



American
University
of Armenia

Հայաստանի
Ամերիկյան
Համալսարան

The Effect of Oral Feedback in an Armenian Public School

Student: Maria Vardanyan

Adviser: Rubina Gasparyan

Overview:

- Introduction
- Literature Review
- Purpose of Study
- Research Questions
- Methodology
- Findings
- Delimitations and Limitations
- Recommendations
- References
- Acknowledgments



Introduction

- ❑ The purpose of formative assessment is to assess the students during learning and provide them with appropriate feedback (Brown, 2004; Stiggins, 2005; Rahman, 2018).
- ❑ Providing the students with effective feedback during the course enhances student success and increases their motivation and engagement (Black & William, 1998; Nolen, 2011).
- ❑ Investigating assessment practices and types of feedback in the classroom will help teachers to reconstruct their assessment methods and help students in L2 acquisition.



Literature Review



Assessment

- ❑ Assessment includes a variety of activities which help the teachers to assess students progress and achievement on a daily basis (Coombe, Folse, Hubly, 2007).
- ❑ Summative and formative types of assessment are used in the classroom to support language learning (Brown, 2004; Stiggins, 2005; Rahman, 2018).
- ❑ The most of the classroom assessment is formative and students acquire the language based on the analysis of teacher feedback and comments (Brown, 2004).



Feedback

- ❑ Feedback has an important place in language acquisition and pedagogy and is viewed as mean of promoting student motivation and language learning as well as contributing to linguistic accuracy (Ellis, 2009).
- ❑ The context where the feedback is provided and the relationships between the teacher and the students play an important role in student motivation and their perceptions about feedback. (Nolen, 2011).



Feedback

- ❑ Even though feedback is a crucial part of the learning process, some teachers also need to take into account students' feelings (Ikeda, 2010).
- ❑ The idea of self-assessment for teachers should be put forward, which in its turn, will help them understand students' feelings and provide them with effective oral feedback (Lee, 2008).



Students' Attitude towards Feedback

- ❑ Students' attitude towards teacher oral feedback mainly depends on the way they notice, understand and interpret the feedback in their perceptions (Irawan and Salija, 2017).
- ❑ In order to enhance student achievement, teachers need to provide them with quality feedback as well as decide accurately the way and timing of providing feedback (Hatty, 2002).



Students' Attitude towards Feedback

Important questions to be considered when providing the students with feedback

(Ananda, Febriyanti, Yamin and Mu'in, 2017).

- What kind of feedback should be provided to the students?
- Should all the errors be corrected or not?
- Should it be done privately or in front of the class?
- Should it be given immediately or after the lesson?



Purpose of Study

The purpose of the following action research is to investigate what kind of oral feedback is provided to the students in EFL classrooms in public school as well as the students' attitude towards it.



Guiding Research Questions

RQ 1: What kind of oral feedback is usually provided in EFL classrooms in public schools?

RQ 2: What is the attitude of students towards oral feedback?



Methodology



Typology

- ❑ Mixed Method Approach
- ❑ Quasi Experimental Research: Treatment and Comparison groups
- ❑ QUAL + QUAN (combination of qualitative and quantitative methods)



Context and Participants

- ❑ One of the public schools in Yerevan.
- ❑ One EFL Teacher
- ❑ 40 students (22 and 18 students for the treatment and comparison groups)



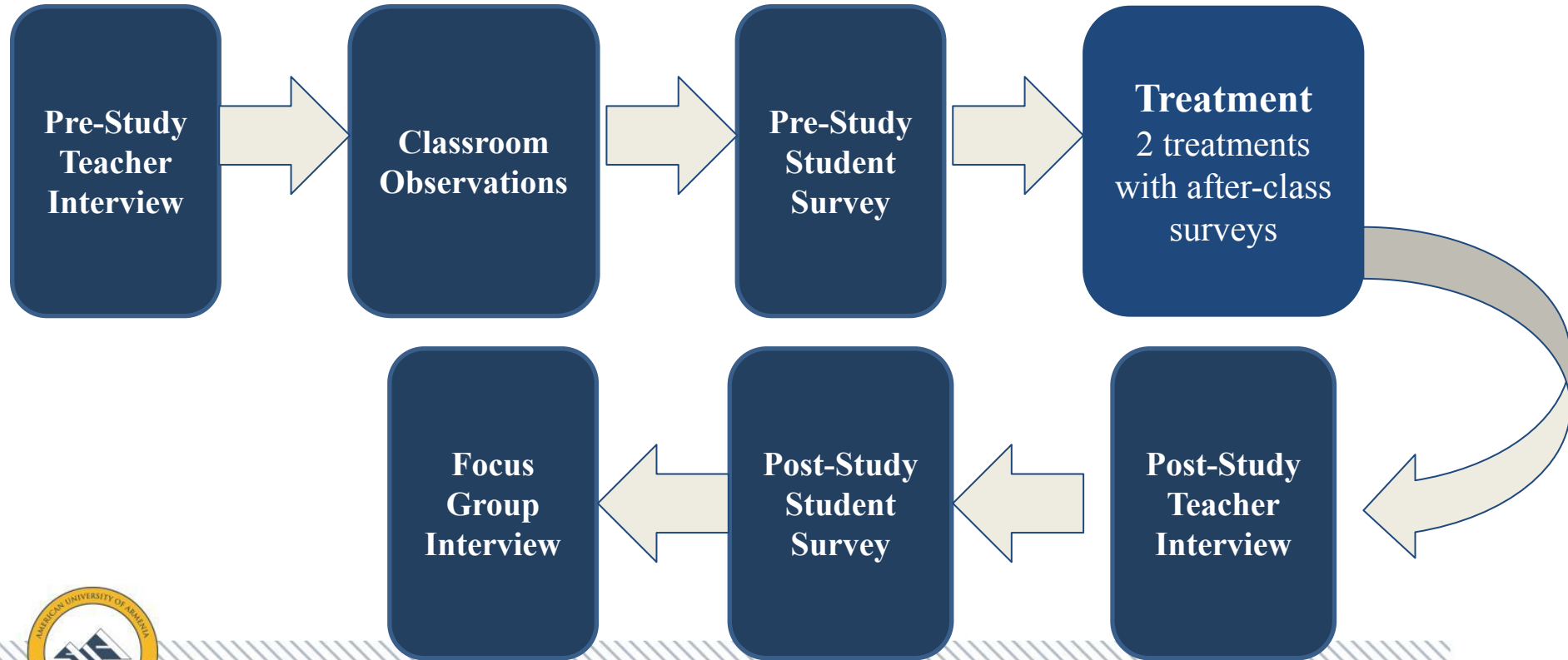
Sampling Procedure

Purposive Sampling

- ❑ Two groups of students by their age group (12-15 years old) and proficiency level (elementary to low-intermediate)



Data Collection



Data Analysis

Qualitative Data

- Taking field notes, recording and transcribing the interviews
- Content analysis

Quantitative Data

- Descriptive Data (percentage Via Excel)



Major Findings



Findings

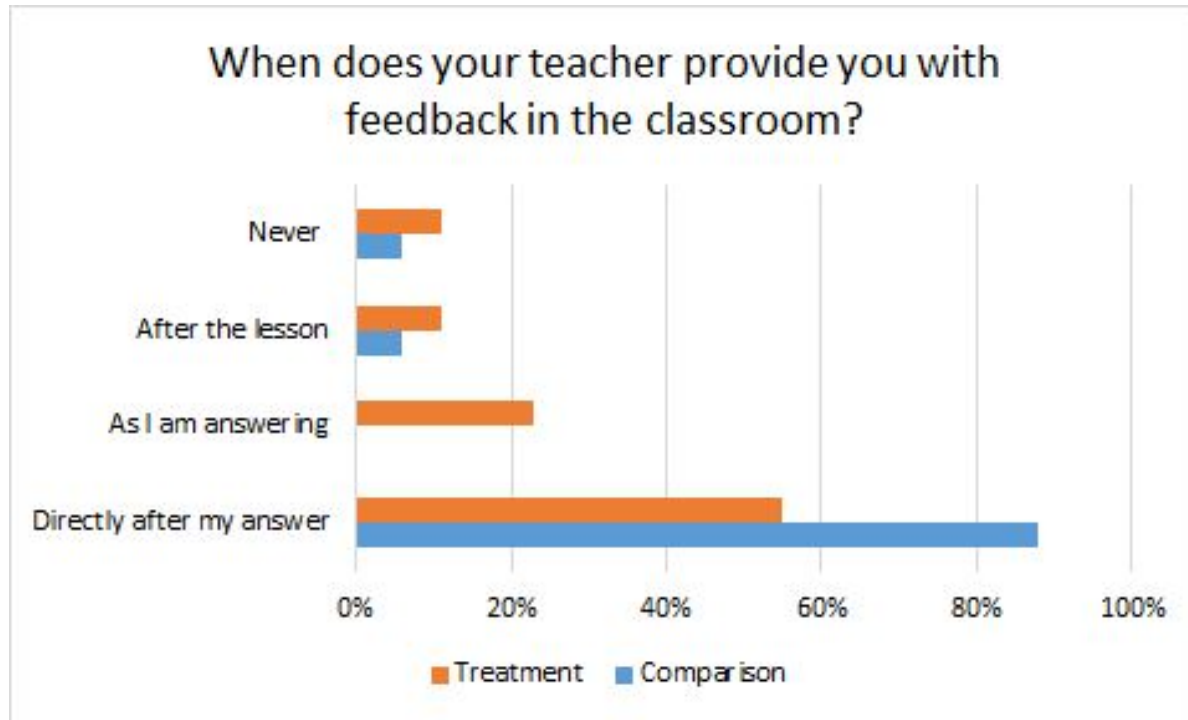
Research Question 1

The instruments revealed that the main types of oral feedback provided in the classroom are:

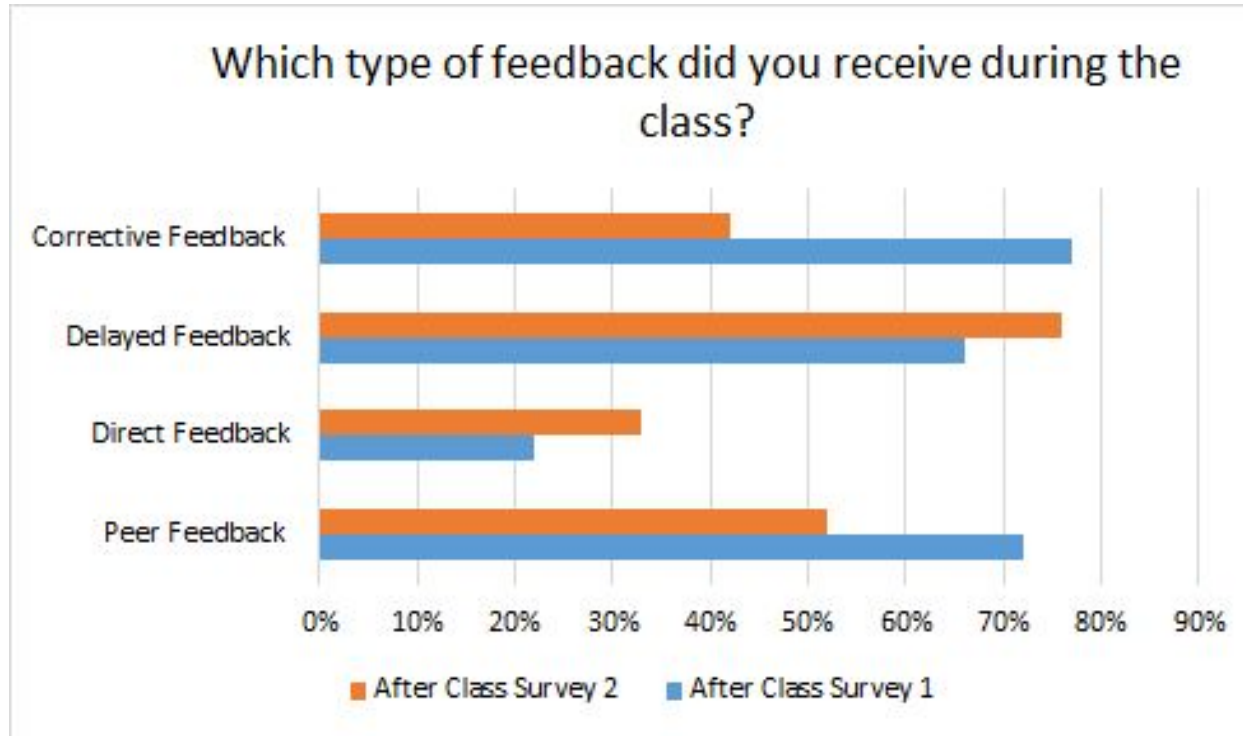
- ❑ Teacher Pre-Study Interview: Direct Corrective Feedback*
- ❑ Classroom Observations: Direct & Delayed Corrective Feedback*
- ❑ Student Pre-Survey: Delayed Corrective Feedback*
- ❑ Student After Class Surveys: Peer & Delayed Corrective Feedback*
- ❑ Teacher Post-Study Interview: Peer & Delayed Feedback*
- ❑ Student Post-Survey: Peer & Delayed Corrective Feedback*
- ❑ Focus Group Interview: Delayed Corrective Feedback*



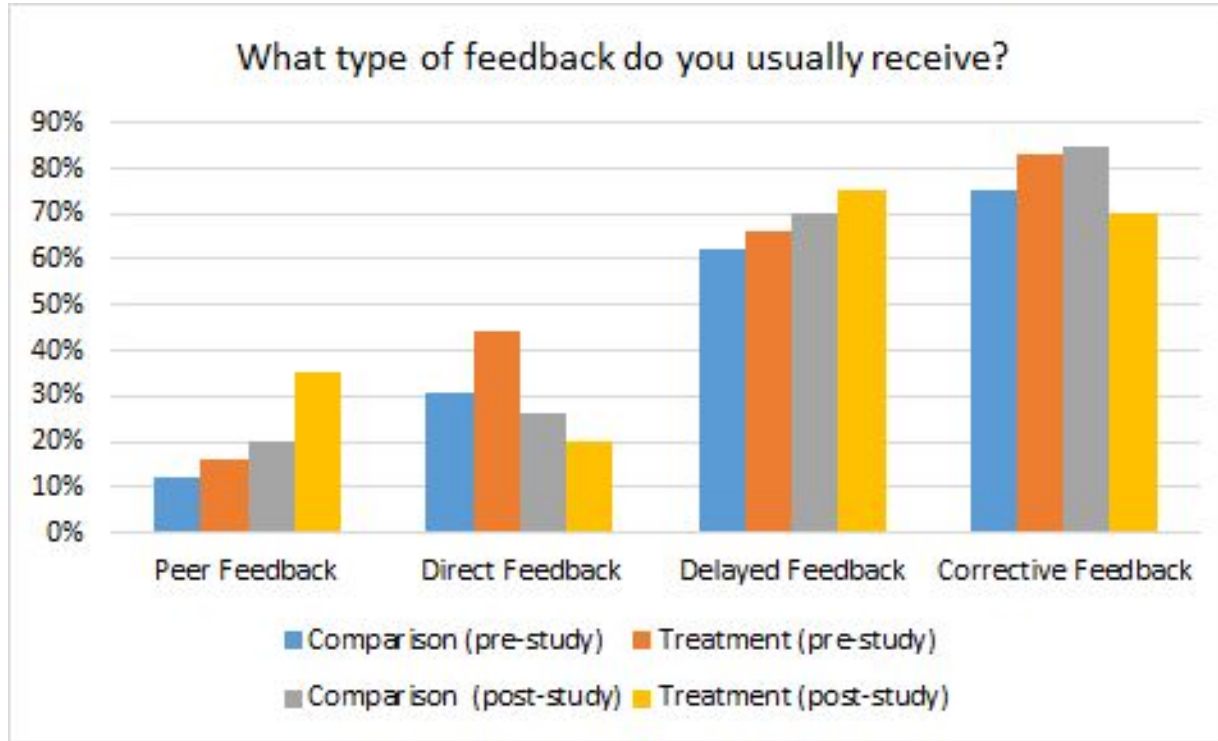
Student Pre-Study Survey Responses



Student After Class Survey Responses



Student Answers to Pre- and Post- Study Surveys



Findings

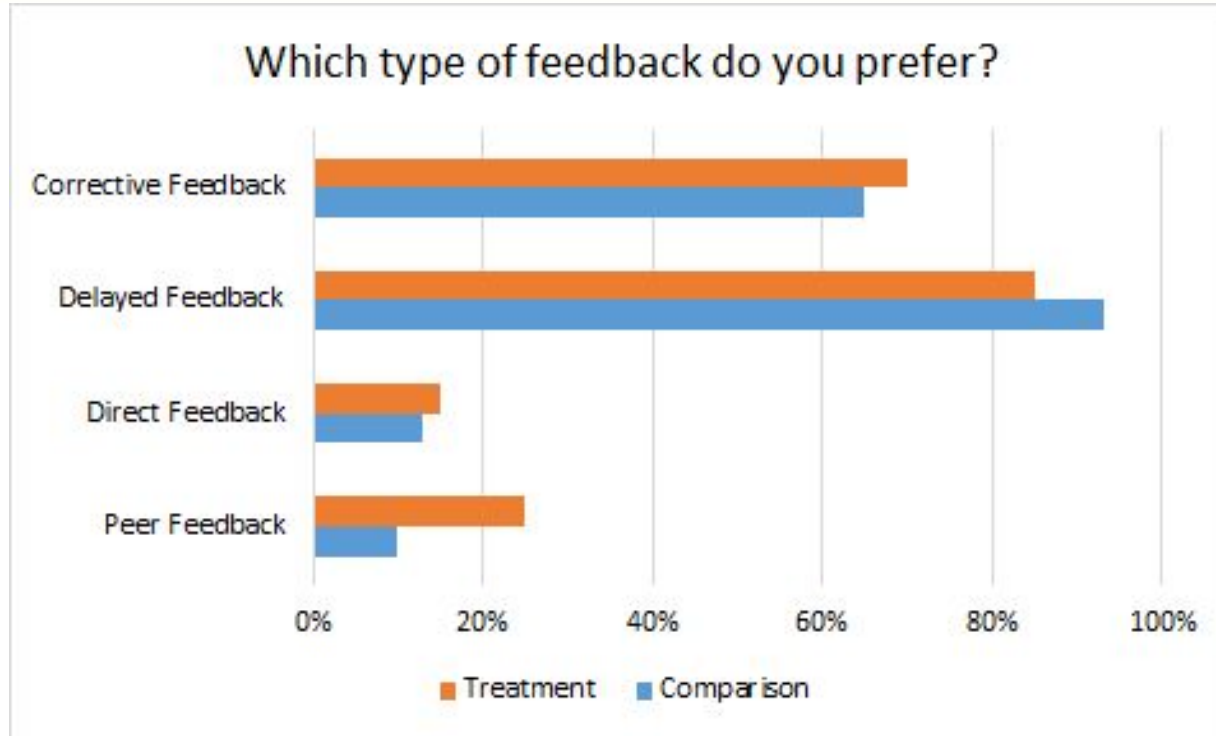
Research Question 2

Student's attitude towards oral feedback:

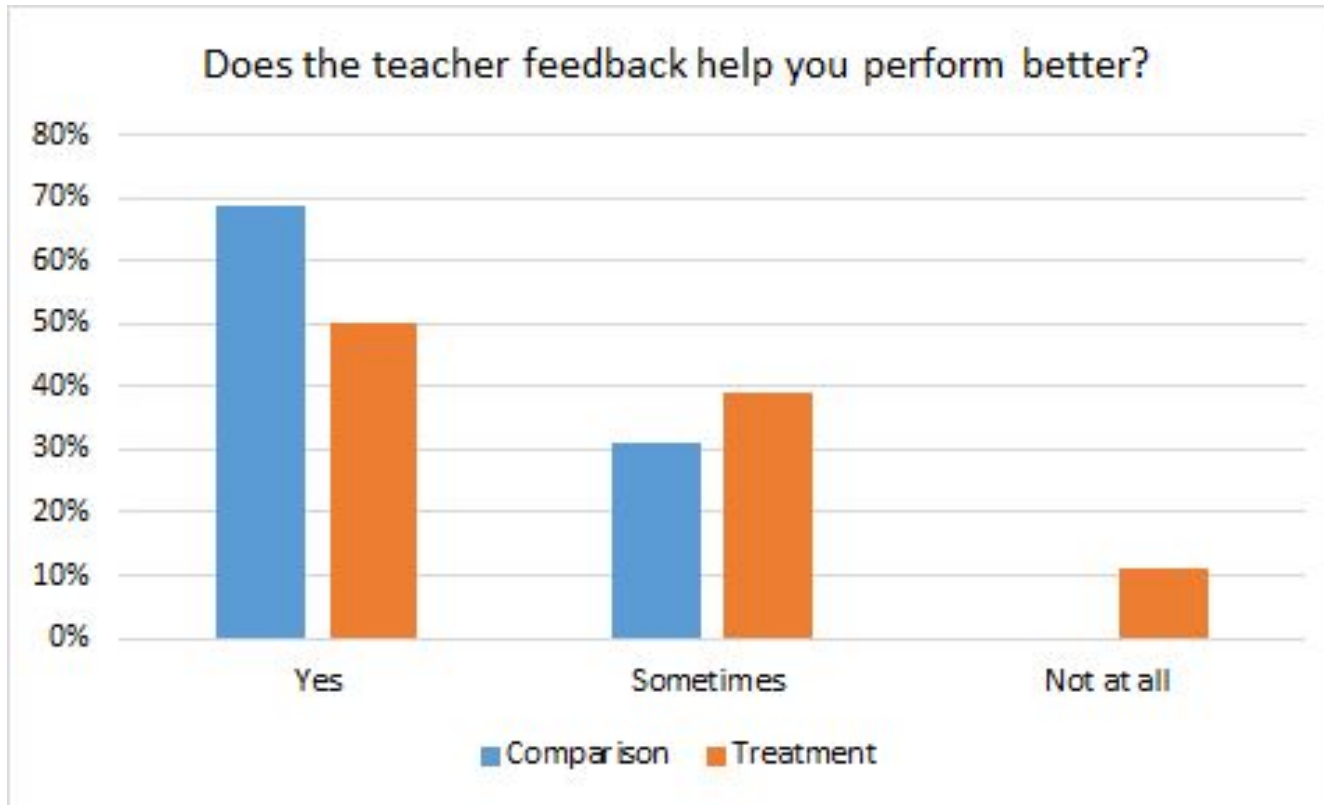
- Students' attitude towards oral feedback is mainly positive.*
- Students mostly prefer corrective delayed feedback.*
- Oral feedback has a positive influence on students' feelings.*
- Oral feedback helps students perform better.*



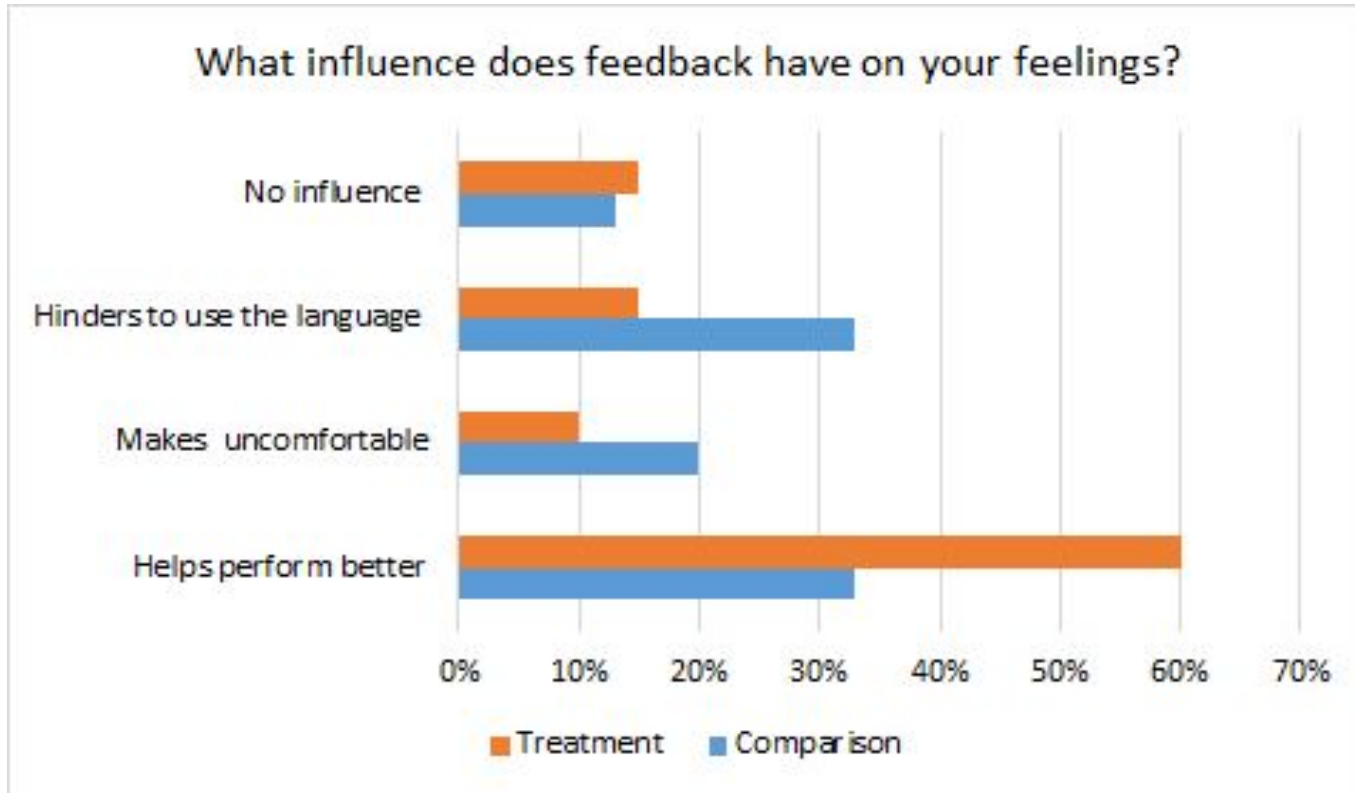
Student Post-Survey Responses



Student Post-Survey Responses



Students Post-Survey Responses



Limitations and Delimitations



Limitations

- ❑ Biased answers
- ❑ Duration of the study
- ❑ Winter break during the research

Delimitations

- ❑ Age of the participants
- ❑ Educational Context
- ❑ Number and proficiency level of the participants



Recommendations



Recommendations for Further Research

- ❑ To conduct the study for a longer period of time, with different age groups and sample size.
- ❑ To carry out the research in two groups with different teachers.
- ❑ To examine how helpful the oral feedback is for the improvement of speaking skills.



Selected References

- Ananda, D. R., Febriyanti, E. R., Yamin, M., & Mu'in, F. (2017). Students' preferences toward oral corrective feedback in speaking class at English department of Lambung Mangkurat university academic year 2015/2016. *Theory and Practice in Language Studies*, 7(3), 176-186.
- Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-90.
- Coombe, C., Folse, K., & Hubly, N. (2007). *Assessing English language learners*. United State of America: University of Michigan Press. OpenURL.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1).
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112
- Ikeda, N. 2010. An Investigation of Teacher's Oral Feedback Move: Elaboration on Long's Model of the Decision Making Process. *Sophia TESOL*



Selected References

- Lee, I. 2008. Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classrooms. *Journal of Second Language Writing*, 17(3), 144-164.
- Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory into practice*, 50(4), 319-326.
- Rahman, M. (2018). Teachers' perceptions and practices of classroom assessment in secondary school science classes in Bangladesh. *International Journal of Science and Research (IJSR)*, 7(6), 254-263.
- Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324-328.



Acknowledgements

I would like to express my gratitude to:

- ❑ my adviser Dr. Rubina Gasparyan,
- ❑ Dr. Irshat Madyarov,
- ❑ all my professors,
- ❑ all the participants,
- ❑ my family and friends.



Thank you.



Questions & Comments

