Sources of embarrassment or empowerment? Oral Feedback Strategies in English Language Teaching Classrooms

John Paul C. Vallente
Bachelor of Secondary Education, College of Teacher Education
Mariano Marcos State University, City of Laoag, Philippines
johnpaulvallente24@gmail.com

Abstract
As a response to the mismatch between the performance standards indicated in the English curriculum and the communicative competence of English language learners, teachers employ oral feedback strategies that border on the Embarrassment and Hygiene Resource Framework of Mackay (1993). This study aimed to investigate how and why this framework operates in the English language teaching (ELT) of the Philippines by recording actual classroom interactions of five experienced teachers and five beginning teachers with their respective students from 10 public rural high schools. Descriptive statistics and content analysis were used in order to analyze and interpret data gathered from transcribed classroom interactions and semi-structured interview sessions of the participants. It was found out that the student-participants exhibit embarrassment-producing behaviors in the classroom, such as silence in response to teacher's questions, undue delay in response, inarticulate response, and resort to first language. In order to resolve such forms of embarrassments, the teacher-participants deploy hygiene resources, such as reasoning aloud for the students, vicarious dialogue, expansion or minimal responses, question reduction, and resort to first language. Generally, more than half (54% - 70%) of the oral feedbacks generated by the participants are classified under Mackay's (1993) framework. Reasons for this extensive display and use of embarrassments and hygiene resources include the function of local languages as communicative resources, use of speech disfluencies as aids in oral feedback planning, role of wait-time and periods of silence in promoting information processing, and regard for simplifying questions as strategies in soliciting responses. With such positive evaluations associated to cases of embarrassments and use of hygiene resources in ELT, this research argues that these mechanisms should be regarded as tools of empowerment for both teachers and learners. Participants employ them to facilitate negotiation of meaning and distribution of power relations in the multilingual ELT classrooms.

Keywords: oral feedback strategies, Embarrassment and Hygiene Resource Framework, English language teaching, multilingual classrooms

Introduction

Interfacing language and literature is a predominant pedagogical framework in the English language curriculum of Philippine basic education. English language learners (ELLs) are taught how to examine linguistic patterns and utilize a repertoire of language tools in order to generate multiple layers of meanings from literary texts, as these commonly serve as jumpstarts in learning essential language concepts. Here, students are expected to develop appreciation for literary interpretation while deploying features of the target language. Literary texts serve as a medium that exposes them to the creative uses of the target language, such as its dramatic and figurative purposes (de la Cruz, 2011). This is apart from how literary texts function as instructional materials for ELLs to help them acquire reading competencies. Such is the overall curricular landscape in the K – 12 Language Arts and Multiliteracies Curriculum (LAMC) in the country. LAMC places emphasis on making meaning through language, which is at its core, and is guided by six language teaching principles—spiral progression, interaction, integration, learner-centeredness, contextualization, and construction (K to 12 English Curriculum Guide, 2015).

Since English language teaching (ELT) framed within the LAMC adheres to such an integrative approach, students need to respond to tasks taking full use of their existing grammatical knowledge while making sense of a literary work; language becomes a way in, an entrance to the text (Vilches, 2011). Eventually, teachers may assess students' language performances by focusing on their conformity to the principles of syntax and prosody, while they examine literary or

textual interpretation. With this kind of pedagogical approach in ELT, neither content mastery in the target language nor the literary skill in communicating meaningful interpretations of texts is achieved, particularly in contexts where English is, by and large, not the mother tongue. When appraising grammar fundamentals in students' language performance is placed at the core of ELT, *affective filter* (Krashen, 1982; 2009) may increase. This may result in students' passive behavior that may negatively impact discussions of content in a literature lesson. On the other hand, if linguistic accuracy is discounted in ELT in order to prioritize a more interactive and productive teacher-student contact, LAMC's ultimate goal for ELLs to achieve linguistic competence may become elusive. Linguistic competence in Philippine language education means learning of phonological rules, morphological words, syntactic rules, semantic rules, and lexical items (K to 12 English Curriculum Guide, 2015). It is therefore without doubt that there exists a visible mismatch between the performance standards indicated in the country's English language curriculum and the communicative competence of ELLs.
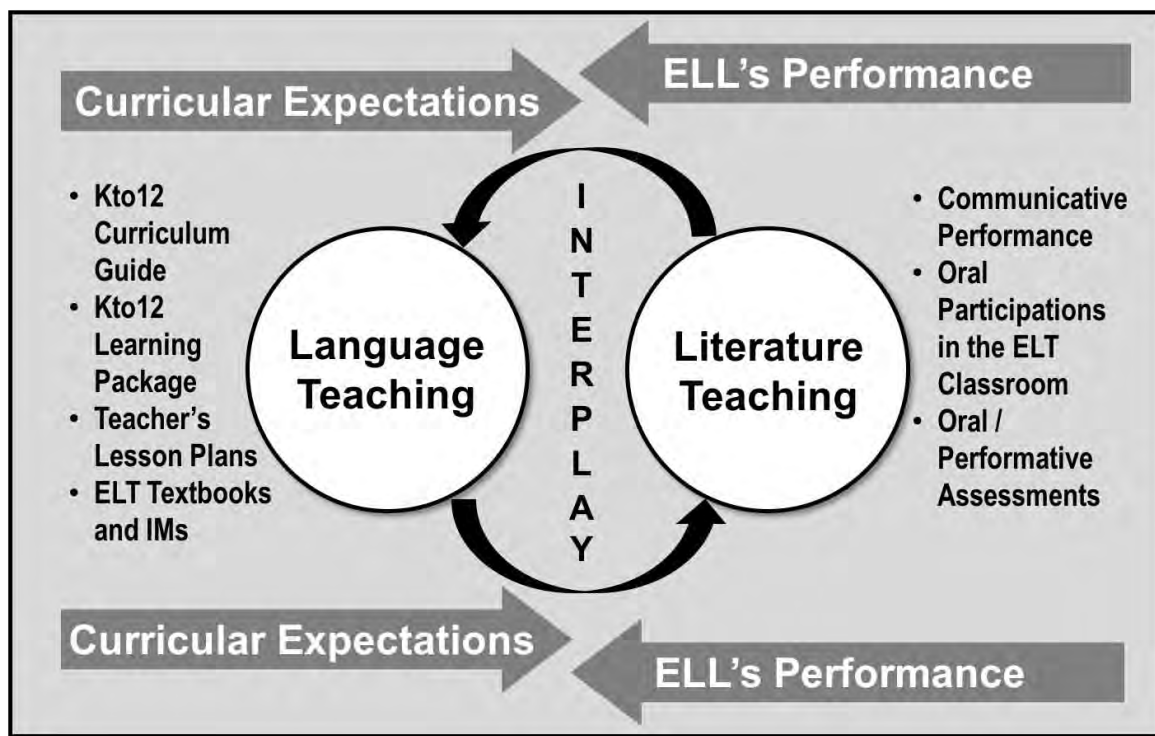

Figure 1. Present English Language Teaching (ELT) Situation in the Philippines

An ELL who struggles to comprehend and use complex English is a common predicament among teachers in Philippine ELT classrooms. Students' inability to understand language topics imposed by the current curriculum may be attributed to their inadequate knowledge and skills in the English language caused by learner's lack of self-preparation, insufficient pedagogical interventions from the teachers, and/or use of unauthenticated textbooks enforced by school administrators, among others. Mackay (1993) argues that this failure among ELLs to proficiently employ the language in communicative situations brings about *embarrassments*. He uses this term to describe instances in ELT where the learner hesitates to participate in the discussion, communicates incomprehensible oral responses to teacher's questions (Lingle, 2010), and experiences intense fear of making mistakes that exacerbate cases of repeated silences and undue delay in responses (Garrett & Shortall, 2002). With ELLs failing to use the target language effectively due to such problematic reasons, the teacher must then devise ways to *rescue* them from *embarrassments* (Mackay, 1993). Teachers must deploy ways to motivate the learners to linguistically perform in the desired level prescribed by the curriculum (Kasuya, 1999).

The mismatch between curriculum expectations and classroom realities more often than not emerge and persist in ELT of multilingual communities, such as in Philippine schools. English language teachers respond to this tension by lowering the demands of the subject content in order to level the students' existing linguistic repertoire. Consequently,

this pedagogical decision results in communicative deficiency rather than competence (Hodson, 2010; Kasuya, 1999; Lingle, 2010; Mackay, 1993). Such coping mechanisms border on the Embarrassment and Hygiene Resource Framework of Mackay (1993), which has been used in a significant number of English language studies to illustrate the various oral feedback strategies employed by teachers and students in dealing with issues on teaching and learning the target language. *Hygiene resources* are ways of limiting occurrences of errors in students' oral responses, and are techniques that simply camouflage substandard performance (Mackay, 1993). In Japan, Kasuya (1999) recounts that teachers select textbooks that instruct learners to concentrate and work on simpler tasks. Additionally, these teachers deliberately overlook cognitively demanding communicative activities so that teaching objectives were completed within the prescribed timeframe approved by the Japanese government (Kasuya, 1999).

This study determined the extent to which the Embarrassment and Hygiene Resource Framework (Mackay, 1993) operates in the English language classrooms of the Philippines. Moreover, the researcher explored on the assumption that the socio-demographic profiles of the participating English language teachers affect their use of hygiene resources as tools utilized to 'clean up' embarrassments committed by ELLs. It is argued that instances of the use of hygiene resources in the teaching of the English subject certainly happen in the Philippine ELT context; however, it is believed that *experienced* language teachers do not extensively practice these hygiene resources as they replace them with productive and linguistically developmental ones. By contrast, *beginning* language teachers implement such resources to a significantly frequent degree in order to deal with students' embarrassments carried out during classroom engagements. Furthermore, this study problematizes the disempowering approach that Mackay's framework uses to represent these coping mechanisms applied by teachers and students in English language classrooms, particularly in multilingual contexts. This study specifically sought to answer the following research questions: (1) What student embarrassments occur in the English language teaching (ELT) classrooms?; (2) What hygiene resources do the English language teachers use to 'clean up' these embarrassments?; (3) Who between the two groups of teachers (experienced and beginning) employs hygiene resources more frequently?; and (4) Why do students and teachers in the ELT classrooms demonstrate embarrassments and hygiene resources?

Theoretical Context

English language has been regarded as the world's most important international language by most measures (Hammond, 2012). As a matter of fact, in a 2014 report published by the British Council, it is estimated that, during the next decade, 2 billion people from different parts of the globe will learn to use the English language at any one time. In many universities, high schools, and even primary schools, Dearden (2014) reveals that the transition from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects escalates at an unprecedented rate. Schools' strong drive to use English as a second language (ESL) for language policy decisions and for instruction is caused by their desire to internationalize their academic profiles (British Council, 2014). In the Philippines, ever since Philippine independence, English has become the dominant language of education, and has remained to be on top of the language hierarchy in the country (McFarland, 2009). Within this educational landscape, teachers deal with students who are reticent in speaking the target language, even for communicative functions (Keaten & Kelly, 2000). ELLs' reticence is caused by fear of appearing foolish and being ridiculed when one provides an inaccurate response, lack of lexicographical knowledge in the target language, and low-level communicative proficiency (Bailey, 1996; Keaten & Kelly, 2000).

When ELLs are overcome by reticence, Li and Liu (2011) argued that they will not and cannot productively engage in the ELT classroom, will suffer from mental blocks during spontaneous speaking activities, shall be incapable of identifying and self-correcting errors, and will most probably negatively perceive the learning of the target language. Mackay (1993) terms such unfavorable responses to the learning of the English language as 'embarrassments'. According to him, these embarrassments that most ELLs commit undermine communicative competence. Teachers are compelled to urgently resolve this issue in ELT classrooms without jeopardizing the lesson transitions and unit timeframes. One of the ways in which this issue is addressed by teachers is through a process Mackay calls 'reduction'. Here, complex classroom tasks that learners could not accomplish are gradually replaced with simple ones that they could easily complete. Such a solution that teachers employ to 'clean up' classroom embarrassments lie within the borders of Mackay's Embarrassment and Hygiene Resource Framework.
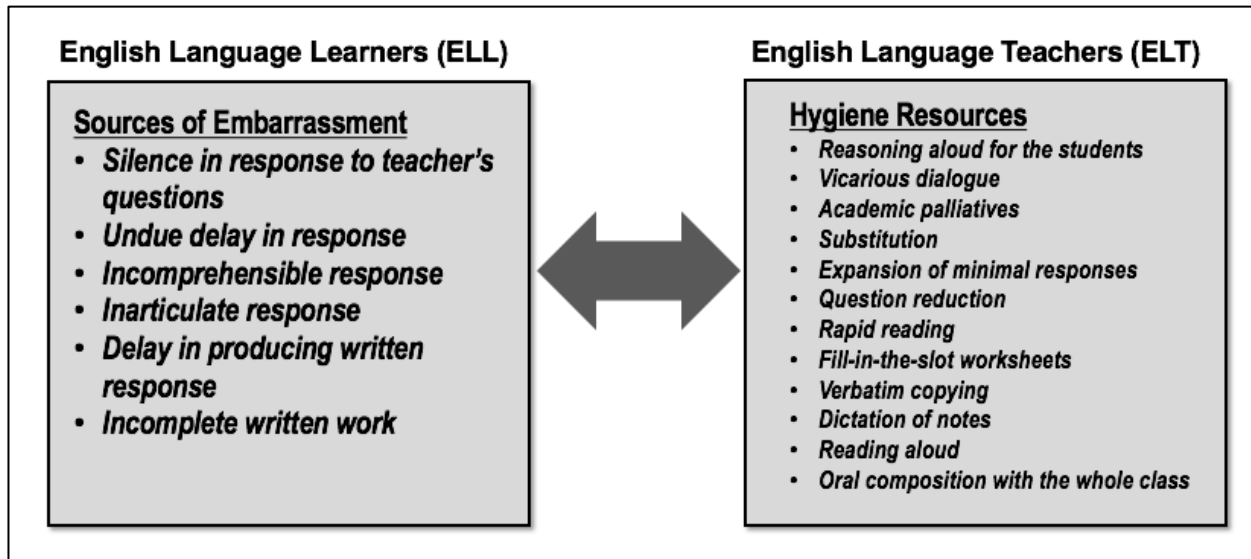
Figure 2. Mackay's (1993) Embarrassment and Hygiene Resource Framework

      In 1993, Mackay conducted a study in the Eastern Arctic of Canada where majority of the community including students has Inuktitut (Inuit or Eskimo language) as their mother tongue. He observed classrooms within this community in which the medium of instruction in the basic levels is Inuktitut, until about Grade 4 when the MOI proceeds through a transition phase. From this point, English is used in teaching and learning for all subjects except Inuktitut Culture and Language. For several weeks, he carried out observations and audiotape recordings of the interactions that occur in classes of Grades 7, 8, and 9 in a secondary school.

      The teachers, Mackay finds out, attempt to eliminate classroom embarrassments by employing hygiene resources either singly or in combination. Hygiene resources are the techniques used to bring about reduction in the demands of the lesson. This feedback method permits an uninterrupted class work, however, at a level lower than the teacher and the curriculum's expectations. Mackay identified six behaviors leading to embarrassments, along with 12 hygiene resources practiced by teachers to mitigate them. Table 1 provides a discussion of each hygiene resource as defined and described by Mackay in his study (1993: pp. 36-38).

Table 1

Hygiene Resources Employed by Teachers during Classroom Engagement with Students

Hygiene Resource	Brief Description
Reading aloud for the students	teacher asks a question and then, after a pause, recites the reasoning process that he/she would like the students to engage in in order to reach the correct answer
Vicarious dialogue	teacher both asks and answers the questions in order to reach a desired point swiftly, or to portray a model reasoning process which he/she failed to elicit from the students
Academic palliatives	short sequences, often no more than a word or a phrase, used by the teacher to utter the academic and scientific equivalent of a correct answer supplied by a student, but expressed in non-academic language
Substitution	teacher creates the occasion for the students to substitute a simple task for a difficult task
Expansion of minimal responses	teacher accepts a semantically appropriate but formally inappropriate word or short phrase as a response from a student and expands it formally and qualitatively into a more acceptable answer
Question reduction	teacher will ask a large number of very simple factual questions requiring a simple yes-or-no answer, or an answer which contains only one piece of recalled information
Rapid reading	after having a series of students read aloud from the textbook, often painfully slowly and incomprehensibly, the teacher takes over herself and rapidly reads several paragraphs in order to compensate for the tiny quantity of text covered (badly) up to that point
Fill-in-the-slot worksheets	teacher may spend a great deal of time preparing worksheets based on the textbook; the worksheet tasks will usually require the absolute minimum response from the students, such as completing a key sentence by writing one word in the blank space provided

Verbatim copying	the teacher, after looking at their students' notes, may decide to create notes for the students, write them on the board, and have the students copy them into their workbooks
Dictation of notes	requires students to listen attentively and to write down exactly what they heard
Reading aloud	teacher may have the students read aloud from the textbook in response to a series of questions, thus minimizing the need for students to construct their own responses; alternatively, the teacher may do the reading aloud in order to have the lesson move at a more acceptable pace
Oral composition with the whole class	teacher invites the entire class to offer suggestions from which he/she selects appropriate ones to write on the board to produce a coherent text or story; this replaces the original individual writing task assigned but not carried out by the students

The 12 hygiene resources identified by Mackay (1993) through utilizing audiotape recording of classroom interactions, as well as carrying out classroom observations, were found to be effective in decreasing embarrassment producing-behaviors among the students. However, it was also reported that the expected learning outcomes indicated in the curriculum were not satisfactorily attained. Mackay's study was conducted in a Canadian Arctic high school where English is used as an additional language (EAL). In this case, English is used in the teaching and learning of content subjects, predominantly in Mathematics and Science (Hodson, 2010). Although Mackay's study is situated in an EAL context, his taxonomy on students' embarrassments and teachers' hygiene resources are considered applicable in the context of this study, where the target language is both the medium of instruction and the subject being taught.

In a 2010 study conducted by Hodson, Mackay's taxonomy was applied in order to critically examine five classroom interactions in a Japanese English as a Foreign Language (EFL) classroom. From this study, Hodson concluded that "although it [Mackay's framework] is a useful starting-point for independent teacher reflection and self-development, the wide range of considerations affecting not only teacher response, but also anticipation of classroom embarrassments, along with the complexity of that phenomenon . . . mean that a wider range of tools is needed for effective analysis of pedagogical decision-making in the EFL classroom" (p. 25).

As its main theoretical framework, this study employs the taxonomy of Mackay (1993). However, since this study focused on investigating the oral responses of the students and how teachers provide oral feedback during classroom discussions, only four types of embarrassment-producing behaviors (silence in response to teacher's question, undue delay in response, incomprehensible response, and inarticulate response), and four types of hygiene resources (reasoning aloud for the students, vicarious dialogue, expansion of minimal responses, and question reduction) were considered for data analysis and interpretation. The other terminologies in Mackay's taxonomy did not emerge from the data collected, thus, in order to avoid the involvement of irrelevant categories, these classifications were deliberately discounted.

An additional category was added under students' embarrassments and teacher's hygiene resources when Hodson (2010) reformulated Mackay's (1993) taxonomy. Hodson explained that in order to comprehensively examine the communicative process that happen within EFL or ESL classrooms, one must acknowledge the language plurality in such environments by considering the fact that learners could access and use languages apart from English. Therefore, he claimed that 'resort to L1' by both the teacher and the students should be considered as a form of behavior resulting

to embarrassment, at the same time, one of teacher's mechanisms to address students' inability to perform at a level demanded by the language curriculum. The researcher believes that adding this category to the analysis and interpretation of data in this study would bring about discussions that are more reflective of the multilingual realities in the involved research locales.

Methodology

Research Design
This study employed mixed methods research design to collect, analyze, interpret, and report data on students' practice of embarrassment-producing behaviors and on teachers' usage of hygiene resources. Instances of exhibiting embarrassments and hygiene resources in ELT classrooms were determined through conducting audio-video recordings of teacher-student interactions, and performing a coding process where Mackay's taxonomy is applied. Data gathered from these methods were analyzed using descriptive statistics, particularly frequency counts and percentages. Reasons for the participants' performance of embarrassments and hygiene resources during discussions in the ELT classrooms were collected through the conduct of semi-structured interviews. Content analysis was used to examine the transcribed interviews and identify themes that describe and explain the rationale behind participants' classroom behaviors. Additionally, evaluation of existing relevant literatures and studies enriched the quantitative and qualitative interpretations of this study.

Sample and Sampling Procedure
Sample for this study was purposively drawn from a predetermined population. Participants were selected based on the purpose of this study and the researcher's prior knowledge about them, such as (a) the students' academic achievements and performance, (b) their language competence, and (c) the teachers' professional profiles. The 10 participating teachers were classified into two groups—five beginning or novice teachers and five experienced teachers. The former pertain to those who have less than three years in the teaching profession, have not attained any graduate degree, and have attended at least three seminars or trainings within the duration of service. On the other hand, the latter refer to those who have at least ten years of teaching experience, have earned any graduate degree, have participated in at least 10 seminars or trainings in the past five years, and have received teaching-related awards and recognitions. The specific profile of each teacher-participant is indicated in Table 2.

Table 2
Socio-Demographic Profile of Participating Public High School Teachers of English Language

Teacher-Participant	Years of Service	Present Grade Level/s Handled	Educational Attainment	Trainings Attended for the Past 5 Years	Teaching-Related Awards Received
ET 1	12	9 & 10	PhD	15	5
ET 2	15	9 & 10	EdD	18	9
ET 3	11	10, 11 & 12	PhD	11	6
ET 4	10	10 & 11	MAED	10	4
ET 5	10	7, 8, 9 & 10	MAED	12	5
BT 1	2	8, 9, & 10	BSE	3	0
BT 2	3	8 & 10	BSE	3	0
BT 3	3	9 & 10	BSE	4	0
BT 4	3	7, 8, 9, & 10	BSE	3	0
BT 5	2	7 & 10	BSE	3	0

Legend: ET = Experienced Teacher; BT = Beginning Teacher

Since all of the teacher-participants handle Grade 10 classes, students under this grade level also served as research participants. The 10 classes belonged to schools that were classified as rural public high schools under the Philippine Department of Education (DepEd). The classes involved in this study were considered as 'star sections', containing at least 25 students and at most 30 students. Star section was a category given to a class with students whose academic

numerical grades attain a general weighted average (GWA) of not lower than 90.00. Though the number of males and females vary in the classes involved in this study, they were generally considered homogenous in terms of their academic performances. This manner of sectioning students allowed for the implementation of lesson plans that were specifically tailored to the abilities of the learners. Additionally, with this kind of setup, teachers saved time in responding to individual needs of the learners as their areas of difficulty may be addressed at once.

Instrumentations
Researcher-made instruments were used in gathering needed data from the participants. To obtain the socio-demographic profile of the teacher-participants, they were asked to complete the questionnaires administered by the researcher. This questionnaire elicited information from the teacher-participants, which include their age, current position in the school, highest educational attainment, length of teaching experience, trainings and/or seminars attended for the past five years, and teaching-related awards or recognitions received. In addition, interview guides were also distributed to the participants in order to prepare them for the face-to-face semi-structured interview sessions, which were scheduled on a date and in a venue they selected. This interview guide contains questions that encourage them to discuss their reasons for demonstrating cases of embarrassments (for the students) and hygiene resources (for the teachers), and to explain how this affected their learning or teaching. For participants' reference, copies of their transcribed and coded classroom interactions were attached with the interview guide.

Data Gathering Procedure
Prior to data collection, the researcher obtained permission to conduct the study from the Schools Division Superintendents (SDS) and principals of the selected rural public high schools. Upon approval of the request, the objectives of the study and the data collection procedure were explained to the teacher-participants, together with their immediate supervisors. Questions and clarifications regarding the details of their participation in the study were accommodated and addressed accordingly by the researcher. During this orientation, the teacher-participants were also provided with questionnaires to determine their socio-demographic profiles and with the informed consent form (ICF) to signify their voluntary participation in the study. The researcher was then introduced to the Grade 10 classes handled by the teacher-participants. Students were also given the ICF after discussing their nature of involvement in the study. They were assured that their identity, including the actual audio-video (AV) recording of the class discussions, would be strictly confidential. These classes were observed for four consecutive one-hour meetings, but the AV recording of the classroom discussions was only performed during the last two sessions. Such a scheme was applied to overcome the Hawthorne Effect (Landsberger, 1958, as cited in Levitt & list, 2009), since the researcher intended to capture the natural, spontaneous communication that occurred in the ELT classrooms; students were given time to get used to the presence of an outsider within the perimeters of their classrooms, in effect, lessening tendencies of hesitancy to participate in discussions or being unusually participative during activities that require students' oral responses.

Separate interview sessions were held for the teacher-participants and student-participants after the conduct of observations and recordings. Only two students for every class involved in the study were purposively chosen for the interview sessions; selected students were the ones who were identified to have demonstrated sources of embarrassments most frequently. All of the participants were provided with the interview guide attached with copies of their transcribed and coded classroom interactions. The interview sessions were scheduled based on the preferences of the participants. During the sessions, they were also permitted to use any language in which they are most comfortable so that communication is more meaningful and productive.

Data Analysis
Av recordings gathered from the two classroom discussions of each teacher-participant were transcribed in Microsoft Office Word, following the conventions of Fairclough (2003), where "pauses are shown with dots (short pauses) and dashes (longer pauses); voiced pauses ('ums and ers') are shown as 'e:' and 'e:m'" (p. 299). In cases "where speakers overlap each other, turns are laid out in order to show the point in one speaker's turn where another speaker begins" (Fairclough, 2003, p. 299). Moreover, for some words in the recording that are indistinguishable, they are "indicated in brackets as (unclear)," (Fairclough, 2003, p. 299). This transcription convention was adopted because it did not focus on the more complex linguistic elements, rather the focus was set on the content of the utterances. Transcribed manuscripts were then coded based on the taxonomy in Mackay's (1993) framework. Tables that exhibit students' embarrassments

and teachers' hygiene resources, accompanied with sample extracts from the transcriptions, were presented to serve as reference for the categorizations made. To determine occurrences of embarrassments and hygiene resources from the transcribed manuscripts, descriptive statistics such as frequency counts and percentages were utilized.

On the other hand, transcribed manuscripts drawn from the semi-structured interview sessions involving the teachers and their students were examined through content analysis. From identified categories drawn from the responses of the participants and shaped by the questions given, significant themes emerged that explain the various reasons for the demonstration of embarrassments and hygiene resources in the concerned ELT classrooms. As a way of delving deeper into the participants' classroom decisions, their responses were linked to their theoretical and pedagogical underpinnings. Moreover, relevant literatures and studies were also incorporated to enrich the interpretation of the results.

Results and Discussion
Students' Oral Feedback Leading to Embarrassments

It is shown in Table 2 that the Grade 10 students of the teacher-participants exhibit cases of embarrassments during their oral participation in their ELT classrooms. For both groups, almost 60% of their oral feedbacks to teachers' instructions were manifestations of embarrassments, dominated by "Undue Delay in Response" (75 cases or 18%) for the classes handled by the experienced teachers, and by "Silence in Response to Teacher's Questions" (68 cases or 19%) for the classes under beginning teachers.

Table 2
Cases of Students' Embarrassments during the First Recording Session

Oral Feedbacks Leading to Students' Embarrassments	Group E (NSOF = 426)		Group B (NSOF = 349)	
	f	%	*f*	%
Silence in response to teacher's questions	35	8	68	19
Undue delay in response	75	18	26	7
Incomprehensible response	13	3	15	4
Inarticulate response	36	8	36	10
Resort to first language (L1)	71	17	55	16
Total	230	54	200	57

Legend: Group E = Classes handled by Experienced Teachers; Group B = Classes handled by Beginning Teachers; NSOF = Total Number of Students' Oral Feedbacks

For Group E, which are composed of classes handled by the experienced teachers, students would usually take long pauses prior to their oral feedbacks to the teachers' instructions. They also resorted to using their mother tongue (Ilokano), when they were observably unable to express their ideas in the English language.

1	ET:	Okay, so what is the first paragraph all about? Let's have S1. What can you
2		understand from this paragraph—first paragraph?
3	S1:	**—You can s-see other people. (Undue Delay)**
4	ET:	You can see other people? Ha? Really?
5	S1:	**. . . You can even notice them. (Undue Delay)**
6	ET:	You're just reading S20 *aya?* **What's your idea about this one? What can you**
7		**understand?** *Aya?* **From this paragraph? (Reduction)**
8	S1:	**e:m, what I can se is the—e:m I think . . . the strangers are—can be—e:**
9		**observed (Inarticulate Response)**
10	ET:	Okay, in other words, that **this all about the different places wherein**
11		**one will be able to meet or observe different types of people.** *Di ba?* **(Expansion)**
12		—Okay. *Pero,* it says there **the first one is the market** *kunana,* **right?**
13		**Is it a good place for you to meet people or observe people?**
14		**Okay, yes or no? (Reduction)**

Extract 1. Experienced teacher assigns students to read and explain the paragraph that appears on the slide presentation shown during the reading activity

Students' switching to their first language (L1) may be motivated by the teachers' extensive use of Ilokano expressions, such as *aya* (right), *di ngamin* (isn't it), and *ana* (what), that function to clarify or confirm responses during their discussions. Extract 1 provides a classroom interaction between the teacher and his students where Ilokano expressions frequently appeared.

Due to their teachers' recurrent use of Ilokano expressions in their utterances, the students might have created the impression that they could use their L1 when they are assigned to perform a specific learning task in the ELT classroom. It should be noted, however, that in cases when the students spoke in their mother tongue during discussions, the teachers infrequently required the students to translate their oral feedbacks into the target language. Therefore, in the English classes facilitated by the experienced teachers, resorting to L1 by the students was generally permissible but was also limited to certain extent by the teachers' language preference. An instance where the teacher encouraged the use of English rather than Ilokano is presented in Extract 2.

1	ET:	So, S2, if you are bored in my class, you are preoccupied? Ah?
2		Do you agree? . . . Anyone?
3	S3:	*Mabalin Ilokano* **sir?** (Can I speak in Ilokano, sir?) **(Resort to L1)**
4	ET:	Ah?
5	S3:	Ilokano
6	ET:	Ilokano? *Ala*, please speak in English. S4?
7	S4:	Busy.
8	ET:	Busy *kano.* Okay, let's find out if S4 is correct. Will you read the meaning S5?
9	S5:	"Dominate or engross the mind of someone to the exclusion of other thoughts."
10	ET:	**So basically, you're busy when you're preoccupied, right? . . . You are thinking of**
11		**something,** *aya?* **. . . You're thinking of something in which you become**
12		**unmindful of the other things that is happening around you. (Reasoning Aloud)**

Extract 2. Experienced teacher asks students to provide the meaning of a difficult term used in the sentence given during the vocabulary building activity

Students' inability to communicate meanings fluently in English would lead them toward deploying Ilokano when responding to their teachers' questions or instructions. In a survey study that examined code-switching as a phenomenon in English classrooms, Bista (2010) found out that most of the 15 bilingual student-participants looked for equivalence between terms in the first language and the English language, in that, they had high tendencies of performing word-for-word translation. She added that when the students fail in establishing equivalence, they gravitated towards using their L1. Accessing local languages, such as Ilokano, is not only crucial for social interaction or cultural identity, but also essential in learning concepts and knowledge for linguistic and cognitive development (Madrazo, 2019).

As previously mentioned, students were encouraged to speak in the target language but were also allowed to code-switch in more instances. This negotiation of language use in the ELT classrooms also occurred in the classes handled by the beginning teachers. In fact, beginning teachers were more tolerant in the use of mother tongue as there were no indication of imposing strict use of English in their ELT classrooms during discussions. This tolerance of delivering oral feedbacks in L1 is depicted in Extract 3 where the teacher approvingly accepted his student's response in Ilokano.

1	ET:	Yes, S6? What are you trying to tell us?
2	S6:	**(Silence) (Silence)**
3	ET:	Oh, I'll get back to you. S7?
4	S7:	*Tay* **"a traveler between life and death" ma'am** *ket, kaslang tay,*
5		**he will be there for her in life and death,** *tapos, kaslang, diay* **"the reason**
6		**firm, the, temperate, will, endurance, foresight, strength, and skill"** *ket isunan*
7		*to lang tay,* **the husband—***tay* **wife to** *mangted ti* **endurance, foresight, strength**
8		*na,* **"a perfect woman, nobly planned"** *ket tay kaslang naplanodan nga isudan ti*
9		*agkatuluyan ken* **to warn, to, comfort, and, command** *ket tay* **wife** *ket macomfort*
10		*na tay . . . asawana* **ma'am,** *ken mabalinna pay i***-command "and yet a spirit**
11		**still bright with something of angelic eyes"** *ket* **after all** *dagidiay ket, isuna*
12		*pelang tay* **dream girl** *na.* **(Resort to L1)**
13	ET:	Okay—exactly S7.

(S7 : In the "a traveler between life and death" ma'am means like he will be there for her in life and death, and then, in "the reason firm, the, temperate, will, endurance, foresight, strength, and skill" means that the wife will give endurance, foresight, strength to her husband, "a perfect woman, nobly planned" means that they have already planned that they will be together, and then to warn, to, comfort, and, command means that the wife will comfort and can command her husband ma'am, "and yet a spirit still bright with something of angelic eyes" means that after all of those, she is still his dream girl.)

Extract 3. Experienced teacher asks student the meaning of the third stanza in the
poem during the post-reading activity

For the classes supervised by the beginning teachers, most students remained silent and reticent when their teachers required them to respond to particular oral tasks. There were 68 cases (19%) of "Silence in Response to Teacher's Questions" recorded and identified during classroom discussions, which attained the highest number of embarrassment-producing behavior among the students. This frequent silent response of the students is shown in Extract 4 where the beginning teachers asks the students to analyze and interpret a stanza in the poem they are discussing. The researcher observed that beginning teachers fail to provide sufficient wait time after asking a question and before assigning a student to answer, which may have discouraged the students to orally participate in their classes. In a study conducted by Ferlazzo (2013), he affirmed that the quality and quantity of student responses increase when wait time is expanded to between three and seven seconds. He went on to argue that adequate wait time should also be applied even after students have shared their oral feedbacks to a question as this would allow other students to assess the previous

answers, and to build up on them.

1	BT:	S8 said, the first stanza is about the first meeting, what about the second stanza?
2		—Yes, S9
3	S9:	**(Silence) (Silence)**
4	BT:	**—When you talk, that's when you interact or communicate with someone**
5		**and that's how you . . . get to know. Yes, getting to know—Getting to**
6		**know each other**—And . . . what did he find out? **(Reasoning Aloud)**
7	S10:	*Diay* record *na* ma'am *ket haan nga,* (The record ma'am was not) **(Resort to L1)**
8	BT:	Please stand up, S10, stand.
9	S10:	*Tay* sweet records *ken* sweet promises *ket tay kaslang . . . awan pay* bad *nga*
10		*naaramidna* ma'am. (The sweet records and sweet promises means that he did not
11		do anything bad yet ma'am) **(Resort to L1)**
12	BT:	Okay, records. These are the . . . things about the person, right? What else?
13		S11? I know there's something playing inside your mind.
14	S11:	**(Silence) (Silence)**
15	BT:	Oh, come on. Stand up.
16	S11:	**(Silence) (Silence)**
17	S12:	communicate and interact
18	BT:	Oh, S12, you were saying communicate, interact—**What else? . . . So, what do**
19		**you find out? Is the woman perfect? . . . As he expected her to be? (Reduction)**
20	S12:	**(Silence) (Silence)**
21	BT:	S13 and S14?
22	S13:	*Ni* S12 *lattan* ma'am. (Let S12 answer the question ma'am)
23	BT:	S9? Ay, yes, S15?
24	S15:	**(Silence) (Silence)**

Extract 4. Beginning teacher instructs the students to provide their interpretations of the poem's second stanza during the post-reading activity

Table 2 shows the frequency and percentage of identified embarrassment-producing behaviors that were demonstrated by students in Group E and Group B during the second recording session. Relatively yielding the same results as in the first recording session, approximately 50% of the student-participants' oral feedbacks were associated with behaviors that generate embarrassments. In both groups, teachers frequently received "Inarticulate Responses" from the students, gaining 65 frequency counts (13%) for Group E and 76 frequency counts (20%) for Group B. In this case, the oral feedbacks provided by the students were expressed in the target language, but were interrupted by some grammatical errors, repeated use of gap fillers or filler sounds, and by unnecessary discourse markers.

Table 3
Cases of Students' Embarrassments during the Second Recording Session

Oral Feedbacks Leading to Students' Embarrassments	Group E (NSOF = 488)		Group B (NSOF = 374)	
	f	%	*f*	%
Silence in response to teacher's questions	32	7	15	4
Undue delay in response	37	8	59	16
Incomprehensible response	24	5	15	4
Inarticulate response	65	13	76	20
Resort to first language (L1)	83	17	41	11

	Total	241	49	206	55

Legend: Group E = Classes handled by Experienced Teachers; Group B = Classes handled by Beginning Teachers; NSOF = Total Number of Students' Oral Feedbacks

Rieger (2003) explained that the use of these hesitation devices in ELLs' oral feedbacks occur when they have insufficient vocabulary in the target language to allow them to proficiently express their ideas or when they are planning for their next utterances. He confirmed that incorporating utterances with fillers is a language strategy that is also naturally utilized by native speakers to aid in the production of meanings.

Khojastehrad (2012) asserted that the use of hesitation devices among ELLs in ELT classrooms does not simply signal the speaker's under-construction utterances, but these devices aid in building efficient communication. Nevertheless, in the classroom interactions involving the student-participants in this study, hesitation devices were unmethodically employed resulting in failure to effectively convey intended meanings, hence, obstruction of meaning-making. As a solution to the excessive and unnecessary use of hesitation devices, Erten (2014) proposed that ELLs should be given ample time to plan their oral feedbacks during classroom discussions so that they could construct utterances that satisfy the learning task given.

1	ET:	Okay, she's sad according to S16. Are you sure? **Initially, she was expressionless**
2		**right? She doesn't have any facial expression, blank face, it said there, and then,**
3		**afterwards, okay . . . she was seen . . . crying.** Then the last one? **(Expansion)**
4		the *pabebe* girl. Let's have . . . S17.
5	S17:	**—She is e: a *pabebe* girl—e:m, she's wear short . . . shorts. (Undue Delay)**
6		**and have e: chitchat with her Iphone, and e:m she's very noisy (Inarticulate)**
7	ET:	**Okay, she's wearing clothes that are not too decent, *aya*, and the way that she**
8		**talks over the phone is very inconsiderate because she talks too loud. (Expansion)**
9		**Now, based on the descriptions S17, *aya*, do you think that e: the particular**
10		**passenger is a fine woman? Ha? (Reduction)**
11	S17:	No.
12	ET:	Why?
13	S17:	**—She is e: she's e: e:m simple woman (Undue Delay; Inarticulate)**
14	ET:	She's a simple woman, what do you mean?
15	S17:	*Naarte* sir. **(Resort to L1)**
16	ET:	*Naarte kano.* **What else? What did she do inside the train? Will you comment**
17		**on the manner of talking inside the train? (Reduction)**

Extract 5. Experienced teacher assigns the students to describe the characters in the short story based on the details provided by the narrator

1	S18:	**—Some people e: of Pochem-Pochemphelli e:m have lands, but the**
2		**peasants do not have. (Undue Delay; Inarticulate)**
3	BT:	Okay, do not have land, okay. What else? What problem . . . in 1951? Yes?
4	S19:	e:m people are getting sick.
5	BT:	People are getting sick because of?
6	STS:	Hunger . . . hunger.
7	BT:	Hunger. Okay. What else?—Aside from, they're getting sick, the people
8		have no land, yes, e:
9	S20:	They're hungry and landless.
10	BT:	So, there was hunger and landlessness, during those years, right? . . . In Pochemphelli
11		—Does the Philippines encounter the same problem in some parts of the country?
12		Why yes? Why no?
13	S21:	**—Because of—because of landlessness ma'am, e:m the**
14		**people will e:m *kaslang tay kua* ma'am e:m . . . *tay* they**
15		**have—the people e: will use (Undue Delay; Inarticulate)**

Extract 6. After reading the text, beginning teacher asks the students to respond to a number of comprehension questions found in the English textbook of the class

Extracts 5 and 6 cite instances during classroom discussions where the learners used hesitation devices excessively that resulted in oral feedbacks that are inarticulate, and sometimes, incomprehensible. In Extract 5, the experienced teacher asks the students to provide descriptions of the major characters involved in the short story, while in Extract 6, the beginning teacher instructs the students to respond to comprehension questions that are found in their textbook.

Hygiene Resources the Teacher-Participants Deploy to Address Embarrassments
In this study, the teacher-participants are classified into two groups based on their socio-demographic profiles—the experienced teachers (Group E) and the beginning teachers (Group B). It was mentioned earlier in this paper that the researcher clings to the assumption that beginning teachers bring into play Mackay's framework more frequently than the experienced teachers. However, it was found out that this is not the case. Table 4 reveals that, during the first recording session, Group E exhibited more cases of using hygiene resources to address students' embarrassments, yielding 323 frequency counts (70%) than Group B which only recorded 81 instances (22%) of employing hygiene resources. Nearly all of the experienced teachers' oral feedbacks during the discussions were hygiene resources; they needed to simplify complex questions into objective ones, and they provided explanations to the questions they raised themselves whenever students do not provide desired answers.

Table 4
Cases of Teachers' Use of Hygiene Resources during the First Recording Session

Hygiene Resources Employed by Teacher-Participants	Group E (NTOF = 463)		Group B (NTOF = 374)	
	f	%	*f*	%
Reasoning aloud for the students	51	11	19	5
Vicarious dialogue	46	10	8	2
Expansion of minimal responses	65	14	11	3
Question reduction	79	17	18	5
Resort to first language (L1)	82	18	25	7
Total	323	70	81	22

Legend: Group E = Experienced Teachers; Group B = Beginning Teachers; NTOF = Total Number of Teachers' Oral Feedbacks

Clearly, there is a significant difference between the frequency distributions of the two teacher groups' use of hygiene resources. Teachers who enter the profession generally have high preformed expectations about the educational system (Mudzingwa & Magudu, 2013). Ironically, teachers who have been rendering their services in the profession for a considerable length of years have already learned to lower their standards to cope with the realities that prevail and with the issues that persist within the system (Callaghan, 2002). Taking into account these varying mindsets between the experienced and the beginning teachers, Group B's low frequency of hygiene resource usage is justifiable. Most likely, unlike experienced teachers in Group E, the beginning teachers in Group B maintained their high expectations towards their students during classroom discussions. Additionally, they may not be confident enough to reduce the complexity level of the lessons in order to match the communicative level of their students in using English.

1	ET:	**Okay, so definitely you don't have the nerve, right, the courage rather in having**
2		**conversation to the other passengers there**. How about S22? **(Expansion)**
3		Do you love taking the bus or riding on a bus?
4	S22:	No, sir.
5	ET:	No? Why?
6	S22:	*Makapaulaw,* **sir** (laughs). (It makes me dizzy, sir.) **(Resort to L1)**
7	ET:	**I think, it's *makapaulaw*. It makes you dizzy most especially if the**
8		**bus is airconditioned. *Di ba?* But if it is an ordinary bus, then definitely, I think**
9		**everything will just be okay?** Okay, now, so, this afternoon **(Reasoning Aloud)**
10		you are going to read an article *aya* that has something to do with the
11		public transport, *aya?* But, it's not about a bus—Though we don't have this
12		thing in Ilocos, well, it is only in—Manila, *di ba?* Okay, so, the title of the
13		article that we are going to read is?
14	S23:	Travelogue?
15	ET:	Okay, it is MRT Diary. Okay? Okay—e: S24, what do you know about the MRT?
16	S24:	Metrorail—*ana't* MRT? (What is MRT?)
17	ET:	**What is MRT? What does MRT stand for?** . . .Yes, may we have S25? **(Reduction)**
18	S25:	Metrorail Transit, sir.
19	ET:	Okay, Metrorail Transit. So what is that S24? Anything in mind?
20	S24:	***Pagluganan*** (Means of transportation) **(Resort to L1)**
21	ET:	**—Oh, there's a picture there. Who uses it? What is it for? Describe. (Reduction)**
22	S24:	*Ket pagluganan,* **train** *met a talaga*. (It's a means of transportation.) **(Resort to L1)**
23	ET:	**Okay, but explain further—Or do we have MRT? (Reduction)**

Extract 6. After reading the text, beginning teacher asks the students to respond to a number of comprehension questions found in the English textbook of the class

Such pedagogical choices of Group B may be attributed to their lack of experience in the teaching profession. It was disclosed by one of the beginning teachers during the semi-structured interview session that learning competencies indicated in the LAMC should be adhered to accordingly, and when teachers deviate from these prescribed competencies, meaningful learning among the ELLs will not take place. The diverging pedagogical choices of the two teacher groups were illustrated in Extracts 7 and 8. In Extract 7, the experienced teacher encourages his/her students to participate in the discussion by sharing their personal experience in riding on public transportation. On the other hand, the beginning teacher asks the males in her class to describe their ideal woman as depicted in Extract 8.

1	BT:	This is a question for the gentleman, okay?—This question is addressed to all
2		the gentlemen e:m I'm curious, how do you describe your ideal woman? If you
3		have a . . . of your ideal woman right now? . . . Okay, S26.
4	S26:	**(Silence) (Silence)**
5	BT:	Yes, S26?
6	S26:	**(Silence) (Silence)**
7	BT:	How do you describe your ideal woman? Or . . . the characteristics or . . . the
8		qualities of the woman you wanted to be with for the rest of your life?
9	S26:	Kind
10	BT:	Come again?
11	S26:	Kind, ma'am.
12	BT:	**Okay, you want to be with a kind woman. Probably, someone who is helpful to**
13		**others, right? Or someone who loves kids, maybe?** Yes, S26? **(Expansion)**
14	S26:	Yes, ma'am.
15	BT:	Okay, how about you . . . Mr. S27?
16	S27:	**(Silence) (Silence)**
17	BT:	Yes, S27?
18	S27:	**I would like to have e:m someone who is e: brain—intelligent (Inarticulate)**
19	BT:	Oh, so you want a woman who is intelligent? Someone like you? Okay, how
20		about S28?
21	S28:	***Apay* ma'am? . . . *Kasla kenka*.** (Why, ma'am? . . . Just like you.) **(Resort to L1)**
22		***Uray ana, basta maeggaman*.** (Anyone, as long as I can touch her.) **(Resort to L1)**
23	BT:	Okay, S28, what's your real answer? I know you something in mind.

Extract 7. Prior to the reading activity, beginning teacher motivates the male students to participate in the discussion by sharing their opinions on their ideal woman

As shown in Table 5, hygiene resource usage among the experienced teachers (Group E) reduced in number in the second recording session. From a total of 323 frequency counts (70%) during the first recording session, their usage of hygiene resources went down to only 162 frequency counts (43%) for the second session. By contrast, Group B's employment of hygiene resources relatively increased from 81 cases (22%) in the first session to 129 cases (29%) in the second session. Though there was a conscious or an unconscious attempt to lessen the reduction of learning tasks by the experienced teachers, their use of hygiene resources is still considerably high, since cases reach nearly half of the total number of teachers' oral feedbacks (377 frequency counts) during the second recording session.

Table 5
Cases of Teachers' Use of Hygiene Resources during the Second Recording Session

Hygiene Resources Employed by Teacher-Participants	Group E (NTOF = 377)		Group B (NTOF = 450)	
	f	%	*f*	%
Reasoning aloud for the students	34	9	19	4
Vicarious dialogue	18	5	6	1
Expansion of minimal responses	27	7	19	4
Question reduction	35	9	40	9
Resort to first language (L1)	48	13	45	10
Total	162	43	129	28

Legend: Group E = Experienced Teachers; Group B = Beginning Teachers; NTOF = Total Number of Teachers' Oral Feedbacks

It was revealed in the semi-structured interview sessions with the teacher-participants that, apart from instruction, they also needed to attend to a number of teaching assignments, such as serving as advisers in academic and interest clubs, functioning as consultants for campus official publications, and hosting several school events. Admittedly, they explained that these functions would compromise their instructional planning and implementation. In order to cope with this struggle, the teacher-participants needed to accomplish as many lessons as they could within the limited timeframe, which rationalizes their habitual use of hygiene resources to address students' embarrassments in their ELT classrooms. In both groups, there are high tendencies of resorting to Ilokano, reducing complexity level of questions, reasoning aloud for the students, and expanding minimal responses. There is a common aim among the teacher-participants to make it appear that the learning competencies stipulated in the LAMC were met since all the topics in their subjects were fully, though unsatisfactorily, covered. According to the teacher-participants, being able to complete lessons indicated in the English curriculum guide is usually one of the bases of teacher's good performance and quality teaching.

Reasons for Students' Embarrassments and Teachers' Use of Hygiene Resources

While the previous parts of this paper primarily identify the frequency of hygiene resource usage among the participants, this section discusses the reasons behind the participants' demonstrations of embarrassments and hygiene resources in ELT classrooms.

Table 6
Themes and Categories Drawn from Transcribed Participant Interviews

Themes	Categories	Teacher-Participants				Student-Participants			
		Group E (n = 5)		Group B (n = 5)		Group E (n = 10)		Group B (n = 10)	
		f	%	*f*	%	*f*	%	*f*	%
Local languages as communicative resources	use of L1 helps express difficult concepts;	**3**	60	**2**	40	**10**	100	**8**	80
	L1 facilitates classroom interaction;	**5**	100	**3**	60	**9**	90	**8**	80
	L1 aids in understanding language lessons better	**3**	60	**2**	40	**6**	60	**5**	50
Disfluencies as aids in feedback planning	gap fillers happen naturally in speech;	**2**	40	**3**	60	**7**	70	**5**	50
	fillers enable speaker to think of what next to say;	**4**	80	**3**	60	**5**	50	**7**	70
	pauses allow constructing speech or ideas;	**5**	100	**3**	60	**8**	80	**10**	100
Wait-time and periods of silence as promoters of information processing	silence in class generates meaningful feedbacks;	**2**	40	**2**	40	**5**	50	**6**	60
	wait-time improves quality of student feedback;	**4**	80	**5**	100	**7**	70	**5**	50
	periods of silence allow students to think about their oral feedback	**4**	80	**2**	40	**9**	90	**6**	60

Phrasing questions as stimulants of oral feedbacks	simplifying complex questions stimulates more oral feedbacks from students;	**5**	100	**4**	80	**10**	100	**9**	90
	phrasing questions ensures smooth flow of teaching and learning	**3**	60	**2**	40	**5**	50	**3**	30
	phrasing questions promotes better understanding;	**4**	80	**3**	60	**8**	80	**7**	70

Legend: *Group E = Experienced; Group B = Beginning*

Although, it was revealed by some studies (Hodson, 2010; Kasuya, 1999; Mackay, 1993) that such phenomena in education narrow the learning spaces for curriculum prescribed competencies, this study argues that these are oral feedback strategies that facilitate negotiation of meaning in ELT classrooms, especially in multilingual contexts. Therefore, as shown in Figure 3, rather than perceiving these pedagogical mechanisms as sources of embarrassments, they should be seen as essential tools for empowerment for both the English language teachers and their ELLs. Table 6 presents the themes and categories that emerged from the qualitative responses of the participants during their face-to-face interview sessions, each lasting for 20 to 45 minutes.
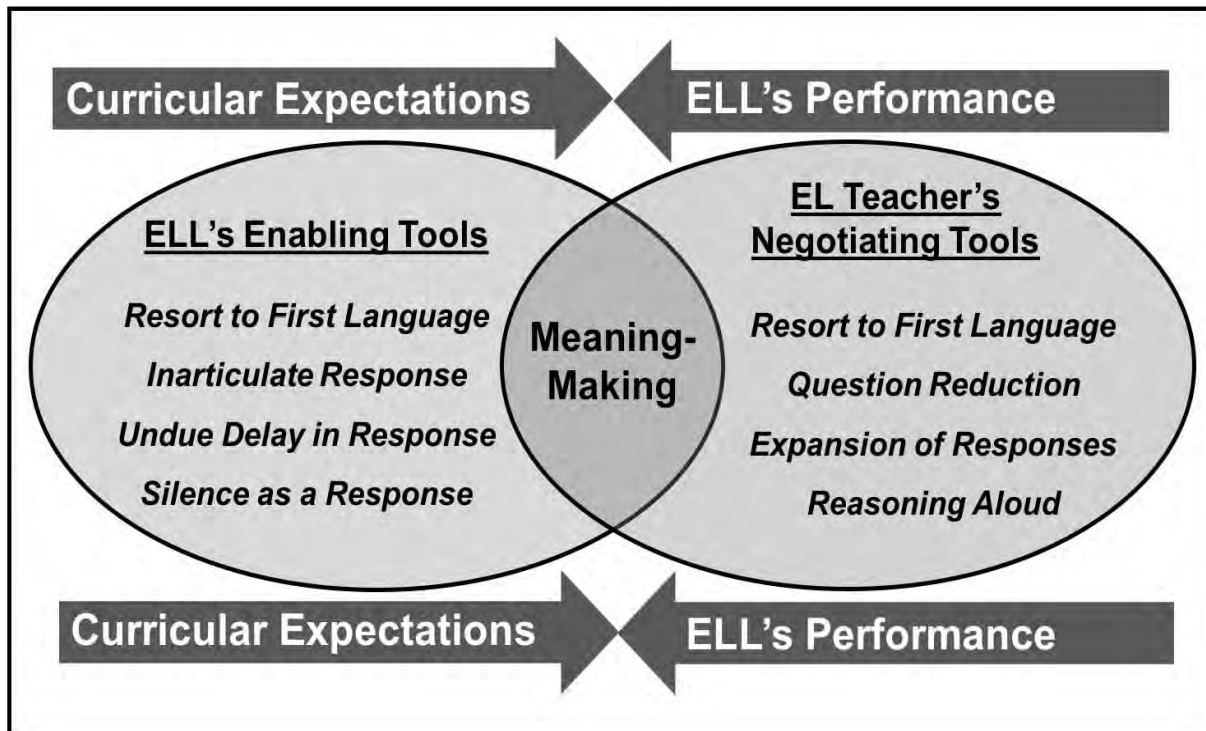

Figure 3. Tools for Meaning-Making in ELT Classrooms within Multilingual Contexts

Through an immediate survey of the themes in Table 6, one could generalize that the participants in this study positively evaluated their use of local languages, disfluencies in speech, wait-time and period of silence, and the rephrasing of difficult questions. Participants regarded these oral feedback strategies as important tools in communicating meanings, information processing, and idea generation when engaged in ELT classrooms.

A. *Local languages as communicative resources*

According to Student 5 of Group B, he used Ilokano in the English class because "sometimes there are words that [he] cannot express in English, so [he] would prefer to speak in Ilokano". Accessing one's native language in the classroom was similarly reported in a study involving 10 samples of Teaching English as a Second Language (TESL) degree students of University of Malaya. 80% of the said sample confirmed that one of the strategies they use to improve their speaking skills in L2 is "using code switching if they do not know how to convey certain words using English language" (Hashim, Yunus, & Hashim, 2018, p. 44). Given the multilingual nature of the majority of ELLs in this study, the use of local languages is generally an accepted practice. Teacher 2 of Group E explains that "if students are not allowed to orally express their answers in Ilokano, no communication might happen inside the class." She also added that "even English teachers speak in the mother tongue when delivering lessons, especially when it's already difficult for students to understand concepts". In a pre-test/post-test quasi-experimental study conducted by Maramag-Manalastas and Batang (2018), it was revealed that first year college students gain more confidence in expressing their thoughts and ideas regarding their lessons in Communication Arts and Skills when they are allowed to use their local languages in the discussions.

Local languages enable both the teachers and the students in the English language classroom because they aid in the attainment of the ideational, textual, and interpersonal functions of language (Mahboob & Lin, 2016). In a study investigating the role of languages in a collaborative learning task in an English class, for instance, it was found out that Cebuano, Filipino, and English were all utilized in conducting a learning task in all stages of a group discussion, which include "assigning the group facilitator, doing housekeeping acts, leading and prompting of turns, consolidating members' shared ideas, and deciding on the group's final arguments" (Faminial, 2016, p. 13). It was also shown in the study that students compensate for their deficient skills in the English language by using their mother tongue (Faminial, 2016). The student-participants in this study employ the same linguistic choice of using their native language as a remedy in addressing their limitations in that target language. Such strategic use of local languages could bring valuable humanistic element into the language classroom, and could promote an inclusive learning environment (Wharton, 2007).

B. *Disfluencies as aids in feedback planning*

Silent pauses, hesitations, repetitions, or fillers are considered as disfluencies that happen naturally in oral communication, most largely used by speakers whose first language is not English (Kaivanpanah, Yamouty, & Karami, 2012). Student 1 of Group E expressed that the use of silent pauses and gap fillers occurs as a natural part of speech "because when you recite . . . you also have to think about the right words of the right ideas". Moreover, these are strategic devices, which are inevitable part of oral performance and signal the speaker's under construction utterance (Menyhart, 2003). In fact, Student 6 of Group B revealed that every time he participates in English class, he is not usually sure of what he is going to say next, which is why he uses hesitation devices and spends some time to think before sharing his ideas. According to Khojastehrad and Abdullah (2012), disfluencies contribute in a positive way to a more efficient communication by giving extra time to the speakers to plan, and inform the listener about the mental attitudes of the speaker and planning difficulties faced by the speaker.

C. *Wait-time and periods of silence as promoters of information processing*

Frederick (2005) opined that wait time provides students time to percolate a question down in order for them to be able to construct responses that are appropriate. As shared by Student 2 of Group B, " . . . before I recite, I have to compose my answers in my head first, and then stay silent . . . I will only recite when I'm ready." The practice of using sufficient wait time in ELT classrooms contributes significantly to improved teaching and learning (Stahl, 1994, as cited in Bennett, 2017). Through his experience, Teacher 4 of Group E observed that the longer the wait time he gives to his students, the longer and more meaningful their oral feedbacks are. Teachers would receive better quality and/or an increase in the length of responses from the learners, as they are allowed to utilize more time to think of their answers before raising their hands. Certainly, a few seconds of pause or silence in the ELT classroom can make a dramatic improvement in how students formulate their oral responses (Kelly, 2020; Ollin, 2008).

D. *Phrasing questions as stimulants of oral feedbacks*

The art of questioning entails converting complex questions into simple and clear ones that solicit students' responses. Questions posted in classroom discussions should provide learners instructional cues that convey the content to be

learned or provide directions toward the content to be learned (Babu, 2014). Teacher 3 of Group B realized that "when the question is too complex for the students to absorb, [she] would usually end up simplifying the question" so she could elicit responses that would help facilitate the smooth flow of the lessons. It was argue by Teacher 5 of Group E that "teachers should be good at the art of questioning because an active discussion is also attributed to the ways that the teacher handles problem-posing in the classroom, through asking relevant questions." Providing questions that ELLs could conveniently understand and interpret helps teachers in maintaining the flow of the learning within the lesson, engages students with the learning, and provides them the opportunity to share their opinions or views more effectively (Hussin, 2006; Williams, 2010).

Conclusion

This study provides findings that examine and explain the demonstration of embarrassments among students and the use of hygiene resources among teachers in English language teaching classrooms of rural public high schools. It was revealed that hygiene resources are employed by teacher-participants in order to 'clean up' embarrassments consciously or unconsciously committed by students during tasks that require oral feedbacks. Additionally, experienced teachers usually resort to deploying hygiene resources more extensively than beginning teachers. The researcher initially presumed that the experienced teachers would replace hygiene resources with more creative and productive alternatives that stimulate English language learners (ELLs) to use the target language so that the learning competencies prescribed in the Language, Arts and Multiliteracies Curriculum (LAMC) are seamlessly met. Although, some studies negate the use of hygiene resources in the English language teaching (ELT) classrooms as they could potentially reduce opportunities for learning the target language, the researcher argued that such resources are, in fact, essential tools to enable teachers and learners in negotiating meanings. Emanating from the interview sessions, participants positively evaluated their embarrassments and hygiene resources. Participants regarded local languages as communicative resources to achieve the various purposes of the English language, and assessed their speech disfluencies as aids in planning for more meaningful oral feedbacks. Furthermore, participants reported using wait-time and periods of silence to generate productive responses, and confirmed that simplifying questions solicits better oral responses during discussions. Therefore, rather than as sources of embarrassments that necessitate corrective measures through hygiene resource usage, the oral feedback strategies should be seen as sources of empowerment that promote meaning-making and the distribution of power relations in the ELT classrooms. These are the participants' alternative ways of rerouting teaching and learning directions, not necessarily to wholly deviate from the set expectations in the curriculum, but to attain them in a more inclusive, humanistic approach.

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About the Author

John Paul C. Vallente is an Assistant Professor I of the Mariano Marcos State University (MMSU). He earned the degree, Master of Arts in English Language and Literature Teaching (MA ELLT) at the Ateneo de Manila University. He is currently pursuing his Doctor of Philosophy in Education, major in Research and Evaluation at the University of the Philippines-Diliman. At present, he is the Research Coordinator of MMSU-College of Teacher Education and a member of MMSU's International Coordinating Committee. His research interests include language education and policy, sociolinguistics, teacher education, and curriculum evaluation.