Open Access

USE OF FRET: LANGUAGE FILLERS STRATEGY ENHANCEMENT IN ORAL DISCOURSE

CHRISTIAN C. GANDEZA[1], LEI ANN I. SEVILLEJA[2]

[1,2]ILOCOS SUR POLYTECHNIC STATE COLLEGE – TAGUDIN CAMPUS, TAGUDIN, ILOCOS SUR
PHILIPPINES
ORCID ID: 0000-0002-1194-9399[1],0009-0000-6777-6573[2]
EMAILS: Christiangandeza8@gmail.com[1], Leiingan0@gmail.com[2]

Abstract

Oral discourse language fillers allow one to master language's strategic function competency. This has led to the development of FRET, an improved oral discourse strategy. The FRET stands for "friend," "recognition," "experience," and "training strategy." The purpose of the study is to evaluate the use of FRET: Language Fillers Strategy in ISPSC students' oral discourse. The study employed a survey research design with 150 language major respondents using questionnaires. The mean of the gathered data was described and interpreted. Based on the study, students' language skills and communication abilities are greatly improved when they use FRET. Gaining proficiency with filler words helps students overcome fears, speak with confidence, and develop unique speaking style. This also acts as launchpad for improving cognitive functions, generating new concepts, and streamlining communication. Thus, students' development in communication depends on ability to use filler words deftly.

Keywords: Communication, Discourse, FRET, Language Fillers.

INTRODUCTION

Effective oral communication is one of the most essential skills that people should possess in the 21st century. A person will have more opportunities to properly conveying his or her thoughts, ideas, and feelings, not just locally but also nationally and internationally. One could build stronger relationships with others around them if they can express themselves clearly. He could use all of his abilities to advance it and make it more effective. Speaking is thought to be the most difficult of them all. For communication to occur, language and language use are considered vital.

Language users often face difficulties and pauses when speaking. Jonsson (2016) notes that even native speakers sometimes struggle to find the right words, with less skilled speakers experiencing more communication challenges (Kaivanpanah, Yamouty, & Karami, 2012). Chand (2021) identifies four main difficulties learners face: personal, linguistic, social, and environmental issues, including nervousness, lack of confidence, and anxiety. Heriansyah (2012) also highlights a lack of vocabulary and fear of mistakes as key obstacles to developing speaking skills.

In the Philippines, students are taught to speak in their native tongue, the country's lingua franca, which is Filipino, and English. In the classroom, teachers use these mediums as the teaching and learning process goes on. Students who are not even native to Filipino or English must learn these languages. With that, problems are encountered.

Filipino students in the Philippines, especially in higher education, portray uncomfortably in speaking. As the study by Separa et al. (2019) stated, many college students in the Philippines are still not comfortable using the English language, most especially during times when they are required to do oral presentations, recite and report in class, and even engage in casual conversations.

These language fillers in oral discourse rebirthed the concept that real conversations resort to the utilization of communication strategies, particularly language fillers. The language strategic function is a competency that is mastered through language fillers.

This has led to the development of an improved oral discourse strategy that is advantageous to students as they plan their oral discourses. The letters in the acronym FRET stand for "friend," "recognition," "experience," and "training strategy."

According to Gandeza (2023), FRET is a language improvement program that gives participants the confidence to speak clearly and express their opinions. It also enables students to relate their experiences and ideas to a specific topic. It also helps people compose themselves with the right emotions to express specific thoughts, facts, and concepts while reducing anxiety.

The purpose of the study is to evaluate the use of the FRET: Language Fillers Strategy in ISPSC students' oral discourse. In essence, mastering filler word usage becomes a multifaceted tool that enhances cognitive processes, self-expression, and overall communication skills for students in academic and personal contexts.

LITERATURE REVIEW

This section outlines the pertinent literature that the researcher took into account to bolster the significance of the current study.

Open Access

Communication has been essential to humans since their early existence, with oral language proving the most effective and accessible method over time. The primary aim of learning a new language is to achieve fluency in both speaking and writing. Oral communication is especially crucial as it enables direct expression of ideas and transfer of knowledge. Nonetheless, attaining fluency in speaking remains a challenging goal. (Mulyani, 2018)

According to Horwitz, 2001, p. 112, as cited by Mulyani, Investigating Factors Causing Students' Anxiety in Speaking English (2018), language learning is a complex and complicated process that is not only influenced by the linguistic characteristics of the language itself but also by some affective variables such as motivation, personality traits, and anxiety.

Moreover, according to Bodie (2009), public speaking has primarily been to discover the antecedents, causes, and consequences of anxiety associated with anticipating or presenting a public speech to prescribe treatment.

Language Fillers

Nakatani, cited in Gandeza (2023); Raja (2017) highlights the importance of teaching students strategies to improve oral proficiency and manage communication issues, noting that fillers can be useful. Teachers should emphasize the active role of listeners in interpreting messages.

Duvall E. et al. (2014); Gandeza (2023), shows a debate on the impact of filler words on a speaker's credibility. While many scholars agree that filler words reduce credibility, the researcher disagree with those who believe fillers have no effect. The study indicates that fillers significantly impact a speaker's credibility.

Furthermore, to effectively satisfy the needs of the problem in this study, Gandeza, 2023, created a language strategy for oral speaking ability dubbed "FRET) Friends. Let students in your class utilize fillers in their regular talks. It allows individuals to freely express themselves and regulate their speaking abilities because fillers are everyone's best buddies when it comes to language. Recognition: let students share their ideas, thoughts, and experiences since it is a natural and unique approach for them to recognize their ideas, thoughts, and experiences. Experience: let students enjoy utilizing language fillers; otherwise, they may become scared, uncomfortable, reluctant, or confused while chatting, especially in class or in formal settings. Training: let students use language filler as a springboard for brainstorming new ideas since it is a communication tool. Filling in the blanks enables you to decide, improve your thinking, practice your vocabulary, and link concepts.

Research Questions/Objectives

The study's goal is to assess how FRET, a language filler strategy, is applied in oral discourse by ISPSC students. The following questions were addressed in the study:

1. How frequently is language filler used as a:
a. Friend
b. Recognition
c. Experience
d. Training Strategy
2. What is the overall result of FRET as a language filler strategy?

Participants

This study employed a complete enumeration of the Bachelor of Secondary Education Language Majors enrolled for the First Term of the Academic Year 2023-2024. 150 respondents were asked to complete the survey questionnaire from the College of Teacher Education – Language Majors (English and Filipino).

Year Level	Filipino Major		English Major		Total	
	N	%	N	%	N	%
I	24	36.92	24	28.24	48	32.00
II	14	21.54	18	21.18	32	21.33
III	12	18.46	20	23.53	32	21.33
IV	15	23.08	23	27.06	38	25.33
Total	**65**	**100.00**	**85**	**100.00**	**150**	**100.00**

METHODOLOGY

Research Design

In this quantitative research study, the survey research method was utilized. The mean was used in this study as a statistical tool to collect data from the survey questionnaires. The targeted group of students was surveyed to assess their encounters. To facilitate respondent accessibility and convenience, the survey was administered online. The responses were coded to make room for a useful data summary, analysis, and interpretation of the study's findings.

Instrument

For quantitative data gathering, a survey questionnaire was utilized as research instrument. This was constructed from the study of Gandeza (2023) on language fillers used by students in conversation, and respondents were asked to check the level appropriate to them based on the indicators with the following ranges:

Statistical Range	Description
4.20-5.0	Always
3.40-4.19	Often
2.69-3.39	Sometimes

Open Access

1.80-2.59	Rarely
1.00-1.79	Never

On the other hand, the survey questionnaire consists of four parts: Part 1: On Language Filler as a Friend; Part 2: On Language Filler as Recognition; Part 3: On Language Filler as an Experience; and Part 4: On Language Filler as a Training.

Data Gathering Procedure

The FRET strategy was implemented during a week of teaching at Ilocos Sur Polytechnic State College with Bachelor of Secondary Education Language Majors for the first term of 2023-2024. Following the week of instruction, an evaluation was conducted.

FINDINGS AND DISCUSSION

On Language Filler as a Friend.

Table 1. Result of Language Filler as a Friend

Indicators	x	DR
1. Using language fillers gives me the confidence to speak fluently.	4.33	Always
2. Using language fillers helps me elaborate on my ideas.	4.21	Always
3. Using language fillers allows me to connect experiences to a subject.	4.20	Always
4. Using language fillers allows me to connect ideas.	4.56	Always
5. Using language fillers helps me compose myself to deliver proper emotions	3.90	Often
Overall	**4.24**	**Always**

The data shows that the statement "Using language fillers allows me to connect ideas" has a mean of 4.56 and a descriptive rating of Always. This indicates that fillers effectively serve as linguistic connectors, facilitating smooth transitions between thoughts and enhancing the coherence of communication.

Incorporating language fillers during class discussions can enhance the flow and clarity of speech. The flow of ideas is clearer and more effective, along with a smoother transition from one topic to another, if fillers are used strategically in a conversation with peers or classmates.

In Gandeza's (2022) study, students use fillers to connect their ideas, thoughts, and experiences. These pauses provide time for reflection and strategic planning, helping them express themselves or persuade others more effectively. The frequent use of fillers reflects the participants' need for extra time to organize their thoughts, similar to Clark and Fox Tree's (2002) concept of an interruption, where speakers briefly pause to plan their next verbal move. According to Richards and Schmidt (cited in Basurto Santos, Alarcon, and Pablo, 2016), this deliberate pause assists individuals in effectively managing and sustaining their communication in difficult situations.

In a classroom setting, using language fillers like "um" or "well" allows students to collect their thoughts and express emotions more effectively. These fillers create a brief pause that helps maintain composure while also adjusting the tone of their speech—whether showing uncertainty with "uh" or confidence with "you know." With a mean score of 3.90, indicating frequent and effective use, fillers plays a vital role in smoothly connecting ideas and keeping students engaged during discussions.

Gandeza (2022) emphasizes that language fillers provide comfort and linguistic confidence, assisting individuals in expressing their thoughts smoothly and developing their ideas further. These fillers act as bridges, connecting experiences and ideas to specific subjects while managing emotions and reducing nervousness. Participants naturally incorporate these language fillers into daily conversations, thus improving the flow and effectiveness of their communication.

Table 1 displays the frequency of using language fillers as "friends" in the five-item statements related to confidence, idea elaboration, making connections, and self-composition. The mean value of 4.24 for these statements is classified as "always" used in using Language Filler as a friend .

Using language fillers as a "friend" is an effective strategy for helping students synthesize knowledge and create engaging, cohesive conversations. These fillers act as connecting threads, linking disparate concepts and guiding the discussion, making it easier for listeners to navigate complex topics. They also enhance comprehension and maintain audience interest by improving the conversation's pace and dynamics. Phrases like "let's dive into this" or "here's an interesting issue" help students build a structured narrative, aiding both speaker and listener in understanding the flow of ideas.

On Language Filler as Recognition.

Table 2. Result on Language Filler as Recognition

Indicators	x	DR
1. I use language fillers as a habit.	3.29	Sometimes
2. I naturally use language fillers.	4.21	Always

3. I use language fillers when I am in doubt.	4.68	Often
4. I use language fillers to rearrange my thoughts.	4.33	Always
5. I use language fillers to find a moment to unwind while speaking.	4.02	Often
Overall	**4.11**	**Often**

On language recognition especially on "I use Language fillers when I am in doubt" with a mean of 4.68 often. The result implies that Fillers in language, like "um" or "uh," are frequently employed when communicating uncertainty. They serve as pauses, allowing participants for a moment to gather their thoughts and formulate a response. Additionally, participants demonstrate active engagement in the conversation and display courtesy by expressing gratitude to the listener for their patience.

Research by Gandeza (2022) and Halley (2022) highlights that language fillers like "um" and "uh" commonly indicate hesitation or uncertainty in speech. These fillers function as cognitive aids, giving speakers time to organize their thoughts and respond thoughtfully. While they help manage ambiguity and sustain conversational flow, excessive use can reduce communication clarity. Additionally, Dinkar, Clavel, and Vasilescu (2023) found that incorporating fillers in spoken language tasks can lessen uncertainty in language models and improve their robustness, despite variations in speech disfluencies.

"I use language fillers as a habit" With a mean score of 3.29 indicating "sometimes," it suggests that participants use language fillers as a habit, albeit not frequently. This habit may occur occasionally in speech, possibly as a reflexive response or when searching for the right words.

Table 2 presents the frequency of language fillers as a form of "recognition," describing them as habitual, natural, helpful for organizing thoughts in uncertainty, or as a means to relax during speech. The average rating of 4.11 indicates these fillers are used "often."

Language fillers help students efficiently organize their thoughts during communication. These linguistic tools give kids a crucial opportunity to evaluate and order their thoughts intellectually. This brief pause helps reduce anxiety, enhance confidence, and improve clarity of communication. Consequently, using language fillers serves as an effective strategy for students to manage the complexities of verbal expression, resulting in more coherent and impactful delivery of ideas in communication.

Duval's (2014) study demonstrated that practice and training are essential strategy to improve speaking skills. Practicing aloud in front of peers, especially when aware of an upcoming presentation, increases speaker's knowledge and confidence in the subject matter.

Fillers serve as indicators of cognitive processes in speakers, signaling moments of uncertainty or the need for additional time to formulate thoughts. Although fillers help maintain speech fluency and confidence, excessive use may impair communication effectiveness and contribute to self doubt. Dinkar, T., Clavel, C., & Vasilescu, I. (2023); Rodriguez, R. F. (2023, August 2).

On Language Filler as an Experience.

Table 3. Result on Language Filler as an Experience

Indicators	x	DR
1. I use language fillers when I am intimidated.	4.00	Often
2. I use language fillers when I am nervous.	4.54	Always
3. I find enjoyment in using language fillers.	4.12	Often
4. I use language fillers when I am not focused.	4.48	Always
5. I use language fillers when I am surprised.	3.90	Often
Overall	4.21	Always

The statement "I use language fillers when I am nervous" scored a mean of 4.54, indicating that language fillers are consistently used by individuals experiencing apprehension. Participants tend to rely on language fillers almost always when they feel nervous, using them as a natural response to manage their anxiety during speech. They serve as verbal stoppers, giving people a moment to gather their thoughts and control their anxiousness. Fillers not only indicate audience engagement but also maintain the flow of discourse. Overuse, however, ought to be avoided as it may hinder effective communication.

In such instances, people may struggle to articulate their thoughts concisely, resorting to filler words to buy time and formulate their ideas. Bartram, J. (2023). Developing techniques to manage nervousness and distractions can help individuals communicate more confidently and effectively in various professional and social settings.

On the other hand," I use language fillers when I am surprised" with a mean of 3. 90 (Sometimes) reflects fillers as spontaneous reactions, allowing individuals a moment to process unexpected information or events. These fillers provide a brief pause in speech, signaling surprise before continuing the conversation.

Table 3 displays the frequency of language fillers used as an "experience" in the five-item statements, where fillers are used when feeling nervous, intimated, enjoying oneself, not being focused, and surprised. With a mean value of 4.21, these claims fall into the "always used category.

Students often use language fillers when they feel anxious, and this behavior arises from several related factors. These fillers act as a coping mechanism, offering students brief moments to gather their thoughts and manage the

stress associated with public or academic speaking. By using fillers, students may also build confidence, as these pauses give them a greater sense of control over their speech, particularly when they worry about stumbling or forgetting important information.

Gandeza's 2023 study found that, while participants love employing language fillers, they are also afraid, anxious, reluctant, and confused, particularly during class discussions or formal meetings. These experiences are regarded as automatic, unconscious, and occasionally joyful, showing the participants' genuine attempts to communicate as best they can in the language.

Adsajil's 2021 study supports these findings by linking the use of filler words to nervousness, infrequent words, and divided attention, all of which contribute to increased anxiety. The study notes that filler words can impede listener comprehension, eroding the speaker's confidence.

These results imply that students often resort to language fillers as a coping strategy when they are anxious or uncomfortable, particularly during academic or public speaking. Fillers in language act as a shield, giving students time to gather themselves and deal with the demands of speech, itself. Additionally, fillers assist in organizing the students' thoughts clearly and building confidence in their communication skills by providing a pause for cognitive processing.

On Language Filler as a Training.

Table 4. Result on Language Filler as a Training

Indicators	x	DR
1. I use language fillers when exercising a language.	4.23	Always
2. I use fillers to have time to pause and think.	4.87	Always
3. I use fillers to flourish in my public speaking.	4.00	Often
4. I use fillers to be more attentive and interactive.	4.15	Often
5. I use fillers to improve my speaking ability.	4.21	Always
Overall	4.29	Often

"I use fillers to have time to pause and think" was consistently reported, with an average rating of 4.87, indicating it was practiced almost always. Using fillers like "um" or "uh" to pause and think is a prevalent approach seen in communication studies. According to research, speakers commonly use fillers, particularly when they need to answer quickly think spontaneously (Clark & Fox Tree, 2002). These fillers serve as verbal placeholders, offering speakers a momentary pause to organize their thoughts and arrange their next words.

One of the main reasons for utilizing fillers in this way is to reduce cognitive burden. When faced with a question or an unexpected circumstance, people frequently need time to absorb information, recover relevant knowledge, and create a coherent response (Grosser et al., 2014). Fillers offer a temporary break for this cognitive processing to occur without the pressure of an immediate response.

Employing fillers to pause and reflect is a realistic communication strategy that is supported by study data. It enables speakers to manage cognitive load, sustain conversational fluency, and successfully handle communication problems. However, studies underline the need to avoid abuse of fillers, since excessive use can undermine the clarity of communication (Grosser et al., 2014).

Students employ fillers during pauses in speech and thought processes for several cognitive and communicative purposes. These fillers serve as tools for cognitive processing, allowing students to organize and structure their thoughts effectively. They offer valuable time for formulating responses, particularly in situations requiring thoughtful and complex articulation.

The goal is to maintain effective communication while minimizing any potential distractions introduced by the use of fillers. According to Awang et al. (2022), speakers use fillers to bridge communication gaps when trying to find the right words in the target language.

To improve the control over the use of filler words, speakers are recommended to engage in several exercises. It is advised to seek advice from speech-language pathologists, particularly those who specialize in pace control, apply for breathing help, and use captivating voice inflections when speaking to big groups of people. Duval's 2014 study lends credence to the idea that training with these techniques and repetition are the keys to becoming a better speaker.

Awareness of impending presentations encourages speakers to practice speaking aloud in front of peers, which fosters understanding and confidence in the subject matter. This planning not only eliminates awkward pauses but also improves the overall communication process. Participants in Gandeza's study (2022) believe that language fillers play an important role in the context of speaking, serving as a bridge to the speaker's message and contributing to the manipulation of the entire message. This highlights the value of fillers as instruments for efficient verbal communication.

The findings indicate a variety of ways to develop communication abilities. Seek advice from speech-language pathologists about tempo management and breathing methods. Practice speaking aloud in front of others to decrease awkward pauses and boost confidence. Recognize the importance of language fillers as bridges in communication. When dealing with communication concerns, keep attitudes, motivation, and socioeconomic

status in mind. Overall, tailored training and proactive practice can help improve verbal expression and language acquisition.

On FRET as a language filler strategy

Table 5. Overall Result on FRET as language filler strategy

Indicators	x	DR
On Language Filler as Friend	4.24	Always
On Language Filler as Recognition	4.11	Often
On Language Filler as Experience	4.21	Always
On Language Filler as Training	4.29	Always
Overall	4.21	Always

Table 5 displays the overall mean value of 4.21 in the four-item statement categories, specifically language filler as a friend, as recognition, as an experience, and as training, and is categorized as "Always."

Students need to develop the ability to use filler words strategically,as this skill significantly influences various areas of their language and communication skills. Mastering the use of fillers helps students to become a more certain and proficient speaker, which promotes clear communication. Additionally, the use of filler words can help students to reduce their anxiety during spoken presentations and acts as an oral method to cope with communication-related fears, especially in educational contexts.

In addition to being linguistic devices, filler words can convey attitudes toward language acquisition as well as reasons and socioeconomic level. By identifying and utilizing suitable fillers, students can express complex facets of their communication-related fears. The Language Enhancement Program uses Friends, Recognition, Experience, and Training (FRET) as language fillers, which highlights a methodical approach to language enhancement. This program's objectives are to boost confidence, lessen speech anxiety, and enhance articulation clarity. Reducing the use of filler words not only improves students' language skills but also enhances their ability to communicate with greater confidence and individuality.

Language fillers play an important part in improving students' communication skills. When students learn to use fillers effectively, it can increase their confidence and fluency in speaking, while also helping to ease anxiety during presentations. Moreover, fillers reveal attitudes about language acquisition and socioeconomic variables, helping students to articulate their communication worries clearly. FRET programs, for example, aim to enhance confidence and articulation clarity by managing fillers systematically.

Implications

By incorporating the Filler Word Recognition and Enhancement Technique, or FRET, into instructional strategies, teachers can greatly improve their students' confidence, communication skills, and readiness for both academic and professional success. By including FRET in the curriculum, educators can assist students in communicating their thoughts and feelings more freely, putting less emphasis on speech mechanics and more on the ideas being expressed. This will promote real communication amongst students.

FRET can improve students' interview, presentation, and meeting abilities by preparing them for professional communication. In language development programs, stressing the use of filler words can help students overcome communication anxiety, articulate their objectives and attitudes with clarity, and create a distinctive speaking style that improves cognitive abilities

Furthermore, integrating FRET into language learning techniques promotes more seamless language acquisition by organically integrating new vocabulary and structures.

CONCLUSION

The following conclusions were drawn:

1.The use of FRET as a friend shows that students are more adept at expressing themselves, as they could easily connect their ideas and emotions to other people without taking into account the language being used.

2.Students recognize FRET in expressing themselves more positively while speaking and improve their communication skills by showcasing their style in oral discourse.

3. Personal feelings of fear, anxiety, and doubt in one's ability to express oneself have decreased with the use of FRET as an experience. Oral discourse reveals more about the cognitive abilities of students.

4.Using FRET is one possible tactic that helps students train and develop their communication skills, which helps them get ready for the workforce, raises their skill level, and expands their opportunities as they get better at speaking.

5. The effective use of filler words is essential for improving students' language and communication skills. This ability goes beyond language skills and affects things like efficient communication, managing anxiety, and expressing goals and attitudes. The Language Enhancement Program, or FRET for short, is a prime example of a methodical approach to language development that promotes self-assurance and lucidity in speech.

Statements and Declarations

1. **Funding details.**
This work was supported by Ilocos Sur Polytechnic State College through institutional research fund.

2. Disclosure statement. The authors report that there are no competing interests to declare.

3. Acknowledgment: The authors would like to thank Ilocos Sur Polytechnic State College (ISPSC) for their invaluable support throughout the course of this research.

4. Ethical Approval: This study was approved by the Ilocos Sur Polytechnic State College Committee, and all procedures were conducted accordingly.

4. Declaration of Generative AI in Scientific Writing

Guidelines for Declaring the Use of Generative AI in Scientific Writing:

These guidelines focus solely on the writing process and not on using AI tools for data analysis in research. Authors should prioritize enhancing readability and language when utilizing generative artificial intelligence (AI) or AI-assisted technologies during writing. However, it's crucial to exercise human oversight and control, reviewing and editing the output due to AI's potential to generate authoritative yet inaccurate, incomplete, or biased content.

Authorship and Citation: Generative AI and AI-assisted technologies should not be credited as authors or co-authors or cited as authors. Authorship responsibilities and tasks are inherently human and are detailed in our AI policy for authors.

Disclosure Instructions: Authors using generative AI must disclose this in their manuscript. A statement in a dedicated section titled '*Declaration of Generative AI and AI-assisted technologies in the writing process*' should outline the tool or service used for the purpose and affirm the author's responsibility for content accuracy. Basic tools for grammar, spelling, and references are exempt from this disclosure.

Sample Statement: During the preparation of this work, the author(s) used [NAME TOOL / SERVICE] to [REASON]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the publication's content.

This declaration does not apply to basic tools for checking grammar, spelling, references, etc. There is no need to add a statement if there is nothing to disclose.

REFERENCES

1. Adedoyin, O. (2020). Quantitative Research Method. [Near Eastern University]. Research Gate https://www.researchgate.net/publication/340594619_Quantitative_Research_Method

2. Awang, S., Hassan, W. N. F. W., Abdullah, N., & Zawawi, M. Z. M. (2022). Use of fillers as a communication strategy in oral interactions. *International Journal of Academic Research in Business and Social Sciences, 12*(7), 1024–1037.

3. Bartram, J. (2023, June 5). How filler words are barriers to effective communication. *Body Talk*. https://ukbodytalk.com/resources/blogs/filler-words/

4. Chand, G. (2021). Challenges faced by bachelor level students while speaking English. *ERIC*. https://files.eric.ed.gov/fulltext/EJ1319829.pdf

5. De Ruiter, J. P., Mitterer, H., & Enfield, N. J. (2006). Projecting the end of a speaker's turn: A cognitive cornerstone of conversation. *Language, 82*(3), 515–535. https://doi.org/10.1353/lan.2006.0130

6. Dinkar, T., Clavel, C., & Vasilescu, I. (2023). Fillers in spoken language understanding: Computational and psycholinguistic perspectives. *arXiv*. https://doi.org/10.48550/arxiv.2301.10761

7. Gandeza, C. C. (2023). Language fillers used by students in conversation. *Journal of Social Work and Science Education, 4*(2), 485–501.

8. Grosser, T. J., Lopez-Kidwell, V., & Ellwardt, L. (2012). Hearing it through the grapevine: Positive and negative workplace gossip. *ResearchGate*. https://www.researchgate.net/publication/256924001_Hearing_it_through_the_grapevine_Positive_and_negative_workplace_gossip

9. Jamshidnejad, A. (2011). Developing accuracy by using oral communication strategies in EFL interactions. *Journal of Language Teaching and Research, 2*(3), 530–536. https://doi.org/10.4304/jltr.2.3.530-536

10. Kaivanpanah, S., Yamouty, P., & Karami, H. (2012). Examining the effects of proficiency, gender, and task type on the use of communication strategies. *Porta Linguarum: Revista Internacional de Didáctica de las Lenguas Extranjeras, (17)*, 79–94. https://doi.org/10.30827/portalin.2012.17.5

11. Halley, C. (2022). Filler words and floor holders: The sounds our thoughts make. *JSTOR Daily*. https://daily.jstor.org/filler-words-floor-holders-the-sounds-our-thoughts-make/

12. Hayes, A. (2023). Simple random sampling: 6 basic steps with examples. *Investopedia*. https://www.investopedia.com/terms/s/simple-random-sample.asp#:~:text=Investopedia%20%2F%20Madelyn%20Goodnight-,What%20Is%20a%20Simple%20Random%20Sample%3F,equal%20probability%20of%20being%20chosen.

13. Jonsson, O. (2016). We need to talk about erm: Linguistic fillers. *Diva Portal*. https://www.diva-portal.org/smash/get/diva2:1059853/FULLTEXT01.pdf

14. Jalagat, R., & Aquino, P. G. (2021). Common perceived predictors of job satisfaction among Filipino workers in Vietnam. *ResearchGate*.

Open Access

https://www.researchgate.net/publication/354190335_COMMON_PERCEIVED_PREDICTORS_OF_JOB_SATISFACTION_AMONG_FILIPINO_WORKERS_IN_VIETNAM

15. Khandelwal, Y. (2023, November 10). Top 10 factors that contribute to job satisfaction. *Testlify*. https://testlify.com/top-factors-that-contribute-to-job-satisfaction/

16. Khojastehrad, S. (2012). Hesitation strategies in an oral L2 test among Iranian students shifted from EFL context to EIL. *International Journal of English Linguistics, 2*(3), 10–19. https://doi.org/10.5539/ijel.v2n3p10

17. Laurilla, M. A. R. (2003). Characterizing student speech at the collegiate level: The case of DLSU-Manila's ENGLTRI and ORCOSCI classes. *Tanglaw, 9*(1), 32–46. De La Salle University, Manila, Philippines.

18. Leaño, N., et al. (2019). Speaking difficulties of Philippine indigenous learners in English semantics. *ERIC*. https://files.eric.ed.gov/fulltext/EJ1239659.pdf

19. Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal, 90*(2), 151–168. https://doi.org/10.1111/j.1540-4781.2006.00361.x

20. Nakatani, Y., & Goh, C. (2007). A review of oral communication strategies: Focus on interactionist and psycholinguistic perspectives. *Language Learner Strategies, 30*, 207–228. https://doi.org/10.1111/j.1540-4781.2007.00360.x

21. Rodriguez, R. F. (2023, August 2). Crutch and filler words: Why we use them and how to overcome them. *LinkedIn*. https://www.linkedin.com/pulse/crutch-filler-words-why-we-use-them-how-overcome-rene-f-rodriguez/?trk=public_post

22. Separa, E., et al. (2019). Self-assessment on the oral communication of Filipino college students. *ResearchGate*. https://www.researchgate.net/publication/335758260_Self-Assessment_on_the_Oral_Communication_of_Filipino_College_Students

23. Tabula, R., Balagtas, A., & Castillo, M. E. (2014). Fillers, mime, and self-repetitions as most frequently used communication strategies in oral expositions. *JPAIR Multidisciplinary Research, 18*(1), 19–33.

24. Yule, G. (2014). *The study of language*. Cambridge University Press.

25. **Bionote:**

26. Lei Ann I. Sevilleja is an Instructor I at ISPSC–Tagudin Campus. She holds master's degrees in Ilokano Studies (MMSU, 2025) and in Filipino (UNP, 2018). Formerly a part-time instructor at UNP, her research interests include language, culture, and local linguistic heritage.