EFL Classroom Repair Strategies by an English Non-native Teacher to Tertiary Students in the UAE

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Abstract

According to its negative results in English as a second language (ESL) classrooms, researchers shifted their concentration and strategies from focusing on the input to focusing on the output as it has many merits for students' development. Swan's (1985) comprehensible output hypothesis encouraged the interaction between students and their teachers. Consequently, there are four repair strategies in classroom interaction. This mixed-method research aims at looking into types of divergent repair strategies that a teacher uses at the tertiary level classroom to correct students' productions in academic writing online lectures, and its effect on student's modification output while acquiring the knowledge. Therefore, it will concentrate on observing the classroom interaction between collegiate students and a teacher to answer the following questions:

1. What are the repair strategies used in the classroom?

2. To what extent the teacher encourages the learner's output?

This paper is divided into six sections. In the following lines, the literature review with different SLA theories related to the output in SLA, repair strategies, and a critical review of the output of interlanguage will be depicted. To answer the first question, classroom observation has been done. To answer the second question, a semi-structured interview with the teacher has been conducted. Data is analyzed in terms of Varonis and Gass's (1985) framework. In the framework, there are four initiations that could control the classroom interaction: self-initiation (SI) > self-repair (SR), Other-initiation (OI) > self-repair (SR), self-initiation (SI) > other-repair (OR), and other-initiation (OI) > other-repair (OR). The four initiations with their categories will be compared between the two classes. The -categories are: Lexical, syntactical, and semantic. The Lexical category has two elements: phonological and morphological. The Syntactical category has two elements: Phrase and sentence. The Semantic category has three elements: synonyms, substitutions, and descriptions. Data reveal that although all strategies have been used in the classroom, the most frequent strategy used is the other-initiation>other-repair strategy. In addition, it reveals that the less frequent strategy used in the classroom is the self-initiation>self-repair strategy. Moreover, there is a lack of knowledge the teacher has in knowing the best strategy and its effect on the student's development.

Keywords:

Input, Output, Repair Strategies, and Teachers' Corrective Feedback

1. Introduction

Although researchers gave much interest to the role of input that was coined by Krashen's input hypothesis and Long's interaction hypothesis in the 1980s, many researchers have shifted their interest to the importance of the output of non-native speakers (NNSs) in acquiring a second language. The main scholar who claimed that shift is Swain (1984), who criticized Krashen's input hypothesis (1981) and Long's interaction hypothesis (1981, 1983), so she made a significant change by coining a comprehensible output hypothesis in 1985. That is to say, Swain (1985) argued that although the importance of the input in second language acquisition (SLA), the output is really significant because learners' interlanguage (IL) performance was still below expectation, neither fluent nor accurate. What Swain said was really true and practical because if you had perfect input, would you guarantee native-like learners? Of course, it's impossible unless you have a product to be focused on, analyzed, and corrected. Therefore, Swain's output hypothesis (1985) plays many significant roles in , SLA albeit its opponents (e.g. Krashen, 2003; Young, 1990) as they claim that the modifications rarely happen, and the idea of pushing learners makes them uncomfortable. That is to say, Swain's output is really crucial in SLA not only for the feedback, but also for giving learners opportunities to concentrate on the form, not the forms. It has been considered as a verb, an action, a process (Swain, 2011). Therefore, the output is not a final product; it is a bridge between comprehension & acquisition. It's a continuous process (Shehadeh, 2001).

As the interaction in any classroom is really crucial in SLA, this mixed-method study will concentrate on observing the classroom interaction among collegiate students and a teacher to answer the following questions:

1. What are the repair strategies used in the classroom?

2. To what extent the teacher encourages the learner output?

Also, a structured interview will be conducted to the teacher to identify his views about the strategies he uses. The following questions will be asked to him:

1. Do you focus on the input or the output or both?
2. What are your repair strategies that you use in your classes?
3. What is the best strategy to correct your students' feedback?
4. What is the effect of repair strategies that you use on students' uptake and acquisition of academic writing?

Therefore, this paper is divided into six sections. In the following lines, the literature review with different SLA theories related to the output in SLA, repair strategies, and a critical review on the output of interlanguage will be depicted. Also, the methodology will be outlined starting with the design, procedure of the research, followed by a description of its context, and the instruments utilized in data collection. In addition, the findings will be depicted. Furthermore, the findings in relation to the theories and previous studies will be discussed. Finally, the conclusion, pedagogical implications, and the research limitation will be highlighted.

2. Literature Review

Some researchers focused only on the input (e.g., Krashen 1981), which was rejected by other researchers later. Swaine (1985) came out with the focus on the output of learners because it is important in the learning process. Her model will be depicted:

2.1. Swain's comprehensiblee Output Hypothesis and Its Role in SLA

Criticizing the total dependence on the Input, Swain (1984, 1985) came out with the acceptable comprehensible output hypothesis that inspired many researchers in the last 30 years. Via her

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valuable study in Canada, Swain (1984, 1985) found out that they were off-target despite students' exposition to comprehensible input over 8 years. That is to say, after 8 years of exposing students to input, they were still far weaker in all linguistic and non-linguistic forms than their counterparts who were exposed to comprehensible input and comprehensible output simultaneously. Swain stressed on many roles of the output, which will be depicted in the following lines:

2.1.1.Noticing Role

One of these roles is that having forced to produce oral or written discourse, learners will move from semantic analysis of the target language into a more syntactic analysis noticing the gap of their interlanguage. That noticing could be either an internal noticing such as the self-noticing or an external feedback such as clarification requests, and draw their attention to modify their outputs (Swain & Lapkin, 1995). Many studies have examined that noticing role of output in L2 development (Shehadeh, 1999,2001; Izumi, 2000; Swain and Lapkin, 1995), and they clarified that the L2 production activitiy is a mechanism that let students notice a gap in their current output, makes them notice their errors by internal or external feedback. This noticing functions encourage them to conciously reproduce their output for a modified output. It also elecits mental process that coud be applied in SLA. It is apparent in the following example:

NNS: yes because if the woman is (0.8) the wife always go out (0.6)…goes out.

(Shehadeh, 2001).

2.1.2 Hypothesis-Testing Role

Another role of the output is that it enables learners to check out their accuracy and fluency, and then they internalize it. Shehadeh (2003) states that when a learner produces an outcome, he/she either confirms his/her hypothesis or tests it, so it might be observable or non-observable. For example:

T: change from Active into Passive the following sentence.
    I have written the report.
S: The report have … have….has been written…. The report has been written.
T: It's true

Here in this example, the learner noticed his mistake and corrected to himself. The teacher confirms the student's utterance. That is to say, when an English non-native speaker utters something and he/she uses the hypothesis tool to whether verifies it, he may get feedback externally, and that feedback helps the learner to improve his/her output. Hence, the output is a bridge between comprehension and acquisition.

2.1.3 Metalinguisitc Role

Finally, the metalinguistic role or the reflective function plays a vital role in language development as it reflects collaborative work or co-construction of knowledge in cooperative activities enables learners to know their problems in their L2 and effectively solve them. In short, many researchers (e.g., Swain, 1985, 1998, 2001, 2005, Isumi 2000; Shehadeh 1999, 2001, 2003; Swain & Aapkin, 1998, 2002) stress on the importance of output as it is a signal of learning in active ways until the desirable level is internalized. That is, students can achieve among one another what a singular one of them couldn't achieve.

In sum, as long as the significant output hypotheis roles that are theoritically and practically proven for our SLA students, we should identify, analyze, and imprtove the output of students. In the following

section, comprehensible output and repair correction strategies which are used in classrooms will be highlighted.

2.2 Comprehenisible Output & Repair Strategies

Since the 1970, scholars of SLA have stressed on the importance of classroom interaction. Further, they provided us with many classroom discourse models of error correction due to its importance on acquiring a second language. Lu & XU (2018) reviewed the literature about the classroom interaction and come out with four strategies. Firstly, teachers shall create a positive environment to speak and encourage students to interact with one another. Additionally, teachers shall create social cultural competence to make the classroom as a small community. Also, they shall use an appropriate language with their students, so the language could be tailored to the levels of students. Finally, they shall prepare themselves in order to engage students in the classroom interactions. Therefore, teachers will know what, when, and how they use the repair strategies.

Indeed, a model adapted from Varonis and Gass (1985) serves this study as the main framework that controls the classroom interaction. The model has four functional elements: The first element is a trouble source or trigger. The second element is an initiator that could be either self-initiation or other initiation. For the third element, it is the outcome (repair) that can be a logical consequence of self-initiation or other-initiation. Finally, the fourth element is the interlocutor's reaction to that outcome.

From Shehadeh (2001, p. 436)
(Adapted from Varonis & Gass, 1985, p. 75)
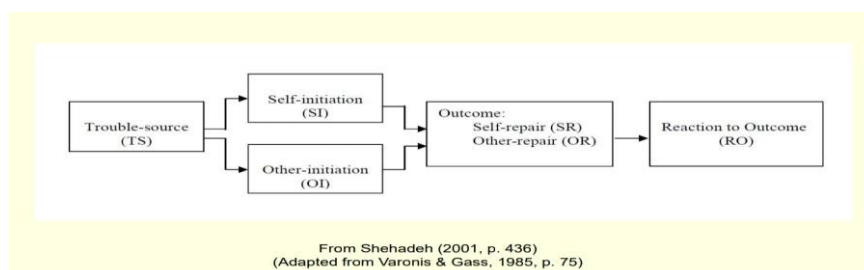
Shehadeh (1999) explains the model well. He clarifies that when an English non-native speaker talks to an English non-native speaker, there are four sequences: self-initiation (SI) > self-repair (SR), Other-initiation (OI) > self-repair (SR), self-inition (SI) > other-repair (OR), and other-initiation (OI) > other-repair (OR).

Self-Initiation (SI) > Self-Repair (SR)

That means when you talk and notice there is an error, you may repair it by yourself. For instance:

> Example 1:
> S: He was taking an image of her by his camera (0.4) No! He was taking a photo by his camera.
>
> SI>SR
>
> Example 2:
> T: Could you define sentence, please?
> S1: A group off…of(v) words that form a meaning. ….   SI>SR
>
> The two examples derived from my data

Other-Initiation (OI) > Self-Repair (SR)

That means, when you make a mistake while talking without noticing such a mistake, and someone else draws your attention that you have made a mistake, you may correct it by your-self. For instance:

> Example 1:
> S. If my best friend John is unhappy, He doesn't get A in every class. (0.4)
> T: Is it right?   OI
> S: (0.5) No… If my best friend John …doesn't get an "A" in every class, he will be
> Unhappy.   SR

> Example 2
> S: She has played tennis yesterday?
> T: Is right?   OI
> S: She played tennis yesterday   SR
> Example 3
> S: …the earmud…   OI
> T: Earmud?   SR
> S: It is a gadget that is put in the ear… It's the earbud
>   The two examples derived from my data

Self-initiation (SI) > Other repair (OR)

That means when you make a mistake while speaking, and you notice that you have made a mistake seeking for external help, someone else may correct your mistake. For instance:

> Example 1
> S: Computers offer several benefit for people. I don't think it's right.   SI
> T: You should say, computes offer several benefits to people.   OR
> Example 2.
> S: I live in a department…a partment… I forgot the right word..   SI
> T: I live in an apartment.   OR
>   The two examples derived from my data

Other-Initiation (OI) Other-Repair (OR)

That means when you make a mistake without noticing that you have made a mistake, and someone else draws your attention that you have made a mistake,but according to your inability to correct it, someone else may correct it for you. For example:

> Example 1:
> S1. This chair….
> T: Chair?   OI
> S2: sofa …is made of wood.   OR
> Example 2.
> S1: If he is strict with them, they would be more polite.

S2: No, if he is strict with them, they will be more polite.   OI-OR

The two examples derived from my data

Indeed, self-initiated self-completed repair is the best sequence among the afore-mentioned ones for many reasons. Firstly, it is an interanal-driven mechanism that takes place by the learner himself/herself, so he/she initiates to correct. In addition, the attention occurs via prodution processes. When you produce the language, your attention arises, and you notice the problem and repaire it. It creates a good condition for a learner to make a cognitive comarison between their production and the target language form, consequently; they get rid of the incorrect form into the correct form (Izumi, 2000, 2002; Shehadeh, 1999, 2001).

Several studies have been conducted in different settings, either in classrooms or laboratories, using divergent methods . There are some observational studies that have been conducted on the repair strategies in classrooms. Chaudron's (1977) conducted a descriptive study in French immersion classes concluding that students are less likely to correctly respond to many patterns of teachers' repetition, but the only repitition that they include is the emphatic stress urging learners to repair. Lyster and Ranta (1997) conducted a study concluding that recasts were merely used by teachers in French immerision classes, but they were the least likely to provoke uptake when compared with prompts such as elicitation, repetition, clarification request, a metalinguisitc feedback. Such recasts are unnoticed in most cases, so they recommended the other four types as they elecit learners to correct their mistakes. Similarily,

Therefore, some implications could be taken from the aforementioned studies. Firstly, both the Input and the Output are important in leaerners' development. The importance of the output derives from its elicitation to noticing errors and possibility of modification, role in internalizing the accuracy and fluency, and testing element. Hence, the output plays a vital linking role between comprehension and acquisition. Thus, Shehadah (1999, 2001, 2003) stresses on the importance of output because it greatly helps learners' competence to gradually improve. Additionally, the interaction in classroom shall be constructive and innate among teachers and learners. Teachers have to use repair strategies in their L2 classrooms. The most important and useful repair strategy is the self-initiation self-repair sequence as the learner will notice his/her error and correct it by himself/herself. Accordingly, teachers have to be patient and give learners opportunity to notice and modify their productions. Further, they have to encourage self-initiated self-completed repairs in their classrooms. Also, teachers don't have to expect learners to produce utterance immediately, but they listen first, then they start to produce something, and they will be able to modify if they are given a chance. More importantly, teachers shall know when, why, and how to correct. In other words, they shall know they must correct the error, not a mistake. They also shall correct the global (major) error; not the local (minor) error. They have to use indirect implicit correction than the direct explicit one. They have to know that self-correction comes before peer-correction that, in turn, comes before teacher-correction.

In nutshell, After reserchers had accepted the input hypothesis for some time, they found out it was incompete and insufficeint to be the only hypothis in the SLA's leaern devleopment. Thus, the output hypothesis came to the existence by Swain and was accepted by many researthers for its afore-mentioned signigiant roles. Additonally, researchers started to analyze the output of students in classrooms to know its nature, characterstics, and effect on learners' development. In all descriptive studies of corrective feedback, learners react to

different feedback types, demonstrating the importance of the output. Also, researchers have analyzed the repair strategis that utilized by teachers. There are four repair strategies that are being investigated in this paper: self-initiation (SI) > self-repair (SR), Other-initiation (OI) > self-repair (SR), self-inition (SI) > other-repair (OR), and other-initiation (OI) > other-repair (OR). In all experimental studies, the strategies used by teachers in the classrooms have been investigated. Sometimes, NNSs modify their production to make it better if they realize that their utterance was insufficient. Hence, self-initiation in most cases leads to successful self-repair. Other initiation leads to other repair is not a very good strategy as a student will forget it later. Another point is that teachers can use different tasks to check the output of learners. That could encourage the collaborative learning in classrooms. Consequently, the interaction could be innate, useful, and improved.

3. Classroom Observation

Classroom observation has been conducted by videotaping four classes of a male teacher. The teacher teaches academic writing modules for sections one (S1) and two (S2). Three hours for each section have been recorded. The researcher aims at finding answers to the following questions:

1. What are the repair strategies used in the classroom?

2. To what extent the teacher encourages the learner output?

After finishing recording all mentioned lectures, the resarcher conducted a structured interview (see the appendix B) with the teacher to deeply investigate the teacher's perception of the learners' ouputs and the best repair strategies in the classroom.

3.1. Subjects

This classroom observation conducted in one of the colleges in Ajman in two academic writing classrooms by the teacher. The teacher is an English,

a non-native speaker. His first language is Arabic. Section one has 16 students (One Aljerian, five Emaratis, One Nigerian, two Palestinaians, seven Syrians), but section two has 23 students (Eight Emaratis, two Egyptians, two Indians, one Pakistani, two Nigerians, and Eight Syrians) . All students are English non-native speakers.

3.2. Data Coding

All data were coded following a mixture of Sheheda's (1999;2001) approach as he devided the data into four main categories: (SI) > (SR), (OI) > (SR), (SI) > (OR), and (OI) > (OR). Two coders have coded the data for authenticity. In this study, every category has sub categories: The data were coded according to three main types: lexical, syntactic, and semantic errors. Additionally, each main category has sub-category -The lexical errors have phonological and morphological subcategories.The syntactic errors have phrase and sentence. The semantic errors have synonym, substitution, and description errors The researcher recorded one and a half hours for every lecture accumelating six hours for the two sections. The two lessons which the techer taught in every section were: Sentence Structure and How-to-write an essay.

3.3. Data Analysis

The data collected via classroom observations of two lessons (Sentence Structure and How-to-write an essay) and a structured interview with the teacher. It is analysed regarding the frequencies of the afore-mentioned initiations as main categories, and subcategories. Also, the interview will be analysed and summarized. The four initiaons with their categories will be compared between the two classes. The -categories are: Lexical, syntactical, and semantic. The Lexical category has two elements: phonological and morphological. The Syntactical category has two elements: Phrase and sentnece. The Semantic category has three elements: synonyms, substitions, and descritptions.

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4. Findings

This study looks at types of divergent repair strategies that a teacher uses at the tertiary level classroom to correct students' productions in academic writing online lectures and its effect on student's modification output while acquiring the knowledge. Hence, the data will be explained and the interview with the teacher will be summarized.

4.1. Self-Initiation (SI) Self-Repair (SR)

In terms of the first strategy, table one shows the distribution of the "self-initiation>self-repair" strategy frequencies in both sections of the academic writing:

Types of Errors		Self-Initiation (SI) Self-Repair (SR)		Self-Initiation (SI) Self-Repair (SR)	
		In Section 1	Total	In section 2	Total
Lexical	Phonological	2		3	
	Morphological	1	3	1	4
Syntactical	Phrase	1		1	
	Sentence	2	3	3	4
	Synonyms	2		1	
Semantic	Substitutions	1	3	4	
	Descriptions	0		1	6
Total		9	9	14	14

Table 1 distribution of self-initiation>self-repair strategies in Section 1 and section 2

As shown in the afore-mentioned table, in the six-hour-classroom recording, the analysis contains three major types of errors: lexical, syntactical, and semantic. Every item has sub-category. For the lexical error, it is divided into phonological and morphological errors. For the syntactical errors, it's divided into phrase, sentence, and synonyms. For the semantic errors, it's divided into synonyms, substitutions, and descriptions. Indeed, the self-initiation>self-repair strategy's frequencies are nine in section one, while they are 14 in section two. In more detail, the frequencies of lexical errors made and corrected by students in section one are three recording two phonological and one morphological errors while the frequencies of lexical errors corrected by students in section two are four recording three phonological and one morphological errors. In addition, the frequencies of syntactical errors made and corrected by students in section one are three recording one phrase and two sentence errors while the frequencies of syntactical errors made and corrected by students in section two are four recording one phrase and three sentence errors. Furthermore, the frequencies of semantic errors made and corrected by students in section one are three recording two synonym and one substitution errors with no description frequency while the frequencies of semantic errors made and corrected by students in section two are six recording one

synonym, four substitution, and one description errors. It's seen that table one shows that all the categories have been used, but section one's frequencies are bigger than section two's. That could have happened due to the number of students in section two is bigger than the number of students in section one.

4.2 Other Initiation (OI) > Self-Repair (SR)

In terms of the second strategy, table one shows the distribution of the "Other Initiation (OI) 🡒 Self-Repair (SR)" strategy frequencies in both sections of the academic writing:

Types of Errors		Other Initiation (OI) 🡒 Self-Repair (SR)		Other Initiation (OI) 🡒 Self-Repair (SR)	
		In Section 1	Total	In section 2	Total
Lexical	Phonological	2	4	5	9
	Morphological	2		4	
Syntactical	Phrase	2	3	3	5
	Sentence	1		2	
Semantic	Synonyms	1		2	
	Substitutions	2	4	2	6
	Descriptions	1		2	
	Total	11	11	20	20

Table 2 distribution of other- initiation >Self-Repair strategies in Section 1 and section 2

Table two shows that the other initiation > Self-Repair strategy's frequencies are 11 in section one, while they are 20 in section two. In more detail, the frequencies of lexical errors made and corrected by students in section one are four recording two phonological and two morphological errors while the frequencies of lexical made and corrected by students in section two are nine recording five phonological and four morphological errors. In addition, the frequencies of syntactical errors made and corrected by students in section one are three recording two phrase and one sentence errors while the frequencies of syntactical errors made and corrected by students in section two are five recording three phrase and two sentence errors. Furthermore, the frequencies of semantic errors made and corrected by students in section one are four recording one synonym, two substitution, and one description errors while the frequencies of semantic errors made and corrected by students in section two are six recording two synonym, two substitution, and two description errors. Similar to the first table, all the categories have been used, but section one's frequencies are bigger than section two's.

4.3 Self-Initiation (SI) > Other Repair (OR)

In terms of the second strategy, table one shows the distribution of the "Self-Initiation (SI) > Other Repair (OR)" strategy frequencies in both sections of the academic writing:

Types of Errors		Self-Initiation (SI) > Other Repair (OR)		Self-Initiation (SI) > Other Repair (OR)	
		In Section 1	Total	In section 2	Total
Lexical	Phonological	1		3	
	Morphological	1	2	2	5
Syntactical	Phrase	1		1	
	Sentence	1	2	2	3
Semantic	Synonyms	0		1	
	Substitutions	1	2	1	
	Descriptions	1		1	3
Total		6	6	11	11

Table 3: distribution of Self-Initiation - Other Repair strategies in Section 1 and section 2

Table three shows that the "Self-Initiation (SI) > Other Repair (OR)"'s frequencies are six in section one, while they are 11 in section two. In more detail, the frequencies of lexical errors corrected by either a teacher or another student in section one are two recording one phonological and one morphological errors, while the frequencies of lexical errors corrected by a teacher or another student in section two are five recording three phonological and two morphological errors. In addition, the frequencies of syntactical errors corrected by a teacher or another student in section one are two recording one phrase and one sentence errors, while the frequencies of syntactical errors corrected by a teacher or another student in section two are three recording one phrase and two sentence errors. Furthermore, the frequencies of semantic errors corrected by a teacher or another student in section one are two recording one substitution, and one description errors with no records to the synonyms while the frequencies of semantic errors corrected by a teacher or another student in section two are three recording one synonym, one substitution, and one description errors. Similar to the first and second table, all the categories have been used, but section one's frequencies are bigger than section two's.

4.4 Other-Initiation (OI) > Other-Repair (OR)

In terms of the second strategy, table one shows the distribution of the "Other-Initiation (OI) > Other-Repair (OR)" strategy frequencies in both sections of the academic writing:

Types of Errors	Other-Initiation (OI) > Other-Repair (OR)	Other-Initiation (OI) > Other-Repair (OR)

		In Section 1	Total	In section 2	Total
Lexical	Phonological	7	11	12	21
	Morphological	4		9	
Syntactical	Phrase	4	8	6	12
	Sentence	4		6	
Semantic	Synonyms	3	7	2	7
	Substitutions	3		3	
	Descriptions	1		2	
Total		26	26	40	40

Table 4 distribution of Other-Initiation > Other Repair strategies in Section 1 and section 2

Table four shows that the Other-Initiation > Other Repair strategy's frequencies are 26 in section one and 40 in section two. In more detail, the frequencies of lexical errors corrected by either a teacher or another student in section one are 11, recording seven phonological and four morphological errors, while the frequencies of lexical errors corrected by a teacher or another student in section two are 21 recording 12 phonological and nine morphological errors. In addition, the frequencies of syntactical errors corrected by a teacher or another students in section one are eight recording four phrase and four sentence errors while the frequencies of syntactical errors corrected by a teacher or another student in section two are 12 recording six phrase and six sentence errors. Furthermore, the frequencies of semantic errors corrected by a teacher or another student in section one are seven recording three synonym and three substitution, and one description errors while the frequencies of semantic errors corrected by a teacher or another student in section two are seven recording two synonym, three substitution, and two description errors. Similar to the first, second, and third table, all categories have been used, but section one's frequencies are bigger than section two's.

Based on the interview with the English teacher, this study found the following: For the first question about whether the teacher's focus was on the input or the output or both, the teacher focuses on the input and the output together. He reassured it in the interview as he said, "The input is important, and the output is important in the learning process, too. Hence, I am interested in both of them." Additionally, for the second question which was about the repair strategies that he uses in his classroom, he said, "If my student makes a mistake or an error, and he/she doesn't correct it, I immediately correct him/her." Therefore, from his answer it is inferred that he focuses more on the other initiation>other repair strategy. However, according to the observation and the interview, although gives more emphasis on the other-initiation>other repair strategy, he uses all the strategies. Furthermore, for the third question which was about the best strategies to correct the students' errors, he said, "the best one is other-initiation>other-repair strategy because students should concentrate on the form; not the forms." It could be inferred from the teacher that he realizes the importance of the correction strategies' roles in the language acquisition development, but he is not familiar with the best strategy that shall be used in the classroom to correct students' errors and

scaffold their language development. More importantly, for the effect of repair strategies that the teacher uses on the students' uptake and acquisition of academic writing, the teacher said, "I have tried many strategies in my classroom, but I found that the most effective strategy on my students is when I correct them due to the time constraint and the big number of students. It goes well with the curriculum. Although the teacher is not aware of the technical terms of the repair strategies, he uses all of them in the classroom with more on other-initiation>other repair strategies.

This section directed the findings of the current study from two different perspectives: video recorded lessons and a teachers' interview. The overall results show that the teacher uses all the repair strategies, but the most frequent strategy is "other-initiation>other repair" whereas the less frequent strategy used here is the "self-initiation>self-repair". Also, although the results of section two are similar to the results of section one, the former has more frequencies than the latter. That might have happened because of the number of students in section two is higher than the number of students in section one. The next lines discuss the results in relation to the previous research findings.

5. Discussion

Krashen's comprehensible input (1981) into swaine's comprehensible output. Many of these researchers (Shehadeh, 1999,2001; Izumi, 2000; Swain and Lapkin, 1995; Varonis & Gass, 1985) have paid much attention to the output of learners. The researcher aims at finding answers to the following questions.

The first question: What are the repair strategies used in the classroom? In fact, the four repair strategies have been used in these classrooms in different levels. The data were analyzed according to three main types: lexical, syntactic, and semantic errors. Additionally, each main category has sub-category -The lexical errors have phonological and morphological subcategories. The syntactic errors

have phrase and sentence. The semantic errors have synonym, substitution, and description errors. All of the strategies have been used among students and the teacher. That supports the importance of the comprehensible output as a second language acquisition process (Shehadeh, 1999). Based on the interview, the teacher is aware of the importance of the input and output, so he used all strategies in the two sections. Additionally, He is not aware of the marvelous importance of the self-initiaon>self repair strategy as he said, " I sometimes give opportunities to my studetns to correct themselves, but I don't do so in other times as I consentrate on the form with the fluencey." That rings the bell to all educators that there is a need to make teachers know the importance of such an amazing strategy.

For the second question, to what extent the teacher encourages the learner output? Based on the data findings, although all of the repair strategies have been used in the four lectures, the most frequent one was the other-initiation>other repair strategy. That conforms the study result of Lyster and Ranta (1997). As the teacher corrected 62 % of the students' errors; however, in this study, the teacher and other students in most cases corrected students' errors. Additionally, in contrast to Shehadeh (2001) and similar to Gisaki and Althobaiti (2010), the other initiation-other repair was the most frequent strategy in the classroom observation. Unfortunately, the less frequent repair strategy was the self-initiation>self-repair strategy. That goes with the some dominant teaching strategies in the Middle East as some teachers do not give sufficient time or oppurtinities to their students to notice their mistakes or even errors to correct. Hence, the teacher encouraged repair strategies, but he did not encourage the best strategy to be dominant. That could have happened due to; firstly, the lack of knowledge of English teachers with the best repair strategy. That is obvious in the teacher's interview as he didn't know that the best repair strategy is the self-initiation>self repair. He favors the other

initiation>other repair stragy thinking that it helps the students to focus on the form, not the forms. Additionally, althouth he believes on the importance of the output, he doesn't believe of the great effect of the self-initiaion > self-repair strategy on the students uptake and acquisition of academic writing. It is apparent in the lectures that the students don't pay much attention to the corrected itmes by other initiation-other repair strategy. Secondly, it could have happened due to the type of cuirriculum that doesn't support interaction nor encourage students to correct themselves. The teacher said, " it is due to the number of students and the time constraint."

On the one hand, these data reveal that the output is significant to both learnrs and teachers as they were commentating and correcting it for better learning and acquisition; on the other hand, they sound the alram to all interlocutors because the most frequent strategy that is used in the classroom is the other-initiation>other repair strategy. This strategy according to Shehadeh (1999; 2001;2003) should be the less frequent strategy in the classroom; instead, the most frequent one shall be the slef-initiation>self-repair strategy due to its significant role in the development of language acquisition. Furthermore, although the English teacher is familiar with the IL production and classroom feedback strategies, he is not familiar with the best strategy and its effect on the students' development. That is frequent in the some parts of the Middle East as they depend on the teacher-centered approach insteach of the student-centered approach. Last, but not least, these data will have to be sent to the curriculum planners and syllabus designers to consider it in the curricula. Finally, that should be identified, analyzed, and rectified.

6. Summary, Conclusion and Recommendations
6.1 Summary

This study was conducted to fill the gap in research on the repair strategies used by an English non-native speaker in EFL classroom in the UAE. Some research studies have been conducted on the types of Repair strategies used in EFL classrooms and its effect on the language development (Sahin, 2007); however, rare studies have been conducted in the local context (Shehadeh, 1999). An online classroom observation has been conducted to an English non-native teacher with cross-cultural English non-native students observing four lectures about grammar and academic writing.

6.2 Conclusion

The findings of this paper are on a par with previous research related to the repair strategies and negative evidence in the second language acquisition (Ellis 2007; Gass, 2003). They reject the claims of the solo importance on the input (Krashen 1981, 1994, 2003). Practically, in the observed lectures, no one was embarrassed or negatively affected when he/she was given opportunity to correct or get corrected. Furthermore, it shows the importance of Swain's output hypothesis and its marvelous roles in language development per se. Also, These data reveal that although all strategies have been used in the classroom, the most frequent strategy used is the other-initiation>other-repair strategy. In addition, it reveals that the less frequent strategy used in the classroom is the self-initiation>self-repair strategy. Therefore, based on the interview with the teacher and the data, there's a lack of knowledge the teacher has in knowing the best strategy and its effect on the students' development. This sounds the alarm to the need professional development programs in the UAE to the futuristic and the current teachers as these programs could familiarize them with the most recent research findings regarding the most effective repair strategies with their students.

6.3 Recommendations

Teachers shouldn't only focus on the input as some researcher stressed on it, but they have to focus on the input and the output together as the

Emirati Journal of Education and Literatures
Emirates Scholar

output helps students to notice their mistakes and improve their language acquisition (Swain & Lapkin, 1995). Also, it has a testing role in helping a learner to check his accuracy and fluency (Shehadeh, 2003). Furthermore, the metalinguistic role of the output enables a low-competent student to learn from a high-competent student through collaborative learning (Swain, 1985, 1998, 2001, 2005, Isumi 2000; Shehadeh 1999, 2001, 2003; Swain & Aapkin, 1998, 2002). Additionally, teachers should use repair strategies in their classrooms weather they are online or in face-to- face classrooms for helping their students practice the target language well. That could make students internalize the target language easily and effectively. More importantly, teachers should know that the onus is on their account to give students opportunities to use the self-initiation>self-repair strategies in their classrooms, so they have to be more patient, giving them more time to rectify their mistakes. Finally, curriculum planners and syllabus designers should design curricula and syllabi encouraging more output, communication, interaction, and self-initiation>self-correction strategies by providing ideal models; for example, they can integrate a non-native student correcting his mistakes while speaking.

Although this study highlights the importance of repair strategies in SLA in the EFL online classroom, further studies are needed at the local level investigating the topic with a comparison between two teachers i.e. English and science teachers to support the findings.

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