ORAL FEEDBACK FOR LEARNER'S LANGUAGE DEVELOPMENT

Vindy Nita Yusovi[1], Siti Asmiyah[2], Muhtarom[3])

Sunan Ampel State University Surabaya

[1]Vindy.yusovi123@gmail.com . [2]siti.asmiyah@uinsby.ac.id . [3]mmuhtaromexcellent@gmail.com

Abstract: In ELT there are many types of oral feedback that can be used by teachers to respond and correct the mistakes of language learners. However, there are still many teachers who have difficulty or less reflection in choosing the appropriate feedback for students. Therefore, this study aimed to identify the important role of the types and ways in giving oral feedback by an English teacher in language learner development. This study uses a content analysis method using secondary data taken from the previous study in the form of journal articles and thesis published in Indonesian and International journal sites in the past two decades. The result of this study revealed that from 2009 to 2021 there were many changes regarding the application of oral feedback. However, it was found that corrective feedback always be used continuously from year to year, while one of the most dominant types of oral feedback used was explicit feedback.

Keywords: Oral Feedback, Language Learner, Language Development

1. INTRODUCTION

Feedback plays an important role in language development. This is because through feedback, learners can understand how well they are doing. Feedback can also help either improve learner specific points or help to make a plan for their learning. In English language teaching context, feedback is also a consideration used by teachers to manage learners' mistakes when using English as a target language. This is because learners may not have a complete knowledge, skills and a context on how the language is used. Harmer (1998) noted that in the learning process, the teacher needs to manage the learners' mistakes and give appropriate and relevant feedback in teaching and learning. Therefore, feedback plays a strong role in ELT especially in language development. This important role of feedback has been highlighted by previous research findings (see Klimova, 2015; Hattie & Timperley, 2007; Herra & Kulińska, 2018) among the roles of feedback signified by previous findings are facilitating students' understanding in learning English as a foreign language (see (Ha Ha, X. Van, Nguyen, L. T., & Hung, B. P., 2021; Lochtman, 2002; K,Rudzewitz, B., Ziai, R., De Kuthy, K, 2018; Tesnim, 2019). Another role is the use of oral feedback for mediating language development as previous study by Hoff (2009) and Mashrah (2017). There is also

another important benefit students get from feedback as explained from the previous study by (Bajaj, Kaur, Arora & J. Singh
2018; Mamoon-Al-Bashir, 2016; Race, n.d. 2022) In language development, feedback is widely used as an evaluative approach that indicates the effectiveness of teaching strategies as well as the level of learners' understanding. This has been confirmed by findings in the previous study from K. Hyland & F. Hyland (2006) which discussed feedback on second language students. It is stated that giving feedback will facilitate a learner's better understanding of the meaning, the context, the language construction itself and the learner's self-confidence. Lewis states that feedback is one of the best ways of telling the students or language learner mistakes, then it can show the learning progress and facilitate them in improvement.

Several studies have discussed oral feedback in the classroom context, both oral feedbacks given by the teacher or by peers. The results of several studies revealed that teacher's oral feedback facilitate classroom interaction (Irawan & Salija, 2017; Sahyoni, 2018; Siti Saleha, 2019; Yulia & Zainil, 2021) in the classroom. Based on those previous studies, there are a lot of types of oral feedback that is used to correct students' errors. However, only a certain type of oral feedback is used by the teacher. In addition, those studies also discussed the response of the students when the teacher applied oral feedback, mostly students perceived positively because the students realize that oral feedback gives positive effects to improve their achievement in learning language. Other research from Abdulmuhsen ayedh (2011) and Asmayana (2015) discussed teachers' perspectives in giving oral feedback. From that study, it is stated that there is a significant difference in the students either in writing or speaking skills between after and before the teacher provides oral feedback. Meaning that oral feedback can give a direct impact to the teaching result as it can improve the student's skills.

The researchers collected findings from previous studies that are relevant to this topic which contain how teachers give oral feedback for their students or language learner development. Based on the previous study by Lyster & Ranta (1997) there are six types of oral feedback; those are recast, clarification request, metalinguistic feedback, elicitation, repetition of error and explicit correction. Another perception from Tunstall & Gipps (1996) noted that there are 5 types of oral feedback, those are evaluative feedback, descriptive feedback, corrective feedback, interactional feedback and motivational feedback. Therefore, from those previous studies, the researcher found 11 types of oral feedback which means that oral feedback can take several forms. In addition, there are many studies who discuss feedback, especially in the context of oral feedback. However, based on Black & William (2018) it is noted that teachers still have less reflection on how to assess or correct the learners' errors. Therefore, this study focuses on identifying the important role of the types and ways of oral feedback used by the English teachers in giving oral feedback for the students in the context of developing students in learning English as a foreign language. The researchers will get the results by analysing the data taken from the previous study of the past two decades. Thus, the findings in this study are valuable to be considered by not only teachers but also for practitioners and experts in education as a model in providing effective oral feedback in the classroom.

2. METHOD

This study used a content analysis method using secondary data from previous studies. According to Cresswell (2005) as cited in Martono (2014) content analysis is

a research method applied to written or visual materials for the purpose of identifying specific characteristics of the materials. The materials analysed in this research were journal articles and these taking the topic of oral feedback in ELT context. The researchers collected 30 documents from previous studies that consist of journal articles and thesis published in Indonesian and International journal sites in the past two decades. Each document consists of several categories such as oral feedback for ELT, oral feedback for young learners, students or teacher perspective about the oral feedback used, and correlation between oral feedback and language development. The data of this study were interpreted descriptively to describe the differences and the similarity among the types, the preferences and to elaborate the importance of selecting and applying oral feedback for language learner development.

3. RESULT

By analysing and categorizing oral feedback used by the teachers in teaching English as a foreign language in the language learner development. The content of some previous studies, it highlights the following findings on the important role of the types of oral feedback used by the teacher in developing students' skill in learning English as a foreign language. The data gathered from the analysis in the articles of oral feedback given by the teacher in ELT from the past two decades. Table 1 shows the types of oral feedback from the previous studies published articles between 2009 and 2022.

Table 1. Types of Oral Feedback

Types of oral feedback	Year and frequency								
	2009	2013	2014	2015	2017	2018	2019	2020	2021
Explicit	1	1	2	1	2	4	2	1	
Metalinguistic	1		1	1	2	2	1		1
Recasts			2	1	2	2	1		
Repetition			1	1	2	2	1	1	
Elicitation			1	1	2	3	1		1
Correction			1						

Clarification requests		1	2	2	1	1
Paralinguistic signal		1		1	1	1
Evaluative Feedback			1			
Immediate					1	
Descriptive feedback			1			
Interactional feedback			1			
Motivational feedback			1			
Body Language			1			
Combined strategies					1	
Praise Maker	1	1				

From the table above, there are some significant differences between the selections of types of oral feedback from year to year. From 2009 to 2013, the oral feedback that was mostly used found by the researcher was corrective feedback. However, it is only explicit feedback and praise makers, some of them also used metalinguistic and paralinguistic signals. It is supported by the reason from the previous study conducted by Amalia, Fauziati & Marmanto (2009) in the speaking class at the student level, regarding student preferences, it is explained that explicit feedback and metalinguistic feedback are the easiest types of oral corrective feedback, because it can make students quickly recognize their mistakes in speaking practice, while clarification request is the most ambiguous way.

Then moving on to 2014 to 2015, the use of oral feedback became larger by using all types of corrective feedback ranging from explicit, metalinguistic, recasts, repetition, elicitation, etc. It is shown by the previous study conducted by Rieny. A,

Anasthasia & Mardijono (2016) found that five out of seven types of oral corrective feedback were used by the teacher, which are Recast, Metalinguistic Feedback, Elicitation, Explicit Correction, and Repetition. Furthermore, types of learners' uptake following the teacher's corrective feedback were Self Repair, Peer Repair, Repetition, Same Error, Different Error, Partial Repair and Hesitation. From that previous study it can be concluded that oral corrective feedback may lead the students to show signs of learning or understanding implied in the students' reaction to the teacher's oral feedback.

Then continued from 2017 to 2019 the use of oral feedback was increasingly varied, not only focusing on corrective feedback but also evaluative, descriptive, interactional and motivational feedback. Proven by the previous study conducted by Irawan & Salija (2017) there were two new ways of oral feedback found in that research. They were praise and correction in corrective feedback and giving help in motivational feedback. There is oral feedback that was already found by that study which hasn't been discussed yet in the theory from another previous study, those are questioning and giving help in interactional feedback as well as expectancy in motivational feedback. The teachers give that feedback because it is their responsibility and obligation to provide it to students. This shows that in this era, English teachers are starting to realize how important oral feedback is in language learning. However, when it moves to the range of 2020 to 2021, the use of oral feedback begins to change slightly, meaning that it is not as varied as it used to be. This indicates that the English teacher is starting to choose and sort out which oral feedback can be used and appropriate to the needs and characteristics of students.

As an educator, it is suggested that foreign language teachers should expect their students to make a lot of mistakes, because this can be used as part of the language learning process. Even most students agree if they get feedback and if their mistakes are corrected. However, some students do not want to be given explicit feedback, this is because they feel afraid, embarrassed and depressed. Then, by looking at the previous studies that have been collected by the researcher regarding oral feedback, there are many types used by every teacher. However, there is a change in the use of feedback almost every year, even though there is one type of oral feedback that is still used from time to time, namely explicit feedback. From the past two decades it is shown that corrective feedback with an explicit type of feedback which is highly implemented for language learners at the young learner, secondary to college level. This is supported by a previous study by Maolida (2013) regarding the use of explicit feedback as negative feedback which not only serves to justify student mistakes but also expands conversations, scaffold learning and negotiating meaning and form. This is also supported by research from Nur Fajriah (2018) which states that in the past, many teachers failed to develop language learning because they did not find the right type of corrective feedback, and from this problem, it was found that explicit feedback was given after students finished speaking is one of the most effective ways to be used in correcting errors made by students. Also supported from the previous study conducted by Amalia Fauziati & S. Marmanto (2009) about the preferences for the types of oral feedback in the speaking classroom, there are two types, the first one is explicit feedback because the students wanted the teacher to correct their error immediately as well as correct it clearly so it doesn't need much time to think about the error part and it is easy to be understood, comprehended and recognized. Another type is Metalinguistic feedback, where the teacher gives a clue then the student's recall what their mistakes were. This may take a longer time

because students have to do self-correction. However, it can be shown that learning is more meaningful.

The results of this study was also analysed based on the theory of Elis (2009) which states that there are seven kinds of oral feedback, namely positive feedback, metalinguistic feedback, recast, repetition, elicitation, paralinguistic signals and requests for clarification. Furthermore, there is also a theory from Lyster & Ranta (1997) which states that there are six types of oral feedback, including recasts, elicitation, requests for clarification, metalinguistic feedback, and explicit correction. Meanwhile, based on the results of collecting data from previous research on the types of oral feedback used by teachers in the last few decades as shown in the table above, the researchers found that in total there were 16 types of oral feedback. From the several types found, the oral corrective feedback was mostly used by the teacher. However, there were also types that were rarely used, including: Immediate, descriptive feedback, evaluative feedback, interactional feedback, motivational feedback, body language, and combined strategies.

Meanwhile, from previous studies which can be seen in the table above, it has been found that most of them use corrective feedback and it shows that explicit feedback is the most frequently used. However, this finding is different from previous study conducted by Lyster & Ranta (1997)which stated that recast is the type of corrective feedback that is most often used in second language teaching. Meanwhile, only a few studies have addressed the effectiveness of recast oral feedback used in second language teaching especially in the Indonesian context. This is because most of the research conducted internationally uses an interactional approach, which in Indonesia mostly focuses on corrective feedback in general.

Therefore, by looking at the previous studies that have been collected by the researchers regarding the oral feedback and also the findings. It means that there are many types of oral feedback used by every teacher. Still, the results from the data collected by the researchers certainly cannot be generalized as a whole. Since the researchers only took a few samples from several journals and articles. Although, this research is sufficient to provide an overview related to the frequency of the use of oral feedback from year to year, and what are the considerations of the way in applying the correct oral feedback to learning English. With many oral feedbacks, every teacher has different preferences. However, the effective strategies undertaken by teachers to provide corrective feedback for students are the correct forms obtained and greatly affect student learning outcomes. It can be said that feedback is not only an answer, as the power of feedback is greater than just an answer. On the use of oral feedback in language learner development, its better if the teacher provides elaboration through clear instructions rather than just giving feedback that poorly understand concepts, if feedback is applied at the correct level then it will lead language learners to engage, comprehend and develop effective strategies to process the information intended that is learned. Not only that, providing feedback can also help language learners to develop their own linguistic accuracy. Therefore, strategy in the selection of corrective feedback chosen by the teacher found in this study was to facilitate students through the process of language development.

4. CONCLUSION

From the findings above it can be revealed that in the articles published regarding oral feedback between 2009 and 2022 it can be said that the types of oral feedback are not too different from year to year. In this case, the teacher still uses

corrective feedback in ELT, and the types of oral feedback that are often used are elicit, explicit, repetition, metalinguistic, recasts and clarifications. While, the explicit type is the most dominant. However, to make the teaching and learning process can be carried out meaningfully, teachers should consider student preferences, especially in providing corrective feedback on student errors, as it can minimize the discrepancy between student perceptions and teacher perceptions in the teaching and learning process. Besides that, student knowledge also needs to be taken into consideration. Hopefully with these considerations in implementing feedback, it can help students to make corrections for their mistakes and have meaningful learning that can be very useful for language learner development. The researchers hope that in the future, there will be a further research that can explore in depth about the impact of oral feedback on language learning from time to time.

REFERENCES

Amalia, Z. D. H., Fauziati, E., & Marmanto, S. (2009). Preferences for the Oral Corrective Feedback Types in Speaking Classroom : Voices From Male and Female University Students. *Proceeding of 3rd International Conference of Arts Language and Culture, 1997*, 109–116.

Alqahtani, Abdulmuhsen, A. (2011). EFL Teachers' Feedback to Oral Errors in EFL Classroom: Teachers' Perspectives. *Arab World English Journal. Vol 2*. No 1 pp 214-232

Anasthasia, R., & Mardijono, J. J. (2016). Oral Corrective Feedback and Learners' Uptake in the 5th Grade of an Elementary School in Surabaya. *K@ta Kita; Vol 2, No 3 (2014); 47-52 ; 2598-7801.* https://katakita.petra.ac.id/index.php/sastrainggris/article/view/3973

Bajaj, J. K., Kaur, K., Arora, R., & Singh, S. J. (2018). Introduction of feedback for better learning. *Journal of Clinical and Diagnostic Research*, *12*(12), FC11–FC16. https://doi.org/10.7860/JCDR/2018/36744.12402

Black, P & Willam, D. (2018). Classroom Assessment and Pedagogy. *Assessment in Education: Principles, Policy & Practice,* 25:6, 551-576

Ellis, R. (2009). Corrective feedback and teacher development. L2 Journal, 1(1), 3-18.

Ha, X. Van, Nguyen, L. T., & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, *7*(7), e07550. https://doi.org/10.1016/j.heliyon.2021.e07550

Harmer, J. (1998). *Jeremy Harmer - How to Teach English.pdf (PDFDrive).pdf* (p. 56).

Hyland, K.& Hyland, F. (2006). Feedback on Second Language students' writing. Language Teaching. 39 (2): 83- 101.

Hattie, J., & Timperley, H. (2007). *The Power of Feedback The Meaning of Feedback.* *77*(1), 81–112. https://doi.org/10.3102/003465430298487

Herra, A., & Kulińska, A. (2018). The role of feedback in the process of learning English as a foreign language. *Forum Filologiczne Ateneum, 1*(1(6)2018), 127– 143. https://doi.org/10.36575/2353-2912/1(6)2018.127 Hoff, E. (2009). *Erika Hoff Language Development*.

Irawan, E., & Salija, K. (2017). Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia). *ELT Worldwide: Journal of English Language Teaching*, *4*(2), 138–152. https://doi.org/10.26858/ELTWW.V4I2.4496

Klimova, B. (2015). The Role of Feedback in EFL Classes. *Procedia - Social and Behavioral Sciences*, *199*, 172–177. https://doi.org/10.1016/J.SBSPRO.2015.07.502

Lochtman, K. (2002). Oral corrective feedback in the foreign language classroom: how it affects interaction in analytic foreign language teaching. *International Journal of Educational Research*, *37*(3–4), 271–283. https://doi.org/10.1016/S0883-0355(03)00005-3

Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake. *Studies in Second Language Acquisition*, *19*(1), 37–66. https://doi.org/10.1017/s0272263197001034

Mamoon-Al-Bashir, M. (2016). *Journal of Education and Practice www.iiste.org ISSN*. *7*(16). www.iiste.org

Maolida, E. H. (2013). A Descriptive Study of Teacher's Oral Feedback In an ESL Young Learner Classroom in Indonesia. *K@ta: A Biannual Publication on the Study of Language and Literature, Vol 15, Iss 2, Pp 117-124 (2013)*. https://doaj.org/article/7edc7b60ddce4eeca4aeb601d87368fa

Mashrah, H. T. (2017). The Role of Implicit Negative Feedback in Language Development-Some Reflections. *International Journal of English Language & Translation Studies*, 1–7.

Nur Fajriah, Y. (2018). Corrective Feedback As Perceived By an EFL Teacher and Students in Speaking Classroom. *English Education and Applied Linguistics Journal*, *1*(1), 1–9.

Race, P. (n.d.). *Using feedback to help students to learn Feedback and learning*. Retrieved June 12, 2022, from www.seda.demon.co.uk.

Asmayana, Sri (2015) *The Use of Teacher Oral Feedback in Improving the Sudents Writing Ability.*

Rudzewitz, B., Ziai, R., De Kuthy, K., Möller, V., Nuxoll, F., & Meurers, D. (2018). *Generating Feedback for English Foreign Language Exercises*. 127–136. http://grammarly.com

Sahyoni, S. (2018). Corrective Feedback and Classroom Interaction At Sma 1 Payakumbuh Sumatera Barat. *Ta'dib*, *21*(1), 9. https://doi.org/10.31958/jt.v21i1.1027

Saleha, S. (2019). *Teachers' Oral Feedback In Efl Classroom Interaction*

Tesnim, O. (2019). Oral Corrective Feedback and Its Impact on Learners' Speaking Skills: Tunisian EFL Students as a Case Study. *International Journal of Language and Linguistics*, *7*(3), 138. https://doi.org/10.11648/j.ijll.20190703.15

Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal*, *22*(4), 389–404. https://doi.org/10.1080/0141192960220402

Yulia Mega & Zainil Yulia. (2021). An Analysis of Teachers Oral Feedback in EFL Classroom Interaction at SMP Negeri 10 Batam. *Journal of English Language Teaching. vol 10, no 1. pp 45-52*