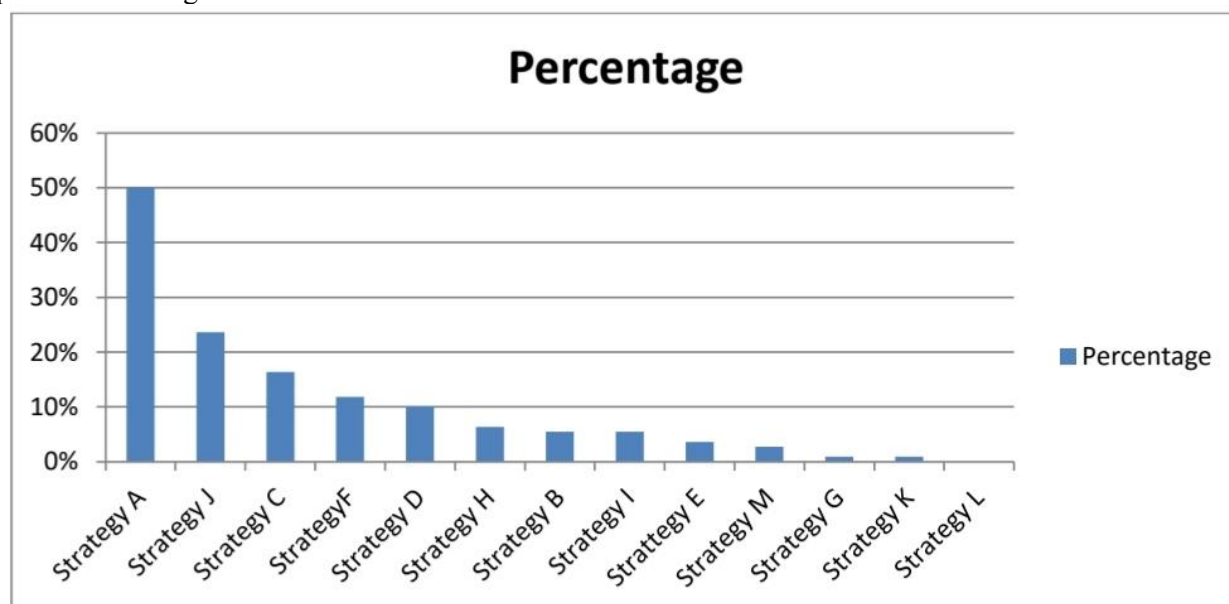


Figure (1) Distribution of Percentages in Total Frequency of Self-Repair Strategies

Based on the findings presented in “Figure 1”, strategy “A” (repetition of a lexical item) accounted for 50% (N=55). Percentages of strategies “J” (replacement of a lexical item, clause or phrase by another lexical item, clause or phrase) and “C” (repetition of a several lexical items) were 24% (N=26), and 16% (N=18) respectively. Strategy “F” (repetition plus the addition of new elements) was used 12% (N=13) of the total repair, and strategy “D” (repetition and replacement of one lexical item) was employed 10% (N=11). Percentage of strategy “H” (replacement of a lexical word and the repetition of the correct sentence) was 6 % (N=7). Strategies “B” (replacement of a cut-off word), and “I” (repeating, and completing, or continuing the cut of word or the portion of talk that is being cut-off) comprised 5% (N=6). Teachers employed strategy “M” (repetition of the exact lexical item, phrase or clause then deletion of the error) made up 3% (N=3) of the total repair. Moreover, the least used strategies were “G” (abandoning the portion of talk that is being cut-off and restart), and “K” (repetition and addition of a lexical item, phrase or clause then abandoning the error) which had the same percentage of 1% (N=1). However, Strategy “L” (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements) was not employed by them.

In the same vein, the most frequent self-repair strategies employed by low reflective teachers were determined and measured. “Table 2”below, shows the type and frequency of strategies which were employed by low reflective teachers to self-repair themselves.

Table 2-Type, frequency, and percentage of the strategies applied by low reflective teachers

	St A	St B	St C	St D	St E	St F	St G	St H	St I	St J	St K	St L	St M
Low Reflective Teachers	91	7	28	36	12	24	0	1	17	54	8	0	1
Percent	83	6	25.5	33	11	22	0	1	15.5	49	7	0	1

According to the results presented in “Table 2”, low reflective teachers employed 11 types of self-repair strategies. Strategies “A” (repetition of a lexical item), and “J” (replacement of a lexical item, clause or phrase by another lexical item, clause or phrase) had the highest frequency of use 91, and 54 respectively. The example of this strategy is presented as follow:

Strategy A: Repetition of a lexical item

There is a place that, that when you want to ask information

It, it was a game on computers

So let's wait for few, few minutes to late comers.

Keep an eye on, on sth means exactly watch them.

Strategy J: Replacement of a lexical item, clause or phrase by another lexical item, clause, or phrase.

So, stress is, there are some general rules about the stress that where should you put the stress

Now it's a, describing a friend. And there are some highlighted words.

Light colors become righter, lighter.

But generally the, not in front of sth but close to

Or I, it is not that much fit

With the, you know about passive voice ha?

If something, you're running suddenly you slip, u skied and you fell down

Furthermore, strategies “C” (repetition of a several lexical items), “D” (repetition and replacement of one lexical item), and “F” (repetition plus the addition of new elements) had the average frequency of use which are 28, 36, and 24 respectively. The instances of these strategies employed by low reflective teachers are as follows:

Strategy C: Repetition of several lexical items

What was the thing what was the thing that I told you to search for it?

But one of them, one of them is information desk

How is it, how is it served?

Do you, do you really know something about that? Professionally?

Strategy D: Repetition and replacement of one lexical item

If you set a big do, big goal

The performer is the noun, the passive

We are, we were warned not to go out alone

She betrayed his husband. Betrayed her husband.

You know his wife died alive burnt alive actually, but it was interesting.

Strategy F: Repetition and the addition of new elements

what is goin, what's going to happen in future

Come on! I have the pic, I saw the pictures of that man.

According to the results presented in table 4.2, low reflective teachers employed some strategies less than others which are strategies types "B" (replacement of a cut-off word), "E" (repetition of a clause or phrase and the addition of new elements before the repetition), "H" (replacement of a lexical word and the repetition of the correct sentence), "I" (repeating and completing or continuing the cut of word or the portion of talk that is being cut-off), "K" (repetition and addition of a lexical item, phrase or clause then abandoning the error), "M" (repetition of an exact lexical item, phrase or clause then deletion of the error) with the frequencies of 7, 12, 1, 17, 8, 1 respectively. It is important to note that strategies "G", and "L" and strategies "H" and "M" had the same frequency of use. The examples of these strategies are presented hereunder.

Strategy B: Replacement of a cut-off word

Wha, which part is your favorite part?

Ok. Here. You have the countr, city and these are name

do you agree the ol, elderly shouldn't wear red?

Strategy E: Repetition of a clause or phrase and the addition of new elements before the repetition

Ok this team against, this team plays against another team

she can, sth I can really never ever eat

Therefore I was when I was just checking out the results

And sometimes when you remember, when you don't remember something's name

so don't go back to page, go back to this page.

Strategy H: Replacement of a lexical word and the repetition of the correct sentence

The sentence is passive, active. The sentence is passive.

Strategy I: Repetition and Completing or continuing the cut of word or the portion of talk that is being cut-off

That's why we say in the ba basement

Listen to di, direction of the department store

Let's go to the next part con, contrastive clarification

Con, Conversation number

Strategy K: Repetition and addition of a lexical item, phrase or clause then discarding the error.

what, what of thing, what thing do you mean

It depends on in which, in which of the much accents, in which accents they have nothing for something like this.

I told you, general, generalizingly description, in general description of places

Strategy M: Repetition of an exact lexical item, phrase or clause then deletion of the error

She is the woman whom I wanted to talk to, I wanted to talk.

However, low reflective teachers did not employ strategies "G" (abandoning the portion of talk that is being cut-off and a restart) and "L" (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements). Distribution of the percentages from the largest to the smallest frequency of each self-repair strategy employed by low reflective teachers is presented in "Figure 2" below.

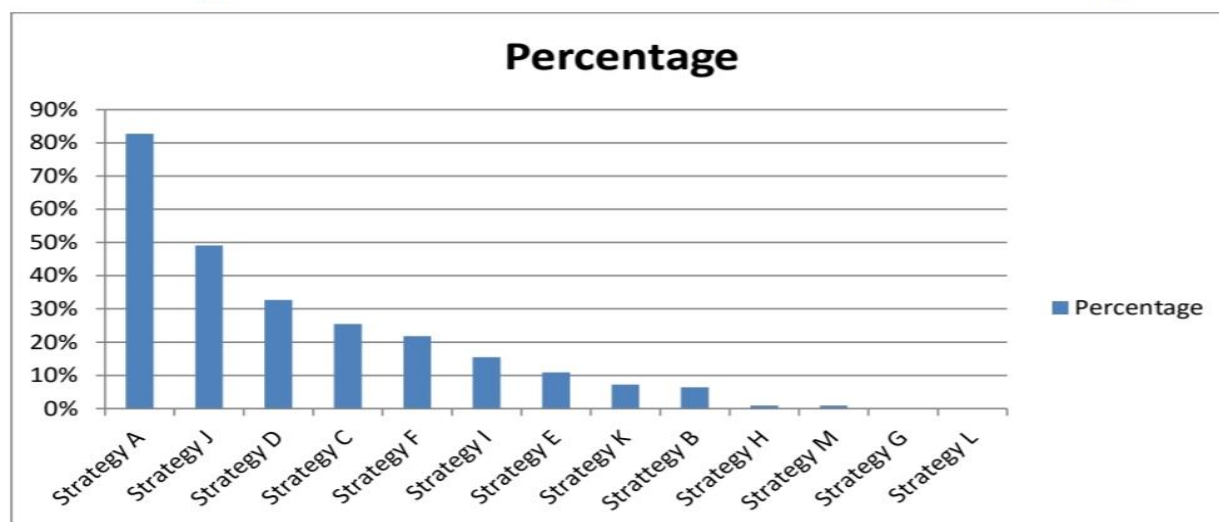


Figure (2) Distributions of Percentages in Total Frequency of Self-Repair Strategies

According to the results manifested in “Figure 2”, strategies “A” (repetition of a lexical item), and “J” (replacement of a lexical item, clause or phrase by another lexical item, clause or phrase), consisted of 83% (N=91), and 49% (N= 54) respectively. Percentage of strategies “D” (repetition and replacement of one lexical item), “C” (repetition of a several lexical items), and “F” (repetition plus the addition of new elements) were 33% (N=36), 25.5% (N= 28), and 22% (N=24) respectively. Strategy “I” (repeating and completing or continuing the cut of word or the portion of talk that is being cut-off) was used 15.5% (N=17). Strategy “E” (repetition of a clause or phrase and the addition of new elements before the repetition) comprised 11% (N=12). Strategy “K” (repetition and addition of a lexical item, phrase or clause then abandoning the error) accounted for 7% (N=8). Teachers utilized strategy “B” (replacement of a cut-off word) made up 6% (N=7). Percentages of strategy “H” (replacement of a lexical word and the repetition of the correct sentence), and strategy “M” (repetition of an exact lexical item, phrase or clause then deletion of the error) were 1% (N=1). However, low reflective teachers did not employ strategies “G” (abandoning the portion of talk that is being cut-off and a restart), and “L” (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements).

Similarly, the most frequent self-repair strategies employed by mid reflective teachers were identified and calculated. “Table 3” demonstrates the type and frequency of strategies which were employed by mid reflective teachers to conduct self-repair.

Table 3-Type, frequency, and percentage of the strategies applied by mid reflective teachers

	St A	St B	St C	St D	St E	St F	St G	St H	St I	St J	St K	St L	St M
Mid Reflective Teachers	57	8	17	24	11	11	1	6	17	41	0	6	0
Percent	52	7	15.5	22	10	10	1	5	15.5	37	0	5	0

Based on the findings presented in “Table 3”, mid reflective teachers utilized 11 self-repair strategies. As it can be seen, strategies “A” (repetition of a lexical item), and “J” (replacement of a lexical item, clause, or phrase, by another lexical item, clause or phrase) had the highest frequency of use 57, and 41 respectively. The following excerpts represent these strategies employed by mid reflective teachers.

Strategy A: Repetition of a lexical item

Check it and let, let me know

Yes, we, we are going to take it up

because sometimes changes, changes are not good
you know I told you we were in Tehran, Tehran last week, and again it was dusty
I think they, they force you to buy

Strategy J: Replacement of a lexical item, clause, or phrase, by another lexical item, clause or phrase.

In the pair of aa I, I mean group of three and a group, aa, no, no, no. you two.

you know it's a, now we are going to do a lot of thing

Words that have, there are you know if they are

Now, I want to make, use them in a sentence

But it is, both of them have the same meaning

Moreover, mid reflective teachers employed strategy "D" (Repetition and replacement of one lexical item) with the average level of frequency 24. It is important to note that unlike high reflective teachers, mid and low reflective teachers utilized strategy "D" with the average level of frequency. Following is the example of this strategy.

Strategy D: Repetition and replacement of one lexical item

which movies do you pre, do u suggest, I think that was the name

As I said before unfortunately we have to pronouce, we have to put particular word to that grammar.

Can u see the man? What's wrong with it? With him?

when we, when you are afraid of the teachers

Based on the findings presented in "Table 3", strategies "B" (replacement of a cut-off word), "C" (repetition of a several lexical items), "E" (repetition of a clause or phrase and the addition of new elements before the repetition), "F" (repetition plus the addition of new elements), "G" (abandoning the portion of talk that is being cut-off and restart), "H" (replacement of a lexical word and the repetition of the correct sentence), "I" (repeating and completing or continuing the cut of word or the portion of talk that is being cut-off), "L" (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements) with the lowest frequency of use 8, 17, 11, 11, 1, 6, 17, and 6 respectively were employed by mid reflective teachers. The excerpts of these strategies are provided as follows:

Strategy B: Replacement of a cut-off word

Nastaran could you please, answ, tell what's the story about.

Gift wrap to cover with a beautiful co, paper.

He couldn't gus, get used to getting up at 6 PM.

Strategy C: Repetition of several lexical items

so as an, as an adj we don't use it plural.

Do you, Do you have any kids.

How often, How often do you go shopping for clothes?

Strategy E: Repetition of a clause, or phrase and the addition of new elements before the repetition

for example cinema, I don't know, party, to the party and because of some reasons.

some students do well, did it well actually.

Also color can use instead of, can be used instead of adjective in the sentence.

Strategy F: Repetition and the addition of new elements

Then you should type it yes to sum, and to sum up the result.

You never do that at the moment, at the moments

Strategy G: Abandoning the portion of talk that is being cut-off and a restart

However, they s- however, there was a movie in a cinema.

Strategy H: Replacement of a lexical word and the repetition of the correct sentence

Page fifty, no, one hundred and fifty, page one hundred and fifty

Do you recognize her, Him. Do you recognize him?

Strategy I: Repetition and completing or continuing the cut off word or the portion of talk that is being cut-off

This is ex, exceptional

When I go to the context, I get exc, excited

because of what we can re, read that?

Aha, to ma, making new friends.

It's a ki, kind of give sth to sb

Strategy L: Repetition and the addition of a lexical item, phrase, or clause then replacement of error with correct elements.

She should take a responsibility at, responsibility at what she has done, responsibility for what she has done.

what are Jack, what are Jack's actually, who are Jack's actually

Hossein you tell me, chapter two, chapter two and three no, page two and three

because they wanted to started a, they wanted to start a new business

The book is, this book is for example, this method is for example new

As table 4.3 indicates, mid reflective teachers did not employ strategies "K" (repetition and addition of a lexical item, phrase or clause then abandoning the error), and "M" (repetition of an exact lexical item, phrase or clause then deletion of the error). Distribution of the percentages from the largest to the smallest frequency of each self-repair strategy employed by mid reflective teachers is presented in "Figure 3" below.

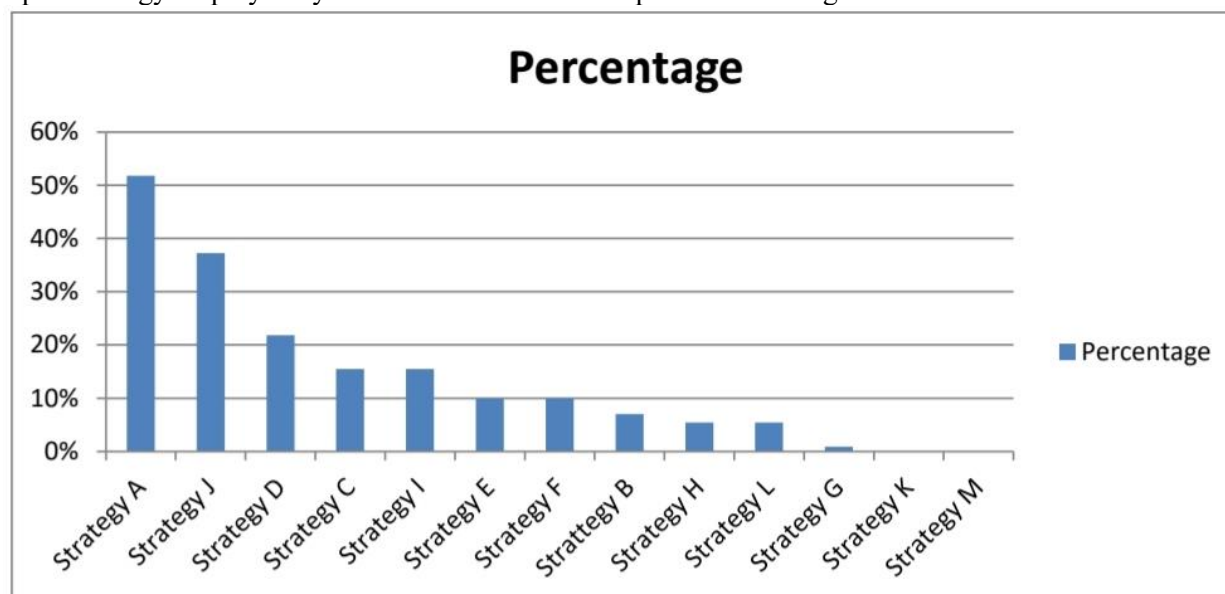


Figure 3- Distributions of Percentages in Total Frequency of Self-Repair Strategies

Based on the findings presented in "Figure 3", strategy "A" (repetition of a lexical item) was the most frequently utilized self-repair strategy. Its frequency was 57 cases and 52% of the total self-repairs. Strategy "J" (replacement of a lexical item, clause, or phrase, by another lexical item, clause or phrase) was the second highest in frequency with 41 cases, which was 37% of the total. The percentage of strategy "D" (repetition and replacement of one lexical item) was 22%, which yielded 24 cases. Strategies "C" (repetition of a several lexical items), and "I" (repeating and completing or continuing the cut of word or the portion of talk that is being cut-off) showed similar frequency with 17 cases (15.5%). By the same token, strategies "E" (repetition of a clause or phrase and the addition of new elements before the repetition), and "F" (repetition plus the addition of new elements) manifested similar frequency with 11 cases (10%). The frequency of strategy "B" (replacement of a

cut-off word) was 8 cases with 7% of the total self-repair strategies. Strategies “H” (replacement of a lexical word and the repetition of the correct sentence), and “L” (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements) had the same frequency of use 6 (5%). A strategy “G” (abandoning the portion of talk that is being cut-off and restart) was the lowest in frequency, which was found in 1 case. However, strategies “K” (repetition and addition of a lexical item, phrase or clause then abandoning the error), and “M” (repetition of an exact lexical item, phrase or clause then deletion of the error) were not used by mid reflective teachers.

Answering the Second and Third Research Questions

The second and third research questions of the study were how do repair trajectories provide opportunities for improving interactional competence in online English classes? And Are repair strategies affected by learners’ English proficiency levels?

The results of the study showed that According to Charles (1990), when teachers see that their proper responses exactly address the students’ problems, they feel satisfied. It can be stated that when students understand their teacher’s speech thoroughly, it means that nothing impedes their communication and the teacher reflects on his or her speech and uses appropriate self-repair strategies. All in all, it can be concluded from the results which were obtained from this study that high proficiency learners conduct self-repair fewer than mid, and low proficiency learners which imply that they reflect more on their interactions in the classroom. According to Van Lier (1988), it is vital to find out “how trouble is repaired in second language classrooms, as a precursor to finding out how repairing may assist in L2 development” (p. 182). On the other hand, mid and low proficiency learners did not reflect more on their interactions; but, employed more repair strategies to enhance conversational fluency.

As for the most frequent self-repair strategies utilized by high, low, and mid reflective teachers, which was the focus of the research questions of the study, the results of the analysis revealed that strategy “A” (repetition of a lexical item), was the most frequent strategy employed by these three groups of teachers to self-repair. Hoekje (1984) states “Repetition is the most effective strategy that a speaker can use for promoting comprehension” (p.10). With respect to the results, Strategy “J” (replacement of a lexical item, clause or phrase by another lexical item, clause, or phrase) had the highest frequency subsequent to strategy “A” as the vast majority of the teachers (36%) employed strategy “J”. Similarly in strategy “J”, the low reflective teachers employed this strategy more than the two groups. However, mid reflective teachers (5.5%) were the only group that employed strategy “L” (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements). It can be implied that high and low reflective teachers did not employ strategy “L” at all. It is important to note that strategy “G” (abandoning the portion of talk that is being cut-off and restart) had the lowest level of frequency among other types (0.5%), and low reflective teachers did not utilize this strategy. It is worthy of note that the frequency of strategy “A” in high reflective teachers (50%) was lower than mid, and low reflective teachers. It can be implied that high reflective teachers reflect on what they want to say in the class more than mid and low reflective teachers. In fact, as their total frequency of self-repair is low, they know what is going to happen in their classes better than other groups. On the other hand, low reflective teachers employed strategy “A” more than other groups which shows their weakness in reflection language knowledge.

Moreover, mid reflective teachers did not employ strategies “K” (repetition and addition of a lexical item, phrase or clause then abandoning the error), and “M” (repetition of an exact lexical item, phrase or clause then deletion of the error). Consequently, according to the results, low reflective teachers (7%) used strategy “K” more than high reflective teachers (1%), and on the other hand, high reflective teachers (3%) utilized strategy “M” more than low reflective teachers (1%).

In particular, although low reflective teachers employed strategies “A” (83%), “C” (repetition of a several lexical items), (25.5%), “D” (33%) (repetition and replacement of one lexical item), “E” (11%) (repetition of a clause or phrase and the addition of new elements before the repetition), “F” (22%) (repetition plus the addition of new elements), “J” (49%) (replacement of a lexical item, clause or phrase by another lexical item, clause, or phrase), and “K” (7%) more than the other two groups, they employed strategy “H” with the frequency use of 1 (1%) less than other groups. On the other hand, despite the fact that high reflective teachers employed strategies “A” (50%), “B” (5.5%) (replacement of a cut-off word), , “D” (10%), “E” (4%), “I” (5.5%) (repeating and

completing or continuing the cut of word or the portion of talk that is being cut-off), and “J” (24%) less than other groups, they utilized strategies “H” (replacement of a lexical word and the repetition of the correct sentence), and “M” (repetition of an exact lexical item, phrase or clause then deletion of the error) with the frequencies of (6%) and (3%) respectively more than two groups. Similarly mid reflective teachers employed strategies “B” (replacement of a cut-off word), and “L” (repetition and the addition of a lexical item, phrase or clause then replacement of error with correct elements) more than other groups. Moreover, mid, and low reflective teachers employed strategy “I” (repeating and completing or continuing the cut of word or the portion of talk that is being cut-off) with the same frequency of use 17 (15.5%).

The findings of this study seem to be consistent with other studies. For instance, in a study conducted by Roshan (2014), it was found that repetition or type “A” was the most frequent strategy used by teachers to conduct self-repair. It is worth mentioning that Roshan (2014) came up with two new strategies that were not provided by Fox and Jasperson (1995). She named them as strategy ‘8’ and strategy ‘9’ which resemble strategy ‘J’ and strategy ‘L’ in this study. Consequently, this study approves Roshan’s (2014) self-repair strategies which were added. In the same vein, Jian-ying (2015) found that teachers prefer to use repetition more than other strategies to perform self-initiated self-repair (SISR). Hence, the findings seem to be consistent with other studies carried out by Bada (2010) and Rieger (2003); who found that speakers apply repetition more than other strategies to self-repair. Moreover, Rabab’ah (2013) found that both German and Jordanian non-native speakers of English used repetition more frequently to do self-repair. Alternatively, in another study by Salimian Dastjerdi and Shahrokhi (2015), repetition was used more frequently by male and female EFL participants.

However, the results of the study are not consistent with that of Chalak, Talebi Khodaeian, Pourakbari, and Danesh (2015) as in their study, replacement which resemble as type “J” in this study was employed more to self-repair; nevertheless, in this study the frequency of use of type “A” was higher than other types. Similarly, in another study carried out by Tang (2011), the highest level of frequency was assigned to replacement. Such contrast can be attributed to the difference between the participants level of language knowledge in these three studies. Since the participants in this study were EFL teachers, who were expected to have high levels of language knowledge. On the other hand in Chalak et al.’s (2015) and Tang’s (2011) study, the participants had different levels of language knowledge. Accordingly, participants who had lower levels of language knowledge could not identify these types and replaced the words more than repeating. In the same vein, the findings of this study do not accord with that of Roshan’s (2014) study, since in this study strategy “D” (repetition and replacement of one lexical item) was employed to self-repair. This contrast can be due to the fact that she classified teachers’ errors into linguistic and content errors; thus, teachers employed strategy “D” to self-repair their linguistic and content errors more than other strategies. Likewise, in the study by Mehrabi (2011), it was found that replacement had the highest frequency in self-repairing.

Overall, the most frequent self-repair strategies employed by high, mid, and low reflective teachers was strategy “A” (repetition of a lexical item) with the total frequency of 203 (61%). Moreover, the analysis of the data showed that the high reflective teachers employed 12 strategies to self-repair with the total frequency of 151 (24%), which had the lowest level of frequency. Mid reflective teachers utilized 11 strategies to conduct self-repair with the total frequency of 199 (31%), which was less than low reflective teachers, and low reflective teachers by employing 11 strategies with the total frequency of 279 (44%) had the highest level of frequency. In addition, the findings of the study are to some extent in line with those of other studies on the use of repetition, which is type “A”, to self-repair more than other strategies like replacement.

Conclusions

After transcribing, summarizing and categorizing the recordings, they were examined in terms of teachers’ self-initiated self-repair strategies and coded based on Fox and Jasperson’s (1995) framework. The results of frequency count and descriptive revealed that all three groups of high, mid, and low reflective instructors, employ strategy ‘A’ or ‘repetition’ most frequently and strategy ‘L’ is not employed by high and low reflective instructors, and strategy ‘K’ and ‘M’ are not employed by mid reflective instructors either.

In conclusion, it should be noted that reflection is an imperative factor in teacher education; likewise, the findings of this study as well as earlier studies (Farrell, 2008; Yang 2009) confirmed that it is one of the

immense factors that plays a central role for the teachers to improve their way of teaching and ponder about what happens before, in, and after the class. Reflection enables teachers to be aware of what happens in their classrooms and help them to control their speech while interacting with students (Rudd, 2007). According to Gibbs (2007), when teachers see that their proper responses exactly address the students' problems, they feel satisfied. It can be stated that when students understand their teacher's speech thoroughly, it means that nothing impedes their communication and the teacher reflects on his or her speech and uses appropriate self-repair strategies.

All in all, it can be concluded from the results which were obtained from this study that high reflective teachers conduct self-repair fewer than mid, and low reflective teachers which imply that they reflect more on their interactions in the classroom. According to Van Lier (1988), it is vital to find out "how trouble is repaired in second language classrooms, as a precursor to finding out how repairing may assist in L2 development" (p. 182). On the other hand, mid and low reflective teachers did not reflect more on their interactions; but, employed more repair strategies to enhance conversational fluency. Another finding of this study was the expansion of Fox and Jaspersion's (1995) framework by introducing six new types of self-repair. However, a lot of variations are noticed in the pattern of teachers' self-repair strategies; as an example, Fox and Jaspersion (1995) identified 7 types of self-repair strategies, Roshan (2014) added two new types to this framework and this study found 6 new types. It is important to note that two of them were the same as types in Roshan's (2014).

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