

## TYPES AND NATURE OF ORAL FEEDBACK GIVEN BY TEACHERS ON STUDENTS' SPEECH

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Article Info	Abstract
<b>Article History</b> Received: June 2023 Revised: June 2023 Published: July 2023	<i>Classroom oral feedback helps students to improve their English language performance. The purpose of this study is to examine English language teachers' attitudes toward different types and methods of providing feedback on students' speech during English classes. To achieve this objective, eight speaking lessons for tenth-grade students at Mieraf Primary and secondary school were recorded. Transcriptions were made from these recorded lessons, specifically focusing on classroom exchanges involving teacher initiation, learners' responses, and teacher feedback. The feedback types utilized in the recorded lessons were based on the models proposed by Zahorik (1970) and Chaudron (1977). Furthermore, the frequency of each feedback type found in the recorded lessons was determined and analyzed. In addition to the transcriptions and analysis, questionnaires were administered to four English teachers who taught in the five sections. These teachers were also interviewed to gather their perspectives. The data collected from the questionnaires and interviews were analyzed both quantitatively and qualitatively. The findings revealed that the teachers frequently employed the elaborate praise type of feedback. Moreover, the majority of students expressed positive attitudes toward the feedback they received from their teachers regarding their speech. However, it was noted that a significant number of students expressed the need for feedback from their peers, but only if their teachers provided guidance on how to provide constructive comments to one another. Based on the results, it is recommended that students should be informed about the role of peer feedback in improving their speech. Additionally, teachers should create opportunities for students to enhance their speech skills independently and encourage them to receive feedback from their peers.</i>
<b>Keywords</b> Feedback; Attitude; Peer feedback; Self-feedback; Teacher-feedback	
<b>How to cite:</b> Lemma, B. (2023). Types and Nature of Oral Feedback Given by Teachers on Students' Speech, <i>JOLLT Journal of Languages and Language Teaching</i> , 11(3), pp. 419-432. DOI: <a href="https://doi.org/10.33394/jollt.v%vi%i.8269">https://doi.org/10.33394/jollt.v%vi%i.8269</a>	

### INTRODUCTION

According to McFadzlen, (2015), oral feedback is the teachers' response to the students' performance in the teaching and learning process and it is importantly provided by the teachers. As to McFadzlen, there are many types of oral feedback and each type has a different function. The current research aims to investigate teachers' attitude about their ways of feedback provision and the type of feedback they provide in the teaching and learning process of speaking skills. In English as a second language context, giving feedback for students' speech is very important. In the Ethiopian context, most students are not happy to be commented and they interpret their teachers' oral feedback given for their speech negatively. How teachers perceived their ways of feedback provision and what types of feedback they give for students frequently is essential research area. In the academic atmosphere, attitudes have a favorable or unfavorable reaction to a person (Gagne, 1985; Keli, 1990, Myers, 1994) has an explicit impact on our relation with others. Even though it has several facets, positive

attitude of students towards feedback is very crucial for two reasons, first it is directly related to their performance, and second teachers' feedback affect students' behavior in school even more than their parents do (McFadzlen, 2015; Kampookaew, 2020). It indicated that attitude and feedback have a great impact on students' performance.

A comprehensive understanding of the nature of feedback concerning students' interests is of paramount importance. When it comes to language mastery, students need to engage in various types of practice to gain experience. However, simply performing the tasks themselves does not necessarily lead to improved speech; rather, it is the assessment and subsequent feedback provided by others that facilitates progress (Ata et al., 2018). Unfortunately, in Ethiopian high schools, teachers often provide feedback without fully comprehending its nature and the diverse range of students' feelings associated with it. This mismatch between teachers' feedback and students' expectations can create a discrepancy that hinders effective learning. Addressing this issue, Nunan (1995) suggests that teachers should strive to understand their students' thoughts and provide feedback that aligns with what they have learned. Furthermore, Nunan (1987) argues that one of the most significant barriers to effective learning is the mismatch between teachers' and learners' expectations regarding classroom dynamics and outcomes.

Many scholars who have studied on the treatment of errors noted that errors do not indicate that learning has not taken place (Dulay and Burt, 1982). Moreover, corrective feedback should indicate the difference between the responses made by the students of the desired response (Zamel, 1981). There are positive or negative feedbacks that teachers used in language classes is believed that corrective feedback could affect the learner's feelings negatively or positively depending on its nature (Kampookaew, 2020). Kampookaew mentioned that some students may focus on the frustration and fear that corrective feedback has on them whereas other students may emphasize on the role that corrective feedback plays in enhancing their fluency. Alwright and Bailey (1991:211) indicated that student's attitude has to be taken in to consideration. The scholars noted, "Teachers need a way of predicting their interpretation and their students' attitude towards feedback. The effectiveness of the treatment of error would be depending on how it is received rather than what is intended to be".

There are ways that teachers use to provide feedback for students in language classroom. Teachers can use different approaches in providing feedback like self-feedback, peer feedback and teachers' feedback in language classrooms (Edge, 1989). A number of studies have been conducted locally in order to assess the provisions of feedback in language classroom. However, all the research studies conducted locally so far were done around the behavior of students and teachers towards feedback in general, but in the current study, emphasis has been given for the attitude of students towards the nature, kinds and ways of teachers' feedback provisions on their speech.

It is possible to say that students who like feedback and if they have positive attitude about feedback and they are encouraging to adjust their output whereas those students who did not understand the role of feedback may not accept feedback. In addition, if the provision, nature and kinds of feedback are appropriate with students' interest, students will have been enforced for further attempt. In relation to this, researchers who are in favor of the theory of reinforcement learning stated that positive reinforcement play a vital role in language learning. Clark (1987) for instance noted that children manage to acquire language depending on the reinforcement made by people around them. Local researchers who have conducted studies around feedback did not assess students' attitudes towards the nature, kind of feedback and way of feedback provisions. These are using elaborate words of appreciation such as "good, "very good" and "excellent". Such phrases make students aware of the adequacy of the

utterances and encourage them to keep on training. How do Miraf primary and secondary school of grade ten English teachers provide feedback for students' speech? What is students' attitude about these issues? However, the following basic research questions are the focus of the current research: What types of feedback do teachers provide for students' speech? What is the nature of the teachers' feedback that they provided in the class?.

## **RESEARCH METHOD**

### **Research Design**

A mixed approach was used in conducting the study. The Research design guides the researcher as he/she collects, analyses, and interprets data. It is regarded as a plan of inquiry (McMillan and Schumacher 2001:72) to provide answers to the research questions. Because this study is mixed, the teachers' attitudes about ways of feedback provisions and the type of feedback they provide for students' speech was investigated using questioners, interviews and observation

The main purpose of the study was to investigate the kinds and nature of feedback provided on students' speech during English classes. To this end, percentage and frequency including textual descriptive methods were used. This descriptive method could enable the researcher to find out the existing feeling of students about the nature, ways and kinds of feedback that teachers provided to improve the students' speech. The researcher has conducted an observation for three weeks. Therefore, the students' speech that initiates teachers to provide feedback and the kinds of feedback teachers provided were recorded. Moreover, descriptive study is concerned with the development of generalization, the researcher assumed the method to be appropriate for the analysis of the issue under investigation.

### **Research Subjects**

This investigation was specifically conducted at Mieraf primary and secondary school, targeting grade ten English teachers. The rationale behind selecting this particular grade level stems from the fact that grade ten serves as a crucial transitional phase in the educational journey, bridging senior secondary school education and preparatory education. It is during this phase that students can benefit significantly from feedback in their subsequent learning experiences. Therefore, it becomes imperative to examine the attitudes of English teachers at this level towards various types and methods of feedback provision. In adherence to ethical principles, utmost care was taken to treat each participant in a manner that aligns with moral righteousness and appropriateness.

To ensure informed consent, individuals were provided with a thorough verbal and written explanation of the study's purpose and objectives. Additionally, during the data collection process, participants were assured of the confidentiality and protection of their opinions and responses. To maintain anonymity and safeguard participant privacy, the questionnaires utilized in the study did not require the participants to disclose their names. This approach aimed to create a safe and secure environment that encouraged honest and candid responses from the teachers. Respecting and protecting the confidentiality of participants' opinions and responses was of paramount importance throughout the research process. By conducting the investigation at Mieraf primary and secondary school and adhering to ethical guidelines, this study sought to gain valuable insights into the attitudes of grade ten English teachers regarding the types and approaches of feedback provision.

### **Research Instruments**

For the purpose of data collection in this study, multiple instruments were employed, including observation, questionnaires, and interviews. The participants consisted of all grade

ten English teachers, who were interviewed and requested to complete the questionnaires. To capture the dynamics of feedback provision, a total of eight speaking lessons were recorded. During these lessons, the teachers provided feedback to the students, and these instances of feedback were meticulously transcribed. The aim was to examine the various types and nature of feedback employed by the teachers during their interactions with the students. Additionally, classroom observations were conducted to gather further insights. Each teacher was observed twice during the same lesson, allowing for a more comprehensive understanding of their instructional practices and feedback strategies. These observations provided an opportunity to examine the actual implementation of feedback within the classroom setting. By utilizing a combination of observation, questionnaires, and interviews, this research design allowed for a multifaceted examination of the teachers' perspectives, their feedback practices, and the contextual dynamics influencing feedback provision. The recorded lessons and transcriptions provided concrete examples of feedback in action, while the interviews and questionnaires facilitated a deeper exploration of the teachers' beliefs and attitudes. The classroom observations complemented these methods by providing firsthand observations of the teachers' instructional approaches and the actual dynamics of feedback delivery within the classroom environment.

### **Data Analysis**

The following section is about the analysis of the data collected from teachers.

#### ***Questionnaire for Teachers***

The importance of understanding student's attitude in the provisions of feedback, the importance of feedback for speaking skill, the role of using self-feedback, peer feedback and teacher feedback for improving students speaking skill, the nature of feedback, kinds of feedback and ways of feedback provision.,

#### ***Interview for Teachers***

Before the interview of the selected teachers, two grade nine English teachers were interviewed. As their responses show, the interview points are important to get what is intended to get from interview. Prior to the interview of grade ten English teachers, each teacher's session was observed twice and the feedback that they provided for student's speech were recorded. In fact, section 'D' and 'F' covered by one English teacher. The main objective the observation was just to see the kinds of feedback that teachers give for students' speech. Finally, their response analyzed qualitatively.

#### ***Models to Categorize Feedback Kinds***

One objective of this research has been to identify the kinds of feedback that teachers provide during English classes on students' speech. To identify the kinds of feedback those are recorded during classroom observation, models were adapted from pervious works. The only aids in this regard were Zahorik's (1970) model and Chaudron's (1977) model. Zahorik's (1970) models focus on analyzing positive feedback and Chadron's (1977) model was basically meant for analyzing negative feedback. Most researchers gave great emphasis in analyzing negative feedback only. But in this study, a descriptive system which combines the best of Zahorik's (1970) Chaudron's (1977) was developed to see both positive and negative feedbacks.

Before being used the models for this study, the models were tried on other available data (Wondwosen, 1992, Kassaye, 2006) proved workable. However, the former studies were conducted in relation to students and teachers interaction to feedback. However, the current

study or research is different in that it is meant to investigate students' attitude towards the nature, kinds and ways of feedback provisions on their speech during English classes. In the current study, the combination of two models was employed. The recorded feedbacks are categorized and analyzed according to this model quantitatively and qualitatively.

## Research Findings and Discussion

### Research Findings

#### *Categorization and Analysis of Feedback Kinds Provided in the Recorded Lessons*

Eight lessons of the four-selected teacher's feedback on students' speech were recorded. Among these, the classroom lesson interaction containing the I.R.F utterance paradigm i.e. Teacher initiation, learner response, and teacher feedback were transcribed. 40 speeches were extracted and transcribed. All feedback elements exhibited in the eight lessons were categorized. Moreover, the frequency and percentage of the feedback types exhibited in the recorded lesson have been analyzed.

Table 1  
Percentage and Frequency of the Recorded Feedback Types

No	Category	Frequency	Percentage
1.1.	Simple praise confirmation	5	12.5
1.2	Elaborate praise	24	57.5
1.3	Elaborate conformation	8	20
1.4	Positive reptetion		
1.5	Positive explanation		
2.1.	response development socialization with clues	3	7.5
2.2	Response improvement socialization with clues	-	-
3.1.	Response improvement socialization without clues	2	5
3.2.	Response improvement socialization with clues	-	-
4.1.	Several answer socialization without clues	4	10
4.2.	Several answer socialization with clues	1	2.5
5.1.	Lesson progression different topics	-	
6.1.	Interrupt	-	
7.1.	Simple report of denial	1	2.5
7.2.	Elaborate reproof denial	-	-
7.3.	Elaborate denial	-	-
8.1.	Repeat	4	10
8.2	Repetition with no change (optional expansion) and reduction	2	5
8.3.	Repetition with not change except in emphasis	2	5
9.1	Original questions	-	
9.2	Altered questions	-	
9.3	Questions	-	
10.1.	Explanation	4	10
10.2	Prompt	10	24.4
10.3	Clue	1	2.5
11	Transfer	2	5
12	Return	2	5
13	Provide	2	5

As shown in table 1 above, different types of feedback have been displayed. These feedback types were employed with varying frequencies. This means that some were more repeatedly used while others were rarely used. It can be observed from the table that the range of the frequency is 2.5% and 57.5%. As can be observed during the classroom observation,

teachers always used elaborate praise. From the recorded feedback types, five feedback types had the minimum frequency, i.e. 2.5%. When we consider the frequency ranges and types of feedback provided during the recorded lessons, the most frequent feedback type in the recorded lessons was elaborate praise with the frequency of 57.5%.

The teacher also confirmed students elaborately with a frequency of 20%. Moreover, the teacher provided the ‘prompt’ feedback type, which accounts for 24.4%. It is obvious that this kind of feedback is provided by giving clues that enable students to utter the correct way of saying. It was observed that 12.5% of the feedback type if simple praise confirmation. This type of feedback assures the accuracy of students’ attempt by using the words like ‘yes’ or ‘okay’. Teachers always provided the above-mentioned feedback types. In addition, there are feedbacks that teachers sometimes provided for students’ speech as can be seen during classroom observation. These feedback types were ‘repeat’ ‘explanation’ and ‘several answer solicitation without clues’ account a frequency of 10%.

As can be seen at the time of classroom observation, teachers asked students to repeat their utterances to give them the opportunity in correcting their speech. This kind of feedback can help students to give emphasis for self-feedback. The frequency of 10% was also an ‘explanation’ type of feedback. Teachers indicated the cause of the students’ errors like subject verb agreement after a student used a singular verb with a singular subject. This kind of feedback is important in making students to be perfect speakers of the language. As mentioned above, teachers also forwarded several questions without giving hints. This is a means of giving opportunity for other students to try their best as can be observed even through it is not enough.

Among the extracted exchanges and feedback types, 7.5% of the recorded lesson was the ‘response development solicitation without clues’ feedback type. In this regard, teachers develop the students’ speech without giving clues. This kind of provision cannot help students to know where the source of error is. Category 3.1., 8.2. 11. 12 and 13 accounted for a frequency of 5%. The remaining feedback category type 10, 3, 7.1, 4.2, and 1.4 accounted a frequency of 2.5. From these categories type of feedback, clues are very important for students in correcting their speech by themselves. Therefore, teachers must give emphasis on clues in line with the direct provision of feedback since it is very limited during the recorded lesson. Besides, the rest feedback types indicated in the above table were never used by the teachers as can be observed during the classroom observation.

**Teachers’ Questionnaire**

The questionnaires for teachers’ had six items; about the importance of understanding students’ attitudes in the provisions of feedback, the importance of feedback for speaking skill, the role of using self-feedback, peer feedback, and teacher feedback for improving students’ speaking skill, the nature of feedback, kinds of feedback and ways of feedback provisions. Totally, the items were seventeen.

**Students’ Attitude to Feedback**

The first part of the questionnaires given for teachers was about the importance of understanding students’ attitudes in the process of giving feedback. The teachers’ responses are analyzed as follows.

Table 2  
Teachers’ Response on the Importance of Understanding Students’ Attitude in the Provision of Feedback

Item	Responses			
	Very important	Not very important	Not at all	Total
Understanding student’s Respondents	4	0	0	4

attitude towards feedback  
can help you in providing  
feedback

As can be seen from the above table, the entire teacher responded that understanding student’s attitude towards feedback is very important for them to provide feedback for their students. It shows that teachers have know-how about the role of students’ attitudes for the provision of feedback for students’ speech.

**Importance of Feedback for Speaking Skills Enhancement**

Teachers were asked about the importance of feedback for the enhancement of students’ speaking skills. Their response is analyzed as follows.

Table 3

Teachers’ Response on the Importance of Feedback for Speaking Skill Enhancement

Item		Responses			
		High	Low	Not helpful at all	Total
To what extent do you think feedback helps in improving student’s speaking skill	Respondents	3	1	0	4

The table shows that three of the teachers responded that feedback helps students in improving their speaking skills highly whereas one of them responded that the role of feedback in improving students’ speaking skills is low. From the analysis of the above table, we can conclude that feedback is very important to improve students speaking skills.

**The role of Self-feedback, peer feedback, and teachers’ feedback in improving students’ speaking skills**

The following table is about the analysis of teachers’ responses concerning the role of self-feedback, peer feedback, and teachers for the improvement of students’ speaking skills.

Table 4

Teacher’s responses on the role of using self-feedback, per feedback and teachers’ feedback for improving students’ speaking skill enhancement

Item		Responses			
		Highly important	To some extent important	Not important	Total
How peer feedback, self-feedback and teacher feedback are important for the improvement of students’ speaking skill?	Respondents	1	3	0	4

The above table depicted that three of the respondents responded ‘to some extent important’ to the statement “how important are combing peer feedback, self-feedback and teacher feedback to improve students speaking skill? Only one of the respondents responded that combining peer feedback, self-feedback and teacher feedback is ‘highly important to improve students speaking skill.

### **Teachers' Feeling about the Nature of Feedbacks**

In the following table, teachers' response of the nature of feedback is presented. Their response is also analyzed.

Table 5  
Teacher's response on their feeling towards the nature of feedback

Items	Responses	Responses			Total
		Very important	Not very important	Important	
1 how important is giving timely feedback for students' further attempt?	Respondents	1	0	3	4
	Responses	Respondents			
2. To what extent do you think giving feedback that indicates students' weakness can help to improve your student's speech?	To great extent	2			
	To some extent	2			
	Not at all	0			
	Total	4			

In the above table of item 1, three of the teachers responded that giving timely feedback is important for students' further attempts. On the other hand, one of the respondents responded that giving timely feedback is very important for student's further attempt. In the second item of the same table, two of the teachers responded that giving feedback that indicates students' weaknesses could help to a great extent' to improve their students' speech. At the same time, two of them also responded that giving feedback that indicates students' weaknesses can help 'to some extent' to improve their students' speech. Their responses indicated that giving feedback is very important for students' speech enhancement.

### **Kinds of Feedback**

The frequency of feedback types that teachers used when they teach speaking skills is presented below.

Table 6  
Teachers' response on their feeling about kinds of feedback

Items	Responses	Respondents
1. How often do you use both negative and positive feedback to improve your students' speech?	Always	3
	Sometimes	1
	Never	0
	Total	
2. How far do you think that both negative and positive feedback help students to improve their speech	Very much	2
	Quit a lot	1
	Not very much	1
	Total	4

As can be seen from item 1 of the above table, three of the respondents always use both negative and positive feedback to improve their students' speech. What we understand from their response is that teachers give emphasis for the kinds of feedback and they understood the role of positive and negative feedback for students' speech. Besides, one of the respondents responded that he sometimes use positive and negative feedbacks during English classes. As it is shown in item two of the same table, two of the teachers responded that both positive and negative feedbacks help 'very much' to students in improving their speech whereas one of them responded that negative and positive feedback help students 'quite a lot' to improve their speech.

*Item 3, if you say 'Not very much' what are your reasons?*

One of the respondents stated that both positive and negative feedback are insufficient for improving students' speech, providing the following reasons: some students exhibit a negative attitude, students do not perceive both types of feedback as beneficial for their speech, and without altering students' attitude, providing positive and negative feedback is not significant. The crucial aspect lies in changing students' attitudes, as emphasized by the response. According to the teachers' feedback, it becomes challenging to assert the importance of both types of feedback for students' speech without first modifying their attitude. Thus, teachers bear the responsibility of transforming students' mindsets to a positive outlook. One effective approach to achieving this transformation is through praising students, as it serves as a means to cultivate a favorable attitude towards feedback.

### ***Teachers' feelings about ways of Feedback provisions***

In the following table, teachers' feeling of ways of feedback provisions is presented and analyzed.

Table 7  
Teachers' Response on the their Feeling towards Ways of Feedback Provisions

Items	Responses	Respondents
1. How often do you help students to comment each other positively?	Always	1
	Sometimes	3
	Never	0
	Total	4
2. How important is giving constructive comment for students' speech?	Very important	1
	Important	3
	Not very important	0
	Total	4
3. Which one is important to provide feedback	Peer feedback	0
	Self-feed back	0
	Teachers feedback	1
	All are important	3
	Total	4

According to the above table, three of the respondents responded that they sometimes help students to comment each other positively. If teachers give feedback sometimes, students may develop unfavorable attitude towards feedback. Therefore, teachers should give critical emphasis for the issue. Even through three of the respondents responded sometimes of item one, one of them responded that he always help students to comment each other positively. This shows that teachers understood the role of peer feedback to improve students' speech by

themselves. This is also very important for students to have positive feeling regarding peer feedback in particular and feedback in general.

Similarly, for item 2 of the same table, one of the teachers responded that giving constructive comment for students' speech is very important. This indicated that the respondents have positive feeling towards feedback. In addition, three of the respondents responded 'important' for the statement 'how important is giving constructive comment for students' speech?' the implication of the above to responses is that teachers have used their own of feedback provision to provide feedback for students.

On the other hand, in item 3 of the same table, three of the teachers responded that peer feedback. Self-feedback and teacher's feedback are very important feedback provisions. This implies that teachers have considerable attention for all feedback provisions for students' further attempt. One of the teachers responded that teachers' feedback is important rather than otherwise

Item 4. If your answer is 'All are important, how do you apply all of them in English classes'

As indicate in item three, three of the respondents responded that all feedback provisions are important for students' speech improvement. For the question how they apply them in language classroom, they mentioned their techniques as follows. According to their response, all feedback is very crucial for the improvement of students' speech. They responded that it seems difficult to apply all of them once but it is easy to apply them according to the lesson. Their responses have been summarized as follows.

All are playing a great role in improving students speaking skill. In order to apply these feedback provisions, considering the nature of the lesson is very important. As their responses indicated, they use all feedback provisions in accordance with the type of lesson they resent in the class. This is found out to be true during the classroom observation, but it is not sufficient. Item 5 teachers' response on mechanisms that they use to promote the role of feedback for students speech improvement

Accordance to their response, all teachers have their own mechanisms to promote the role of feedback for student's speech improvement. Those teachers who reacted that they use their own mechanisms to promote feedback for students. They provided the following mechanisms. Primarily, the respondents responded that since feedback is very important for students, teachers use different techniques to introduce feedback for students like ordering them to criticize each other positively about the phrases they uttered out. Secondly, motivate students to express their idea. Then, it is easy to give constructive comment for their speech. As can be observed, this type of technique was very limited.

Thirdly, telling them as committing error is a means of learning. Then give chances for their peers to say something about the speech of students. This technique is also too limited. Fourthly, comparing their weakness and their strength is another mechanism that teachers employed in English classroom. This is a means of motivating them to construct them through peer correction. During the classroom observation, the researcher observed that only one teacher motivates students to speak by saying 'do not afraid', 'do not worry' for what you speak, when you speak, you could get good comments from your peers and your teacher.

### ***Description and Analysis of Teachers' Interview***

From Mieraf primary and secondary school teachers, four English teaches of grade ten were interviewed to give their own opinion and suggestions regarding their belief about feedback and their students attitude towards the nature, kinds and ways of feedback provisions on students' speech. Their responses to five items are summarized below. Primarily, teachers were asked how feedback helps students to improve their speech. All

teachers responded that feedback is very important for students are and where they should be. Their response did not contradict with what has been gathered through questionnaire.

Secondly, they were asked to give their justification about the attitude of students' in accepting and giving feedback. They said that it depends. Some students have unfavorable attitude in accepting and giving feedback. They further explained that the status of language throughout the world and its extensive use in academic areas as a medium of instruction in their high school stimulated students to give and receive feedback since it gives an opportunity for them to become fluent in using the language for communication as well as academic purpose. It is helpful for students to develop favorable attitude towards feedback. According to their response, some students use feedback to develop a favorable attitude towards feedback. According to their response, some students who understood the concept of feedback have favorable attitudes whereas others have unfavorable attitude.

Thirdly, the teachers also gave their justification for those students who have unfavorable attitudes in giving and receiving feedback. Some students cannot express themselves. Sometimes, when they try to express themselves, they are not happy to accept feedback and to give feedback. This contributed to having an unfavorable attitude towards receiving as well as giving feedback. Fourthly, teachers are also asked to give their responses about the importance of peer, self, and teacher feedback for students' speech. Most of the teachers responded that all feedback provisions are very important to improve students' speaking skills. Even though all are important, there are problems to apply all of them once like shortage of time, students' interest to comment each other, and their awareness about the role of feedback in their speech. However, one teacher has responded that teachers' feedback is important for students' speech improvement. He further added that teacher feedback is immediate as well as corrective. This response is directly related with what has been gathered through the questionnaire.

Teachers were also interviewed to give their justification regarding the feedback provisions they use in language classrooms. According to their view, they cannot apply all of them due to the reason they mentioned above. One teacher said that teacher feedback is important for students. He noted that *'I use teacher feedback due to the reason I mentioned above and teacher feedback helps me to guide students.'* The response of the teacher does not contradict what has been observed during classroom observation and what has been gathered. As it has been indicated under the section of the categorization of feedback, it was stated that the classroom teachers call for the whole class to react the speech of the students. The second teacher also responded that he used all ways of feedback provisions but mostly he used teacher feedback due to time constraints. He sometimes orders students to correct their speech by themselves by giving grammatical clues and by asking students to repeat what they said. His response does not contradict with what has been observed during classroom observation.

The rest two teachers reacted in a similar way to the fourth question. They said that they made students to communicate each other. Then they called students to present what they did in front of the class. Then they allowed students to help each other. Their responses show that they use a combination of teacher and peer feedback. To some extent, they use peer and teacher feedback; however, students need self-feedback highly. Partially, their responses contradicted with what has been observed and gathered through questionnaires.

The last question in the teachers' interview was on how they manage to change students' unfavorable attitudes towards feedback. The teacher reported that they used different mechanisms in changing students' negative attitudes towards feedback. One of the teacher said, 'in my opinion, teachers should use different strategies or mechanisms like giving value for students performance. We have to say students, you can speak English then me and your peers can give you constructive feedback for your speech and we have to use

phrases like ‘excellent’ ‘very good’, and ‘good’ and so on’ it did not contradict with what has been gathered through questionnaire.

The rest three teachers underlined that they have the responsibility to change student’s negative attitudes in to positive. They indicated that there are two groups in the class, students who are happy to get feedback and students’ who are not happy to get feedback and students who are not happy to get feedback. They told students as fear is bad and so committing error is a sign of learning. In addition, they pointed out that there are good achiever and low achiever in the class. Those who are high achiever cannot speak English or they cannot express themselves by English language. They informed them to balance their ability with their achievement as they explained. These are the mechanism that they used during the process. Their response directly much with the response gathered by questionnaire.

## **Discussion**

### ***Types of Feedback Teachers Provide for Students' Speech***

According to the collected and analyzed data, different types of feedback have been displayed. These feedback types were employed with varying frequencies. This means that some were more repeatedly used while others were rarely used. This finding is similar to the finding of (Suraprajit, 2022). Moreover, the teacher provided the ‘prompt’ feedback type for students. It is obvious that this kind of feedback is provided by giving clues that enable students to utter the correct way of saying it. This type of feedback assures the accuracy of the student’s attempt by using the words like ‘yes’ or ‘okay’ (McFadzlen, 2015). Teachers always provided the above-mentioned feedback types. In addition, there are feedbacks that teachers sometimes provided for students’ speech as can be seen during classroom observation. These feedback types were ‘repeat’ ‘explanation’ and ‘several answer solicitation’ without clues.

This finding is not similar to the work of Muhammadi and Mustafa (2020). These researchers proved that repeat, explanation, and several answer solicitation have occurred with clues. The reason why these types of feedback appeared without clues might be students may feel that they are not correct. It was observed that teachers have some limitations in combining all feedback provisions. Harmer (1981) explained that learning the target language will be facilitated through interactive practices is well established. In the course of interaction, students who have committed an error may repair their utterance by themselves, by their peers or their teachers. It is difficult to say both feedbacks are important for students’ speech without changing their attitude. Teachers have a responsibility to change students’ minds into positive ones. Praising students is one means of changing students’ mind to have a favorable attitude towards feedback. In supporting this idea, Schunk et.al (2008) indicated that students could prepare themselves in criticizing themselves, their peers and to see their teachers’ criticism positively. Providing praise for students for their speech is a means that help students towards feedback while praising teachers must give attention for the praise.

### ***Nature of Teachers' Feedback***

Most teachers in the current study said imely feedback is important for 6students for further attempt. This cup tied with the finding of (Kampookaew, 2020). Giving feedback that indicates student’s weakness could help in ‘a great extent’ to improve their students’ speech. At the same time, the respondents said that giving feedback that indicates students’ weakness can help ‘to some extent’ to improve their students’ speech. Their responses indicated that giving feedback is very important for students’ speech enhancement. This means that feedback should provide students with an explanation of what they are doing correctly and incorrectly. Teachers provide corrective feedback for students’ speech. Providing students

corrective feedback in a language situation is important to students responses to questions as their speech is correct or incorrect ( Zamel, 1981).

As indicated in the analysis section, teachers give timely feedback for students' speech. The most effective time to give feedback is after students have understood what they have uttered during learning situation. The appropriate and timely feedback can improve students' speech (Cowie, 1995). The findings of the current study aligned with Cowie's findings. Most feedbacks given for students speech were criterion referenced. In language classroom, feedback should reference a specific knowledge or skill level of a language. For instance, if we take speaking skills, students should have a good command of English language to speak out in the classroom as well as outside the classroom (Suraprajit, 2022). The spring board that helps students in speaking the language is the feedback that they get from those who are around them. Criterion reference feedback tells students how they perform in relation to an established set of knowledge or skills. By contrast, norm- referenced feedback tells students how they perform in comparison to other students.

## CONCLUSION AND RECOMMENDATION

This study has been conducted to investigate the nature and kinds of oral feedback given by teachers on students' speech during English classes. It was conducted with the main intention of finding out the types and nature of teachers' feedback provided for students' speech. The relevant data for this study was gathered using observation, questionnaire and interview. The collected data has been analyzed and the result has been discussed in the previous sections. Thus, the following conclusions are made based on the findings of the study.

Eighteen feedback types were provided in the eight recorded lessons which contained both positive and negative feedback. Elaborate praise is frequently employed in the recorded lessons. The nature of teachers feedback is corrective and timely. Students have also a favorable attitude towards the nature of their English teacher' feedback, in relation to this, Zamel (1981) indicated that classroom feedback should be corrective, timely and criterion-referenced. The current research has been conducted by adhering to the opinion of high school English teachers about kinds of feedback and ways of feedback provision on students' speech during English classes. In line with the development in the second language research, care has to be taken when dealing with the exchanges that take place in language classes (Chaudron, m1977). In other words, the students' utterances have to be commented on by the language teachers in order to help the students modify their verbal behavior to the desire one by taking into account the attitude of students towards feedback.

Accordingly, in line with the result and the conclusions stated above, the following recommendations have been forwarded. Students should be told the role of peer feedback for speech improvement by their English teachers and other concerned bodies. In addition, teachers should create opportunity for students to improve their speech with their peer to improve their speech. Moreover, students should be advised how comparing their speech with their peer is important to improve their speech. Besides, teachers should motivate students to give feedback for their peers' speech as well as to receive from them. Students should be informed about the importance of negative and positive feedback for their speaking skill improvement. Finally, there should be opportunity for students to comment on each other on their speech. There should be help for students in getting awareness as committing error is a means of learning

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