

SPOKEN AND WRITTEN FEEDBACK EXPRESSIONS USED BY AN ENGLISH TEACHER OF INFORMATION TECHNOLOGY DEPARTMENT

by Nila Susanti

Submission date: 08-Feb-2023 05:56PM (UTC+0700)

Submission ID: 2009239515

File name: ND_WRITTEN_FEEDBACK_EXPRESSIONS_USED_BY_-_NILA_SUSANTI,_S.S..pdf (162.35K)

Word count: 3719

Character count: 21210

SPOKEN AND WRITTEN FEEDBACK EXPRESSIONS USED BY AN ENGLISH TEACHER OF INFORMATION TECHNOLOGY DEPARTMENT

Enik Rukiati, Nila Susanti

Politeknik Negeri Jember, Indonesia

E-mail: enik_rukiati@yahoo.co.id

Abstract: Providing Feedback in EFL/ESL classes is believed to be important. Teacher should not view feedback as error corrections only but should also as strengths that students need to know. This study aimed to identify the types of spoken and written feedback used by an english teacher in conducting a teaching learning process of Technical Computer Study Program of Information Technology Department. To obtain the data, the researchers observed the teaching learning process and students' written work. The interaction between the teacher and the students were recorded and analyzed to find out the types feedback expressions used. The finding of the study revealed that the teacher used spoken and written feedback. The positive spoken feedback used such as repetition, praises, affirmation. The negative (corrective) spoken feedback used such as repetition, clarification request and explicit correction. The written feedback used commentary and minimal marking.

Keywords: *feedback expressions, spoken feedback, written feedback*

I. Background of the Study

Providing feedback in the language classrooms interaction is believed to be an important activity. Feedback is any information or expressions which provide a report on the result of a certain behavior (Richards, Platt, & Platt, 1992). Teacher provides feedback to examine the success or the failure of the students' performance. Feedback informs the students' correct performance as well as students' error in accomplishing a certain task. The form of feedback expressions can be in verbal feedback expressions, non-verbal feedback expressions, positive feedback, negative feedback, and neutral feedback. Furthermore, feedback covers both oral and written production.

Feedback on oral production can be both positive and negative. Positive feedback defined as expressions used when students provide correct response on the teacher's questions. This kind of feedback is really important to reinforce the students' behavior and also to avoid discouraging students. Vigil and Oller (1976) propose that positive feedback may take the form of praise markers such as "OK," "fine," "good," and "excellent" as well as a positive personal response. Negative feedback can be defined as expressions used when the teacher correct the students' erroneous utterances or responses. Such negative feedback can be in the forms of explicit and implicit feedback. Lyster and Ranta (1997) termed this as "corrective feedback." They divide corrective feedback into 6 types: explicit

1 correction, recasts, asking for clarification, meta-linguistic feedback, elicitation, and repetition.

Feedback on written production reveal some benefits for the students' performance. Leki (1991) reveals that college-level students in writing classes showed a great deal of interest in having errors pointed to them. In line with this, Tsui and Ng (2000) found that secondary school students in Hong Kong where english is a medium of instruction favored teacher comments in their compositions.

Considering the significance of the use of feedback in the teaching and learning process in the classroom, this paper will identify the types of feedback expressions used by the teacher. A classroom observation was conducted and recorded when the teacher was teaching procedure text. The recorded data were taken from the interaction of an english teacher and the third semester students of Technical Computer Study Program of Information Technology Department. This paper will focus on the spoken and written feedback.

8 2. Research Question

1 Based on the background of the study, the research question of this study is what are the types of feedback expressions used by the teacher of English in conducting the teaching of English at Technical Computer Study program of Information Department of Politeknik Negeri Jember

3. The Objective of the Study

1 The objective of the study is to identify the types of feedback expressions used by the teacher in conducting an english teaching and learning process in Technical Computer Study Program of Information Technology Department of Politeknik Negeri Jember.

4. Significance of the Study

This study helpfully give significance for teachers to use different types of feedback expressions to correct the students' error and to appreciate the student's good performance in doing the task.

5. Literature Review

The Roles of Feedback in Teacher-Student classroom interaction

Lewis (2002) in Susanti (2009) feedback may have such purposes as: (1) providing information for teachers and students, (2) giving students with advice about writing a better essay composition, (3) Furnishing students with language input, (3) being a form of motivation, and (4) being able to lead students towards autonomy. In this case, feedback could be focused on errors of language (i.e omission or overuse), errors of facts, form, errors clarity, socio-cultural errors, discourse level errors, and local and global errors.

Types of Feedback

Feedback consists of all the signals that a listener directs at a speaker to indicate whether the message is or not getting through. it can express agreement or disagreement, understanding or misunderstanding, or comprehension or confusion. In addition, the signal used to express this meanings can include not only sounds and word but also gesture and facial expression (Brown, 2003). Spoken feedback categorized into positive feedback and negative (corrective) feedback. Positive feedback is expression used to indicate to the learner that they made good performance in performing the target language. Richards, Platt, and Platt (1992) define feedback as comments or information a learner receives from the teacher on the success of a learning task. This definition emphasizes on the use of positive feedback. On the other hands, Lightbown & Spada (1993), state that corrective feedback is an expression used to indicate to a learner that his or her use of the target language is not correct. The types of spoken and written feedback are discussed in the following sessions.

Spoken feedback

Lyster dan Ranta's (1997) defines six types of corrective feedback. Here are six types of corrective feedback proposed by Lyster dan Ranta's (1997) in Susanti (2009).

Table 1. Types of Spoken Feedback

| Types | Forms | Characteristics |
|-------------------|--------|--|
| Positive Feedback | Praise | Use praise markers such as "OK," "fine," "good," and "excellent" and/or all preceding terms + "job" or "work" such as "excellent work" or "nice job" |

| | | |
|---------------------------------|-----------------------------|--|
| | Affirmation | <ul style="list-style-type: none"> Give straight forward information about how well someone has done at a task ¹ The use of expressions “yes, ”correct, ” “OK, ” “that’s right, ” etc. |
| | Non-verbal clues | The expressions of laughter, nodding, and thumbs up to convey agreement |
| | Repetition | Repeating students’ correct response |
| Negative or Corrective Feedback | Explicit correction | <ul style="list-style-type: none"> Clearly indicating that the student’s utterance was in correct Teacher provide the correct form ⁴ |
| | Recasting | <ul style="list-style-type: none"> Without clearly indicating that the student’s utterance was incorrect The teacher implicitly reformulates the students’ error The teacher provides the correction |
| | Clarification Request | Using phrases like “excuse me?” or “I don’t understand”, the teacher indicates that the message has not been understood or that the student’s utterance contain some kind of mistake and that a repetition or a formulation is required |
| | Meta-linguistic explanation | <ul style="list-style-type: none"> Without providing the correct form. The teacher provides comments or information related to the formation of the student’s utterances (for example, “Do we say like that?” “that’s not how we say in French”) |
| | Elicitation | <ul style="list-style-type: none"> The teacher directly elicits the correct form from the students by asking questions (e.g “How do we say in French?”) By pausing to allow the students to complete the teacher |

| | | |
|--|------------|--|
| | | <p>utterance (e.g, "it's a ...")</p> <ul style="list-style-type: none"> • By asking the student to formulate the utterance (e.g. "say that again.") • Elicitation questions differ from questions that are defined as meta-linguistic clues in that they require more than a "yes/no responses" |
| | Repetition | The teacher repeats the students' error and adjusts intonation to draw students' attention to it. |

Written Feedback.

Here are different written forms of feedback proposed by Kim and Kim (2005) in Susanti (2009).

Table 2. Types of Written Feedback

| Types | Forms | Characteristics |
|----------------------------|-----------------|--|
| Teacher's Written Feedback | Commentary | <ul style="list-style-type: none"> • The Most Common type • Handwritten comments on the students paper itself |
| | Rubrics | <ul style="list-style-type: none"> • A variety on commentary • The use of cover sheets with criteria |
| | Minimal Marking | <ul style="list-style-type: none"> • A type of in-text • Form-based feedback • indication of a location and perhaps type of error rather than direct correction • More effective in stimulating students' response |

The 4th ELITE International Conference, October, 18-19th 2016

| | | |
|------------------------------|--------------------------------|---|
| | | and in developing self-editing strategies |
| | Taped commentary | <ul style="list-style-type: none"> • An alternative to marginal comments • Recording remarks on a tape recorder • Save time and adding novelty |
| | Electronic Feedback | <ul style="list-style-type: none"> • Comments on electronic submission by email • Liking to online explanations of grammar. |
| Teacher-student Conferencing | Teacher/Whole class conference | <ul style="list-style-type: none"> • Supplement for the limitation of one-way written feedback |
| | Teacher-mini Conference | <ul style="list-style-type: none"> • Encouraging students to think about writing as something that can be organized and improved |
| | One-on-one conference | <ul style="list-style-type: none"> • Giving writers an opportunity to talk about their writing and reflecting on the process • Giving teacher a chance to listen, learn, and diagnose |
| Peer Feedback | | <ul style="list-style-type: none"> • Creating an authentic social context for interaction and learning • Creating a learner's participation, and non judgemental environment • Developing critical reading skills • Understanding reader needs • Reducing teacher's workload |

6. Previous Study

Susanti (2009) stated that giving feedback in language classes (e.g. EFL) maybe effective it is closely related to students references (e.g. learning style and strategies). Feedback is helpful for students' performance under circumstances. For this reason, teachers are required to look throughly back at issues such as source of feedback, mode of feedback, content of feedback, time and the recipien of feedback. So that they could provide feedback appropriately. Another study is Ratnah (2013) revealed that teachers of english should apply more types of feedback in order to provide students with opportunities to repair or improve their language.

7. Finding and Discussion

The recorded datas were analyzed. It was found that the teacher used both spoken and written feedback in conducting the teaching and learning process. In giving spoken feedback, the teacher used 3 different types of positive feedback. They were (1) repetition, (2) praises, and (3) affirmation. The Negative spoken feedback used were repetition, clarification request and explicit correction. The teacher used two types of written feedback. They were commentary and minimal marking. The following discussion was the results of analysis on how the teacher provided different feedback expressions.

1 Positive Feedback

Repetition

Example I

In this example the teacher was giving a reading text. The teacher asked the genre of the reading text. The conversation took place between the teacher and students.

Teacher : Ok guys, can you tell me what is the text about?

Student : Assembling instruction.

Teacher : **That's good. Assembling instruction.** What type of text is it?

Student : (silent)

Student : What do we call the text? What do we call the text that discusses about procedure ?

Students : Procedure text.

Teacher : **Excellent. Procedure text.**

Example 2.

¹ In this example the teacher was asking the students about the definition of procedure text. The conversation took place between the teacher and students.

Teacher : Did you learn procedure text?

Do you still remember about procedural text? What is it about? Say something about procedure text.

Student : Procedure text is a text about procedure of making something.

Teacher : Good. **Procedure text is a text about procedure of making something. others? Who want to answer?**

⁸ *Student* : Procedure text is a text that is designed to described how something is achieved through a sequence of actions or steps.

Teacher : Good. **Procedural text is a text that is designed to described how something is achieved through a sequence of actions or steps.**

The two examples above clearly stated that the teacher repeated the student's utterances to show that the utterances were correct. From the first example, the teacher repeated the student's utterances by saying "That's good", "Assembling instruction", and "Excellent", "Procedure text". Another example was in the second example. The teacher repeated the student's utterance "Good"¹¹ "Procedure text is a text about procedure of making something" and "Good." "Procedural text is a text that is designed to described how something is achieved through a sequence of actions or steps". Repeating the students' utterances aimed to show to the other students in the class that the utterances were correct.

Giving praises

Giving praises is one of positive feedback expressions that is used to appreciate the students' correct responses. The expressions of praises such as "fine", "good job", and "excellent". The recorded data shown that the teacher used praises in the classroom interaction.

Example 3

In this example, the teacher was discussing the characteristic of language used in procedural text. The teacher tried to recall the students knowledge about the language used in procedural text. The conversation took place between the teacher and students.

Teacher : *There are some characteristics of language used in procedural text. What are they? what is the first? what is the first characteristic of procedural text? What about the sentence? How are the sentences ?*

Student : *The sentences are common sentences.*

Teacher : **Good** . *The sentence are common sentences or imperative sentences. That's good job. What about the verbs?*

Student : *The verbs are action verbs.*

Teacher : **Fine**. *the verbs are action verb. Then, what should we use to make our sentences connected one another smoothly? What do we use? Do we need connectives?*

Student : *Yes, We do.*

Teacher : *Excellent. We need to use connective or conjunction to make our sentence run smoothly.*

The example above contains three praises such as such as "good," "excellent," and "fine". This kind of positive feedback was used by the teacher when the students did the task correctly. It was used ¹ appreciate the students' correct answer and to maintain the students' good behavior. Praise is positive reinforcement that can give positive effect and is a more intense response to students behavior and this positive feedback mechanism is able to amplify and induce repeated behavior (Thomas and Blote in Reigel, 2005).

Affirmation

Example 4

¹ The next positive feedback found in the interaction is *affirmation*, which showed whether the students' response or message has been understood.

Teacher : *Do you remember what does the tense that we use in procedural text? what is the tense? remember?*

Student : *It is simple present tense.*

Teacher : **Yes**. *It's simple present tense. We use simple present tense in procedural text.*

Affirmation is the last positive feedback found in the recorded data. In example above, the teacher used the expression "**Yes**" to show that the teacher understand and agree with the student's response. The expression "**Yes**" in the example 4 was not to answer "Yes" or "No" but it indicated that the students' answer was "right," "correct," "true. Affirmation is the expressions used to affirm that something said was true, indicated by such markers as "right," "correct," "true," "OK," and/or "yes" (not the one uttered in response to a yes/no or direct question) (Reigel, 2005).

1 Negative or Corrective Feedback

Besides positive feedback, from the transcribed data, it was found that the teacher also used negative or corrective feedback expressions. The negative (corrective) feedback expression used were repetition, clarification request and explicit correction. The following example showed negative or corrective feedback used by the teacher.

Repetition

Example 5

In this kind of corrective feedback, the recorded data shown that the teacher repeated the student's erroneous utterance with adjusting intonation to highlight the error. In this example *The teacher* was checking understanding of the students about the details of the text. The conversation took place between the teacher and students.

Teacher : What do you need to do first if you want to assembly a computer?

Student : **Gather all parts.**

Teacher : **Gather all parts?** What are the part? Mention what are the part that you need to gather.

Student: A motherboard, power supply, processor, case, heat sink, fan, RAM, expansion, cards, hard drive, and disk drive.

The example above showed that the teacher repeated the student's utterance "**Gather all parts?**" with rising intonation as if it is a question. It indicated that the answer was not correct. The repetition was followed by a real question: "*what are the parts?*". This additional question implied that the students' answer was wrong. That's way the teacher gave another question to direct the students to the correct answer.

Clarification Request

Example 6

Clarification Requests is the second corrective feedback used by the teacher. The recorded data shown that the teacher asked the students to clarify their utterances when the teacher found something wrong in the students' utterance. The expressions used in clarification requests such as "*Pardon?*" and "*I don't understand*" and so. In this example the teacher asked a question to measure the students' comprehension about the text. The conversation took place between the teacher and students.

Teacher : What is the effect of forgetting to put cooling fan to the motherboard?

2
Copyright © 2016 | Faculty of Educational Sciences | Department of English Education
Syarif Hidayatullah State Islamic University of Jakarta

Student : The motherboard broken.

Teacher : **Pardon?**

Student : The motherboard broken

Teacher : The motherboard broken? What do you mean? I don't understand what you mean.

Explicit Correction

Example 7

Explicit Correction is the last corrective feedback shown in the recorded data. The teacher clearly showed that the student's utterance was not acceptable or incorrect. Then, the teacher provided the student with the correct form. The conversation took place between the teacher and students.

Teacher : What do we do after connecting the processor to the motherboard's primary socket.

Students : Insert the RAM card into an open memory slot.

Student : Insert the RAM card into an open memory slot? Are you sure? How can you say that? What do we do after connecting the processor to the motherboard's primary socket is attach the heatsink and cooling fan to the processor.

In the example 7, the teacher explicitly stated that the students' answer was incorrect. The teacher then provided the correct answer.

Written Feedback

Commentary and Minimal Marking

Students' written work on constructing a procedure paragraph was analyzed as the data of the this study. From the data analyzed, the teacher used commentary and minimal marking for error that the students made on lexical and grammatical errors. This kind of feedback were carefully applied in order to avoid the students frustated of their mistakes.

8. Conclusion and Suggestion

The use of various Feedback expressions in the teaching and learning process occurred in this research. Based on the data analyzed, the teacher used positive and negative (corrective) feedback in spoken and written form. The positive spoken feedback used such as repetition, praises, affirmation. The negative (corrective) spoken feedback used such as

repetition clarification requests and explicit correction. The written feedback used were commentary and minimal marking.

Based on the findings of this study, teacher could use various types of feedback expressions in the teaching and learning process. Feedback provided opportunities for students to get strengthened of their good performance as well as opportunities to know their mistakes. Teacher has to be careful in using different types of feedback expression used in the class. Positive feedback should be offered first in order to encourage students and to decrease the tension cause by the error correction. Then, it was continued by providing corrective feedback for the students error. The corrective feedback should be given after the students got positive feedback because corrective feedback has potential risk of discouraging students. Susanti (2009) stated that errors should be treated with care and in a humanistic manner.

This study took the data from one meeting of the lesson with the purpose to describe types of feedback expressions used by an English teacher in the teaching and learning process. Hence, it will be better for further researchers to analyze the effective use of different types of feedback expressions used in the teaching and learning process.

REFERENCES

- Brown, J.D. (2003). Promoting Fluency in EFL Classroom. *In Proceedings of the 2nd Annual JALT Pan-SIG Conference* on May 10-11, 2003. Kyoto: Kyoto Institute of Technology. Retrieved February 14, 2016, from <http://www.jalt.org/pansig/2003/HTML/Brown.htm>
- Leki, I. (1991). The preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals* 24 (3), 203-218.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classroom. *Studies in Second Language Acquisition*, 19, pp.37-66.
- Ratnah. (2013). *Feedback Expressions used by an English Teacher of Tour and Travel Department*. Indonesian Jurnal of Applied linguistics Vol.3, No. 1 July 2013. The Language Center Indonesia University of Education and Teflin
- Reigel, D. (2005). *Positive feedback loop in second language learning*. Unpublished MA TESOL Thesis, Portland State University.

The 4th ELITE International Conference, October, 18-19th 2016

Richards, J.C., Platt, J., & Platt, H.(1992). *Longman dictionary of language teaching and applied linguistics*. England: Longman.

Susanti, Nila (2009). Feedback and students preference, Pelopor Pendidikan. *Jurna, Bahasa dan Pembelajarannya*. Sekolah Tinggi Keguruan dan Ilmu Pendidikn (STKIP PGRI Sumenep)

Vigil, N., & Oller, J. (1976). Rule fossilization: A tentative model. *Language Learning*, 26(2), 281-295.



SPOKEN AND WRITTEN FEEDBACK EXPRESSIONS USED BY AN ENGLISH TEACHER OF INFORMATION TECHNOLOGY DEPARTMENT

ORIGINALITY REPORT

43%

SIMILARITY INDEX

44%

INTERNET SOURCES

17%

PUBLICATIONS

37%

STUDENT PAPERS

PRIMARY SOURCES

1

ejournal.upi.edu

Internet Source

18%

2

Submitted to UIN Syarif Hidayatullah Jakarta

Student Paper

8%

3

www.asian-efl-journal.com

Internet Source

5%

4

core.ac.uk

Internet Source

3%

5

www.coursehero.com

Internet Source

2%

6

studfile.net

Internet Source

1%

7

jalt.org

Internet Source

1%

8

repository.uinsu.ac.id

Internet Source

1%

9

edlinked.soe.waikato.ac.nz

Internet Source

1%

| | | |
|----|---|-----|
| 10 | text-id.123dok.com Internet Source | 1 % |
| 11 | Submitted to La Trobe University Student Paper | 1 % |
| 12 | docobook.com Internet Source | 1 % |
| 13 | repository.uinjkt.ac.id Internet Source | 1 % |

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On