

Exploring students' perception towards teachers' oral feedback in EFL classroom

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Suggested Citation:

Anaktototy, K., & Latumeten, C. (2022). Exploring students' perception towards teachers' oral feedback in the EFL classroom. *Cypriot Journal of Educational Science*. 17(12), 4641-4657. <https://doi.org/10.18844/cjes.v17i12.7293>

Received from August 19, 2022; revised from September 13, 2022; accepted from December 26, 2022

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Abstract

This research set out to explore how EFL students view oral feedback. Information gathering via questionnaire; descriptive analysis of results. A total of 130 pupils from Ambon's State High School, Grade 10 were included in the analysis. The study found that pupils benefited from teachers' verbal comments on their progress in class. According to the questionnaire data, 90% of students recognized the value of constructive oral criticism as an integral part of the educational process. Students would have a more nuanced understanding of their learning strengths and areas for improvement if they received oral comments. It also revealed that pupils favour doing so in class rather than during break time. It is intended that educators will give proper weight to students' spoken responses to feedback.

Keywords: EFL classroom, students' perception, oral feedback.

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1. Introduction

Teachers aid students in developing their linguistic competence in the context of acquiring and using English as a second language. Due to its widespread use and necessity in many sectors, English has earned the status of "lingua franca" (Kumar, 2020). There is a performance discrepancy between the acquisition of a native language and that of a foreign language, leading scholars in the field of linguistics to hypothesize that the two are served by fundamentally different mechanisms (Kang et al., 2021). (Habok & Magyar, 2018). Important for language learners are the age at which they are first exposed to L2, the acquisition context, and the social and personal factors of bilingual acquisition (Lee & Kim, 2021). However, the ability to speak and interact with others is much more valuable than reading, writing, or understanding the language itself (Emperador-Garnace, 2021). If students encounter problems or make mistakes while studying, the teacher can help them by providing feedback that will serve as a guide to enhancing their grasp of the material.

Negative experiences, however unpleasant, are essential for growth (Lodge et al., 2018). Using feedback in a systematic way, teachers can re-direct students' attention away from their grades and toward the value of knowing how well they have learned a specific task (Selvaraj et al., 2021). Provide students with feedback to help them better understand the material being presented in class. By definition, feedback is information provided by an agent about his or her performance or comprehension (Wisniewski et al., 2020). Providing constructive criticism is a crucial part of a teacher's job (Salima, 2014). The act of providing feedback is fundamental to the educational process (Burgess et al., 2020). One of the most important aspects of mentoring, coaching, supervising, and parenting is reacting to performance (Gnepp et al., 2020).

Educators at all levels, from university professors to high school instructors, need to improve their feedback to students so that the bar can be raised even higher (Haughney et al., 2020). It's a tool for education that can be used either within or outside the classroom. In order to make better decisions and get better learning outcomes, assessment feedback is crucial (Henderson et al., 2019). At any point in the assessment process, students can and should receive feedback designed to help them do better on subsequent attempts (Henderson et al., 2019). It guides students to the desired outcome of the lesson.

1.1. Feedback

In order to help pupils become more self-aware, feedback is an integral aspect of the English learning process. As so, it can serve as a springboard for further development. As one of a teacher's responsibilities is to try to make things better, feedback is crucial to making meaningful changes and improvements (Conn, 2015). According to Hattie and Timperley (2007), the effectiveness of feedback increases when it focuses on the right answers rather than the wrong ones and when it incorporates lessons learned from earlier experiments.

Purposeful learning requires feedback to help students grasp the material at hand and provide direction for future study. Students' motivation, sense of agency, and self-awareness will all grow as a result of receiving and processing feedback. One of the most important parts of learning, feedback helps students fix their mistakes and improve their performance. Therefore, the effect of feedback is on the learning process and the results achieved by the pupils. The difficulty for educators is to give their pupils information that they can actually use to better themselves and their future performance. The primary goal is to comment on, critique, or otherwise share one's thoughts about a subject. It's important to receive timely and understandable comments. Students will gain from this experience.

Their response must be crystal clear, regardless of the nature. The three questions proposed by Hattie and Timperley (2007) are: 1. Hello, how are you? The following step is. The questions were answered along feed-up, feedback, and feed-forward axes. Here is a rundown of the answers to these three queries: a) Where am I going? In other words, the purpose of providing students with feedback is to guide them in the direction of their learning objectives, so that they may better see where they are headed and how to get there. Where do I stand? Students are directed toward mastery through this inquiry. The student's learning processes and behaviours inform the answer to the question that is provided in the form of feedback. Teachers and students alike benefit from a strategy called "test" that provides feedback on progress. As for (c), what's up next? The answer to this query is more feedback, which enables students to better manage their own learning, acquire higher fluency, automaticity, tactics, and awareness of what is and is not comprehended.

A number of techniques advocated by Marzano, Pickering, and Pollock can be included into teachers' feedback-giving practices (Sultana, 2015). One tactic is to carefully consider timing, which involves both the timing of the delivery and the delivery method. Timely feedback is essential for its usefulness. It should pop up when the pupils are actively engaged in goal-oriented reflection. A lack of timely feedback prevents students from receiving the full benefit of the learning experience. Students require a sufficient quantity of feedback to help them conceptualize their upcoming tasks. The number of comments made by the instructor is indicative of how many specific issues or mistakes were addressed. A teacher's job, then, is to make it crystal apparent what comes next in a certain subject area. More input for the pupils is unnecessary. The teacher's mode of providing feedback is shown by (c) (written, oral or verbal or demonstration). Students need to receive feedback in a form that makes sense to them. The teacher's focus should shift depending on the proficiency of the class as a whole. The instructor is responsible for deciding how to implement student feedback (in oral or written form). (d) Receptiveness: different types of students require different responses. It might be an individual, a small group, or the entire class.

1.2. Types of feedback

Oral and written forms of feedback are commonly employed in English as a Foreign Language (EFL) schools. Students can benefit from either spoken or written comments, or perhaps both, in the future. Oral feedback, as defined by Pirhonen (2016), is delivered verbally and typically in conversation with others. In the fields of applied linguistics and second language acquisition, oral corrective feedback has emerged as a central area of study (Ha et al., 2021). Learning and teaching English as a second or foreign language relies heavily on this strategy (Ha & Nguyen, 2021). (Mapplebeck & Dunlop, 2021). Typically, professors will provide pupils with verbal comments in the classroom. Therefore, it is considered an essential part of second language education in the classroom setting (Wang et al., 2018).

Written feedback incorporates comments given to students in written form, and it makes students realize that feedback is required for refining their grasp of a subject. As a result, instructors in higher education frequently devote more time to drafting written comments on student work (Arts et al., 2021). Since written comments and a different form of correction are needed for it compared to vocal criticism, it is not always required (Hadzic, 2016). In the context of writing in a second language, students frequently use teachers' written comments (Cheng et al., 2021). Focus, depth, and utility of formative in-text and rubric-referenced feedback varied significantly (Dirkx et al., 2019). In addition, a cover sheet's construction might have an impact on the interactive quality of formative feedback (Ellegaard et al., 2018).

That's why it's important to provide pupils with written comments on their writing. Usually, teachers are given some time to process this information before responding, giving them the opportunity to consider how best to respond and whether any changes are necessary to the original text. Researchers found that students who received feedback orally rated it as better quality and more helpful than those who received written comments (Hopfenbeck, 2020). It has long been recognized (Berge et al., 2019) that students in higher education frequently misinterpret the written feedback they get after submitting an essay for assessment (Agricola et al., 2020). The teacher uses a combination of Bahasa and English in her feedback to students, however she primarily provides spoken rather than written responses in class. This blending of languages is a universal trait of bilinguals (Alexiadou & Lohndal, 2018).

While the world as a whole is becoming less monolingual (Anton & Dunabeitia, 2021) and more multilingual (O'Shannessy, 2020), the United States continues to use only two official languages: its native one and English. This practice, known as "code-switching," resembles a "selective celebration of linguistic diversity" (Berthele, 2020). But in this case, some students indicated they have trouble comprehending the teacher's vocal feedback, while others said they understand the teacher's oral feedback and find it helpful in improving their learning. Making mistakes is an inevitable part of language learning. Possible explanations include the use of a participant's or student's native language as a bridge to English terminology (Boustani, 2019). While it may seem counterintuitive, teaching a foreign language can be seen as a means of moulding students' identities (Bagiyan et al., 2021). (Nor & Rashid, 2018). It's possible that the inputs and outputs of language, as well as the duration of participation, play a role in the success (Zhang et al., 2021).

Rarely do students acquire advanced linguistic competence through sole reliance on either implicit or explicit linguistic practice (Mart, 2019). It's important to remember that language is much more than a set of rules to be memorized, and that teaching it as such would be a disservice to students as full beings (Kim, 2020). As a result, both positive and negative feedback are frequently used by some educators to aid student development. According to the motivation account (Kim & Lee, 2019), positive feedback is given when an expected behaviour is exhibited or when progress is made toward a goal (Verburg et al., 2018). In addition to its proven effectiveness in raising performance, positive feedback has also been shown to significantly alter how people feel about their own abilities (Nataraj et al., 2020; Peifer et al., 2020). However, when negative feedback is provided, a goal-performance disparity exists, and the recipient should be driven to perform at a higher level to eliminate or at least minimize the gap (Castille, 2020). If given in moderation, negative or corrective criticism is useful in helping students learn, identify and address areas of weakness, and close any knowledge gaps that may exist. Teachers may inflate feedback by making it more positive or less negative in order to balance out motivational and interpersonal factors (Nishen & Kessels, 2021). To improve their English, students are motivated to avoid making the same mistakes again after receiving a correction.

Various studies have demonstrated the many positive outcomes associated with classroom instruction and student development. For instance, research by Rydahl (2005) shows that most educators consider oral feedback to be an essential method for boosting their students' second and foreign language skills. In addition, he discovered that teachers typically use feedback when a student makes a mistake in terms of content or pronunciation. Oral classroom feedback is well-received by students, according to research by Mahdi and Saadany (2013). However, teachers rarely employ this form of oral feedback since they find that other forms are more effective.

1.3. Kinds of oral feedback in the EFL classroom

Teachers provide students with both verbal and written comments to aid in the learning process. Getting feedback verbally is the topic of this write-up. Whether it's for an individual, a small group, or the whole class, oral feedback is encouraged, as mentioned by Pirhonen (2016). The nature of the comments given to students is dependent on the class setting and the specific errors made by the pupils. Teachers of English as a Foreign Language (EFL) have the unique opportunity to provide immediate correction to their students whenever they make a mistake.

Correctional feedback, evaluative feedback, descriptive feedback, interactional feedback, and motivational feedback are all examples of oral feedback.

1.3.1. Corrective feedback

Explicit correction, recasting, explanation requests, metalinguistics, and elicitation are the five varieties of spoken corrective feedback (Fungula, 2013). When the right form is given outright, this is called a "explicit correction." Teachers correct students by saying things like "Oh, you mean" or "You should say" to indicate that the student's statement was grammatically incorrect. During recasts, the instructor rephrases the entire or partial student statement to remove the error. Students are expected to signal whether or not the teacher misinterpreted their statement or whether it was poorly structured and thus needed to be repeated or reformulated in order to be understood. Any issues with clarity or precision can be cited in this manner of criticism.

Only after a pupil makes a mistake do teachers offer feedback in the form of questions seeking explanation. There are five terms, including "Pardon me" and "Excuse me," that make up a clarification request. The erroneous phrase itself may be repeated, as in "What do you mean by X?" Without directly supplying the correct form, metalinguistic feedback consists of remarks, facts, or queries pertaining to the utterance's well-formedness. All too often, metalinguistics serve as a warning sign that a mistake has been made (e.g., "Can you find your error?," "No, not X," or "No"). Metalanguage data typically includes grammatical metalanguage. In the event of lexical mistakes, it may include a definition of the offending word or information on the error itself (such as "It's plural"). There are additional metalinguistic queries that try to extract the information from the learner (such as "Is it the past tense?") that indicate to the nature of the error.

There are at least three elicitation strategies that can be utilized to get the right answer out of a pupil. The first step in eliciting completion of an utterance is for teachers to intentionally pause so that pupils might "fill in the blank" (e.g., "It's a..."). It is possible to use a metalinguistic phrase like "No, not that" to set the stage for a "elicit completion" move. Either by saying "It's a..." or by making the same mistake twice. Second, instructors ask students how to properly express themselves in the target language (e.g., "How do we say X in English?"). Thirdly, instructors will periodically have students rephrase their comments. When a pupil makes a mistake in speech, the teacher may use a technique called "repetition," which is repeating the mistaken phrase repeatedly. Most of the time, teachers would raise their intonation to emphasize the mistake.

1.3.2. Evaluative feedback

This information is a direct result of summative assessment and tells students how they stack up against their peers while also providing a judgment on the overall quality of their learning. Positive, negative, neutral, and negative feedback are the four main categories of evaluation (Hawe et al, 2008). An example of a reward would be allowing the student to come up and write on the chalkboard, whereas an example of a punishment would be taking away the stickers or the opportunity. Approval might indicate agreement with students' views on a topic or disagreement with their actions..

1.3.3. Descriptive feedback

Students benefit from descriptive feedback because it details their progress toward a goal (e.g., "Where am I now?") and suggests ways to make up lost ground (e.g., "How can I close the gap?"). Feedback is an essential aspect of formative assessment since it gives specific information in the form of written comments or dialogues and helps students understand what they need to do to improve. As stated by Dinnenn (2010), descriptive feedback is geared toward boosting student performance by honing in on their existing skills and knowledge.

Students receive descriptive feedback that draws connections between their efforts, intended outcomes, and measures of success. Several components make up descriptive feedback; their shared goal is to help students learn from their mistakes and understand why the correct response is accurate. In the same vein, there are four distinct varieties of descriptive feedback: those that highlight accomplishments, those that highlight areas for growth, those that build on prior success, and those that build a path forward (Hawe et al., 2008).

1.3.4. Interactional feedback

Reformulation, elaboration, comment, and repetition are all forms of interactional feedback. Reformulation feedback involves the instructor reconstructing a student's notion in order to make it sound more normal. In addition, students are provided with further material to fill out through elaboration feedback. Educators should fill in the gaps in students' understanding by explaining or expanding on what they've already spoken about a topic. In addition, student comment/feedback is information provided to either reinforce or challenge the student to further investigate the topic at hand. At the end of each lesson, students receive feedback that serves as a gentle reminder of the material covered.

1.3.5. Motivational feedback

Motivational feedback can be broken down into five distinct types: praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of compassion and empathy, reinforcement of students' sense of ownership and control, and demonstrations of worry for students (Mackiewicz & Thompson, 2013). Motivating kids to learn is one goal of providing feedback. Recognizing and rewarding students' efforts can encourage them to perform at a higher level in all of their classes. Teachers can encourage their pupils to continue their studies and strive for excellence by providing them with positive feedback. This allows the instructor to focus entirely on the students' progress in class and direct them toward successful completion of a wide range of learning activities. This demonstrates care for the welfare of the student body. Students should feel secure and entertained throughout through their educational experience. Students have fun in class because their teacher cares about them and their struggles. In this approach, educators can express concern for their pupils' well-being. Teachers should use feedback to help students develop self-discipline and take responsibility for their own education. Students' sense of community and ownership over their education can benefit from this kind of commenting.

1.4. Purpose of the study

The purpose of this study was to investigate how students in EFL classes felt about their professors' use of oral feedback. The purpose of this study is to determine whether or not students find teachers' oral feedback helpful and beneficial to their English language development. The results of the study were meant to provide useful information for the EFL program's teacher evaluations, which could then

be used to enhance the quality of instruction. As a result, it is hoped that the level of achievement attained by EFL program participants will improve.

2. Method and materials

2.1. Research model

A descriptive quantitative approach was adopted for the study. A methodical and analytical depiction of a problem-solving framework based on research into the current standing, attitudes, and opinions of various groups and a system of thinking or events

2.2. Participants

Tenth-year students from State Senior High School 10 Ambon made up the sample for this research. Since it was their first year of high school, researchers focused on pupils in 10th grade. They also have varying degrees of English proficiency because they attended different high schools. A total of 130 pupils made up 4 classes in the 10th grade.

2.3. Data collection tools

The data was gathered with the help of a questionnaire. The purpose of the questionnaire was to collect data and information pertinent to the investigation. As time went on, the information was put to use to detail connections between factors.

2.4. Data collection process

The pupils were given the questionnaire to fill out so that we could collect their responses for this study. Students' views on teachers' use of oral feedback were gleaned from their responses.

2.5. Data analysis

The information gathered from questionnaires was described using descriptive statistics so that it could be understood. The gathered information was tabulated and provided for review..

3. Results

The questionnaires showed how frequently the teachers gave feedback during the EFL class and how the students perceived and responded to them.

Table 1
Frequency of teachers' feedback

No	Statements	Answer			
		Never %	Sometimes %	Often %	Always %
1	I was given verbal comments on my progress in the areas of language acquisition (speaking, listening, reading, and writing).	0	0	15.1	84.8
2	I was given verbal responses to my grammatical and vocabulary exercises.	0	0	24.2	75.5
3	In order to better prepare for my upcoming English assignments and exams, I was given spoken comments in the language.	0	0	24.2	75.7

4	To the entire class, the instructor provided verbal feedback.	0	3	15.1	81.8
5	The instructor provided some students with verbal comments.	0	9	60.6	30.3
6	The instructor provided each student with spoken comments.	0	45.4	48.4	6

Table 1 shows that the majority of students (84.8%) agree that their teachers always provide them with oral feedback on their performance on tests and assignments, and that the majority of students (75.5%) agree that their teachers always provide them with oral feedback on their grammar and vocabulary knowledge. In addition to written comments, the instructor provided each student both individual and group verbal comments. Sixty-six percent of students reported that their teacher regularly provided spoken feedback to a small group of students. Meanwhile, 48.4% of students agreed that their teachers regularly provide them with oral feedback on their English progress.

Table 2
Students' Perceptions on Teachers' Oral Feedback

No	Statements	Strongly agree %	Agree %	Answers Neutral %	Disagree %	Strongly Disagree %
1	Verbal comments from the instructor are confusing.	0	0	9	30.3	60.6
2	I am helped by the teacher's verbal comments in my studies.	81.8	12.1	6	0	0
3	The instructor's spoken comments have helped me much in identifying and fixing my errors.	60.6	24.2	15.1	0	0
4	Oral comments from the instructor are brief and to the point.	0	0	75.7	15.1	0
5	It's inefficient for teachers to give lengthy oral comments.	0	0	3	18.1	75.7
6	Timely oral comments from the instructor.	60.6	24.2	15.1	0	0
7	During recess is when I like to hear the teacher's comments the most.	0	9	3	6	81.8
8	During the course of my education, I	87.8	6	6	0	0

	would appreciate some verbal comments from my teacher. However, I would prefer not to have to hear it in front of my peers.					
9	Verbal comments from the instructor are confusing.	45.4	30.3	18.1	6	0

Table 2 reveals that the vast majority of students agree that teachers' spoken comments are easy to grasp. They believe the teacher's spoken comments will help them improve. Because of this, 94% of students said they felt that receiving criticism verbally aided in their education. Students also reported that receiving feedback verbally facilitated their efforts to fix their errors. About eighty-four percent of the students saw it this way. Most students (75.7%) are neutral about whether or not they think teachers are quick to respond, whereas the remaining students (24%) do not share this view.

Furthermore, over 80% of students feel that the timing of the oral feedback offered is suitable, and 93% believe that the teacher's oral feedback does not dominate students' learning time in class. More than 80% of students believe that giving oral criticism during class time rather than waiting for a break is acceptable, but 75% of students would be uncomfortable if the instructor provided them oral feedback on a one-on-one basis in front of the rest of the class.

4. Discussion

Students' thoughts, interpretations, understandings, and awareness of teachers' oral responses are all interconnected. Most students (70%) and teachers (80%) agree that oral feedback is essential to their success in learning English, particularly in the four core abilities (reading, listening, speaking, and writing). However, research by Monteiro et al. (2019) indicates that the focus of feedback is related to the certainty of the students' replies rather than the type of question posed. The goal, as argued by Pirhonen (2016), is to provide assistance and feedback to students in a way that promotes the most effective growth of their abilities. In addition, learners' access to and utilization of feedback is fundamental to the growth and refinement of their acquired expertise.

Students' learning, conduct, and outlook were all improved as a result (Van Ginkel et al., 2017). The text makes it very evident that students benefit greatly from teachers' oral criticism in their quest to become better students, and that teachers in their role as a student's primary source of education, do their very best to impart their knowledge. Furthermore, with the right kind of feedback from teachers, students can close the gap between their real and ideal levels of performance (Ko, 2019). Therefore, precise instructor feedback can enhance calibration and direct students in refining their presentation skills (Xu et al., 2021). However, nearly three-quarters of students reported receiving oral feedback in English learning concerning language features and vocabulary, and the remaining students reported receiving such input frequently. [Brookhart, cited in Pirhonen, 2016] Oral feedback, when offered at the appropriate time, can boost learning and even assist pupils build their self-esteem and motivation.

Participating EFL students placed similar emphasis on many aspects of their writing, including grammar, spelling, word choice, organization, writing style, and content. However, most students ranked comments on writing style and ideas communicated in the paper higher than comments on spelling and punctuation as the most important instructor marks they look at. When evaluating and providing feedback on the writing of second language learners, academics and educators typically consider a number of different aspects of the writing itself (Cheng & Zhang, 2021). Therefore, this data demonstrates that students understand the significance of linguistic traits and vocabulary in achieving

linguistic fluency in English. A student's understanding of his or her learning strengths and areas for improvement can be enhanced with the help of feedback (Yu et al., 2018).

In addition, the vast majority of students claimed that their teacher always, frequently, or occasionally provided spoken feedback to the entire class. The teacher provides information to the entire class to ensure that everyone is on the same page. Outside of the classroom, the ability to receive and process feedback is the most important skill in terms of communication. It's always there, it's just another name for listening intently, it's a chance to inspire and propel people forward, it's crucial for fostering growth in skill and it's a means of lifelong education. Teachers, just as they do when confronting global problems head-on, can make obvious changes, offer practical suggestions for resolving these issues, and provide right responses (Geng, 2017; Lee, 2017).

One-third of the class reported that the teacher always provided oral feedback to the groups during English learning, while more than half of the class reported that this occurred frequently and a few students reported that this occurred occasionally. If pupils were working in groups, the teacher made sure each group understood the task at hand. Group oral feedback was provided by the teacher in two different ways: (1) at the start of the lesson, if students had not yet corrected their mistakes from the previous session's assignment; and (2) when he returned the students' work. Since there was no pressing need for further time on the student's work, the teacher did not spend the entire lesson giving feedback.

Some students reported that their English teacher constantly provided them with oral feedback, while almost half said that this occurred quite regularly, and the remaining students said that it occurred rarely or never. How this plays out in the classroom varies. The teacher would go to the student's desk and try to explain it to him until he got it. Individual comments are preferred. Students are more likely to feel at ease asking questions directly after receiving feedback from the instructor. Consequently, what constitutes appropriate feedback, and which features are most crucial for students' receptivity, and how can we encourage students to properly utilize it, are questions that provide variable answers (Panadero & Lipnevich, 2022).

Based on Brookhart's theory, teachers can provide useful personalized feedback by following a few simple guidelines, such as (1) being swift and silent; teachers should convey their feedback as clearly as possible. Feedback is given in a private setting, with the teacher speaking softly to the student; (2) throughout class, students have opportunities to meet with the teacher alone to review and discuss their work. Over half of the students responded with a "strongly disagree" to the idea that teachers' spoken feedback is hard to understand. It is challenging to determine where you stand and what you should work on without receiving feedback.

An educator's awareness that feedback needs to be used effectively is crucial. The feedback given to pupils may not have the desired effects in the classroom if the teacher does not know when and how to deliver it. Both teachers and students valued feedback for its usefulness, but teachers talked more about when to give it, what form it should take, and whether or not it should be tied to other assignments. Instead, most students agreed that providing constructive criticism is key to improving the feedback they get (Dawson et al., 2019).

Almost all students agreed or strongly agreed that their English learning is aided by their teacher's spoken feedback, and a few students expressed a neutral opinion. To equip their pupils with the skills necessary to master English (or any other topic), teachers employ a wide variety of strategies. Oral feedback is one approach. When students have clarity of purpose and direction, they are well on their way to realizing their potential for growth. In every educational setting, a commitment to responding to student feedback is crucial. It's connected to the teacher's role as a provider for the class. When there is a big gap between where you are and where you want to be, it can inspire you to work more, get more involved, or be more motivated to reach your objective (Hattie et al., 2021).

Students of English as a foreign language (EFL) are often nervous, apprehensive, and unsure of themselves when their teachers speak in front of their peers. Teachers should provide them with insightful comments. They help instructors refine their practices and better serve students so that education can improve in quality. Students were divided on whether or not they found it simple to remedy their mistakes after hearing verbal criticism from the teacher; nonetheless, over half of those polled thought that it was straightforward to do so. 'Without feedback, it would be quite demanding to know what one has been doing properly and where there is still a need for progress,' writes Pirhonen (2016). Only a small percentage of students report difficulty making corrections after hearing verbal feedback, suggesting that the system is effective overall.

The majority of students (75%) think that the teacher's oral feedback is short and rapid when learning English, while 25% disagree. Verbal comments can be given at any point during the lesson. When responding to students, it is important to keep their timeframe in mind. Whether mistakes should be addressed in real time during a communication task (immediate feedback) or after it has been completed (delayed feedback) is a factor in the corrective feedback's timeliness (Li, 2020). There's also the question of how the students are responding. Several students agreed with the statement that a teacher's oral feedback takes too much time when learning English, although many students disagreed, and a few were ambivalent.

Fungula (2013) backs up this idea by saying that educators worry that giving pupils too much criticism will dampen their motivation and self-esteem. The vast majority of pupils were in complete agreement, while some others were on the fence. It would appear that the majority of students view this method of providing verbal critique as appropriate and appropriate. Timeliness is essential for receiving responses. It must be provided when there is still time for students to implement it, reflect on their progress, and make necessary adjustments to their learning. In the case of classroom debate and dialogue, it can be "in the moment."

The significance of responding promptly should be taken into account in making this choice. Students are more likely to take notice of and act upon feedback if it is provided while the work or topic being discussed is fresh in their minds. So that they may incorporate the guidance the instructor has provided into future endeavours, so enhancing their chances of success.

Virtually every single student was dead-set against the idea of receiving verbal comments from the teacher during recess. A few of students disagreed, a few were ambivalent, and the vast majority agreed. Students would rather not have to listen to their teachers comment on what's going on in class at the moment during recess after they've just learned something new in class, therefore the classroom is the most common location for giving verbal feedback. In addition, everyone from assembly-line workers to long-haul truck drivers to lawmakers takes regular breaks to keep their minds fresh. The same holds true for the need for student breaks. Five- to fifteen-minute sessions of physical activity during class can boost pupils' performance (Infantes-Paniagua et al., 2021). There were a majority of students who strongly agreed, some who agreed, and about the same number who were ambivalent.

The vast majority of students would prefer provide feedback verbally during class. This is due to the fact that the delivery method of feedback greatly affects whether or not it is effective in promoting learning (Burgermeister et al., 2021). Therefore, the most optimal results are achieved by responses made during the learning process. Since the classroom is typically the most convenient and natural setting for giving and receiving responses, it is not surprising that these alternatives did not fare as well in the survey. Because learning is supposedly an apprenticeship and an internalization in which knowledge and abilities are transferred from the social to the cognitive plane, students spend most of class time in the midst of processing (Gan et al., 2021). It appears appropriate to provide feedback, even though some researchers have found that it can slow down students' ability to learn new material, especially when it is corrective.

Pupils were split on the issue, with some strongly agreeing, some agreeing, others being neutral, and the remaining students disagreeing. Since there is a large chasm between the students' and teachers' comprehension of error correction, the students often feel frustrated and dislike the teacher for constantly correcting their mistakes. Overcorrection can also be harmful to students' sense of self-worth because it forces professors to answer students' questions in front of the class. Due to the environment, the kids were hesitant to take part in the discussion. They may be reticent to speak up since they were hurt by being called out in front of the group. It has to do with some facet of their personality. Students' psychological characteristics are connected to characteristics like discontent, worry, anxiety, and low self-esteem. Foreign language learning is challenging for kids because of the mental challenges and language limitations they experience. As a result, asynchronous activities in an online English classroom require mechanisms for error detection and remediation (Hoyos, 2018).

5. Conclusion

Based on the research and discussion shown thus far, it can be concluded that high school students have a favourable impression of oral feedback given in EFL classes. The study's authors conclude that (1) pupils benefit more from spoken feedback on their learning achievement. The vast majority of pupils see the teacher's answer positively, whereas a small minority takes a dim view. This indicates that (1) the students are receptive to the teacher's vocal feedback and are eager to improve their understanding through this medium, and (2) the teacher's oral feedback is required in order to construct a quality learning environment and add colour to the learning process. It presents students with an incentive to study harder, reflect on their own performance, and challenge one another to improve as students.

6. Recommendations

Researchers are aware that since this was conducted in just one school, their findings may not be generalizable to other settings or populations of kids or instructors. This indicates that there is no clear winner when it comes to the most effective form of oral feedback to use in an EFL classroom. Teachers should focus on providing the most beneficial lessons possible for their students. The teacher is the one from whom the students learn that a spoken response at the right time can have some variety. A teacher's focus and time should also be directed toward kids who exhibit unique qualities. Those pupils may be met face-to-face for the spoken comments. Using it could help kids feel more comfortable studying English.

Acknowledgements

This research was supported by the Faculty of Teacher Training and Educational Science, Pattimura University, and State High School 10 Ambon. We thank our English Education Study Programme colleagues who provided insight and expertise that greatly assisted the research. We also thank the English teacher at State High School 10 Ambon.

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