

Navigating Conversational Repair Strategies Used in Online Communication Classes

Kyle Christian B. Sahagun¹, Shayne S. Mallari²

College of Humanities and Social Sciences, Cagayan State University, Tuguegarao City, Cagayan
kylechristianb.sahagun@gmail.com¹, Shaynesmallari@gmail.com²

Abstract: *This study aimed to explore the repair strategies used in online communication classes at the College of Arts and Sciences, Cagayan State University-Carig Campus for the school year 2021-2022. The study made use of the descriptive-qualitative method. The data were derived from the six recorded classes through audio-video recording. Four-part analytic techniques: Record-View/Listen-Transcribe-Analyze (R-V/L-T-A) method and conversational analysis were used. Recorded conversations were transcribed and analyzed using the frequency count. The result of the study shows that the most frequently used repair strategy according to Schegloff et al. (1977) was Self-initiated self-repair with 957 or 98.87% of the 967 occurrences, while Other-initiated other-repair only had 10 or 1.03%. Further for the subcategories of self-repair, the most frequently used strategy is Searching for a word and Hesitation pauses both with 405 or 42.32%, followed by Repetition with 6 or 7%, then Trouble Source Correction with 66 or 6.89% respectively. On the other hand, the two least used strategies are Immediate Lexical Changes with 12 or 1.25%, and False starts with only 2 or 0.22%. Whereas the most other-repair strategy used is Question Words with a frequency of 9 or 90%, followed by Partial Repeat plus a Question Word with only 1 or 10%. Based on the findings of the study, it concludes that all the repair strategies, when effectively applied, can be quite useful in teaching and developing the ability to speak. Employing repair strategies can help learners improve their fluency, accuracy, and effectiveness in discussions, hence, contributing to the teaching of communication skills.*

Keywords—Conversational Analysis, Repair Strategies

1. INTRODUCTION

A conversation is an essential form of verbal communication between people in everyday life. Indeed, communication is a critical tool for attaining one's goals daily. As a result, people must engage with one another to trade information and develop new acquaintances. Nevertheless, such communication can be disrupted by various factors, including errors in turn-taking and turn allotment, misunderstanding, false starts, hearing problems, and simultaneous talk, to name a few. All these problems disrupt conversations and result in ineffective communication.

In essence, Truptimayee (2015) defines communication as the action of exchanging and conveying information. It also refers to the shared understanding between people during an interactional event. Gabrielle (2015) defines *communication* as having four fundamental components: the sender, the recipient, the medium, and feedback. Indeed, the sender is the person who encodes information in a communication process; that is, the person who initiates communication to convey preexisting ideas. This is accomplished by using various resources such as words, symbols, and a series of gestures. On the other hand, the sender has the task of decoding information into meaningful units. The medium is the instrument used to transmit the message. This could be in a verbal or written article or a phone conversation. Lastly, feedback pertains to the receiver's reaction to the message received from the sender.

However, it is essential to mention that specific communication problems may exist even with these aspects present. These look to be the result of a series of barriers. In

this regard, Smith (2022) identifies seven communication barriers: Physical, Cultural, Language, Perceptual, Interpersonal, Gender, and Emotional Barriers. As a result, speakers must employ communicational repair strategies to overcome the issues that cause communication problems.

Repair is the treatment of trouble occurring in interactive language use or a process that functions in conversation to cope with problems in speaking, hearing, and understanding the talk in conversation (Schegloff et al., 1977). It comprises mutual comprehension processes such as word search and the substitution or correction of audible faults or blunders. As a result, it is necessary to provide English learners with a solid understanding of repair strategies to enhance their spoken interaction skills in the event of a communication breakdown.

In response, repair strategies employed to fill the gaps arising from communication breakdowns have been a subject of great interest for the public in research stretching over the last decade, under the premise that effective communication is a crucial feature of effective everyday interaction between individuals. Communication is, without a doubt, a critical tool for achieving simple objectives, including education. As a result, students and teachers must communicate to share information and acquire new knowledge.

Unfortunately, due to the current COVID-19 pandemic in the Philippines, educational institutions, including colleges and physical classes, have come to a halt and must engage in online teaching. Audio conferencing, video conferencing, and synchronous text chat are examples of synchronous communication and collaboration tools that have proliferated (Shah-Nelson, 2013). Cagayan State University is one of those institutions that has adopted this education system as it is the safest option. This stopped the conversation repair

studies in physical classrooms but paved the way for studies focusing on online or virtual classrooms.

Synchronous communication is defined as a dialogic discourse in a shared communication space, which can be natural or virtual, in which both parties are present simultaneously (O'Rourke & Stickler, 2017). Online communication is the process by which individuals or organizations connect via the internet. Email, live chat, web applications, website comments, Voice-over - ip, text messaging, social networking sites, forums, and other channels are all used. According to (Richard Nordquist, 2019a), a conversation is the spoken exchange of ideas, thoughts, opinions, or sentiments between individuals. Hence, conversation has a vital role in our lives, including education.

An educator can use the extra speech function in a platform like Zoom or Google Meet to teach students about various topics while also providing power points or other graphic presentations on the screen. Students are then encouraged to take turns chatting or giving their opinions when called upon or granted permission. In contrast, students with inferior internet connections are entertained in the chat tool/chat box (Earnshaw, 2017).

Han (2013) discovered that when video conferencing is used in synchronous instruction at higher education levels, learners' feelings of connection with their instructor are affected. Han found that the students could escape the feeling of being separated from the instructor in classes that included teacher recordings than in classes that did not. For instructors, it is a must to be well-prepared when using synchronous mediums. Technology will dictate the outcome of any online class; that's why everyone should be mindful of it. Ideally, instructors would have foreseen any technological anomalies and would be able to react to any situation.

However, even with the help of these new elements, some problems may arise during communication, and that is where repair is needed. Repair, in conversation analysis, is the process by which a speaker acknowledges a speech problem and corrects it by repeating what was said. Speech repair, conversational repair, self-repair, linguistic repair, reparation, false start, accommodation, and restart are used to describe speech repair. A linguistic repair is sometimes seen as dysfluency and is signaled by a pause and an editing word (Richard Nordquist, 2019).

Furthermore, repairs are used to improve one's ability to communicate in a conversation rather than only correcting grammar. In most cases, the repair is performed when an interlocutor locates and replaces a prior unit of information; the speakers' awareness of their discourse production is next demonstrated, including organizational and everyday discussion.

With this premise, the researchers analyzed the conversations between teachers and students in six online communication classes at Cagayan State University-Carig Campus, College of Arts and Sciences. This paper looked at the different types of Conversational Repair Strategies developed by Sacks et al. (1977). The results of the study

would provide educators with insights to take the necessary strategies or steps to help students overcome communicative errors during this challenging time of the pandemic or any similar instances in the future.

2. STATEMENT OF THE PROBLEM

Generally, this study aimed to explore the repair strategies used in online communication classes at the College of Arts and Sciences, Cagayan State University for the school year 2021-2022.

Specifically, it sought to answer the following:

1. What are the most frequent repair strategies displayed in online communication classes?
2. What are the most frequent subcategories of repair employed in online communication classes?

3. RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

The study utilized a descriptive-qualitative method is used as it involves a straightforward descriptive summary of the information contents of the data that is organized logically. It only focuses on discovering the specific instances under study, which are conversational repairs present in six online communication classes. The researchers also used the four-part discourse analytic technique: the Record-View/Listen – Transcribe- Analyze (R-V/L-T-A) method.

3.2 PARTICIPANTS OF THE STUDY

The participants involved in the study were the six communication classes from the College of Arts and Sciences, Cagayan State University – Carig Campus.

The researchers chose to examine the entire population that has a particular set of characteristics in a purposive method. The researchers purposefully selected the study participants because they belong to the Department of Arts and Humanities handling communication courses.

Each participant was given a copy of an informed consent letter which was ultimately signed by all participants. The consent letter contained details about the study, including each participant's consent to be audio-recorded during class discussion.

3.3 RESEARCH INSTRUMENT

The audio-recorded classroom interactions were transcribed and used as the main tool in the study. Before the recordings, the participants were informed about the security of their anonymity. To ensure anonymity, real names were replaced with code names.

Transcription refers to the transformation of recorded audio (usually spoken word) into a written form that can be used to analyze a particular phenomenon or event (Duranti, 2022).

The transcribed data went through member checking. In qualitative research, a member check, also known as informant feedback or respondent validation, is a technique used by researchers to help improve the accuracy, credibility, validity, and transferability (also known as applicability, internal validity, or fittingness) of a study.

The researchers approached the participants and set a schedule for the recording of classes. The schedule is shown below:

Code	Date of Recording	Time Spent
Teacher 1	04-12-2022	1 hour and 12 minutes
Teacher 2	04-27-2022	50 minutes
Teacher 3	04-27-2022	1 hour
Teacher 4	05-04-2022	48 minutes
Teacher 5	04-29-2022	25 minutes
Teacher 6	05-06-2022	30 minutes

3.4 ANALYSIS OF DATA

A conversational analysis approach was utilized to analyze the data. Conversation analysis looks at the structure and sequential patterns of conversation, such as turn-taking between participants, overlapping speech between participants, utterances in speech, pauses during a speech, and repairs in speech. In traditional transcriptions, these patterns are not noted. However, they are the foundation for conversational analysis research.

In analyzing, the researchers first listened to six online sessions and then encrypted them manually. However, before coding, the researchers made sure that only the discussion part of the classes was included. After successful encoding, the researchers proceeded with the transcription using Jefferson's model. Next, the researchers proceeded by detecting all conversation repairs present in the transcripts.

4. RESULTS AND DISCUSSION

Frequency and Percentage Distribution of the Types of Repair Strategies Employed in Six Online Communication Classes

The research questions asked about the type of repairs present in six online communication classes of Cagayan State University – Carig Campus, College of Arts and Sciences, and which is the most frequently used, following Schegloff et al. (1977). This study finds two significant types of repairs: self-

initiated self-repair and other-initiated repair. The results are presented in Table 1.

Types of Repairs Strategies	Frequency	Percentage	Ranking
Self-initiated Self-repair	957	98.97%	1
Other-initiated Other-repair	10	1.03%	2
Total	967	100%	

Table 1. Frequency and percentage distribution of the types of repair strategies employed in six online communication classes.

Table 1 presents the frequency and percentage distribution of the two significant types of repair strategies in communication classrooms presented by Schegloff et al. (1977). The table shows that the most frequently used strategy was self-initiated self-repair, with 957 or 98.97%, while other-initiated other-repair has 10 or 1.03%.

This shows that they tend to use a self-repair strategy in online communication classrooms frequently in their classroom. This type ordinarily involves the speaker of the trouble source initiating repair and prosecuting it to the conclusion in the same turn-taking. It is commonly used in online communication because correction from other speakers or listeners is not instantly available due to a delay in response, especially when there are barriers such as a poor internet connection. In addition, Walker et al. (2013), in their study entitled "Conversational Repair and Human Understanding," stated that self-repair is widely accepted and most frequently used because speakers are in some way changing what they are while saying, or have said, not just to correct a mistake but for some interactional purposes.

This study also implies that teachers and speakers are competent and knowledgeable enough to resolve their discussions' communicative errors. However, they still struggle to convey their thoughts, like the study by Manuel (2016), who concluded that language teachers themselves have insufficient knowledge on how to handle communication breakdowns in the classroom. Thus, it is a good thing they used self-initiated self-repair the most because it gives them more time to think and express themselves clearly.

Frequency Distribution of Self-Repair strategies in six online communication classes.

Table 2. Frequency and percentage distribution of self-initiated self-repair strategies in six online communication classes.

Types of Self-initiated Self-repair Strategies	Frequency	Percentage	Ranking
Trouble source correction	66	6.89%	3
Searching for a word	405	42.32%	1
Hesitation pauses	405	42.32%	1
False Starts	2	0.22%	5
Immediate Lexical Changes	12	1.25%	4
Repetition	67	7%	2
Total	957	100%	

Table 2 presents the frequency and percentage distribution of six strategies under self-repair in English conversations. The table shows that the most frequently used strategy is *Searching for a word* and *Hesitation pauses* both with 405 or 42.32%, followed by *Repetition* with 6 or 7%, then *Trouble Source Correction* with 66 or 6.89% respectively. Furthermore, the two least used strategies are *Immediate Lexical Changes* with 12 or 1.25%, and *False starts* with only 2 or 0.22%.

This table implies that *Searching for a word*, and *Hesitation pauses* have the same number of utilizations for they are always together when used in an utterance since they are both triggered using hesitation markers like *ah*, *uh*, and more. These strategies may have been utilized regularly by speakers to extend their time to think of the precise terms they wish to say or when they thought they had said the wrong words. Aside from that, in communication, these are used to ensure that the speaker can keep his/her turn in the conversation and is not interrupted by

the other participants, especially for a teacher whose main goal is to have a smooth-sailing discussion.

Table 3. Frequency and percentage distribution of other-repair strategies in six online communication classes.

Types of Other-initiated Other-repair Strategies	Frequency	Percentage	Ranking
Question Words	9	90.00%	1
Partial Repeat of the Trouble Source Turn, plus a Question Word	1	10.00%	2
Judging ideas from the speaker's utterance	0	0%	3-4
Partial Repeat of the prior talk with an upward intonation	0	0%	3-4
TOTAL	10	100%	

Table 3 presents the frequency and percentage distribution of four repair strategies under other-initiated other-repair in English conversations. The table shows that the most other-repair strategy used is *Question Words* with a frequency of 9 or 90%, followed by *Partial Repeat plus a Question Word* with only 1 or 10%. Moreover, *Judging ideas from the speaker's utterance* and *Partial Repeat of the prior talk with an upward intonation* were never used in the recorded classes. This means that during online communication classes where discussion is the primary goal, students are unlikely to interrupt their teachers. Furthermore, in this study, the speaker repairs his/her utterances before other interlocutors can even ask for correction, as evidenced by the fact that self-initiated self-repair dominated the entire duration of the classes. Furthermore, other-initiated other-repair occurs primarily when teachers ask their students a question and then, upon answering, the students encounter technical difficulties.

5. CONCLUSIONS AND RECOMMENDATIONS

After presenting the findings and discussion in the preceding chapter, the summary, conclusion, and recommendations bring the research to a close. It is intended for readers who are interested in conversational analysis, particularly in the context of repair strategies. The findings

are also recommended to future researchers interested in researching this topic.

5.1 SUMMARY OF FINDINGS

The study reveals two necessary findings based on the research questions:

1. Conversations in online communication classes of the College of Arts and Sciences, Cagayan State University – Carig Campus employed *Self-initiated self-repair* as the frequently used repair strategy by Schegloff et al. (1977),
2. The most frequent subcategories of repair strategies employed under self-initiated were *Hesitation pauses* and *Searching for a word*, while *Question words* under Other-initiated other repair.

5.2 CONCLUSION

The characteristics of self-repair and other-repair strategies give teachers and learners insight into how to overcome problems resulting from speakers' utterances that cause communication disruptions. Employing repair strategies can help learners improve their fluency, accuracy, and effectiveness in discussions, hence, contributing to the teaching of English-speaking skills.

5.3 RECOMMENDATIONS

The following recommendations are made to help broaden the scope of conversational repair research:

1. Conducting a parallel study with more programs to account for a range of characteristics, such as varied class sizes, teachers from other fields, and various levels of instructor expertise in online environments.
2. Other aspects of spoken communication such as Adjacency Pairs, Preference Organization, Backchannels, Context, and Turn-Taking may be explored.

6. ACKNOWLEDGMENT

This study would not be a success without the help of the people who truly care for the researchers.

Their ever-supportive parents, **Christopher L. Sahagun, Dominic B. Sahagun, Casimiro A. Mallari, and Mari Flor S. Mallari** for their priceless love and endless support.

Jane R. Sambrana, Ph.D., the Dean of the College of Arts and Sciences, for her permission to conduct the study; **Jomel B. Manuel, Ph.D.**, the Chairperson of Arts and Humanities Department and thesis adviser, for his words of wisdom, support, patience, and time that truly made this study a reality.

Charisse C. Caronan, MST; Chirbet C. Ayunon, PhD; Michael B. Lavadia, PhD; and Patrianne M. Padua, MAEd, members of the panel, for their comments and suggestions which helped the researchers in the conduct of the study.

The **participants**, for accommodating and sharing their valuable time during the gathering of data.

And above all, endless thanks to the **Lord Almighty** for the privilege that made the research truly blessed.

7. REFERENCES

- [1]Abbas, N. (2018). Pauses and Hesitations in Drama Texts. *International Journal of English Linguistics*, 8(4), 106. https://www.academia.edu/37578380/Pauses_and_Hesitations_in_Drama_Texts
- [2]Akram, U. (2020). *Discourse Analysis: Way of Dealing Written and Spoken Discourse*. <https://www.ajmrd.com/wp-content/uploads/2020/12/B2120911.pdf>
- [3]Al-Harashsheh, A. M. A. (2015). A Conversation Analysis of self-initiated repair structures in Jordanian Spoken Arabic. *Discourse Studies*, 17(4), 397–414. <https://doi.org/10.1177/1461445615578898>
- [4]Aleksius, M., Widiati, U., Suharmanto, & Prayogo, Johannes Ananto. (2021). Task-Based Assessment in Using Other-Initiated Repair Strategies of the Pre-Service EFL Teachers. *International Journal of Instruction*, 14(1), 761–778. <https://eric.ed.gov/?id=EJ1281994>
- [5]Betti, M. J. (2021, October 9). *Conversation Analysis*. ResearchGate; unknown. https://www.researchgate.net/publication/355162182_Conversation_Analysis#:~:text=Conversation%20Analysis%20is%20a%20branch%20of%20sociology%20which,with%20a%20more%20specific%20focus%20on%20conversational%20interaction.
- [6]Bohus, D., & Horvitz, E. (2014). *Managing Human-Robot Engagement with Forecasts and... um... Hesitations / Proceedings of the 16th International Conference on Multimodal Interaction*. ACM Conferences. <https://dl.acm.org/doi/abs/10.1145/2663204.2663241>
- [7]Boström, M. (2021). Other-initiated repair as an indicator of critical communication in ship-to-ship interaction. *Journal of Pragmatics*, 174, 78–92. <https://doi.org/10.1016/j.pragma.2021.01.007>
- [8]Brennan, S. E. (n.d.). Conversation and Dialogue. *Encyclopedia of the Mind*. <https://doi.org/10.4135/9781452257044.n75>
- [9]Canonio, J., Nonato, R., & Manuel, J.B. (2017). Repair Strategies on Spoken Discourse. *International Journal of Scientific and Research Publications*, 7(11). <http://www.ijsrp.org/research-paper-1117/ijsrp-p7181.pdf#:~:text=Repairs%20are%20strategies%20that%20speakers%20use%20in%20spoken>
- [10]Cao, N. (2015). Las Diferencias entre la Gramática Oral y Escrita del Idioma Inglés en Comparación con el Idioma

Vietnamita. *Gist Education and Learning Research Journal*. *Issn, 11*, 138–153.

<https://files.eric.ed.gov/fulltext/EJ1084418.pdf>

[11]Clark, E. (2020). *Conversational Repair and the Acquisition of Language*. Discourse Processes. <https://www.tandfonline.com/doi/abs/10.1080/0163853X.2020.1719795?journalCode=hdsp20>

[12]Cornish, F. (2006, December 31). *Understanding Spoken Discourse*. ResearchGate; unknown. https://www.researchgate.net/publication/304041353_Understanding_Spoken_Discourse

[13]Creswell, J. W. (2013). *Creswell, J. W. (2013)*. Scirp.org. [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkpozsj\)\)/reference/ReferencesPapers.aspx?ReferenceID=1807302](https://www.scirp.org/(S(351jmbntvnsjt1aadkpozsj))/reference/ReferencesPapers.aspx?ReferenceID=1807302)

[14]Crossley, S. A., & Kyle, K. (2018a). Analyzing Spoken and Written Discourse: A Role for Natural Language Processing Tools. *The Palgrave Handbook of Applied Linguistics Research Methodology*, 567–594.

https://doi.org/10.1057/978-1-137-59900-1_25

[15]Crossley, S. A., & Kyle, K. (2018b). Analyzing Spoken and Written Discourse: A Role for Natural Language Processing Tools. *The Palgrave Handbook of Applied Linguistics Research Methodology*, 567–594. https://doi.org/10.1057/978-1-137-59900-1_25

[16]Duranti, A. (2022). *Transcripts, Like Shadows on a Wall*. MIND, CULTURE, and ACTIVITY. https://www.tandfonline.com/doi/abs/10.1207/s15327884mc_a1304_3

[17]Earnshaw, Y. (2017). Navigating Turn-Taking and Conversational Repair in an Online Synchronous Course. *Online Learning*, 21(4), 315–336. <https://eric.ed.gov/?q=navigating+turntaking+and+conversational+repair&id=EJ1163469>

[18]Enfield, N., Dingemanse, M., Baranova, J., Blythe, J., Brown, P., Dirksmeyer, T., Drew, P., Floyd, S., Gipper, S., Gísladóttir, R., Hoymann, G., Kendrick, K., Levinson, S., Magyari, L., Manrique, E., Rossi, G., Roque, L., & Torreira, F. (2013). *Huh? What? -a first survey in twenty-one languages*. https://pure.mpg.de/rest/items/item_1211597_30/component/file_2060688/content

[19]Eun Hye Cho, & Larke, P. (2010). *Repair Strategies Usage of Primary Elementary ESL Students: Implications for ESL Teachers*. ResearchGate; unknown. https://www.researchgate.net/publication/228778885_Repair_Strategies_Usage_of_Primary_Elementary_ESL_Students_Implications_for_ESL_Teachers

[20]Flick, U. (2013). *The SAGE Handbook of Qualitative Data Analysis*. Google Books. https://books.google.com.ph/books?hl=tl&lr=&id=R-6GAwAAQBAJ&oi=fnd&pg=PA64&dq=*linguistic+transcription&ots=L66gW_xaKj&sig=wxmkSlIp7-vyn5h8aHbjZfZXegk&redir_esc=y#v=onepage&q=*linguistic%20transcription&f=false

[21]Franceschi, V. (2019). Enhancing Explicitness in BELF Interactions: Self-Initiated Communication Strategies in the Workplace. *Iperstoria*, 0(13). <https://iperstoria.it/article/view/567/596>

[22]Gabrielle. (2015, May 12). *Communication Process*. Enki-Village. <https://www.enkivillage.org/communication-process.html#:~:text=Communication%20Process%20and%20the%20Four%20Key%20Elements%201,playback%20does%20begin%20shortly%2C%20try%20restarting%20your%20device.>

[23]Georgakopoulou, A. (2013a). *Discourse Analysis*. Google Books. https://books.google.com.ph/books?hl=tl&lr=&id=Z6UxEA AAQBAJ&oi=fnd&pg=PR5&dq=*discourse+analysis+on+research&ots=baCifE4aUV&sig=eZJ8aE7j-BwIacXO8scFsywDsUM&redir_esc=y#v=onepage&q=*discourse%20analysis%20on%20research&f=false

[24]Georgakopoulou, A. (2013b). *Discourse Analysis*. Google Books. https://books.google.com.ph/books?hl=tl&lr=&id=Z6UxEA AAQBAJ&oi=fnd&pg=PR5&dq=*discourse+analysis+on+research&ots=baCifE4aUV&sig=eZJ8aE7j-BwIacXO8scFsywDsUM&redir_esc=y#v=onepage&q=*discourse%20analysis%20on%20research&f=false

[25]Gordon, C. (2013, February 18). *Book review: James Paul Gee and Michael Handford (eds), The Routledge Handbook of Discourse Analysis*. ResearchGate; SAGE Publications. https://www.researchgate.net/publication/275487231_Book_review_James_Paul_Gee_and_Michael_Handford_eds_The_Routledge_Handbook_of_Discourse_Analysis

[26]Greatbatch, D., & Clark, T. (2018). *Introduction*. Sagepub.com. <https://dx.doi.org/10.4135/9781529716603.n1>

[27]Guijosa, C. (2019, February 26). *Observatory | Institute for the Future of Education*. Observatory | Institute for the Future of Education. <https://observatory.tec.mx/education/news/distraction-an-obstacle-to-online-education?msclid=a414600fa94611ecbd47f7c909ac50a3>

[28]Hakim, A. (2018, June 25). *Definition Of Language By Different Scholars And Linguists*. English Finders. <https://englishfinders.com/definition-of-language-by-scholars/>

- [29]Han, H. (2013). *Han, H. (2013). Do nonverbal emotional cues matter? Effects of video casting in synchronous virtual classrooms. American Journal of Distance Education, 27(4), 253–264.* doi:10.1080/08923647.2013.837718 - Search. Bing.com. <https://www.bing.com/search?q=Han%2C+H.+2013.+Do+nonverbal+emotional+cues+matter%3F+Effects+of+video+casting+in+synchronous+virtual+classrooms.+American+Journal+of+Distance+Education%2C+274%2C+253%2E%80%93264.+doi%3A10.1080%2F08923647.2013.837718&cvid=374b475f5a5344d985e7258b1cb7cdb1&aqs=edge..69i57.924j0j1&pglt=299&FORM=ANNTA1&PC=NMTS>
- [30]Harvey, L. (2012). *RRW*. Qualityresearchinternational.com. <https://www.qualityresearchinternational.com/methodology/RRW6pt6Interactionalsociolinguistics.php#:~:text=Interactional%20sociolinguistics%20is%20an%20approach,social%20activities%20as%20they%20interact.>
- [31]Hastuti, D. M., Wijayanto, A., & Laila, M. (2022). Repair Strategies in Formal Conversations by Indonesian Efl Students. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.220503.115>
- [32]He, A. W. (2017a). Discourse Analysis. *The Handbook of Linguistics*, 445–462. <https://doi.org/10.1002/9781119072256.ch21>
- [33]He, A. W. (2017b). Discourse Analysis. *The Handbook of Linguistics*, 445–462. <https://doi.org/10.1002/9781119072256.ch21>
- [34]Hutchby, I. (2019, September). *Conversation Analysis*. ResearchGate; unknown. https://www.researchgate.net/publication/336458644_Conversation_Analysis
- [35]J. Abildgaard, S. J. (2020a). Sticky ideas. *Sticky Creativity*, 77–99. <https://doi.org/10.1016/b978-0-12-816566-9.00004-5>
- [36]J. Abildgaard, S. J. (2020b). Sticky ideas. *Sticky Creativity*, 77–99. <https://doi.org/10.1016/b978-0-12-816566-9.00004-5>
- [37]Jack. (2019, April 22). *What is self-initiated repair?* Princeharrymemorial.com; Princeharrymemorial.com. <https://princeharrymemorial.com/what-is-self-initiated-repair/>
- [38]Jefferson Transcription System - A guide to the symbols - University Transcription Services. (2021a, December 17). University Transcription Services. <https://www.universitytranscriptions.co.uk/jefferson-transcription-system-a-guide-to-the-symbols/>
- [39]Jefferson Transcription System - A guide to the symbols - University Transcription Services. (2021b, December 17). University Transcription Services. <https://www.universitytranscriptions.co.uk/jefferson-transcription-system-a-guide-to-the-symbols/>
- [40]Julie, S., & Abildgaard, J. (2020). Sticky ideas. *Sticky Creativity*, 77–99. <https://doi.org/10.1016/b978-0-12-816566-9.00004-5>
- [41]Karimi, (2022). Analysis of Turn-Taking System and Gender Differences in Online Iranian EFL Classrooms. *Zenodo*. <https://doi.org/10.5281/zenodo.6316877>
- [42]Keyton, J. (2005). *Communication and Organizational Culture : A Key to Understanding Work Experiences / J. Keyton*. ResearchGate; unknown. https://www.researchgate.net/publication/31763432_Communication_and_Organizational_Culture_A_Key_to_Understanding_Work_Experiences_J_Keyton#:~:text=Keyton%20%282011%29%20defines%20communication%20as%20the%20means%20of.Choice%20Among%20First%20Years%20in%20Rural%20South%20Africa
- [43]Leaman, M., & Archer, B. (2022). “If You Just Stay With Me and Wait... You’ll Get an Idea of What I’m Saying”: The Communicative Benefits of Time for Conversational Self-Repair for People With Aphasia. https://pubs.asha.org/doi/abs/10.1044/2022_AJSLP-21-00199
- [44]Madar Aleksius, & Saukah, A. (2018, February). *Other-Initiated Repair Strategies in Solving Understanding Problems in EFL Learners Conversations*. ResearchGate; Institute of Advanced Engineering and Science. https://www.researchgate.net/publication/324228644_Other-Initiated_Repair_Strategies_in_Solving_Understanding_Problems_in_EFL_Learners_Conversations
- [45]Manuel, J. B. (2016). Second Language Classroom Interaction: A Transactional Analysis. *Interdisciplinary Research Journal, 1(1)*, 1–1. <https://ejournals.ph/article.php?id=10732>
- [46]Markee, N. (2013, February). *Jack Sidnell. Conversation Analysis: An Introduction. Malden, Massachusetts: Wiley-Blackwell. 2010. 269...* ResearchGate; Wiley. https://www.researchgate.net/publication/264473167_Jack_Sidnell_Conversation_Analysis_An_Introduction_Malden_Massachusetts_Wiley-Blackwell_2010_269_pp_Pb_9781405159012_3695_John_Heritage_and_Steven_Clayman_Talk_in_Action_Interaction_s_Identities_and_In#:~:text=Conversation%20Analysis%3A%20An%20Introduction%2C%20by%20Jack%20Sidnell%2

[C%20is,insights%20this%20methodology%20provides%20into%20the%20organization%20of?msclid=aba63f3ba94811ecadc100754b1ef432](https://www.insights20this20methodology20provides20into20the20organization20of?msclid=aba63f3ba94811ecadc100754b1ef432)

[47]Nordquist, R. (2019a). *What Are Speech Repairs in Conversation?* ThoughtCo.

<https://www.thoughtco.com/repair-speech-1692044>

[48]Nordquist, R. (2019b). *What Exactly Is a Conversation?* ThoughtCo; Richard Nordquist.

<https://www.thoughtco.com/what-is-conversation-analysis-ca-p2-1689924#:~:text=Conversation%20is%20the%20spoken%20exchange%20of%20ideas%2C%20observations%2C,best%20rhetoric%20%22%20%28The%20Art%20of%20Wondering%2C%201988%29.>

[49]O'Rourke, B., & Stickler, U. (2017). Synchronous communication technologies for language learning: Promise and challenges in research and pedagogy. *Language Learning in Higher Education*, 7(1), 1–20.

<https://doi.org/10.1515/cercles-2017-0009>

[50]O'Shaughnessy, D. (2022). *Analysis of False Starts in Spontaneous Speech*. Ed.gov.

<https://eric.ed.gov/?id=ED356506>

[51]Paulus, T., Warren, A., & Lester, J. N. (2016). Applying conversation analysis methods to online talk: A literature review. *Discourse, Context & Media*, 12, 1–10.

<https://doi.org/10.1016/j.dcm.2016.04.001>

[52]Rabab'ah, G. (2013). Strategies of Repair in EFL Learners' Oral Discourse. *English Language Teaching*, 6(6).

<https://doi.org/10.5539/elt.v6n6p123>

[53]Richard Nordquist. (2019). *What Are Speech Repairs in Conversation?* ThoughtCo.

<https://www.thoughtco.com/repair-speech-1692044>

[54]RRW. (2012). Qualityresearchinternational.com.

<https://www.qualityresearchinternational.com/methodology/RRW6pt6Interactionalsociolinguistics.php#:~:text=Interactional%20sociolinguistics%20is%20an%20approach,social%20activities%20as%20they%20interact.>

[55]Saidi, M. (2019). The Relationship between Iranian EFL Learners' Linguistic and Logical Intelligence and the Frequency of Fallacies and Evidence in their Argumentative Writing: A Gender-based Study. *The Journal of English Language Pedagogy and Practice*, 12(25), 151–169.

<https://doi.org/10.30495/JAL.2020.675547>

[56]Sato, R., & Takatsuka, S. (2016a). *The Occurrence and the Success Rate of Self-Initiated Self-Repair*. 20(1).

<https://files.eric.ed.gov/fulltext/EJ1103312.pdf>

[57]Sato, R., & Takatsuka, S. (2016b). The Occurrence and the Success Rate of Self-Initiated Self-Repair. *TESL-EJ*, 20(1). <https://eric.ed.gov/?id=EJ1103312>

[58]Schegloff, E. A., Jefferson, G., & Sacks, H. (1977, June). *The Preference for Self-Correction in the Organization of Repair in Conversation*. ResearchGate; Linguistic Society of America.

https://www.researchgate.net/publication/230876456_The_Preference_for_Self-Correction_in_the_Organization_of_Repair_in_Conversation

[59]Shah-Nelson, C. (2013). Synchronous Tools in Support of Teaching and Learning. *Learning Management Systems and Instructional Design*, 172–191.

<https://doi.org/10.4018/978-1-4666-3930-0.ch009>

[60]Sidnell, J. (2016). Conversation Analysis. *Oxford Research Encyclopedia of Linguistics*.

<https://doi.org/10.1093/acrefore/9780199384655.013.40>

[61]Smith, C. (2022). *The Seven Barriers of Communication*. Guides.co. <https://guides.co/g/the-seven-barriers-of-communication/37295>

[62]Stuart, D. (2020a, August 20). *How (and Why) to Leave Audio Feedback on Student Work This Year, Whether During In-Person or Distance Learning - Dave Stuart Jr.*

<https://davestuartjr.com/how-and-why-to-leave-audio-feedback-on-student-work-distance-learning/?msclid=2283bf94a94511ecb3eba6a993f62519>

[63]Sud, K. (2014a). *Sud, Kanika. Discourse analysis. Diss. Department of Sociology, University of Mumbai, 2014. - Search. Bing.com.*

<https://www.bing.com/search?q=Sud%2C+Kanika.+Discourse+analysis.+Diss.+Department+of+Sociology%2C+University+of+Mumbai%2C+2014.&cvid=cb37a1c6acd84255968f0b14007ad983&aqs=edge..69i57.791j0j1&pqlt=299&FORM=ANNTA1&PC=NMTS>

[64]Sud, K. (2014b). *Sud, Kanika. Discourse analysis. Diss. Department of Sociology, University of Mumbai, 2014. - Search. Bing.com.*

<https://www.bing.com/search?q=Sud%2C+Kanika.+Discourse+analysis.+Diss.+Department+of+Sociology%2C+University+of+Mumbai%2C+2014.&cvid=cb37a1c6acd84255968f0b14007ad983&aqs=edge..69i57.791j0j1&pqlt=299&FORM=ANNTA1&PC=NMTS>

[65]Sukma Nur Ardini. (2015). Repair Strategies of Teacher's Talk in EFL Classroom. *ETERNAL (English Teaching Journal)*, 6(2).

<http://103.98.176.9/index.php/eternal/article/view/2373/1805>

[66]Thi, N., Hoa, Q., & H nh, M. (2019). *REPAIR STRATEGIES IN ENGLISH CONVERSATIONS AND*

*THEIR APPLICATION IN TEACHING ENGLISH
INTERACTION SKILLS TO B2 LEVEL LEARNERS.*

http://www.vnseameo.org/TESOLConference2016/materials/1_1.pdf#:~:text=According%20to%20Sack%2C%20Schegloff%20and%20Jefferson%2C%20%E2%80%9Cself-repair%E2%80%9D%20consists

[67]Truptimayee, R. (2019, November 11). *What is Communication? - Meaning, Objectives, Functions and Barriers*. Economics Discussion. <https://www.economicsdiscussion.net/management/communication/what-is-communication/32117>

[68]Uzokova, S. (2020a). *Principles of Discourse Analysis in Linguistics Abstract This article considers that discourse analysis is not a method one can*. Googleusercontent.com. https://scholar.googleusercontent.com/scholar?q=cache:IXInwzmt6owJ:scholar.google.com/+*discourse+analysis+on+research&hl=tl&as_sdt=0,5&as_ylo=2012&as_yhi=2022

[69]Uzokova, S. (2020b). *Principles of Discourse Analysis in Linguistics Abstract This article considers that discourse analysis is not a method one can*. Googleusercontent.com. https://scholar.googleusercontent.com/scholar?q=cache:IXInwzmt6owJ:scholar.google.com/+*discourse+analysis+on+research&hl=tl&as_sdt=0,5&as_ylo=2012&as_yhi=2022

[70]DOCUMENT. (2015, December 20). *Chapter 10 Communication. The process of exchanging information and conveying meaning between a sender and a receiver through a chosen medium A unique*. Vdocument.in; Unknow. <https://vdocument.in/chapter-10-communication-the-process-of-exchanging-information-and-conveying.html>

[71]Walker, T., Ogden, R., & Drew, P. (2013). *Conversational Repair and Human Understanding*. Google Books. https://books.google.com.ph/books?hl=tl&lr=&id=MYyKa9eevmQC&oi=fnd&pg=PA71&dq=self+repair+in+conversation&ots=mAM5Hno-nv&sig=Jrh8t19ic_Pk6rMqWZrotV2mObc&redir_esc=y#v=onepage&q=self%20repair%20in%20conversation&f=false

[72]Wang, Y. (2021a). A Study on the Use of Hesitation Markers in Varied-Level EFL Learners' L2 Speaking Process. *Open Journal of Modern Linguistics*, 11(05), 823–840. <https://doi.org/10.4236/ojml.2021.115063>

[73]Wang, Y. (2021b). A Study on the Use of Hesitation Markers in Varied-Level EFL Learners' L2 Speaking Process. *Open Journal of Modern Linguistics*, 11(05), 823–840. <https://doi.org/10.4236/ojml.2021.115063>

[74] *What is conversation analysis in linguistics?* (2020). Askinglot.com. <https://askinglot.com/what-is-conversation-analysis-in-linguistics?msclkid=213fa9fea94811ec9f4916f5239516c3>

[75]Ziglari, L., Ozfidan, B., & Dixon, Q. (2016). Self- and Other-Repairs in Child-Adult Interaction: A Case Study of a Pair of Persian-Speaking Twins. *International Journal of English Linguistics*, 6(4), 52. <https://doi.org/10.5539/ijel.v6n4p52>