

The Use of Repair Strategies in the EFL University Classroom During the COVID-19 Pandemic in Indonesia, Algeria, and Iran

Malikatul Laila*

Department of English Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Dwi Haryanti

Department of English Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Sigit Haryanto

Department of English Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Mouna Fethiza Tedjani

University of Echahid Hamma Lakhdar, Algeria

Hamid Allami

Yazd University, Tehran, Iran

Laily Rahmatika

Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract—This research discusses the variations of repair strategies used by lecturers and students during the online learning process. The aim of the study is to compare repair strategy variations in online learning in the university classroom during the COVID-19 pandemic in Indonesia, Algeria and Iran. The research data are a series of utterances by lecturers and students in online classes, which were collected from video and audio recordings of three different university classroom sessions. The data collection was carried out using record and note techniques. The data were analyzed by applying the theories of Sacks et. al. (2015) & Learner (2004) to describe the variations of repair strategies in the EFL university classroom. The results show that four different variations of repair strategies were used by lecturers and students in EFL university classrooms in Indonesia, Algeria, and Iran: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair, with the exception of the EFL university classroom in Indonesia, where other-initiated other-repair was not used, and the most prominent variation was self-initiated self-repair.

Index Terms—self repair variations, online learning, university classroom sessions

I. INTRODUCTION

Online learning is an alternative method of learning that has been implemented in various educational institutions during the COVID-19 pandemic, especially in universities. The reason for online learning at this time is to prevent the spread of COVID-19 while continuing to provide teachers and students with access to learning over the Internet (Zhafira et al., 2020). Distance learning not only requires the support of technology but also demands a greater initiative by teachers (Havwini, 2019). Technological support is used to conduct online learning in media such as Google Classroom, Edmodo, Schoology, Zoom, Google Meet, WhatsApp, Facebook, and Instagram.

During the COVID-19 pandemic, interaction between lecturers and learners in EFL university classrooms remains of primary importance in the teaching and learning process. Non-native speakers who speak English as a foreign language (EFL) need to maintain English-speaking interaction throughout the learning process. Since English is a foreign language for these students, it is likely that they will find it a challenge to understand when the lecturer uses sentences that they perceive as complex and complicated during the learning process (Marlina et al., 2021). This may lead to a potential breakdown in communication.

In the EFL teaching and learning process, a breakdown in communication is often caused by the problem of language disfluency due to a lack of English skills, such as poor vocabulary, grammar, or listening ability. Therefore, the relationship between the learning and development processes in bilingual education is of great importance since both

* Corresponding Author. Email: mal201@ums.ac.id

can influence each other in the classroom (Custodio-Espinar, 2023). Nevertheless, language errors are difficult to avoid, especially in virtual classes where errors may occur at any time due to the significant changes in conditions that cause language disfluency such as problems with speaking, hearing, and understanding. In order to avoid mis-understandings in communication, repairs are made to maintain utterances.

The study of repair is conducted using a Conversation Analysis (CA) approach. Paltridge (2006) views CA as a method for observing how people manage their daily conversational interactions, allowing the primary purpose of the utterance to be understood. As a direct consequence of the problems in a conversation, both the lecturer and the learner use repairs to help the conversation return to normal. Repairs are used to ensure that when a problem arises, the communication does not break down due to a pause or false start but is retained in such a way that the interaction can be completed (Schegloff, 2007, p. 14). The act of repair can be done by the speaker, or "self" (the lecturer), or by the "other-self" (the student).

Repair forms include non-lexical initiators, such as cut-offs, lengthening of sounds, and quasi-lexical fillers. In order to repair an error in informal speech, the lecturer can repeat words and use fillers to achieve the communication goal (Talebi & Biria, 2015). The communication can be repaired to maintain fluency by using expressions such as "excuse me", "pardon", "huh", "hmm." "who", "when", "where", etc. (Schegloff et al., 1997; Hall, 2007).

The subject of conversational repair in the EFL university classroom has been examined by Chalak et al. (2015), Wisrance (2017), Ren (2018), Aleksius and Saukah (2018), Mozaffari et al. (2018), and Ali (2021). However, the present study on conversational repair is different from previous research. It investigates conversational repair in EFL teaching and learning during the COVID-19 pandemic in Indonesian, Algerian, and Iranian universities that use English as a foreign language in university classroom learning. Due to the language problems that exist in EFL university classes during the COVID-19 pandemic, the repair strategies used by lecturers and learners can increase the awareness of English skills in the learning and teaching process.

Németh (2012) examined Recycling and Replacement Repairs as self-initiated same-turn self-repair strategies in Hungarian. The results showed that the purpose of the self-initiated repair process manifested in the operational repair of international functions for the speaker, such as giving extra time for repair based on the sequence of functions in the peculiarities and content of words in the language and alternation in the corrected case. Chalak et al. (2015) examined Replacement Operation in Self-Initiated Repair Practices in Oral Reproduction of Short Stories. The results found that the two Iranian EFL learners studied often produced explicit repairs.

Another interesting article by Ardini (2018), about Repair Strategies of Teacher's Speech in the EFL Classroom, was found in a journal that examines self-improvement in EFL students in Indonesia. The results of this study showed that repetition repair was used more frequently than self-initiated repair. It also found a combination of these two repair strategies in a single utterance. Meanwhile, the results of study by Novitasari and Imperiani (2020) on A Conversation Analysis of Repair Strategies in Indonesian Elementary EFL Learners showed that the trouble source that arose influenced the recipient's ability to make a repair due to the student's lack of knowledge about the topic.

Based on the phenomena mentioned above, it is interesting to investigate whether lecturers and students use a variety of self-repair strategies in classroom sessions. Although previous research has already addressed this topic, there are no existing studies which focus on the variations of self-repair strategies used in online classroom sessions in tertiary institutions. Therefore, the aim of this study is to find comparisons between the conversation repair strategies used in the EFL university classroom in Indonesia, Algeria, and Iran.

II. METHOD

This research is a qualitative descriptive study (Moleong, 2002) which focusses on interviews, observation, and documentation. In this study, the writer uses a CA approach to carry out an observation of classroom sessions (Moleong, 2010). The study of repair strategies reveals the interrelationship between the CA approach and Discourse Analysis since it studies everyday communication as it occurs within the context of classroom teaching (Wooffitt, 2005). The research data are a series of utterances in online learning in university classroom sessions which were collected from the data sources (audio and video recordings in the EFL university classroom), through Google Meet and Zoom from universities in Indonesia and overseas (including Universitas Muhammadiyah Surakarta, University of Echahid Hamma Lakhdar, and Tarbiat Modares University). The data collection of the interactions was carried out using record and note techniques (Sidnell & Stivers, 2012). The data are based on the completed use of repairs in the three countries' classrooms. With the aid of recording and note taking, the researcher was able to record the learning both directly and indirectly. The direct method involved listening to and recording online learning sessions through Google Meet and Zoom, while the indirect method involved listening to online learning sessions that were uploaded via Google Drive. Subsequently, the speech in the online classroom sessions was transcribed into Microsoft Word. The data were then analyzed by applying the theories of Sacks et al. (1974) and Learner (2004), with three principles of turn taking.

III. RESULTS

This research compares the repair strategies used in EFL university classrooms in Indonesia, Algeria, and Iran, and examines the types of operation that appear in self-initiated repair in the EFL university classrooms in these three

countries. The results of the conversation repairs can be seen in Table 1 below. This table is also based on the work of Schegloff (2011), which provides an analytical and descriptive account of the organization of repair in conversational talk-in-interaction. The interactions studied occurred mostly during the time of the pandemic when almost all of the interaction between teachers and students took place in online classroom sessions.

A. Variations of Repair Strategies in EFL University Classrooms in Indonesia, Algeria, and Iran

The 4 classifications of repair strategy variations that appeared in the EFL university classrooms in Indonesia, Algeria, and Iran were self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair

TABLE 1
VARIATIONS OF REPAIR STRATEGIES

Repair Strategies	Indonesia	Algeria	Iran	F	%
Self-initiated Self-repair	497	59	113	669	76
Other-initiated Self-repair	28	51	78	157	18
Self-initiated Other-repair	15	4	19	38	4
Other-initiated Other-repair	0	5	16	21	2

As shown in the table above, four variations of repair strategies were used by the lecturers and learners in the EFL university classrooms in Indonesia, Algeria, and Iran, with the exception of the lecturers and learners in the EFL university classroom in Indonesia, who did not use the other-initiated other-repair strategy. Overall, the lecturers and the learners from all three countries primarily used the self-initiated self-repair strategy rather than the other three types of strategy, with a frequency of 669 occurrences or 76% frequency.

1. Self-initiated Self-repair Strategy

The excerpts below are examples taken from conversations which provide a clear understanding of how lecturers applied the self-initiated self-repair strategy in EFL classroom conversations in Indonesia, Algeria, and Iran. The variations of this particular type of repair included hesitation, pause, restoration by code-switching, searching for a word, immediate sentence change, immediate lexical change, repetition of the personal pronoun, false start, trouble source correction, repetition of linguistic change, and repetition. The quotes below represent the variations of self-initiated self-repair strategies in the three countries (Indonesia, Algeria, and Iran).

(a) Excerpt 1:

- (3) L: I will have one-on-one session quality face-to-face class today so I expect everybody speak in
- (4) English yeah you can do like mixed it up like bahasa Indonesia campur-campur ya ora opo-
- (5) opo is no problem but make sure you you do as much as English as possible.
- (6) L: Ok we are currently have... we are having 21 learners joining to our class and I will begin my
- (7) presentation by giving information that I have been watching your presentation. [EFL CL, Indonesia]

Excerpt 1 shows that the lecturer uses a particular repair strategy, self-initiated self-repair, with code-switching in line 4 and pausing searching for a words in line 6. In line 4, the repair pattern of code-switching can be seen in the words "Mixed it up like mixed Indonesian, yes, or not, is no problem." The lecturer uses this pattern to clarify his statement that using two languages at once, or code-switching, is not a problem, and it is acceptable to use a combination of Indonesian and English, if necessary, in order to have the self-confidence to speak up and ask questions. Meanwhile, in line 6, the lecturer repairs his speech by pausing, searching for a word, then following through with "we are having 21 learners". The lecturer uses the pause to think about what he wants to say.

(b) Excerpt 2:

- (15) L: There are more, the more of the I mean the certain word is about totally different so here the
 - (16) words Shella given to whose the whose say the income the and word you use. (false start)
 - (55) L: That is the difference between them. That is the difference between direct and indirect object.
 - (56) I'll give you more example. 'The teacher offers the copy book'. Isn't it? 'Sheina'. (immediate
 - (57) lexical change)
- [EFL CL, Algeria]

The types of repair used by the lecturer in excerpt 2 in the Algerian EFL classroom are false start and immediate lexical change. In line 15, the lecturer uses a false start, which occurs when the lecturer starts her utterance wrongly with "there are more" and initiates a repair by correction. Then she repeats the sentence with the correct version of "The more of the I mean." In line 55, the lecturer uses an immediate lexical change from "them" to "direct and indirect object." This repetition occurs because the lecturer wants to clarify the meaning of them that she wishes to convey, so "direct and indirect object" are immediately used to replace "them" while the lecturer is speaking.

(c) Excerpt 3:

- (4) L: So just listen for my sentences if I was too fast. There are some books in my bed bag. Sorry
- (5) in my bag not bed. Trouble source correction
- (14) L: Can you hear me? Yes. Can you hear me? Can you hear me? Repetition

[EFL CL, Iran]

In excerpt 3, the types of repair used by the lecturer in the Iranian EFL classroom are trouble source correction in line 4 and repetition in line 14. In the trouble source correction made by the lecturer in line 4, the word "bed" is followed by the correct phrase, namely "my bag." This repetition with correction is done so that the learners do not misunderstand what the lecturer is saying. Meanwhile, in line 14, the lecturer repeats the short question three times to confirm whether or not the learners can hear what he is saying.

2. Other-initiated Self-repair Strategy

Another type of repair used by the lecturers and learners in this study was other-initiated self-repair. The various types of repairs used by the learners and lecturers included confirmation statement, clarification request, trouble hearing, clarification, repetition by confirmation question, confirmation check, confirmation repetition, confirmation question, and clarification of accent trouble. The excerpts below illustrate two particular variations of other-initiated self-repair in Indonesia, Algeria, and Iran.

(a) Excerpt 4:

(79) S₆: *What's your social life with friends in the UK*

(80) L: *Social life?*

(93) S₇: *I want to ask you sir how to manage your time and your money while you were study abroad?*

(94) L: *I'm sorry I wasn't listening. I think we got the problems with the voice from you. Can you repeat that ?* (trouble hearing)

[EFL CL, Indonesia]

Excerpt 4 illustrates the use of other initiated self-repair strategy by the learner and lecturer through confirmation with the question "Social life?" In lines 79 and 80 the lecturer seeks confirmation with an inquiry to make sure he has understood the question asked by the learner. In lines 93 and 94, the repair occurs due to the lecturer's trouble hearing, marked by the words "I'm sorry I wasn't listening", because of a problem with the internet connection between the lecturer and learner. The lecturer uses this sentence to make the learner repeat the question.

(b) Excerpt 5:

(52) S₃: *Linch*

(53) L: *99Linch, for who or whom?*

(83) S₅: *Dinner.*

(84) L: *The dinner. The same here.*

[EFL CL, Algeria]

In excerpt 5, the variations of other initiated self-repair used by the learner and lecturer in the Algerian EFL classroom are confirmation question and confirmation repetition. In line 53, the lecturer uses repetition with a confirmation request, in which her reply seeks confirmation of the student's answer in line 52. In lines 83 & 84, the student answers "Dinner," which is followed by confirmation repetition from the lecturer, with the addition of "the" before she repeats the word to confirm the answer given by the student.

(c) Excerpt 6:

(5) S₄: *(speaking louder) would be.*

(6) L: *Yes, would be is correct.*

(35) S₂: *Fourteen a floor seventeen stairs stairs stairs (wrong pronunciation).*

(36) L: *Stairs (correct pronunciation).*

[EFL CL, Iran]

The learner and the lecturer in extract 6 in the Iranian EFL classroom use repair in the form of a confirmation check in lines 5 and 6 and clarification of pronunciation trouble in lines 35 and 36. The lecturer carries out a confirmation check to confirm the answer given by the learner. The purpose of this is so that the learner can understand clearly the correct answer to the question. Meanwhile, in lines 35 & 36, the lecturer illustrates that the learner has mispronounced the word "stairs." She then clarifies the accent trouble of the learner by giving an example of the correct pronunciation. Then the learner repeats the word with the correct pronunciation.

3. Self-initiated Other-repair Strategy

The third repair strategy used by lecturers and learners in Indonesia, Algeria, and Iran was self-initiated other-repair. In conversations with this particular type of repair, the lecturers used variations such as repetition, confirmation request, confirmation check by statement, repeat by inserting a phrase, clarification request, repeat with an answer, repeat with a question. The following excerpts are examples of some of the variations of this type of repair strategy.

(a) Excerpt 7:

(17) L: *Semangka*

(18) S₄: *high five semangka*

(198) L: *your video is not on.*

(199) S₁₆: *what Sir?*

[EFL CL, Indonesia]

In lines 17 & 18 and 198 & 199, the lecturer and learners use a variety of repair strategies by repeating with the insertion of a phrase and clarifying the request with a self-initiated other repair strategy. The lecturer gives the students

encouragement to receive the classroom instruction. In order to cheer them up while taking part in the online class, the lecturer says "*semangka*," which is a portmanteau of "*semangat*" and "*kakak*" in Indonesian. The purpose of this is to make the learners automatically feel excited to receive the instruction given by the lecturer. The meaning of the abbreviation "*semangka*" is to offer enthusiasm or encouragement to someone. In excerpt 7, the word is repeated by the learner with the insertion of the phrase "high five" before "*semangka*." Meanwhile, the lecturer in line 198 asks the learners to turn on their video camera while joining his class. The lecturer's statement is not clear so the learners make a request for clarification with "what sir" to ask the lecturer to restate his meaning.

(a) Excerpt 8:

(23) L: *Who is a real friend, Sahar?*

(24) S₁: *A real friend is someone who can support you.*

(30) L: *Ok, let's read the passage.*

(31) S₂: *(raising hand) can I read?*

[EFL CL, Algeria]

The variations of repair strategies used by the lecturer and learners in excerpt 8 are repeating with an answer in lines 23 & 24 and repeating with a question in lines 30 & 31. In lines 23 & 24, the lecturer uses a repetition with answering strategy, by asking a student named Sahar about "a real friend." With clarity, the student repeats what was asked in the question, by answering with "A real friend is" to provide clear information about what is being presented. The lecturer and learner in lines 30 and 31 use repetition with a question. In line 30, the lecturer asks the learners to read the material that is being taught without pointing to any particular student. Taking the initiative, the learner raises her hand to ask permission to read, with the question "Can I read?" The learner uses the question to seek approval for the initiative undertaken.

(b) Excerpt 9:

(18) L: *That's good, so sorry your bad so sorry match the photo with the word and we were going to*

(19) *listen together, okay?*

(20) S₅: *Okay*

(70) L: *And we don't have any problems. Now. Can you tell me part C? With partner.*

(71) S₂: *With partner, thing of three things, you're usually find in a bedroom and bathroom and living room.*

[EFL CL, Iran]

In excerpt 9, the lecturer and learners in lines 18 & 20 and 70 & 71 use the self-initiated other-repair strategy with confirmation and repetition with answering. In line 18, the lecturer uses the variation of confirmation by commenting with appreciation, then stating his confirmation for the learners to match the photo again, using the marker "we were going to listen together, okay?" The learner also provides confirmation by answering "Okay." In line 70 the lecturer and learner use repetition with an answer. The lecturer asks the learner to tell him part C, beginning with "With partner." The learner then repeats the prefix used by the lecturer before providing the answer.

4. Other-initiated Other-repair Strategy

The other-initiated other-repair strategy is only used by learners to answer questions from the lecturer simultaneously. This strategy was only used by Algerian and Iranian learners. It did not appear in the EFL university classroom in Indonesia because the material and learning method used did not include quizzes or ask the learners to answer questions. This was different from the EFL university classrooms in Algeria and Iran, where the learning process sometimes involved questions that the learners could answer simultaneously. The variations of this strategy found in the classes in Algeria and Iran included repetition of the same explanation and different responses. The excerpts below illustrate the use of the various repair strategies used.

(a) Excerpt 10:

(2) S₁: *...Phrase.*

(3) S₂: *Conditional.*

(99) S₁: *Four*

(100) S₂: *Four...*

[EFL CL, Algeria]

In lines 2 & 3 of excerpt 10, the learners use a variety of the repair strategy in the form of different answers, and in lines 99 & 100, they repeat the same answer. In lines 2 & 3, the learners use an other-initiated other-repair strategy with varying responses to respond to the lecturer's question. S₁ answers "Phrase," while S₂ answers differently with "conditional". A different repair variation is seen in lines 99 & 100, where the students repeat the same answer, "four," in answer to the lecturer's question.

(b) Excerpt 11

(3) S₁: *...(silence) you should ...*

(4) S₃: *(speaking louder) It's ok to have some...*

(11) S₃: *Advertisement.*

(12) S₄: *Advertisement*

[EFL CL, Iran]

In excerpt 11, the learners use different answers in lines 3 & 4 and repeat the same answer in lines 11 & 12. The different responses given by the learners are in the form of different sentences. The learner in line 3 says "you should..." while the learner in line 4 says "It's ok to have some" in a loud voice. These responses are quite different from the repetition by the learners in lines 11 and 12, where they use the other-initiated other-repair strategy with the same answer, "Advertisement."

B. Types of Operation in Self-Initiated Repair in EFL University Classrooms in Indonesia, Algeria, and Iran

The types of repair operations identified in the EFL university classrooms in Indonesia, Algeria, and Iran were replacing, inserting, deleting, searching, aborting, reformatting, and reordering. The table below shows the frequency of the operations used by the lecturers and learners in these countries.

TABLE 2
TYPES OF OPERATION IN SELF-INITIATED REPAIR

Types of Operation in Self-initiated Repair	Indonesia	Algeria	Iran	F	%
Replacing	36	6	17	59	16
Inserting	193	15	34	242	65
Deleting	13	8	15	36	10
Searching	1	1	-	2	0.5
Aborting	-	20	1	21	6
Reformatting	6	-	2	8	2
Reordering	2	-	-	2	0.5

Table 2 shows that the type of operation used most frequently in self-initiated repair by the lecturers and learners was inserting, with a frequency of 242 or 65% of all the data in the three countries. As seen, the results recorded 242 examples of inserting by lecturers and students, but this type of repair operation was used more by lecturers than students. It can also be seen that the lecturers and students used several operation types, namely replacing, inserting, deleting, searching, aborting, reformatting, and reordering, although not all of the countries used all of the different types. In Indonesia, the lecturers and students only used replacing, inserting, deleting, searching, reformatting, and reordering, with no recorded evidence of the use of aborting in the repair operations. The repair operation with the highest frequency in Indonesia was inserting, which appeared 193 times, and the lowest was searching, which was recorded only one time. This type of operation was rarely used because the lecturers were well-prepared with their material, even though online learning does not hinder the lecturers from expressing their thoughts.

Meanwhile, the Algerian lecturers and students only used replacing, inserting, deleting, searching, and aborting, while the operation types of reformatting and reordering were not found. In addition to using fewer different types of repair operation than the Indonesian lecturers and students, the Algerian lecturers and students showed a lower frequency of repair operations. The highest frequency was aborting, with 20 occurrences, which was the opposite of Indonesia. Meanwhile, the type of operation that had the lowest frequency was the same as in Indonesia, namely searching, which appeared only once.

In the case of the EFL university classroom in Iran, the lecturers and students used more repair operations than in Algeria. The types of operation that appeared were replacing, inserting, deleting, aborting, and reformatting. The most frequently used type was the same as in Indonesia, namely inserting, which occurred 34 times. However, the frequency of this operation type was much lower than in Indonesia, where it appeared 193 times. The least frequent type of repair operation in Iran was aborting, which appeared only once.

The excerpts below are illustrations of the conversations between students and lecturers which show how the self-initiated repair operations were implemented.

(a) *Replacing*

(1) *Excerpt 1:*

L: *If you would like to sing before we begin our class is ok. If you wanna sing. If you are going to sing song. Kemaren ada Aisyah yang nyanyi-nyanyi. Aisyah sudah join belum? Aisyah atau siapa ya kemaren tuh?*

[EFL CL, Indonesia]

In excerpt 1, the lecturer initially uses the phrase "If you wanna sing", which is an informal and casual expression. However, the lecturer later replaces it with a more formal and precise phrase "If you are going to sing song" while maintaining the same meaning. The self-initiated repair operation is an attempt to improve the clarity and precision of the original statement, which may have been perceived as informal or unclear, while still conveying the same message.

(2) *Excerpt 2:*

L: *Form not correct? But they are different. Tell me the difference*

[EFL CL, Iran]

In the given sentence, the self-initiated repair operation involves the speaker's attempt to clarify their previous statement by replacing the sentence "But they are different" with the question "Tell me the difference". By replacing the statement with a question, the lecturer is able to prompt the student to provide a response that can help clarify any confusion or misunderstandings. The question also indicates that the lecturer is actively seeking more information or clarification, which can improve communication and understanding between the two parties.

(3) *Excerpt 3:*

L: So, what do you think? What's the difference between verb adjusting before in this year to grammar? At the title our lesson same. Have you seen the use article of compound as in this room... We have studied article in the classroom... But have you seen before?

[EFL CL, Algeria]

The lecturer in excerpt 3 replaces the question "What do you think?" with the complete sentence "What's the difference between verb adjusting before in this year to grammar" to make it easier for the students to understand what she means. The self-initiated repair operation involves the lecturer's attempt to clarify her previous statement by asking question. The replacement question indicates that the lecturer is seeking a more specific and detailed response from the student.

(4) *Excerpt 4:*

L: You can... You can start with "hi!" "sweetheart" or something like that. Okay? You mean it directly.

[EFL CL, Algeria]

In excerpt 4, the lecturer replaces the phrase "You can..." with "You can start with 'hi!' 'sweetheart' or something like that". The original phrase "You can..." is incomplete and leaves the student uncertain about the specific options available to them. By providing examples like "hi!" or "sweetheart," the lecturer offers more specific options for the students to consider, thus improving the clarity and precision of her statement.

(b) *Inserting*(5) *Excerpt 5:*

L: I mean like when you talk about introduction you don't have to say that "This one is introduction". If you talk about... if you talk about the objective, the goal of the research.

[EFL CL, Indonesia]

In excerpt 5, the lecturer uses a self-initiated repair operation to clarify their previous statement. The lecturer pauses after the word "about" and then inserts the words "the objective" to complete the statement, resulting in the phrase "If you talk about the objective." The original phrase "If you talk about..." is incomplete and lacks specificity, leaving the student uncertain about the topic that the lecturer is referring to. By adding "the objective," the lecturer provides more clarity and precision to the message.

(6) *Excerpt 6:*

S₄: Actually, many questions... there were many questions or question that are you admit both you give me my paper books like admit have the same meaning like ignoring is it correct for my sentences?

[EFL CL, Iran]

In excerpt 6, the lecturer initiates a self-initiated repair operation by inserting the phrase "many questions" before "there were many questions or question that are you admit both you give me my paper books...." This repair operation improves the clarity of the lecturer's statement and demonstrates his ability to monitor and adjust their language use in real-time.

(c) *Deleting*(1) *Excerpt 7:*

L: Indeed, you need practice more and more. You need to practice. [EFL CL, Indonesia]

In excerpt 7, the lecturer initiates a self-initiated repair operation by deleting the word "Indeed" from their statement. This repair operation streamlines the lecturer's statement and improves the overall clarity and impact of their message. The original statement, "Indeed you need practice more and more. You need to practice," may be perceived as overly formal or wordy in some contexts. By deleting the word "Indeed," the lecturer removes unnecessary language and gets straight to the point. This makes their statement more concise and impactful, and may also help to maintain the student's attention.

(2) *Excerpt 8:*

L: So how many types of statements we have in English? How many types of statements... in English? [EFL CL, Algeria]

In excerpt 8, the lecturer replaces the initial statement "So how many types of statements we. The repair operation involves deleting the initial phrase "So" and rephrasing the sentence to make it more concise and straightforward. This improves the clarity of the question and avoids unnecessary filler words, making it easier for the students to understand and respond.

(3) *Excerpt 9:*

L: We have so many words that are like this. When you change their stress change the stress, they completely change the meaning or part of the speech. Did you get? I'm sorry. Any questions? [EFL CL, Iran]

In excerpt 9, the lecturer deletes the word "their" to improve the clarity and conciseness of the statement. The original phrase "When you change their stress" can be simplified to "When you change the stress" without changing the meaning. The repair operation improves the efficiency of the utterance, making it more precise and easier to understand.

(d) *Searching*(1) *Excerpt 10:*

S1: And do we mention subtitle of every apa sih namanya every why. So I mean that we should introduction in our ppt or methodology or result or something else? [EFL CL, Indonesia]

In this sentence, the lecturer is attempting to search by the phrase "every apa sih namanya every why" is not clear or understandable. The subsequent phrase "So I mean that we should introduction in our ppt or methodology or result or something else?" further clarifies the lecturer confusion about where exactly these subtitles should be included.

(2) *Excerpt 11:*

L: In term of what...? In term of elements. The main elements of simple sentence. Where do you say different types of sentences and what expression used? Okay? So the first is gonna to elements of the sentences. Before we go to elements of the sentences, would you give me, let's say, the main parts of speech. How many parts?

[EFL CL, Algeria]

In excerpt 11, the lecturer performs a self-initiated repair operation by searching for the appropriate word to use after the phrase "In term of what". She pauses to search for the word she wants to use, then repeats the first part of the sentence and inserts the word she is looking for, namely "elements". This demonstrates the lecturer efforts to select the most accurate and appropriate language to convey her intended meaning to the student.

(e) *Aborting*

(1) *Excerpt 12:*

L: So here you should put the verbs are given to... here the verbs are given to the form of ... the verbs are given to ... and here the verbs are given to...

[EFL CL, Algeria]

The lecturer in excerpt 12 experienced several instances of self-initiated repair during her speech. The first instance occurred when she attempted to describe verbs, but aborted her utterance after saying "The verbs are given to". She then attempted to continue her statement by saying "Here the verbs are given to the form of", but again aborted her utterance before completing the sentence. The third instance occurred when she again attempted to describe verbs by saying "The verbs are given to", but then aborted her utterance once again. In the final sentence, the lecturer appeared to be attempting to complete the self-initiated repair by saying "And the verbs are given to". However, it is unclear from the information provided whether she was able to successfully complete the sentence or if she aborted her utterance once again.

(2) *Excerpt 13:*

L: These parts just match the word, so you need to listen and check okay great (Iran language) your mic is not ... properly to the class.

[EFL CL, Iran]

In excerpt 12, the lecturer attempted to communicate an issue with the listener's microphone. However, he paused mid-sentence and aborted his initial attempt to convey the message. After a brief pause, he was able to complete the sentence by saying "Properly to the class", indicating that the student's microphone was not functioning correctly for the purpose of the class. The lecturer's initial hesitation and subsequent completion of the sentence can be seen as an example of self-initiated repair, where he recognized the need to clarify his message and took corrective action to convey the intended meaning.

(f) *Reformatting*

(1) *Excerpt 14:*

L: Your presentation will be much more natural when you speak without any without without stating which part are you talking about... which part you are talking about.

[EFL CL, Indonesia]

The lecturer in excerpt 14 made a grammatical error in her initial statement, saying "which part are you talking about". However, she recognized the error and made a self-initiated repair by reformatting the sentence to "which part you are talking about". By removing the auxiliary verb "are", the lecturer was able to correct the grammatical error and convey her intended meaning more clearly to her audience.

(2) *Excerpt 15:*

L: So in this house, somebody was killed by reporter, Andy Fox. Someone was killed in that house, or have been killed in that house. They don't want to rent the house. Yes. Question question. [EFL CL, Iran]

The phrases "Was killed in that house" and "Have been killed in that house" were reformatted in excerpt 15. However, it is possible that the lecturer may have made a self-initiated repair by providing both grammatical options in response to a question or comment from the student. In this case, the self-initiated repair would involve recognizing that the initial statement may have been unclear or incomplete, and then providing additional information or options to clarify the intended meaning. By reformulating the phrases in different tenses, the lecturer may have been attempting to provide a more comprehensive explanation or to address potential confusion or ambiguity.

(g) *Reordering*

(1) *Excerpt 16:*

L: You need to what it is join to, you need to join several seminars several conferences to practice.

[EFL CL, Indonesia]

The lecturer in excerpt 16 made a self-initiated repair by reordering the words in her statement. Initially, she said "you need to what it is join to", which is grammatically incorrect and potentially confusing. However, she quickly recognized the error and corrected herself by saying "you need to join several seminars, several conferences to practice". By reordering the words, the lecturer was able to clarify the intended meaning of her statement.

IV. DISCUSSIONS

The analysis of this study discusses the comparison between conversation repair in EFL university classrooms in Indonesia, Algeria, and Iran during the COVID-19 pandemic, focusing on variations of repair strategies and self-initiated repair operations. In the online learning process, the lecturers and students from these three countries use four different repair strategies, namely self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. As mentioned above, in the case of the EFL university classroom in Indonesia, the lecturers and students do not use the other-initiated other-repair strategy because the orientation of the classes does not include quizzes or answering questions. Nevertheless, variations were found in the repair strategies used by lecturers and learners from each country.

The repair strategy that appeared with the highest frequency was self-initiated self-repair, with variations including hesitation, pause, repair by code-switching, searching for a word, immediate sentence change, immediate lexical change, repetition of personal pronouns, false start, trouble source correction, repetition of linguistic change, and repetition. A study by Agbatogun et al. (2011) found that teachers used various strategies of reformulation, repetition, clarification, elicitation, paralinguistics, signals, and explicit correction to prompt students. The other-initiated self-repair variations found in this study were confirmation statement, clarification request, trouble hearing, clarification, repetition by confirmation question, confirmation check, confirmation repetition, confirmation question, clarification of accent trouble. Another study by Putry et al. (2019) supports the results of this research, with evidence of the same strategy variations, such as confirmation check, clarification request, co-creating of the message or anticipation, word replacement, trouble hearing, understanding, and acceptability.

These findings align with the results of Ardini's (2018) study, which found that the teacher used repetition repair more frequently than self-initiated repair. The study also noted a combination of these two repair strategies in a single utterance. The teacher was found to have made a great effort to develop the English class even when students lacked the motivation to communicate in English. The teacher used the repair strategy primarily at the beginning of the learning session, but was able to make it through the rest of the session. Novitasari and Imperiani (2020) found that the trouble source that arose influenced the recipient's ability to make a repair due to the student's lack of knowledge about the topic. Nevertheless, the students were able to repair the trouble source in order to improve their ability. These findings are almost the same as the situation that was found in online classes in Iran, where students produced the trouble source with the pronunciation of the words used to answer the lecturer's questions.

Meanwhile, the results of the analysis of operation types used in self-initiated repair in EFL university classrooms in Indonesia, Algeria, and Iran show repetition practices such as replacing, inserting, deleting, searching, aborting, reformatting, and reordering. According to Talebi and Biria (2015), teachers found replacement and insertion repair operations in groups of sophomores and juniors, with a higher frequency of replacement repair in the sophomore group compared with the group of juniors. On the contrary, juniors showed a higher frequency of insertion repair than the sophomore group. Emrani and Hooshmand (2019) support this result with their findings, which showed that the repair operations used in an Iranian class were replacing, inserting, deleting, and aborting.

Al-Harashah (2019) found that repair operations in Jordanian conversations differed from these findings, and consisted of expansion, hesitation, repetition, replacement, aborting and restarting, aborting and abandoning, insertion, deletion, meta-repair, and modification of orders. N  neth (2012) pointed out that the purpose of the self-initiated repair process manifested in the operational repair of international functions for the speaker, such as giving extra time for repairing based on the sequence of functions in the peculiarities and content of words in the language and alternation in the corrected case.

V. CONCLUSION

The study revealed that lecturers and students in EFL university classrooms in Indonesia, Algeria, and Iran used four different repair strategies, namely self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair, with the exception of the latter in Indonesia. Self-initiated repair was found to be the most commonly used strategy in Iran, while other-initiated self-repair was more common in Algeria. The types of operation used in self-initiated repair included replacing, inserting, deleting, searching, aborting, reformatting, and reordering. However, the study has certain limitations. Firstly, the study focused only on three countries and thus the results may not be representative of EFL university classrooms in other countries. Secondly, the sample size was relatively small, consisting of only a few lecturers and students from each country. Further research could expand the sample size and scope to include more countries and examine how factors such as age, gender, and proficiency level affect repair strategies. This study provides valuable insights into the different repair strategies used by lecturers and students in EFL university classrooms, and how these strategies may be influenced by cultural and linguistic factors. The findings

inform teaching and learning practices in EFL contexts, particularly in the context of online learning and the challenges posed by the COVID-19 pandemic. However, further research is needed to expand upon these findings and explore the broader context of conversation repair in EFL contexts. Additionally, future studies could investigate the impact of cultural and contextual factors on repair strategies and operations in EFL university classrooms. It would also be valuable to explore the effectiveness of different repair strategies and operations in improving language learning outcomes for students in online learning environments.

REFERENCES

- [1] Aleksius, Madar and Saukah (2018). Other-Initiated Repair Strategies in Solving Understanding Problems in EFL Learners Conversations. *Journal of Education and Learning*, 12(1), 105-117.
- [2] Agbatogun, A. O. (2011). Promoting students' participation: communicative functions of repair in a Nigerian computer science classroom. *International Journal of Business and Social Science*, 2(15), 290-295.
- [3] Al-Harashah, A. M. A. (2015). A Conversation Analysis of self-initiated repair structures in Jordanian Spoken Arabic. *Discourse Studies*, 17(4), 397-414.
- [4] Ardini, S. N. (2015). Repair Strategies of Teacher's Talk in EFL Classroom. *ETERNAL (English Teaching Journal)*, 6(2), 54-66
- [5] Chalak, A., Talebi, A., Khodaeian, N., Pourakbari, A., and Danesh, J. (2015). Replacement Operation In Self-Initiated Repair Practices in Oral Reproduction of Short Stories. *International Journal of Language Learning and Applied Linguistics World*, 8(1), 237-246.
- [6] Custodio-Espinar, Magdalena and Alfonso López-Hernández. (2023). Beyond Written-Linguistic Modes of Meanings: Multimodal Representations to Extend the Range of 6 Literacy Learning in EMI Students. *Journal of Language Teaching and Research*, Vol. 14, No. 1, pp. 6-19.
- [7] Emrani, F., and Hooshmand, M. (2019). A Conversation Analysis of Self-Initiated Self-Repair Structures in Advanced Iranian EFL Learners. *Online Submission*, 13(1), 57-76.
- [8] Hall, J. K. (2007). Redressing the Roles of Correction and Repair In Research on Second and Foreign Language Learning. *The Modern Language Journal*, 91(4), 511-526.
- [9] Havwini, T. (2019). Investigating the Interaction Patterns in EFL Virtual Classroom: A Case Research. In *1st International Conference on Applied Economics and Social Science (ICAESS 2019)* 166-170. Atlantis Press.
- [10] Learner, H. Gene. 2004. Conversation Analysis. *Studies from the first generation*. Philadelphia. John Benjamins Publishing Company.
- [11] Marlina, E., Solihat, D., and Asikin, N. A. (2021). Interactional Modification Language Used by the Teacher in English Classroom in Mts Pui Cikaso. *Indonesian Journal of Learning and Instruction*, 4(1), 41-48
- [12] Moelong, J. Lexy. (2010). *Metodologi Penelitian Pendidikan Edisi Revisi* [Revised Edition of Educational Research Methodology]. Bandung: Remaja Rosdakarya.
- [13] Moelong, L. 2002. *Metode Penelitian Kualitatif* [Qualitative Research Methods]. Bandung: Remaja Rosdakarya.
- [14] Mozaffari, F., Allami, H., and Mazdayasna, G. (2018). Classroom Repair Practices and Reflective Conversations: Longitudinal Interactional Changes. *Journal of Teaching Language Skills*, 36(4), 67-101.
- [15] Németh, Z. (2012). Recycling and Replacement Repairs as Self-Initiated Same-Turn Self-Repair Strategies in Hungarian. *Journal of pragmatics*, 44(14), 2022-2034.
- [16] Novitasari, T., and Imperiani, E. D. (2020). A Conversation Analysis of Repair Strategies in Indonesian Elementary EFL Learners. In *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 207-211. Atlantis Press.
- [17] Paltridge, Brian (2006; 2001). *Discourse Analysis: An Introduction*. London: Continuum International Publishing Group.
- [18] Putry, D. P., Munir, A., and Purwati, O. (2019). Other-initiated self-repairs in student-student interaction: the frequency of occurrence and mechanism. *JEELS (Journal of English Education and Linguistics Studies)*, 6(1), 91-110.
- [19] Ren, Simin (2018). 'Repair' in Chinese and American ELT Classroom: A Conversation Analysis Perspective. *ARECLS*, 15, 29-63
- [20] Sacks, H., Schegloff, E. A., and Jefferson, G. (1974). A simplest systematics for the organization of turn taking for conversation. In *Studies in the organization of conversational interaction* (pp. 7-55). Academic Press.
- [21] Schegloff, E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis 1*. Cambridge: Cambridge University Press.
- [22] Schegloff, E. A. (2011). *Ten Operations in Self-Initiated, Same Turn Repair*.—Makoto Hayashi, Geoffrey Raymond, Jack Sidnell (Eds.), *Conversational Repair and Human Understanding*.
- [23] Schegloff, E. A., Jefferson, G., and Sacks, H. (1977). The Preference for Self-Correction in the Organization of Repair in Conversation. *Language*, 53(2), 361-382.
- [24] Sidnell, J., and Stivers, T. (Eds.). (2012). *The Handbook of Conversation Analysis* (Vol. 121). John Wiley & Sons.
- [25] Talebi, A. and Biria, R. (2015). Investigating and Comparing Repair Operations in Oral Discourse of Iranian EFL Students. *International Journal of English and Education*, 4(3), 23-34.
- [26] Wisrance, W. Maria (2017). An Analysis on the Self-Initiation Self Repair Strategies of the Third Semester Students of English Study Program in the Oral Interaction with Their Lecturer at Widya Mandira Catholic University Kupang in Academic. *International Journal of Research Granthaalayah*, 5(12): 311-317
- [27] Wong, J., and Waring, H. Z. (2020). *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. Routledge.
- [28] Wooffitt, R. (2005). *Conversation analysis and discourse analysis: A comparative and critical introduction*. Sage.
- [29] Zhafira, N. H., Ertika, Y. and Chairiyaton (2020). Students' Perceptions of Online Lectures as a Learning Facility During the Covid-19 Pandemic Quarantine Periodic, *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4, 37– 45.



Malikatul Laila was born in Kediri, on February 14, 1963. A lecturer in the English Department of UMS, she has written about (1) Turn-taking in the Classroom Session, in *Jurnal Ethical Lingua* Vol. 7, No. 2, 2020; (2) Discourse Structure of Classroom Session, in *Ethical Lingua: Journal of Language Teaching and Literature* 8 (1), 218-227, 2022; (3) Repair Strategies in Formal Conversation, in *Advances in Social Science, Education and Humanities Research*, volume 662, Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021). She is currently one of the editors of *Jurnal Penelitian Humaniora UMS*. E-mail: mal201@ums.ac.id



Dwi Haryanti was born in Klaten, on February 29, 1960. A lecturer in the English Department of UMS, she has written about: (1) Biographical writing for Coping with Ethnic Prejudice, Volume 11, Issue 1, 511 - 522. ISSN: 2165-8714. <https://www.eu-jer.com/>; (2) Explanation Video Project, Proceedings of the International Conference (ICOLAE 2021), Atlantis Press *Advances in Social Science, Education and Humanities Research*, volume 662; (3) Indonesian Translation Acceptability, <https://doi.org/10.18502/kss.v4i4.6467>, published 27 February 2020. She is a member of the Indonesian Linguistics Society (MLI).



Sigit Haryanto was born in Surakarta, on May 20, 1965. A lecturer in the English Department of UMS, he has written about: (1) Question-and-Answer Method Based on Simante, <https://www.atlantispress.com/proceedings/icolae-21/125974374>, Proceedings of the International Conference of Learning on Advance Education (ICOLAE 2021); (2) Code Choices Used by the Society : An ethnographic Study in Boyolali 2019, *jurnal sutasoma*, <https://journal.unnes.ac.id/sju/index.php/sutasoma/article/view/43204/17716>; (3) Parenting in the Quranic Perspective: *Jurnal Varidika* <https://journals.ums.ac.id/index.php/varidika/article/view/11880irst>. He is Secretary of the Education Administration Program in Pasca Sarjana Program, UMS.



Mouna Fethiza Tedjani was born on February 22, 1990. She majored in Discourse Analysis in English Teaching at the University of Echahid Hamma Lakhdar, and currently holds the position of Junior Lecturer. Email: fethizat-mouna@univ-eloued.dz



Hamid Allami was born on 19 December, 1965, in Abadan, Iran. He is a lecturer and tenured faculty member at Tarbiat Modares University. Education: PhD in TEFL, University of Isfahan, IRAN 2007; MA in Teaching English as a Foreign Language, University of Isfahan, IRAN 1995; BA in English Literature, Shiraz University, IRAN 1989; Areas of Interest: Sociolinguistics, Discourse Analysis, Pragmatics.



Laily Rahmatika was born on November 20, 1998. She obtained a master degree in Indonesian Language Education from Universitas Muhammadiyah Surakarta. Her main research interest is in several areas of linguistics, including discourse analysis, systemic functional linguistics, pragmatics, and BIPA (Bahasa Indonesia bagi Penutur Ading or Indonesian Language for Foreign Speakers). Orcid: 0000-0002-4294-5315. E-mail: lailyrahmatika20@gmail.com