

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**Sinh viên : Phạm Thị Ngọc**

**Giảng viên hướng dẫn: Th.s Phan Thị Mai Hương**

**HẢI PHÒNG - 2019**

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**A STUDY ON SECOND YEAR ENGLISH MAJORS'  
PERCEPTION TOWARDS TEACHERS' ORAL FEEDBACK  
IN SPEAKING LESSONS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGOẠI NGỮ**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: A study on second year English majors' perception towards teachers' oral feedback in speaking lessons at HPU

# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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**GS.TS.NGŨT Trần Hữu Nghị**

## **ABSTRACT**

This Graduation thesis studies on 2<sup>nd</sup> year English major students' perception towards Teachers' oral feedback in speaking lessons at Hai Phong Private University. The thesis is divided into four parts. The first part is the introduction of the study. The second part presents literature review of feedback and oral feedback in speaking lessons. The third part shows the results of the research and the final part is the conclusion and some suggestions from the study. The aim of this thesis is to describe the 2nd year English major students' perceptions towards the use of oral feedback provided by the Teacher in speaking lesson. The methodology in this research is quantitative methodology with three data collecting techniques: questionnaire, interview and class observation. The result of data in this study shows that almost all of the students have positive attitude while there are only very few number of students have negative attitude towards the feedback provided by the teacher in speaking lessons. Regarding to the result, the author give some suggestions for English teachers, students and the future researchers at the end of paper.

## **ACKNOWLEDGEMENTS**

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Hai Phong, August 2019

Student

Ngoc

Pham Thi Ngoc

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## LIST OF ABBREVIATION

Etc	Et cetera	Vân vân
HPU	Hai Phong Private University	Đại Học Dân Lập Hải Phòng
Pp.	Page	Trang
E.g.	Exempli gratia	Ví dụ

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# CHAPTER 1: INTRODUCTION

## 1.1 Rational for the study:

In the tendency of integration of the global economy, English has become the global language means for multinational and multicultural communication. With the rapid development and expansion of informatics technologies, it is the most widely spoken foreign language in the world. Nowadays, it plays a vital role in many fields in the life including tourism business, foreign trade, science, technology, education, entertainment and so on. In Vietnam, English is known as a key language tool to success in science technology and get in touch on an international level. It is undeniable that the importance of English has increased day by day in Vietnam. The number of English speakers has been on the rise for many years. Therefore, there has been an explosion in the need of teaching and learning English in Vietnam.

Of four English skills, it can be said that Speaking is the skill that a large number of Vietnamese students meeting difficulties in learning. The fact that there are many students are very good at Grammar or reading skills; however, they don't speak English really well. One of the main reasons of this fact is that they are not confident when talking in English with others or performing in front of the crowd.

When I was a high school student, I experienced a feeling that some of speaking teachers' oral feedback, which was not clear and mainly focus on my weaknesses, caused me some drawback. At that time, instead of improving my speaking skills, the provided feedback seemed to lower my motivation. As a result, I rarely put speaking teacher's into my consideration, although I did want to improve my speaking skills. However, everything is totally different when I entered university. My speaking English Teacher's oral feedback encouraged me so much. After my performance, she often pointed out the strong points first, gave me some praise to encourage me, then she gently mentioned what I wanted to improve. She also guided me how to correct / improve my mistakes. Surprisingly, I started being interesting in speaking English again, and following the Teacher's instruction to practice speaking English. The result was that my English speaking skills was much improved. My experiences show that my perception towards speaking teacher's oral feedback has influenced the way I respond to feedback.

My own experiences also urged me to read and study on students' perception towards teacher's oral feedback in speaking classes. I found that many authors proved that students' perception was crucial because it affected the way students react towards the feedback provided. In other words, students' perception is an important part of learning process because it directly affects to the learning result. According to Cook

(1994), perception guides people's behavior. More broadly, Kreitner (1992) believes that perception will also lead to the change of attitude, motivation and behavior. From those two experts, it is clear that students' perception will both guide the behavior and change the attitude, motivation, and behavior of the students. Moreover, motivation is considered as an essential part in students' perception. Dörnyei (2001) suggests that it has a very vital role in determining success or failure in any learning situation. Considering the importance of students' perception, Lee (2008) warns teachers not to ignore the students' perception because they may risk themselves of continually using counterproductive strategies if they don't understand how students feel about and respond to teacher oral feedback.

My experiences and what I read about students' perception towards oral Teacher's feedback in speaking class lead me to the curiosity how the students at HPU feel when receiving the speaking Teacher's oral feedback. I wonder whether they share the same feelings with me, the feelings caused by how I perceived the way used by my teachers in giving the feedback and the content of it. This is the main reason why I chose to write my graduation paper with the title : " A study on second year English majors' perception towards Teachers' oral feedback in speaking lessons at HPU".

### **1.2 Aims of the study**

Since the problems aroused are due to the fact that oral feedback affects to students' perception, this paper is aimed to:

- Cover background knowledge of feedback, types of feedback and feedback characteristics in speaking classes
- Investigate the students' perception towards teachers' oral feedback in speaking class.
- Give some suggestions for the teacher and the students to take full advantages of oral feedback.

### **1.3 Research Questions of the study**

Determining factors related to students' perception towards Teachers' oral feedback in speaking class are used as the framework in this paper in order to elicit students' perceptions. Those factors are students' motivation, positive characteristics of feedback in building students' motivation, feedback in relation with students' accuracy and fluency, and encouraging students to apply the feedback.

There are four research questions of this study: how are the students' perception towards teachers' oral feedback in speaking class in relation with their motivation?; How are students' perception towards teachers' oral feedback in speaking class in relation with positive characteristics of feedback in building their motivation?; How

are students' perceptions towards teachers' oral feedback in speaking class in relation with the students' encouragement in applying the feedback given?.

#### **1.4 Design of the study**

This study consists of four chapters:

**Chapter 1: Introduction:** includes the rationale to the study, aims of the study and design of the study.

**Chapter 2: Literature Review:** This chapter is divided to 2 main parts. The first part presents definition of feedback, comparison between oral feedback and written feedback and reasons for giving oral feedback. The second part mentions determining factors related to students' perception towards Teachers' oral feedback in speaking class as bellows:

1. Feedback in Relation with Students' Motivation
2. Positive characteristics of feedback in building students' motivation
3. Feedback in Relation with Students 'Accuracy and Fluency
4. Encouraging the students to apply the feedback given

**Chapter 3: Research Methodology:** includes 2 main parts. The first part presents the research methodology including context of the research methodology, instrument of data collection, method of the study, procedure of data collection and data analysis. The second part describes findings from the study and discussion from the findings.

**Chapter 4: Conclusion:** includes conclusion from the findings, suggestions for Teachers. Students and further research and limitations of the study. At the end of the study, there are references and the appendixes that include all the documents relating to the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. Feedback**

#### **2.1.1 Definition of feedback**

Feedback is a term that has numerous definitions, and it has been proven relatively difficult to define precisely. Moreover, feedback can relate to several issues, it can be used for different purposes. The most popular definition of feedback is Rydal's (2005). According to Rydal, Feedback is a method used "to express one's view with the aim of facilitating and/ or promoting more appropriate actions in the future, in relation to a goal or a vision". To make it clear, feedback is a comment or a response from a person towards somebody else's work to facilitate her to be better in the future. Feedback can be either positive or negative or a mixture. For example, a manager can give feedback about how well and how badly his/ her staff is working.

In teaching, Ur (2006) has asserted that feedback is the information provided by a teacher towards a student regarding her performance during teaching - learning processes. Additionally, Hattie and Timely (2007) have stated that feedback "is a consequence of performance." In other words, feedback is information given by an "agent" towards "one's performance". In the language classroom, feedback can be addressed as a response given towards errors or good performances in using the target language. According to Ithaki and Althobati (2010, p. 198), feedback is an "immediate response to a learner's errors." Therefore, it can be concluded that feedback commonly give immediately after an error is produced, positive feedback can also be given immediately after a good performance.

To sum up, feedback is an immediate response towards a learner's performance during the teaching – learning process in order to promote better performance in the future.

#### **2.1.2 Oral feedback and Written feedback**

There are several types of feedback that are usually used in the language classroom. Some scholar name them as positive and negative feedback, and others call them implicit and explicit feedback. In this study, the writer names them as oral feedback and written feedback – which is the most popular feedback's classification.

##### **2.1.2.1 Oral feedback**

Oral feedback, as its name already states, is given orally and often in interaction with people. It can be given to an individual, to a group or to the whole class ( Brookhart 2008). According to Clarke, it is the most natural feedback, because it can be given instantly and frequently. Being given oral feedback, students know what they have done right and what could be improved right after the performance, not a day or a week later. There is also a chance for students to ask questions about the feedback they

received, or justify or argue their choice. Thus, the issue is still fresh and the students also feel more motivated to listen to the feedback, because he/she still remembers how the task and the performance was like. The students have a chance to correct the errors right after their teacher's feedback. From that feedback, they can learn the pronunciation and speaking skills of teacher. Hence, the oral feedback is more suitable with speaking and pronunciation class.

### **2.1.2.2 Written feedback**

According to Noora Pirhonen (2016), written feedback is an essential part of the feedback system. It has been used in education alongside oral feedback. With written feedback, one basically aspires to achieve the same goals as with the oral feedback. The main target is to help the students and give feedback in a way that succeeds in developing their skills in the best possible way. However, the students have to wait at least some days, even some weeks to receive the written feedback. Therefore, the issue is no longer fresh at that time, and the students don't feel motivated to receive the feedback as they do with the oral feedback because they may not remember why they answered/ wrote or performed like that. Moreover, they don't have a chance to correct the errors right after the teacher's feedback. Deidre (2010) indicates that teachers always assume that students' writing is a process, in which they modify their writing after receiving feedback from the teacher. Additionally, this means that students should have the time and resources available to do so. The feedback, then, must be encouraging and respectful, making the students develop using their own ideas and own strengths during the process. The students can learn Teacher's grammar, writing skills; then the written feedback is suitable with writing, grammar and reading class.

### **2.1.3. Reasons for giving oral feedback**

Feedback is used in the process of learning in classroom. It is used when the teacher corrects the errors which are produced by the students (Asnawi, 2015). When teachers use oral feedback, it can be positive or negative.

Positive feedback is used to praise students for doing a good job. The teacher gives good comments for what the students do by saying "very good", "excellent" or "good job" which motivates the students very much. The suitable feedback also helps promote a positive self-concept and self-confidence in the students.

Another part of feedback is "negative feedback" which is used to help students understand what has to be changed in an utterance. When the students make an error in the learning process, the teacher will correct by comment and help the students by giving the correct form. In short, negative feedback helps the students to understand where they are and help them to move to the right direction.



## **2.2. Feedback in speaking lesson**

### **2.2.1 Feedback in Relation with students' motivation**

There is a strong and unavoidable connection between teacher's oral feedback and students' motivation, and some theories are presented in line with this fact.

Some experts believe that feedback builds students' motivation (Dörnyei , 2001; Lewis, 2002:4). From motivation point of view, Dörnyei ( 2001) mentions that feedback increases learners' satisfaction and learning spirit which he calls as "gratifying function" of feedback. "Gratifying function" occurs when feedback which provides praise for the students is due and appropriate. However, according to Graham, feedback should not offer praise after success in easy task. Paris and Turner ( 1994) show that students may interpret success that comes without challenge or risk-taking as indication of the lower expectations held by others for their own level of achievement.

According to Dörnyei ( 2001), positive self- concept and self- confidence in the students can be promoted by teacher's feedback. Students' positive self- concept and self- confidence arouse when teacher's comment communicates trust and encouragement. Rffini ( 1993: 147) shows that when teachers believe in students, students believe in themselves. From this statement, it can be inferred that when the students believe that the teachers trust them and they find teacher feedback encourages them to improves their performance, students will be sure about their ability.

However, feedback may cause several drawbacks in building students' motivation. Dörnyei ( 2001) points out that not every type of feedback is equally positive and on occasion. If the teachers are not careful enough, the feedback might be counterproductive. Lightbown and Spada (2000) note that feedback that is given excessively or more than needed is detrimental for student's development since it only causes embarrassment, anger, inhibition and feeling of inferiority. In line with Lightbown and Spada, Ur (1996) points out that excessive feedback may cause discouragement, depression and decrease in learning interest of students.

#### **2.2.2. Positive characteristics of feedback in building students' motivation**

Several characteristics of feedback in promoting students' motivation are proposed by some experts. According to Dörnyei ( 2001), in order to build the motivational feedback, Teachers should promote " information feedback" instead of "controlling feedback". Unlike controlling feedback which give judgments against external standards or peer achievements, positive information feedback reflects constructively on the areas needed to be improved and identifies things for the students to do to increase the effectiveness of learning.

Dörnyei (2001) defines that information feedback involves positive, descriptive feedback regarding students' strength, achievements, progress, and attitudes. Besides, he illustrates the characteristics of positive information feedback. Those characteristics are noting positive or negative trends, identifying areas that were proper and areas that students should focus on to improve their progress, and providing information on how successfully the learners were applying various strategies and how their strategy was improving their performance.

Also, to increase students' motivation, feedback should be balanced. It means that the feedback should not only focus on negative or positive area of students' performance. Related to this statement, Weaver (2006) finds that feedback which does not dwell only on negative aspect of students' work is more preferable for them.

Additionally, it also needs to be considered that feedback should be constructive (Davidson, 2007; Hong Kong Examination and Assessment Authority, 2009). The constructive actions can be executed by the teacher by pointing out the area the students need to improve. According to Littlewood (1981) and Lewis (2002), the teacher's feedback should show the students about their progress and point out their errors in order to make them improve. It means that the teacher's oral feedback should give notification to the students which areas they have already performed well and which areas that need improving.

### **2.2.3. Feedback in Relation with Students' Accuracy and Fluency**

Accuracy and fluency are inseparable with the process of learning speaking. Accuracy deals with grammar, pronunciation and vocabulary (Harmer, 2007). Richards (2006) describes the criteria of activities that are focus on accuracy. Those criteria are reflecting classroom use of language, focusing on the formation of correct examples of language, practicing small samples of language, not requiring meaningful communication, and controlling choice of language are some activities that focus on accuracy.

On the other hand, fluency deals with asking the students to use the language as fluently as possible (Harmer, 2007). Richards (2006) also give the criteria of activities that are focused on fluency such as revealing natural use of language, focusing on getting communication, involving meaningful use of language, entailing the use of communication strategies, producing unpredictable language, and seeking to link language use to context. Both accuracy and fluency need to be mastered by students in order to successfully speak the target language.

According to Freiermuth (1998), feedback helps to improve learners' accuracy and fluency. Feedback notes students' strong points to strengthen as well as the weak points to improve in accuracy and fluency they perform. The ways of giving feedback

in accuracy- focused activities are different with those of fluency- focused. Rahimi & Dastijerdi (2012) suggest that if the focus of the lesson is on accuracy, students' errors should be corrected immediately. On the other hand, if teacher wants to focus on fluency, gentle and delayed correction techniques are applied in order not to damage the flow of the activity or the learners' confidence. Harmer (2001) also shows that teacher should not interrupt students to point out a grammatical, lexical or a pronunciation error when students are doing communicative activities, or they are involving themselves in fluency because it can stop the communication.

It is concluded that the teacher has to decide whether the focus of the speaking lesson is on accuracy or on fluency at the beginning of the learning process. After that, the teacher has to make sure that students also know the focus of the lesson/ activity in order that the feedback given by the teacher will be accepted without any misunderstanding. If the teacher's feedback does not address the focus clearly, the students will be confused and disappointed because the feedback is out of their expectation.

#### **2.2.4. Encouraging the students to apply the feedback given**

One of the objectives of giving feedback is for students to apply it so that their performances will be improved. Lewis (2002) states that feedback can encourage students not only to study but also use language to the best of their ability by following the teacher's suggestions. However, some students sometimes tend to disregard the feedback instead of apply it.

To avoid students' reluctance to apply the feedback, several aspects in giving feedback to the learners need to be considered by the teacher.

Firstly, feedback should be understandable by making it clear. One of the feedback functions is to provide important information to the students. The clarity of the feedback is necessary to deliver this information. Unless the feedback is clear, the students will meet difficulties in understanding it. At that time, the ignorance toward the teacher's feedback has big chance to happen, no matter how important the content of the feedback is. There are many experts note the importance of feedback's clarity. According to Weaver (2006), students want feedback which is not too general or too vague. It means that feedback should be clear and specific. Moreover, Konold (2004) states that clear and understandable feedback will result in helping students become "effective and efficient learner". If the students receive the clear enough corrections or comments, The students will thoroughly understand the feedback, they will thoroughly understand and successfully apply the feedback without wasting time and energy.

Secondly, students have to be explained that the feedback is given to them to accommodate their learning. Hargreaves (2011) shows that teacher's feedback is

considered to be effective when the students realize that the feedback is intended to help their learning. Some students may not realize the importance of teacher's oral feedback because the teacher do not clearly states the purpose of feedback which sometimes are in the forms of criticism and revealing weaknesses. Harmer also adds that it is the teacher's responsibility to make students aware the importance of feedback in the learning process. Therefore, the teacher must find the best and appropriate way in making the students realize that about the role of feedback in their learning progress.

Lastly, Harmer (2007) also emphasizes that the sensitiveness should be considered by the teacher in delivering feedback. It means that the teachers have to consider the way to give feedback and correction. In other words, the teachers have to judge the moment and the place to give feedback.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Research methodology**

#### **3.1.1 Context of the research:**

The participants of the research was 60 sophomore English major students at Hai Phong Private University, available in Semester II academic year 2018-2019. All of these students have learnt English for about 8 years. All of them did not have many chances to practice speaking skills when they were in Secondary school and High school. It can be said that these students only learned speaking skill as a main subject since they entered the HPU. After first year and 1<sup>st</sup> semester of the second year with their effort, their speaking skills have a great change, but they are limited in some ways. At the end of 2<sup>nd</sup> semester of the second year, English Department attempts to bring students' speaking skills to a higher level where the students are familiarized to the use of language communicatively in a wider range of topics, language functions, and language skills. Activities in speaking classes include pair and group discussions, individual and group presentations. The objectives of speaking classes are developing students' communication skills using topics related to daily life, building confidence, developing students' presentation skills, supporting students to express their own ideas and opinions by speaking, and developing skills in providing and asking for information. Therefore, it can be inferred that speaking classes offer more oral feedback than any other classes such as writing or grammar classes .

#### **3.1.2 Instruments of data collection**

In this study, the writer used close-ended questionnaires using Likert scale, a unidimensional scale used to collect the respondent attitudes and opinions. This scale is often used to understand respondent ratings and agreement levels with the topic in-hand. It is believed to be a common classification format for surveys. The respondents provide their opinion about quality of a product/service from high to low or better to worse using two, four, five or seven levels. The advantageous side of the Likert Scale is that they are the most universal method for survey collection, therefore they are easily understood. The responses are easily quantifiable and subjective to computation of some mathematical analysis. Since it does not require the participants to provide a simple and concrete yes or no answer, it does not force the participant to take a stand on a particular topic, but allows them to respond in a degree of agreement; this makes question answering easier on the respondent. Also, the responses presented accommodate neutral or undecided feelings of participants. These responses are very easy to code when accumulating data since a single number represents the participant's response. Likert surveys are also quick, efficient and

inexpensive methods for data collection. They have high versatility and can be sent out through mail, over the internet, or given in person.

The options provided in this study were Strongly Disagree, Disagree, Agree, Strongly Agree. Four determining factors which had been mentioned earlier in this paper were transferred into the questionnaire. This questionnaire contained 18 statements eliciting students' perceptions towards teacher oral feedback in speaking class. The statements number 4,5,6,11 and 18 mentioned about the first determining factor ( feedback in relation with students' motivation); statements number 8 to 10 talked about the second determining factor ( positive characteristics of feedback in building students' motivation); The third factor ( feedback in relation with accuracy and fluency) was mentioned in statements number 12 until 17. The last factor ( encouraging the students to apply the feedback given) was discussed in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 7<sup>th</sup> statements. Besides, the writer interviewed 10 of the students 6 questions to gather more detailed about 4 above determining factors. Lastly, speaking lessons of the same class were observed to clarify the change of students' performance after receiving teacher's oral feedback. The questionnaire and interviewed questions was provided as an attachment at the end of this paper.

### **3.1.3 Method of study**

This study has used quantitative method, which emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. This method was chosen because this is suitable to large of participants and it saves time for them. Moreover, this method is more efficient to generalize.

### **3.1.4 Procedure of data collection**

The data was collected from 60 students from 3 classes of K21, English Department of HPU. The writer came to these classes, introduced the questionnaires, explained them the questions and asks them to fill in the questionnaire in 10 minutes. All of questionnaires which were completely answered were used as the data for this research. After that, the writer interviewed directly 10 students who are chosen randomly from 3 classes. Moreover, the author also observed 2 lessons of the same class for some more details of the study. After the data were gathered, the writer started to analyze the data.

### **3.1.5. Data Analysis**

After the data were collected, the percentages of the answers of each statement in the questionnaire were counted by Microsoft Excel. Those percentages were used to

answer the research questions which were mentioned previously in the introduction. Finally, a conclusion was drawn in accordance with the findings.

### 3.2. Findings and Discussion

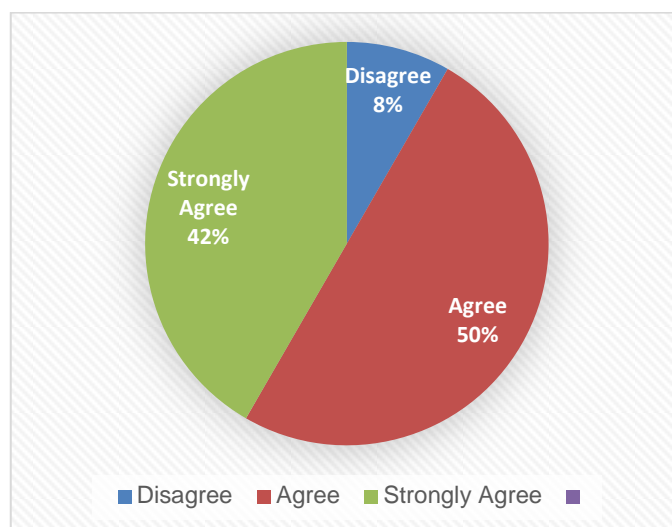
The data collected from the participants' answers in questionnaires are displayed, described, analyzed, and interpreted in this part. The order of discussion is arranged based on the four sub topics in item 2.2 of the literature review. Those sub topics are feedback in relation with students' motivation, positive characteristics of feedback in building students' motivation, feedback in relation with students' accuracy and fluency, and encouraging the students to apply the feedback given.

#### 3.2.1 Students' perception related to oral feedback, students 'motivation, and students' self- confidence

As mentioned before, the author carries studying basing on the four sub topics in item 2.2 of the literature review. Therefore, the author grouped the statements in the questionnaire into 4 group accordingly. Firstly, the statements number 4,5,6,11 and 18 mentioned about the first determining factor ( feedback in relation with students' motivation); Secondly, statements number 8 to 10 talked about the second determining factor ( positive characteristics of feedback in building students' motivation); The third factor ( feedback in relation with accuracy and fluency) was mentioned in statements number 12 until 17. The last factor ( encouraging the students to apply the feedback given) was discussed in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 7<sup>th</sup> statements.

##### 3.2.1.1 Students' perception about oral feedback's motivation to increase students' ability in speaking English

Pie chart 1 displays the students' perception related to feedback, students' motivation. These charts are taken from the statements on number 6 in questionnaire.

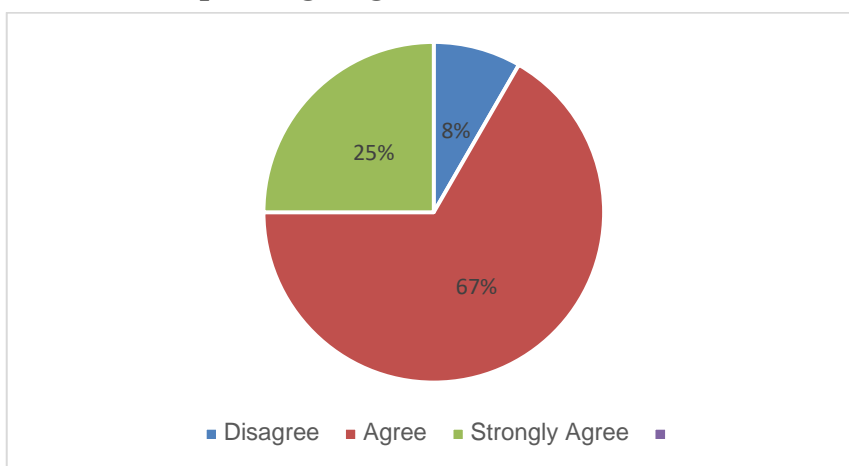


**Chart 1: Percentage of students feeling that feedback motivates them to increase their English speaking ability.**

It can be obviously seen from the chart that a half of the participants (30/60) agreed and 42% (25/60) strongly agreed that their teacher’s oral feedback motivated them to increase their ability in speaking English. Only 8% (5 participants) disagree with this statement, and no one strongly disagreed. Furthermore, from the interview, 8 out of 10 students answered that they felt motivated after receiving speaking Teacher’s oral feedback. It means that almost all students participated realized the feedback’s function to motivate students to increase their English speaking ability.

This fact at HPU is in line with Dörnyei’s and Lewis’s theories. Dörnyei (2001) and Lewis (2002) states that feedback builds students’ motivation.

**3.2.1.2 Students’ perception about oral feedback’s motivation to increase students’ confidence in speaking English.**



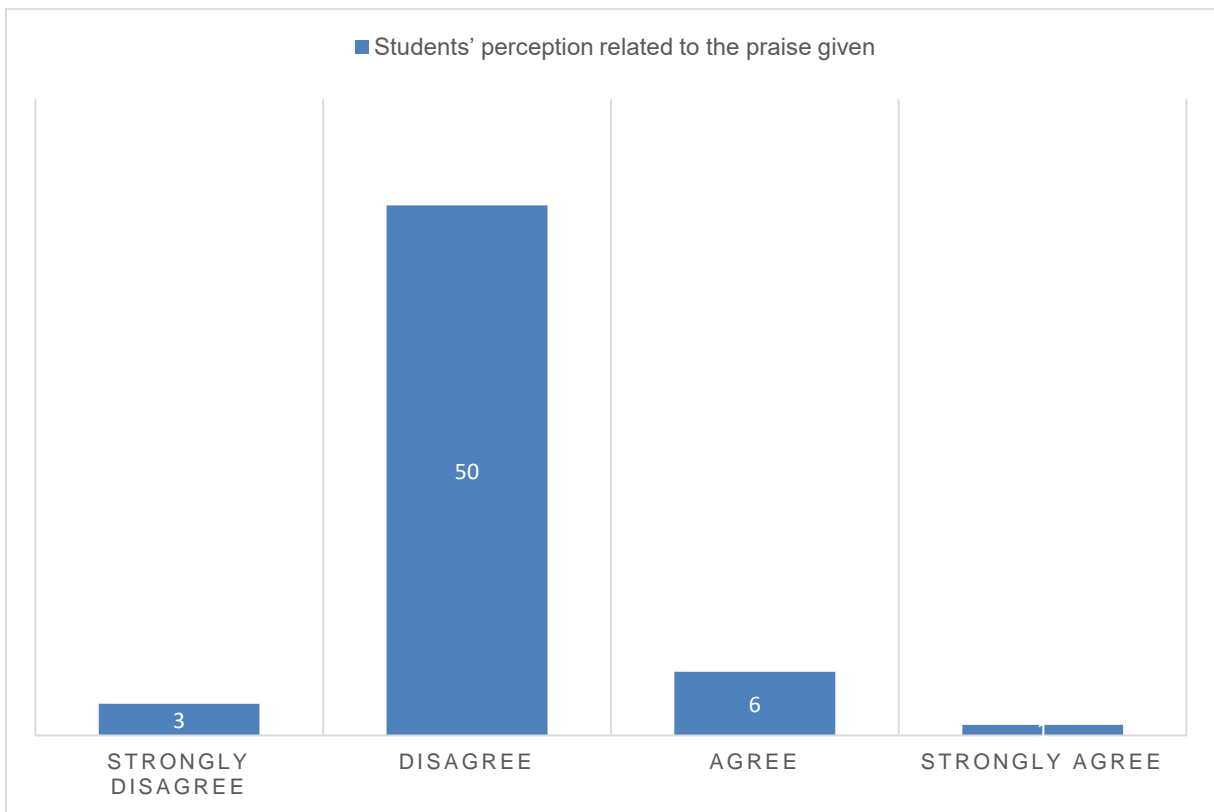
**Chart 2: Percentage of students finding the teacher’s oral feedback increases their confidence in English speaking.**

The result of chart 2 taken from statement number 5 in questionnaire demonstrates that two third of the participated students agreed and one quarter of them strongly agreed that the feedback could increase their confidence to speak English in speaking lessons. The finding of above chart shows that students found that feedback could increase self- confidence of most English major students in Speaking class of HPU. Furthermore, from the class observation, the writer also found that the students having received the oral feedback in the previous lesson were much more confidence in speaking in the next lesson. This result matches with Dörnyei (2001) statement that feedback helps to promote a positive self-concept and self- confidence in the students.

**3.2.1.3 Students’ perception related to the praise given by the Teacher**

The 3<sup>rd</sup> chart displays the students’ perception related to the praise given by the teacher. This column chart is based on the statement on number 4 in questionnaire.



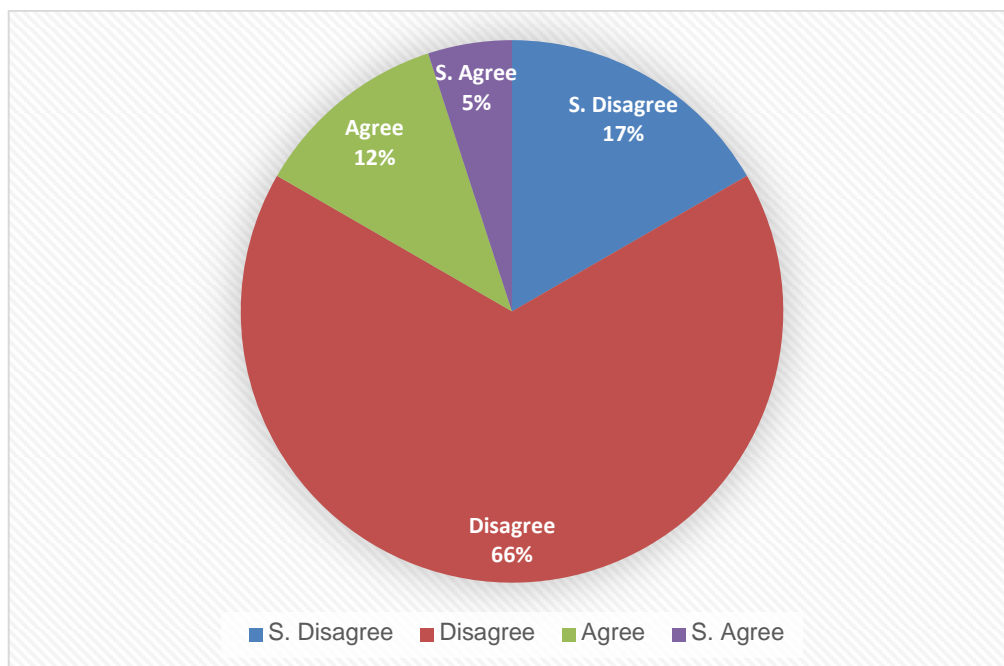


**Chart 3: Students' perception related to the praise given by the teacher**

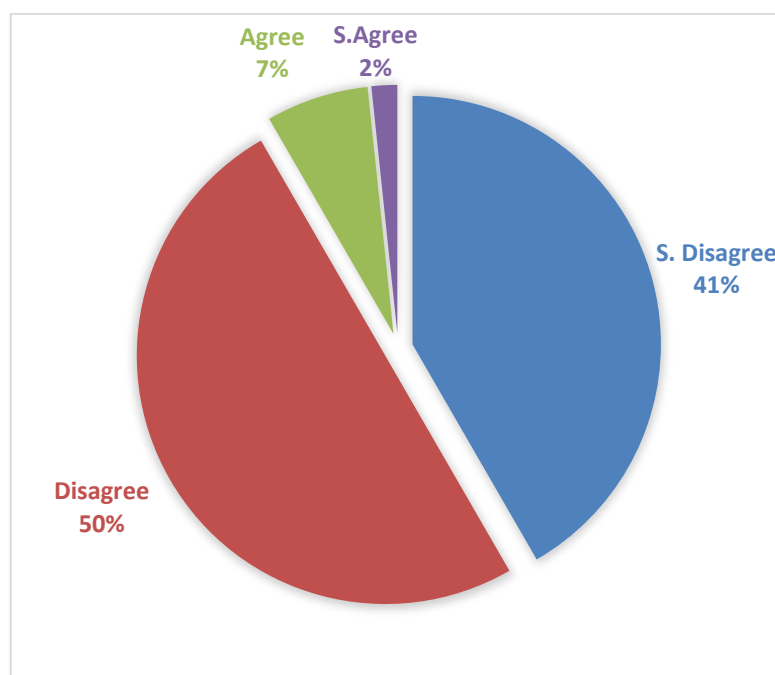
From the above chart, it can be seen that 53 of 60 students ( more than 88 %) did not agree that the teacher gave lavish praise for easy task accomplished. Only 6 students agreed and 1 student strongly disagreed with the above statement. It reveals the fact that in the participants' speaking classes, the students perceived that the feedback had addressed appropriate praise. This fact matches with Graham's (1994) advice which states that feedback should not offer praise after success in easy tasks.

#### **3.2.1.4 Students' perception about the excessive oral feedback and students' inferiority**

Chart 4 and chart 5 describes the students' perception about the excessive feedback and students' inferiority. These charts are taken from the 18<sup>th</sup> and 11<sup>th</sup> statements in the questionnaire.



**Chart 4: Students’ perception about the excessive feedback.**



**Chart 5: Students’ perception that feedback makes them feel inferior .**

Chart 4 shows that two thirds (66.67%) of the students disagreed and 16.67% of them strongly disagreed that the teachers gave too much feedback to the students; while chart 5 indicates that only 6.67% of the students agreed and 1.67 % strongly agreed that the feedback made them inferior. Therefore, it can be figured out that from the students’ perception, teacher rarely gave too much feedback to their students. At the same time, the students almost denied being made inferior by the oral teacher feedback in speaking lesson. It proves that there was a causal connection between the Teachers’ excessive oral feedback and students’ inferiority. When the students felt that their

teachers did not give too much feedback to them, they found that inferiority could not exist. It matches with Lightbown and Spada's (2010) theory showing that feedback given excessively will cause students' inferiority.

In relation with students' motivation, the above findings taken from statements number 4,5,6,11 and 18 point out that almost students found that teachers' oral feedback had addressed suitable praise to the students and was not given excessively, which leads to the majority of the students felt that the feedback built their motivation, positive self – concept, and self- confidence. Moreover, the result also indicates that only few of them feeling inferior by the teachers' oral feedback in speaking classes.

### 3.2.2 Positive Characteristics of feedback in building students' motivation

The next step is to investigate the positive characteristics of feedback in building students' motivation.

Table chart 6 illustrates the students' perception regarding the students' weaknesses, strengths, and improvement strategies contained in teacher's oral feedback. This table is based on the result of the statements number 8,9 and 10 in the questionnaire.

No	Condition	Strongly Disagree	Disagree	Agree	Strongly Agree
8	Your speaking Teacher's oral feedback only shows your weaknesses	35%	51.67%	13.33%	0%
9	Your speaking Teacher's oral feedback shows your strengths	1.67%	41.67%	43.33%	13.33%
10	Your speaking Teacher's oral feedback shows how you should improve your English speaking ability	0%	3.33%	66.67%	30%

**Chart 6: Students' perception related to the students' weaknesses, strengths, and improvement strategy contained in teacher's oral feedback.**

The above table chart points out that over half of the participants (51.67%) disagreed and more than one third (35%) of them strongly disagreed that the feedback only showed the students' weaknesses. The chart also indicates that nearly half (43.33%) of the students participated agreed that the teacher's oral feedback showed students' strengths. It means that the students felt that feedback was balance and they perceived that the teacher focused not only on their weaknesses. Therefore, according to students' perception, the teacher's oral feedback at HPU speaking class fulfilled the

requirement of a good feedback proposed by Weaver (2006). Weaver states that students want feedback which does not dwell only on negative aspect of their work. Moreover, it can be seen from the table that almost all the students participated (66.67% agreed and 30% strongly agreed) felt that the feedback given had shown how the students should improve their speaking performances. It means that the students realized that teacher's oral feedback directed them the ways to improve their English speaking. From the class observation, the writer also found that teacher's oral feedback not only focus on the weak points or strong points of students, but also show them how to improve their speaking skills. The lecturer at observed speaking class showed the strengths of the students first, then she talked about the weak points. She explained gently for the students to understand why they should improve the speaking skills and how to improve it . Even, in some situations, if the students pronounced incorrectly many times in a presentation/ speech, the lecturer showed the students the right way, and asked them to repeat after that.

This fact at HPU matches with Davidson's (2007) statement which says that feedback should be constructive. This is also in line with Littlewood's (1981) and Lewis's (2002) that feedback should give direction to areas of improvement for the students.

In short, in relation with positive characteristics of feedback in building students' motivation, the research shows that from the students' perception, the teacher's oral feedback had provided the students with positive characteristics which support them to build their motivation.

### 3.2.3 Oral Feedback in relation with Students' Accuracy and Fluency

The next part of the questionnaire including the statement from 12 to 17 aims to clarify the students' perception related to the focus of the feedback given. Statements from 12 to 14 illustrate accuracy- focused activities, while number from 15 to 17 indicate fluency-focused activities.

o	Condition	Strongly Disagree	Disagree	Agree	Strongly Agree
12	Your speaking Teacher's oral feedback only focuses on grammar	25%	66.67%	8.33%	0%
13	Your speaking Teacher's oral feedback only focuses on pronunciation	5%	50%	43.33 %	1.67%
14	Your speaking Teacher's oral feedback only focuses on vocabulary	8.33%	58.33%	30%	3.33%

15	Your speaking Teacher's oral feedback also mentions to the strategies in speaking English	1.67%	15%	60%	23.33%
16	Your speaking Teacher's oral feedback also mentions to the skills to speak English, such as how to speak English fluently	3.33%	26.67%	55%	15%
17	Your speaking Teacher often interrupts you to give oral feedback when you are speaking English	35%	48.33%	15%	1.67%

**Chart 7: Students' perception related to the focus of the feedback given.**

The above table chart points out that most students disagreed or disagreed that the feedback only focused in grammar ( 66.67% agreed and 25% disagreed), pronunciation (50%) and vocabulary (58.3%). This results prove that the participants felt that feedback given in speaking classes did not merely focus on accuracy aspect (grammar, pronunciation and vocabulary).

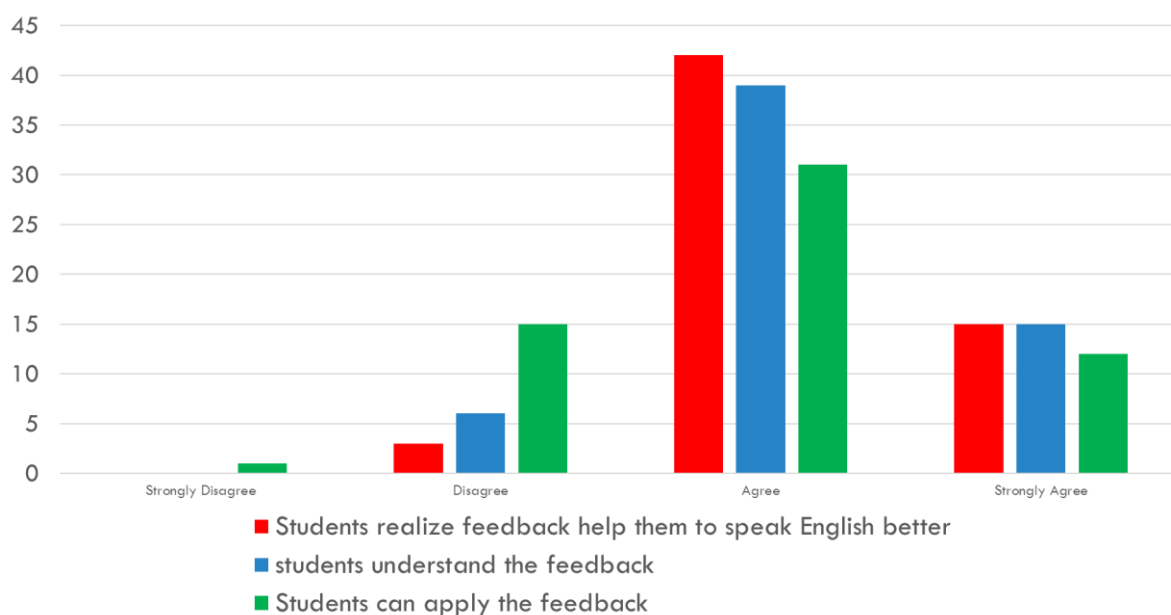
On the other hand, the different results come from fluency aspects. In statements number 15,16,17 which mention fluency-focused activities, majority of participants agreed or strongly agreed that they had been given the explanation about the strategies ( 60% agreed and 23.33% strongly agreed) and the skills ( 55 % agreed and 15% strongly agreed) in speaking English. Besides, almost students (83.33%) disagreed or strongly disagree with the statement that the teachers interrupted them when they were speaking English. From the result of 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup> statements, it can be seen that students perceived the feedback in speaking classes supported the fluency-focused activities.

Furthermore, it can be concluded that from students' perception, feedback concerning fluency – focused activities was given bigger portion than that of accuracy - focused activities in speaking classes at HPU. It is in line with what the writer observed in 2 lessons of 2<sup>nd</sup> year English major speaking class.

The fluency-focused activities comes from criteria shared by syllabus of speaking skills division issued by HPU's Faculty of English where this study took place and the theory of the criteria of fluency- focused activities proposed by Richards (2006). In these two sources, the importance of speaking skills and strategies is emphasized to develop students' communication. Because fluency- focused activity is more dominant in speaking, the feedback should not interrupt the students while they are speaking. According to Harmer (2001), when students do communicative activities and they

involve themselves in fluency, teachers should not interrupt students to point out a grammatical, lexical or pronunciation error, because it can stop the communication. Regarding students' accuracy and fluency, the findings reveal that from students' perception, feedback related to fluency- focused activities was given more than that of accuracy – focused activities in the speaking classes.

### 3.2.4 Encouraging the students to apply the oral feedback given



**Chart 8: Students' perception about their awareness, understanding, and application of feedback**

The above chart shows the students' perception about their awareness, understanding, and application of feedback. This table chart is based on the statement 1,2,3 in questionnaire.

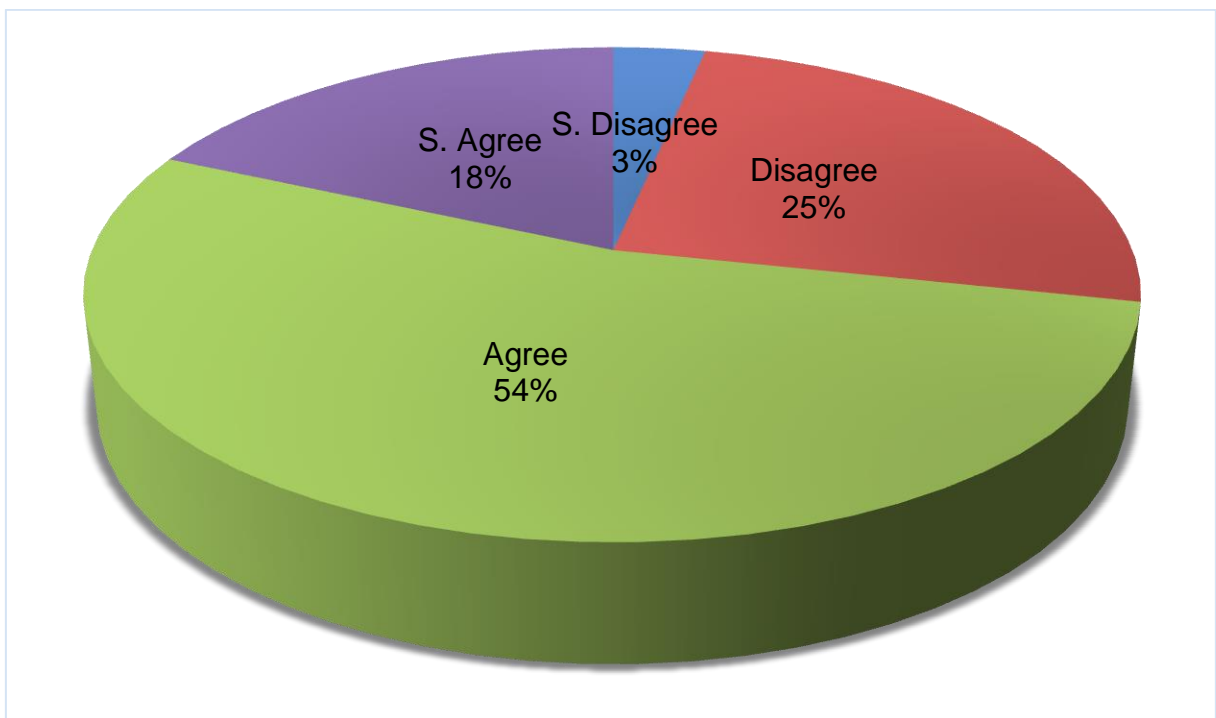
It can be seen from the chart, almost all participants (70% agreed and 25% strongly agreed) realized that the teacher's oral feedback helped them to learn to speak English better. A larger number of participants ( 54/60) agreed or strongly agreed that they understood the feedback provided by the teachers in speaking classes. In addition, in the interview, all of 10 participants said that Teacher's oral feedback in speaking class important and effective because it was helpful to their improvement of English speaking skills..

From the chart, it can be seen that more than 70% of participants confirmed that they could apply the feedback given in speaking English. This matches with the result of interview, there were 7 of 10 interviewees answered that the feedback was applied by them in speaking. Actually, the writer found that 4/5 students who were provided oral feedback in pronunciation in the previous observed lesson, had a great improvement in

pronouncing the mistakes which had been pointed out. Besides, the students who had been given feedback in grammar, vocabulary, fluency, etc. also had a better performances compared with the previous. It means that the perception of the students about the students' feedback application is right because it reflects the fact in accuracy way

From these findings, it can be inferred that the students were mostly aware that the teacher's oral feedback was intended to help their learning. Hargreaves' theory (2011) shows that when the students realize that teacher's feedback helps their learning, the feedback is considered to be effective. Furthermore, the clarity of the feedback which considered as an important point in giving feedback by Weaver (2006) and Hattie and Timperley (2007) has been provided with the feedback given. It is also obviously seen that, although almost students ( around 90-95%) realized the helpfulness and understood the content of the feedback, they did not always apply the feedback provided ( only 43/60 students confirm that they can apply the teachers' comment as shown in the above chart).

The last issue of the study is about students' perception towards Teacher's sensitivity in providing the oral feedback in speaking lesson which is displayed in the below pie chart. This chart is based on the 7<sup>th</sup> statement in questionnaire.



**Chart 9: Students' perception towards teachers' sensitivity in delivering feedback**

The chart shows that nearly three quarters of participants (72%) confirmed (agreed or strongly agreed ) that they felt their speaking Teachers also considered students' feeling when giving feedback. It means that the students perceived that the feedback was carefully considered before being delivered to them. When the students realized

that their feeling is being considered, feedback certainly motivated them much. From 2 lessons observations, the writer also finds that the speaking Teacher chose the words carefully when giving feedback, especially when giving the negative feedback. That Teacher always pointed out the good/ strong points first, then showed the weak points. This encouraged the students very much, and they don't feel anxious or inferior about what they did not do well. The teacher avoided to say " very bad", instead she said " the introduction is not very good" or " it will be perfect if...", then she clarified the reasons and showed the way to make it better. At that time, the students were not confused about how they would do to be better. This fact at HPU is in line with Harmer's (2007) opinion which states that to be motivational the teacher should be sensitive in delivering feedback to the students.

In conclusion, in relation with encouraging the students to apply the feedback, students at HPU realized that the feedback was helpful, understandable, and caring about their feeling . However, it can be inferred that the feedback did not always apply the feedback given although they realized the function and understood the content of the feedback.



## **CHAPTER 4: CONCLUSION**

### **4.1 Conclusion**

This study, as mentioned before, is aimed to investigate the students' perception towards teacher's oral feedback in English speaking class. Based on the data collected through the questionnaire, the author found some facts about how students actually perceive feedback.

Firstly, in relation with students' motivation according to students' point of view, the teacher's oral feedback could motivate and increase their self-confidence. Furthermore, students also felt that the feedback had addressed appropriate praise and been given on the right portion. The right portion of feedback caused most of the students not to experience negative feeling such as inferiority.

Secondly, related to positive characteristics of feedback in building students' motivation, it can be obviously seen that the feedback was believed to be balanced because students perceived that the teachers focused not only on their weaknesses, but also on their strengths. Also, the students felt that the oral feedback provided had directed them to the improvement area.

Thirdly, regarding students' accuracy and fluency, students felt that oral feedback given in the speaking classes did not merely focus on accuracy aspects ( grammar, pronunciation and vocabulary). Instead, the feedback in speaking classes supported more on the fluency-focused activity. Furthermore, it can be concluded that from students' perception, oral feedback concerning fluency-focused activities was provided more than that of accuracy-focused activities in speaking classes.

Fourthly, in encouraging the students to apply the oral feedback given, based on from students' questionnaire answers, students were aware that the teachers' oral feedback was intended to help their learning. Additionally, the students felt that they understood their speaking teachers' oral feedback and they found the feedback was clear. The findings also indicated that students knew that their feelings were considered while the feedback was being delivered. Despite all mentioned above findings, the result shows that the students didn't always apply the feedback provided. In conclusion, from 18 questionnaire items, the results showed that almost all of the students have positive attitude towards teachers' oral feedback while there are only few less number of students have negative attitude towards the feedback given by the teacher in speaking class.

### **4.2 Suggestions from the study**

As mentioned before, the teacher's oral feedback is very important because it can guide the behavior and change the attitude, motivation, and behavior of the students.

Based on the facts found, the author would like to give some suggestions for speaking teachers and students and for future researchers.

Firstly, the English speaking Teachers should study more and take part in training courses about the importance of students' perception towards teacher's oral feedback and how to create motivation feedback for the students to apply the most suitable and effective feedback. In addition, the speaking teachers should consider the learners' feeling when giving feedback and encourage them more to apply the feedback given effectively. In the author's opinion, speaking teachers should issue the questionnaire which encourages the students to give ideas about teachers' oral feedback freely.

Secondly, students should understand that by providing oral feedback, the speaking lecturer / teacher wants his/ her students to have better speaking skills and want to provide them with a correct way of using the target language. Therefore, the students should not think that teachers' oral feedback interrupt or destroy the self- confidence of the students.

From this research, it can be found that the teachers' oral feedback is not always applied by the students. Only over 70% confirmed that they could apply the teacher's oral feedback while more than 90% understood the content and realized the helpfulness of the feedback. Future researchers might want to investigate how to make the students successfully apply the teachers' oral feedback.

### **4.3 Limitations of the study**

Although the study has certain strong points such as collection method variety, the larger number of reference sources. However, due to limited time, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

Firstly, the study is limited only to 2<sup>nd</sup> year English major classes at HPU. Thus, this study cannot be generalized into wider context. Further research with broader context including other speaking classes is needed.

Secondly, due to the limited time, the researcher could not conduct more class observation which can make the obtained results more reliable. Moreover, a 35-40 page research is unable to wrap up all aspects of speaking teachers' oral feedback and present every point in detail. There are several points that I have desired to mention before getting to work on my research. Nonetheless, I have to leave them behind due to the scope and limited time of the research.

In spite of the mentioned limitations, I hope that this research will contribute to the better situation of teaching and learning English speaking skill in English Department, HPU.

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## APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS

Dear students,

This survey questionnaire is designed for my graduation paper namely: “A study on second year English majors’ perceptions towards Teachers’ oral feedback in speaking lessons at Hai Phong Private University”.

Please, tick the answer that best described your ideas and add your comments if you wish .We need your frank opinions about the English lessons to make them more relevant and interesting, as well as to meet your needs .

Thank you very much for your help and cooperation!

No	Conditions	Strongly Disagree	Disagree	Agree	Strongly Disagree	Comment
1	You realize that oral feedback given by speaking Teachers help you to speak English better					
2	You understand thoroughly the oral feedback of your teacher in speaking English					
3	You can apply your Teacher’s oral feedback in speaking English					
4	You feel that your teacher give too much praise, even for easy tasks accomplished in speaking lessons					
5	You feel that speaking Teacher’s oral feedback motivates you to increase your English speaking					

	ability					
6	You feel that the speaking Teacher's oral feedback increases your confidence to speak English					
7	You feel that your speaking Teacher also considers your feeling when he/she gives feedback to you.					
8	Your speaking Teacher's oral feedback only shows your weaknesses					
9	Your speaking Teacher's oral feedback shows your strengths					
10	Your speaking Teacher's oral feedback shows how you should improve your English speaking ability					
11	Your speaking Teacher's oral feedback makes you feel inferior					
12	Your speaking Teacher's oral feedback only focuses on grammar					
13	Your speaking Teacher's oral feedback only focuses on pronunciation					
14	Your speaking Teacher's oral feedback only					

	focuses on vocabulary					
15	Your speaking Teacher's oral feedback also mentions to the strategies in speaking English					
16	Your speaking Teacher's oral feedback also mentions to the skills to speak English, such as how to speak English fluently					
17	Your speaking Teacher often interrupts you to give oral feedback when you are speaking English					
18	You feel that your speaking Teacher gives you too much feedback when you are speaking English.					

*Thank you very much for your cooperation!*

## **APPENDIX 1.2: INTERVIEW QUESTIONS**

- 1) Have you been given oral feedback by your teacher in speaking class?
- 2) If yes, do you remember the content of the feedback?
- 3) How do you feel after receiving your speaking Teacher's oral feedback?
- 4) After receiving your speaking Teacher's oral feedback, did you apply that feedback to improve your speaking?
- 5) Do you think that Teacher's oral feedback in speaking class important and effective to your speaking?
- 6) Which feedback do you prefer? Written feedback or oral feedback?