Terése Hulterström

Oral Feedback
Students’ Reactions and Opinions

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C-uppsats

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Abstract

In Sweden we come in contact with the English language almost daily; in television shows, radio commercials and at work. English is also mandatory in the Swedish curriculum; therefore it is important that the students learn as much as possible in school, to be able to use English in their daily life. Teachers use different methods to help students acquire the tools needed to learn English, or any other subject for that matter. One method is oral feedback, which is used to immediately encourage students or correct them when making an error. My aim in this study is therefore to investigate if students find oral feedback in the classroom valuable and if not, how they would like it to be changed. To investigate this I handed out a questionnaire to five classes. The questions were divided up into three categories: if the students had noticed oral feedback being given to them, what their experiences of oral feedback were and how they would like the feedback to be delivered. I also made observations and recorded three classes. The results of this investigation showed that the students were positive to oral feedback in the classroom. Most of the students had noticed oral feedback being given to them, and the teachers had mostly corrected the students’ grammar and pronunciation. These were also the areas where the students felt they had developed the most from oral feedback. In the questionnaire the students pointed out that they wanted the feedback to be delivered privately and that the teachers have to be careful how they give the feedback, they have to always remember to give positive feedback as well as corrective feedback.

Nyckelord: Oral feedback, receive, correction, students, delivery, acceptance, improvement
Table of contents

1. Introduction and aims ................................................................. 1
2. Background .............................................................................. 2
   2.1 Lpf 94 ................................................................................. 2
   2.2 The definition of feedback .................................................. 3
   2.3 Different kinds of feedback .................................................. 3
       2.3.1 The receptive-transmission approach ......................... 3
       2.3.2 The constructive approach ...................................... 4
       2.3.3 The co-constructive approach .................................. 4
   2.4 Receiving feedback ............................................................ 5
   2.5 Criteria for giving and receiving feedback ........................ 5
       2.5.1 Johari window .......................................................... 6
3. Methods .................................................................................... 7
   3.1 Participants ................................................................. 7
   3.2 Questionnaire ............................................................. 8
   3.3 Observations .............................................................. 8
   3.4 Pilot study ........................................................................ 8
   3.5 Delimitations .............................................................. 9
4. Results and analysis ................................................................. 9
   4.1 Have the students noticed oral feedback being given to them? 10
   4.2 What are the students’ experiences of oral feedback? .......... 12
   4.3 How would the students like oral feedback to be delivered to them? 13
   4.4 The observations ........................................................... 15
5. Discussion .............................................................................. 16
6. Summary and conclusion .......................................................... 17
List of references ........................................................................... 18
Appendix 1 ................................................................................... 19
Appendix 2 ................................................................................... 22
1. Introduction and aims
There are many reasons for learning English as a foreign language; one reason is that English is a lingua franca and a language people in Sweden come in contact with almost daily: at work, in schools, watching television, and in personal conversations. It is also mandatory in the Swedish curriculum. For these reasons, it is important that students learning English as a foreign language in Sweden benefit as much as possible from the education. That is why teachers have an important role; they are the ones who help the students acquire tools to use when learning the language. The teachers support the students in their development of knowledge and proficiency in the language.

Feedback is important for language development. There are different kinds of feedback, oral and written, and there are different ways of giving and receiving feedback. In general, feedback is used to express an opinion or a reaction to another person’s performance. Feedback in school could be used to praise someone for achieving a goal or point out a pronunciation error or a grammar mistake. Unfortunately, not many studies have been done concerning students’ reactions to oral feedback. The few studies made, are mostly concerned with University students’ advanced studies in English where the results show that student performance has greatly improved in classes where effective feedback is given compared to classes where feedback is not provided (Marzano, 2003:37). Not many teachers in upper secondary school are aware of how they give oral feedback to students, and not many students are aware of receiving feedback and how to react to it. Oral feedback in school is supposed to be a tool for teachers to immediately help students correct errors in order to avoid fossilization; “the process by which non-target forms become fixed” (Ellis, 1998:353), and to achieve better results. But how well does it work?

I am interested in feedback, and especially how students react to oral feedback. I have noticed when doing my students teaching that many students get defensive when the teacher gives them oral feedback. When teachers do not allow a dialogue between themselves and the students, the result will be that the students will not learn and consequently lose respect for the teacher. Therefore the aim of this paper is to see if students find oral feedback in the classroom valuable and if not, how they would like it to be changed.
2. Background
There are different theories on how children learn their first language. The behaviorist theory claims that children “imitate the sounds and patterns which they hear around them and receive positive reinforcement” (Lightbown & Spada, 1999:9). Positive reinforcement and encouragement from their environment makes it possible for the children to keep learning and developing their first language. Another theory was developed by Noam Chomsky who “claims that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop” (Lightbown & Spada, 1999:15). Evidence is strong that parents rarely correct their children, and “when parents do correct errors, children often ignore the correction, continuing to use their own ways of saying things” (Lightbown & Spada, 1999:16). These theories show two aspects of feedback. The behaviorist theory stresses the need of positive feedback for the child to develop, while Lightbown and Spada talk about the lack of parents’ feedback.

Learning a second language, on the other hand, is different from learning a first language. All learners of a second language have already mastered a first language. Knowing a first language is an advantage since the learner knows how a language works and has a knowledge of the world and what speakers might talk about. But it could also be a disadvantage since it could “lead learners to make incorrect guesses about how the second language works” (Lightbown & Spada, 1999:32). Therefore feedback is important when it comes to second language learning.

2.1 Lpf 94
According to the Swedish curriculum the teachers have a responsibility to help the students gain more confidence, but also to help the students gain meaningful knowledge and enhance their knowledge development (Lärarförbundet, 2002:45). The students are responsible for planning and participating in their own learning process. But they are also required to take part in planning the contents of their education and also the way each subject is taught (Lärarförbundet, 2002:46).

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1 Läroplan för de frivilliga skolformerna: Curriculum for the voluntary school.
2.2 The definition of feedback

The feedback used in school is mostly defined in similar ways: a “strategy where the teacher is [was] ‘imparting directly a judgement of a child’s strategies and skills, or a child’s attainment (often in relation to goals) and giving information about the judgement’” (Askew, 2000:23). Feedback should always be personal, and never directed at the person’s personality. Instead, feedback should focus on the person’s actions in a certain situation. Humans can consciously change a behavior if “we become aware that a particular behavior produced an undesirable consequence” (Rubin & Campbell, 1997:13). For example, if students receive oral feedback on how to pronounce a word, they will most likely improve the pronunciation because they learn the correct pronunciation and therefore choose to use the correct form and can see the benefits of using a standard pronunciation. But corrective feedback can only be used to a limited extent, after which it can become discouraging and destructive.

2.3 Different kinds of feedback

It is important to remember that feedback is a tool that is used not only in school, but in other fields as well. Many companies use feedback to get groups to co-operate better. There are many different ways of giving feedback. In this study, I will present three different approaches: the receptive-transmission approach, the constructivist approach and the co-constructive approach.

2.3.1 The receptive-transmission approach

Teachers using the receptive-transmission approach are in a power position, have the role of experts and are supposed “to impart new knowledge, concepts and skills” (Askew, 2000:4) to the learners. These teachers therefore dominate the learning environment. The learning usually “involves increased understanding of new ideas, memorising new facts, practicing new skills and making decisions based on new information” (Askew, 2000:4). Interruptions are common when using feedback according to this model. The feedback should be regarded as a gift that the teachers are giving the students and is more often corrective than constructive. The message is usually delivered in a ‘you’ language; a one way flow of information to the student:

**Teacher:** No, you pronounced (…) wrong. Try pronouncing it (…) instead.
The feedback is usually intended to be constructive, but often turns out to be discouraging and overpowering, which makes it sound more as if the teacher is blaming the student for doing wrong, instead of delivering constructive help (Askew, 2000:7). This model of giving feedback “may also encourage comparison and competitiveness” among the learners (Askew, 2000:7).

2.3.2 The constructive approach

The constructive approach, on the other hand, is a less dominating way for the teacher to give feedback. It rests on “the principle of ‘drawing out’, rather than ‘putting in’” information (Askew, 2000:9). The teacher’s role is still as the expert, but it opens up and accepts that students have opinions, “different intelligence levels, and different talents” (Askew, 2000:9). This model uses “open questions and shared insights” to help students draw their own conclusions, make their own connections between experiences and improve their understanding of the subject (Askew, 2000:4). When using this model, the message is usually delivered in an ‘I’ language which allows the students and the teacher to have a two-way communication (Askew, 2000:4) as in the following interaction:

Teacher: I think you pronounced (…) wrong, try to emphasize the e some more. Do you understand what I mean?
Student: Do you mean like this (…)?
Teacher: Yes, perfect!

2.3.3 The co-constructive approach

The co-constructive approach offers a “more equal power dynamic” relationship between the teacher and the students (Askew, 2000:4). The teachers also view themselves as learners, and the “feedback is a dialogue, formed by loops connecting the participants” (Askew, 2000:4):

Teacher: Have you considered taking up the subject of (…) in your oral presentation?
Student: I have thought about it, but I decided against it.
Teacher: Oh, why? I was interested to hear your points on the subject.
Student: Really!....

In this model students learn to collaborate with each other and the focus is taken away from the individual students. The students’ school work must be related to something in the real world, and must have some kind of value to the learner. The “responsibility for the learning is shared [and] feedback and reflection become entwined, enabling the learner to review their
learning in its context and relate to previous experiences and understandings” (Askew, 2000:13).

2.4 Receiving feedback

“As soon as we ask for feedback we open ourselves to the possibility of criticism – something which many of us find very difficult to handle” (Askew, 2000:8). Even if we do not get criticized, feedback always arouses feelings and emotions in both parties. Many times these emotions are dependent upon the way the feedback is given. If the feedback is given with a dominating attitude, as with the receptive-transmission model, the recipient (the student) will most likely be defensive. When a person becomes defensive, he or she will not listen nor process the given feedback. A better way of receiving feedback is to listen to what the teacher has to say, think about it and ask questions if there is something which is difficult to understand. It is easier to react in this way if the feedback allows a dialogue. To illustrate this I will use the feedback steps (feedback trappan) shown in figure 1 (Adolfsson & Eriksson, 2005). When people are on the lowest platform, they are defensive and reject the feedback someone gives them. Moving up one platform they realize that they have made an error, but get hurt by the feedback and defend their actions. On the third platform people feel the need to explain why they did what they did, but they still do not fully listen to the feedback. If people are at the top of the steps they listen and process the feedback given to them, but it is always up to the receivers to decide if and how to use the feedback.

Understand
Listen and process

Explain
“Well, here is how it was”

Defend
“No, that’s not right”

Reject
“This does not apply to me”

Figure 1. The feedback steps: Different levels of reacting to feedback (Adolfsson & Eriksson, 2005).

2.5 Criteria for giving and receiving feedback

There are some basic needs to take into account before a person is able to give or receive feedback. In 1954, the American existential psychologist Abraham Maslow formulated Maslow’s Hierarchy of Needs (figure 2) (Boeree, 2006). At the bottom is the physiological level. Food, clothes and sleep are the most important aspects of staying alive. When the bottom level has been fulfilled, one moves on to the next level which is safety. The safety

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2 I have translated Feedback trappan and the steps included in the image.
level involves feeling safe and being protected from danger. The third level involves feeling loved, accepted and to have contact with other people. To reach the fourth level means to have esteem, respect and appreciation from others. The last level is actualization and involves developing as a person and to be brave enough to create and experiment.

![Maslow's Hierarchy of Needs](image)

Figure 2. Maslow’s Hierarchy of Needs (Boeree, 2006)

Only when the needs on the lowest level of the hierarchy are fulfilled, the needs on the next level can be fulfilled. This is an important aspect to take into consideration in school, since some students might not have gotten the lower levels fulfilled at an earlier stage. If a student does not get the basic needs fulfilled, the school environment is of extreme importance. Some of the students that do not get enough sleep and do not feel safe in their life situation, will have a difficult time coping with receiving and accepting feedback and with life in general (Boeree, 2006).

2.5.1 Johari window
The persons giving feedback base it on their personality and their experiences. The same goes for the person receiving the feedback. They process the message through their earlier experiences. Therefore it is important to know as much as possible about our own personality both when giving and receiving feedback (Nilsson, 2004:61). We constantly learn more about our personality through our interaction with other people. This helps us to gain more confidence, but sometimes feedback can destroy our confidence as well. There is a model called Johari window (figure 3) which shows our knowledge about our own personality (Duen Hsi Yen, 1999). The model has its name from Joseph Luft and Harry Ingham who created it in 1984. In this model, a person’s personality is divided into four awareness fields: the open
(what we show everyone); the blind field (what others know about us, but we do not); the hidden (what we know about ourselves, but no one else knows); and the unknown (neither we nor anyone else knows anything about this field).

<table>
<thead>
<tr>
<th></th>
<th>Known to Self</th>
<th>Not Known to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to Others</td>
<td>OPEN</td>
<td>BLIND</td>
</tr>
<tr>
<td>Not Known to Others</td>
<td>HIDDEN</td>
<td>UNKNOWN</td>
</tr>
</tbody>
</table>

Figure 3. Johari window: The four awareness fields (based on Duen Hsi Yen (1999))

The sizes of these fields change due to relationships and interactions with other people and the feedback we give and receive from them. This eventually leads us to knowing ourselves better. Thus the goal is to make the open field bigger than the other fields.

3. Methods
The main aim of this study was to find out if oral feedback was provided in the classroom and if so, did the students learn anything from it? The study was mainly based on a questionnaire (appendix 1) which was handed out in five classes. The study also included classroom observations in three of the five classes, to see if there was anything which was not revealed in the questionnaire or anything that confirms comments made by the students in the questionnaire.

3.1 Participants
I chose to make my research in upper secondary school, mainly because that is where I am hoping to teach myself in the future, but also because the students have studied English for at least nine years. I therefore assumed that the students would speak English during class time and were bound to get more oral feedback from the teacher than lower levels with less experience of English. I had 104 students answering the questionnaire, 74 of whom were female, and 30 male participants.
3.2 Questionnaire
Since I was interested in the students’ reactions to oral feedback in class, I handed out a questionnaire to the three classes I observed and two classes in a different town, which I did not observe (appendix 1). The questionnaire was in Swedish so the students did not have to come across any words or sentences they might not understand. Also, I thought I would get more accurate answers when the students did not have to be afraid of using English or to concentrate on how to spell correctly. The questionnaire was handed out the last fifteen minutes of the students’ class time to be filled in before leaving the classroom. The questions (appendix 1) were divided in three different ways: if the students have noticed oral feedback being given to them, what their experiences of oral feedback are and how they would like the feedback to be delivered. These are the aspects of oral feedback that I will focus on in this paper. In my presentations of the results and in appendix 2 I have translated the questions and the answers I have used in the essay into English.

3.3 Observations
The observations were carried out in three classes whose teachers I had been in contact with in advance. I wanted to know if a consent form was needed to be handed out, to be allowed to record the classes. The teachers decided that no consent form was needed. I recorded the classes during their whole class time, so I could go back and listen to the oral feedback given by the teachers and listen to the students’ reactions to the feedback. I was careful to point out to the students that I only recorded the class to listen to their reactions, not to listen or judge a certain person or persons. I did not mention what I had planned to observe because this might have made the students and the teacher aware of their reactions, which might have influenced the outcome of my study.

3.4 Pilot study
A pilot study was carried out one week before the actual observations. With the pilot study I aimed to find where the best place would be to place the tape recorder with an extra microphone in the classroom. I wanted to be able to hear both the teacher and the students. I soon realized that the tape recorder was best placed on the teacher’s desk, and the extra microphone was best placed as far into the classroom as possible, which meant about half a meter from the tape recorder. When the teacher moved around in the classroom, the sound quality was not so good, but still sufficiently good to be heard. The students on the other hand were equally audible the whole time. For obvious reasons, the students in the back were not as
audible as the students at the front. During the actual observations the teachers did not move around as much, and therefore was equally audible the whole time.

3.5 Delimitations
My original idea, which was soon abandoned, was to take a couple of students from each class I had observed, and have individual interviews with them, and give the questionnaires to the rest of the class. The reason for the interviews was to get outside the limits of the questionnaire. Unfortunately, this was not possible due to lack of time both on my part and on the students’ behalf.

4. Results and analysis
The five classes that participated in my investigation were both 10th and 11th year and they ranged from proficient to weak. When accounting for the results of my questionnaire study I have looked at the five classes as one group. This is because I am interested in how the students react to the feedback, not which method the teachers were using when delivering the feedback. As mentioned earlier the questionnaire was divided into three question categories: if the students have noticed oral feedback being given to them, what their experiences of oral feedback are and how they would like the feedback to be delivered (appendix 1).

In the following sections I will use the students’ comments (appendix 2) to illustrate their reactions and opinions on feedback which I have received on the questionnaires. I will use the term *correction* as a synonym for corrective feedback, since the receptive-transmission approach seems to be the approach mostly used. When I give a percentage, I refer to all 104 participants.

Unfortunately, not all students answered all questions. One reason could be that they did not understand all the questions and hesitated to ask. Some students did not understand the words, and the word “vocabulary” was particularly difficult in one class. There were 20 students that said they had never been corrected, and therefore answered question 9 instead. But some students that claimed they had never been corrected still answered questions 4-8, or some of these questions. Due to these misinterpretations, my results are not as accurate as they could have been.
4.1 Have the students noticed oral feedback being given to them?

Questions 2, 3, and 5 in the questionnaire dealt with if the students have noticed oral feedback being given to them. Question 4 on the other hand, dealt with what might trigger the students’ reactions and will therefore be treated separately. On questions 2 and 5 the students could mark more than one alternative if they felt that more alternatives applied to them.

Question 2 was concerned with what the students felt they had been corrected on, and the results showed that the main areas were pronunciation where 37 students (35%) claimed they had been corrected, and grammar where 44 students (42%) felt they have been corrected (see figure 4). These were also the two areas where the students felt they developed the most by oral feedback (see also 4.2).

![Figure 4. Question 2: Have you been orally corrected when speaking English during an English lesson?](image)

Question 3 dealt with how often the students felt they were orally corrected. The results showed that 47 of the students (45 %) rarely felt they had been corrected. And only 2 students (2%) said that they experienced corrections often. As many as 20 out of the 104 students (19%) claimed they have never been corrected (see figure 5). How often a teacher can correct a student is dependent on each individual student, some students handle corrective feedback better than others (see 2.2). Some students also pointed this out in the questionnaire.
The last question concerning the students’ reactions to oral feedback was question 5, which dealt with how the students got feedback from the teacher, whether it was in front of other students or individually after the activity was over. 56 of the students (54%) said that the feedback was given in front of other students, which the students were unanimous about was not the best time for feedback (see figure 10). 27 students (26%) felt they had been interrupted by the teacher’s feedback. Interruption is common when using the receptive-transmission approach (see 2.3.1).

Question 4 was concerned with what might trigger the students’ reactions. According to the answers, 50 students (48%) said that the teacher usually just told them what was wrong with their utterance and then moved on. 38 students (37%) claimed that the teacher gave them the correct answer and also gave the students a chance to correct themselves (see figure 6). Three students mentioned that they got hints from the teacher on what was the correct answer, until they could figure out the answer themselves (see comments in appendix 2).
4.2 What are the students’ experiences of oral feedback?
Questions 6, 7 and 8 on the questionnaire dealt with the students’ experiences of oral feedback. Overall, it seemed as if oral feedback does make a difference in the classroom since a lot of students answered that they felt they had benefited from the feedback.

Question number 6 dealt with how the students felt about getting oral feedback. More than half of the students answered that they felt neither good nor bad after being orally corrected. As many as 8 students felt bad after being corrected. 31 students (33%) answered that they felt good after being orally corrected (see figure 7).
Out of the 104 students, 74 students (76%) said in answers to question 7 that they felt they had learned something from the corrections (see figure 8). Some areas the students felt they had learned from being orally corrected were words, expressions, context, sentence structure and verb forms. But the main areas where the students felt they had learned the most from being orally corrected, which corresponded to what they felt mostly corrected on (see figure 4), were pronunciation and grammar. One student wrote “I might remember the pronunciation afterwards”\(^3\), while another student said she “learn from pronunciation errors and grammar errors”.

![Pie chart showing 76% Yes and 24% No for Question 7](image)

Figure 8. Question 7: Do you feel you have learnt anything by oral correction?

Question 8 was almost the same as question 7; the purpose for having two similar questions was to see if there would be a difference between the answers to the two questions. 12 more people said they felt they had acknowledged the comments given to them than the ones who said they felt they had learnt something from getting oral feedback. Therefore the results do not agree.

### 4.3 How would the students like oral feedback to be delivered to them?

Questions 9 through 13 dealt with how the students would like oral feedback to be delivered to them. Many students wrote interesting answers on how they think it should be, this will be presented below.

Question 9 was a yes or no question concerning the students’ view on feedback, and if they thought that teachers should correct orally when a student makes a mistake. 92 students (86%) thought that oral feedback was something the teachers should continue using, while 15 (14%) thought it was not.

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\(^3\) I have translated the comments given by the students.
were against it (see figure 9). Some of the reasons mentioned against oral feedback in question 11 were that it was “personal, embarrassing and insulting”. One student wrote “it is embarrassing, but still useful” and another student mentioned “it is insulting, and should be discussed after class”. There was one student who thought it was “a waste of time”. This is a typical reaction when a person is on the lowest step of the feedback steps (see 2.4). Another student said that she did not want to be corrected by the teacher because “the teacher has a bad accent when speaking English”. But most of the students that were against oral feedback said they wanted the feedback to be delivered privately.

Figure 9. Question 9: Do you think teachers should orally correct students?

To be corrected privately and right after the activity was the best time according to the answers to question 10. This result differs a lot from how the students experience it, where they claim that the teachers usually give oral feedback in front of other students. This is shown in figure 10.
Many students gave examples on how they wanted the teacher’s comments to sound in question 12. Almost everyone wrote that most importantly, the teacher should be positive and kind. One wrote that the teacher “is there to teach us new things”. Some students wrote that “the teacher should just say the correct answer and then continue”, while others thought that the teacher should start by giving the positive feedback and then tell the students what he or she needs to work with. A couple of students gave example sentences on how they would like the teacher to give feedback to them:

“Good, but think about…”

“Instead of using….you may use…”

“That is not quite right”

“This is good, but it can get better”

### 4.4 The observations

Unfortunately, the observations did not reveal any feedback used by the teachers and neither did I discover any reactions to the feedback given by the teachers. One reason for this could be that the classes had group work where the teachers sat and listened to the students discussing different topics. The teachers did not interrupt at all during the discussions. More
time, and more observations in the classroom would have been preferable in order to be able to distinguish some of the students’ reactions to the oral feedback.

5. Discussion
When handing out the questionnaire, I realized that question 2 raised many eyebrows. This question dealt with if the students had noticed being orally corrected when they had expressed themselves during an English lesson. The confusion seemed to be what was meant by “orally corrected”. This was easily explained, and the students could continue to answer the questionnaire. I also realized when looking at the results that students usually thought of a particular occasion when answering questions 9, 11 and 12. One girl answered that she did not want the teacher to correct her orally, because she thought the teacher had such bad pronunciation and the student did not want to get influenced by that. Many students concentrated on pronunciation as the only area to get oral feedback on, and therefore gave examples of how they would like to be corrected when pronouncing a word incorrectly. To get more accurate results, the questions on the questionnaire should have presented each area of oral feedback separately: grammar, pronunciation, vocabulary and so on.

Overall, the students seemed to think that oral feedback was of value to them, although some students admitted they did not remember everything the teacher said. I am not convinced that oral feedback works as well as the students claim, since none of them could give me a specific example of what they had learned from being corrected orally. But since so many students were positive to it, they must feel encouraged to keep learning by the feedback provided.

I noticed that many students pointed out an important feature: that feedback should be delivered nicely. I then came to realize that I had not included any questions on positive feedback in the questionnaire. Positive feedback is obviously something that is very important to the students. The different examples given by the students, on how the teacher should give oral feedback, are very useful but in different learning environments. Many teachers do not interrupt when a student is speaking in front of the whole class, but might interrupt when a student is speaking to another student. But, as one student pointed out in the questionnaire, it is important not to interrupt the same student too many times, since that could lower the student’s self-confidence. Other factors that could discourage learning instead of encouraging it is if the teacher is not giving the corrective feedback in such way that the students can put it
to use or the students might not have their basic needs fulfilled according to Maslow’s Hierarchy of Needs (see 2.5).

My belief is that oral feedback is important in the classroom. It should always be delivered in a positive way, so the students do not feel embarrassed or insulted. Many students suggested that the feedback should be delivered right after the activity. This is sometimes difficult to achieve since the student might not remember the specific incident, or the teacher might have forgotten the error. Sometimes it is better to give the feedback right when the student makes the mistake. If the teacher does not give feedback to the students, it may cause fossilization (see 1).

6. Summary and conclusion

In this study I have investigated how students react to oral feedback when learning English as a foreign language in upper secondary school. My main aim has been to study if students find oral feedback valuable and if not, how they would like to change it.

To sum up my findings, the results of this investigation showed that 86% of the students were positive to oral feedback as a tool in the classroom. The students said they had mostly learned pronunciation and grammar from being orally corrected, but areas such as words, expressions, context, sentence structure and inflected verbs were also represented. The students gave examples of how they would like the oral feedback to be composed. Many students thought that the teacher should start with what was positive in the utterance and then continue with how to improve the areas where the students were corrected. But they also pointed out that feedback must be delivered carefully, and teachers must remember to also use positive feedback.
List of references


Appendix 1

Hej,
Det här är en enkät som jag ger till totalt fem klasser. De svar som jag får utav er kommer jag använda i min C-uppsats som jag skriver i engelska på Karlstads universitet. Varje enkät är anonym.

När ni läser frågorna vill jag att ni utgår från er a lektioner i engelska på gymnasiet, oavsett lärare. Behöver ni mer plats att skriva går det bra att skriva på bakside av pappret, kom då ihåg att skriva vilken fråga det tillhör.

Kryssa i det alternativ (fet stil) som stämmer bäst.

1. Är du:
   □ Tjej
   □ Kille

   □ Uttal
   □ Grammatik
   □ När du pratar med andra elever (på engelska)
   □ Vokabulär
   □ Annat………………………………………………………………………………

3. Hur ofta har du blivit muntligt korrigerad på hur du uttryckt dig på engelska under en engelsklektion?
   □ Aldrig
   □ Sällan
   □ Någon gång
   □ Ofta

4. Hur kommenterade läraren dig? Du kan kryssa i fler alternativ
   □ Talade om vad som var fel.
   □ Frågade om du trodde du sagt rätt.
   □ Sa det som var rätt, och gav dig en möjlighet att korrigera genom att säga efter läraren.
   □ Sa det som var rätt, och bad dig korrigera genom att säga efter läraren.
   □ Annat………………………………………………………………………………

5. När gav läraren dig kommentaren? Du kan kryssa i fler alternativ
   □ Så andra elever kunde höra
   □ Enskilt
   □ Genom att avbryta dig
   □ Direkt efter aktiviteten
6. Hur kändes det att bli muntligt rättad av läraren?
   a. Bra
   b. Varken bra eller dåligt
   c. Dåligt

7. Känner du att du lär dig något av att bli muntligt rättad?
   □ Ja
   □ Nej
   Kan du ge exempel på något du lärt dig av att bli muntligt rättad?
   ........................................................................................................................................
   ........................................................................................................................................

8. Tog du till dig kommentaren/kommentarerna?
   □ Ja
   □ Nej

9. Tycker du att läraren muntligt skall kommentera elevers uttal, grammatik osv.?
   □ Ja
   □ Nej

10. Om du svarat ja på fråga 8., när tycker du då att läraren muntligt skall kommentera elever?
    □ Framför andra elever
    □ Enskilt
    □ Genom att avbryta eleven
    □ Direkt efter aktiviteten
    □ Vid ett senare tillfälle
    □ Annat ....................................................................................................................... 

11. Om du svarat nej på fråga 8, varför tycker du så?
    ........................................................................................................................................
    ........................................................................................................................................
    ........................................................................................................................................
12. Hur tycker du att en lärares muntliga kommentarer ska låta?
Ge exempel:

..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

13. Övriga kommentarer. Tycker du att det är något angående muntliga kommentarer till elever som är viktigt att ta upp?

..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

Tack för hjälp!

Med vänlig hälsning, Terése Hulterström
## Appendix 2

### Collection of data

1. Are you?
   - Female: 74
   - Male: 30

2. Have you been orally corrected when speaking English during an English lesson?
   - Pronunciation: 37
   - Grammar: 44
   - When you have spoken to other students in English: 16
   - Vocabulary: 22
   - Other: 7

**Comments given on question 2:**
- Fått hjälp på traven
- vet ej
- har ej blivit rättad
- aldrig
- Ändrat om jag sagt fel

3. How often have you been orally corrected when speaking English during an English lesson?
   - Never: 20
   - Rarely: 47
   - Sometimes: 35
   - Often: 2

4. How did the teacher comment?
   - Told you what was wrong: 50
   - Asked if you thought you were right: 6
   - Told you what was right and gave you a chance to correct yourself by repeating after the teacher: 38
   - Told you what was right and asked you to repeat after the teacher: 7
   - Other: 7

**Comments given on question 4:**
- sa att det var fel och sa hur jag skall göra
- ge ledtrådar
- "Hints from the teacher"
- har ej blivit rättad
- sa det som var rätt
- har aldrig blivit korrigerad
5. How did the teacher give you the comment?  
<table>
<thead>
<tr>
<th>Comment Type</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>When other students could hear</td>
<td>56</td>
</tr>
<tr>
<td>Privately</td>
<td>16</td>
</tr>
<tr>
<td>By interrupting you</td>
<td>27</td>
</tr>
<tr>
<td>Right after the activity</td>
<td>18</td>
</tr>
<tr>
<td>On a later occasion</td>
<td>2</td>
</tr>
</tbody>
</table>

6. How did you feel when being orally corrected by the teacher?  
<table>
<thead>
<tr>
<th>Feeling</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>31</td>
</tr>
<tr>
<td>Neither good nor bad</td>
<td>55</td>
</tr>
<tr>
<td>Bad</td>
<td>8</td>
</tr>
</tbody>
</table>

7. Do you feel you have learnt anything by oral correction?  
<table>
<thead>
<tr>
<th>Answer</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
</tr>
<tr>
<td>Example</td>
<td>32</td>
</tr>
</tbody>
</table>

Examples given on question 7:
- lägger inte alltid på minnet, känner sig generad
- lärt sig uttala rätt
- uttalet kanske man kommer ihåg

"I might remember the pronunciation afterwards"
- det rätta etsar sig fast såsmåningom
- lär sig av uttals fel, och grammatiska fel

“learn from pronunciation errors and grammar errors”
- lättare med ord i sammanhang. Mest ord
- lär sig av sina fel
- olika uttryck
- bättre sammanhand om man blir medveten om felet på en gång
- hur man uttalar vissa ord
- man får vet vad som är fel, mer personligt
- uttal och nya ord
- det man blivit rättad på har man lärt sig
- säga rätt nästa gång
- att inte göra samma misstag igen
- hur man bygger upp meningar, ords betydelse
- utökat ordförrådet genom att säga efter läraren
- nej, det var jobbigt
- tänker mer på att bättra sig
- bättre uttal mm.
- grammatik och verb böjningar
- hur ord ska uttallas
- lär sig utan att man tänker på det
- uttala engelska ord och uttryck rätt
- att inte öppna munnen om jag inte vet exakt vad jag ska säga
- tänker mer på hur man säger rätt
- ord, grammatik, uttal
- kommer ändå inte ihåg sen
8. Did you acknowledge the comment/s?  Yes 80  No 14

9. Do you think teachers should orally correct students?  Yes 92  No 15

10. If you answered yes on question 9, how do you think the teacher should orally comment?  In front of other students 22  Privately 36  Interrupting the student 14  Right after the activity 36  On a later occasion 4  Other 10

Comments given on question 10:
- avhängigt på eleven, få reda på felet med en gång, ej utpekande
- beror på situation
- individuellt, ej framför andra
- genom att snabbt och kort inflika alternativ
- läraren måste visa eleven att det inte gör något om man svarar fel
- beror på vilken övning
- det som passar situationen, olika alt. Passar olika situationer
- beror på vem det är
- varje enskild elev ska få bestämma själva

11. If you have answered no on question 9, then why do you not think teachers should use oral corrections?  Comment 15

Comments given on question 11:
- det är personligt
- kan vara pinsamt att bli rättad av läraren när andra hör
- bra, man lär sig att korrigera sig under ett samtal, lär sig rätt
- kommentera ibland, men så ingen annan hör
- skriftligt vid ett senare tillfälle, då bör det stå vad man ska träna på
- läraren bör ta upp det enskilt under lektionen - eleven kanske tycker det är pinsamt
- är kränkande, borde tas enskilt efter lektion
  "it is insulting and should be discussed after class"
- ta upp det enskilt, eller ge det skriftligt
- om läraren ej har bra uttal, vill eleven inte bli korrigerad av henne
  "if the teacher has a bad accent when speaking, the students don’t want to be corrected by her"
- det kan blijobbigt om läraren är på samma person hela tiden
- det är nedvärderande
- det är onödigt
  "it’s a waste of time"
- vill inte att alla ska höra
- pinsamt men ändå bra
it’s embarrassing, but still useful

- pinsamt när andra hör

12. How do you think teachers should comment? Can you give examples?

Example 80

No example 24

Examples given on question 12:

- säger det rätta utan avbrott
- börja med att nämna det positiva
- tala om felet, sen det rätta samt förklara
- bara säga rätt "svar", sen gå vidare

"the teacher should just say the right answer and then continue"

- "Bra, men tänk på…"
- "Good, but think about…"

avhängigt på eleven

- ej kritiserande
- på ett snällt sätt
- "Instead of using…you should use…"
- läraren finns för att lära oss nya saker

"The teacher is there to teach us new things"

- snällt
- först nämna det positiva, sen hur man ska förbättra
- positivt
- snällt, säga det "rätta" och sen gå vidare
- säga det rätta
- berätta vad som är fel, och sedan vad som är rätt
- berätta vad som är bra, sedan vad man ska tänka på
- ej anklagande
- säga "det är inte riktigt rätt"

"Say 'that was not quite right'"

- ge exempel på hur man ska träna det man blivit rättad på
- ej nedvärderande: "det här är bra, med kan bli bättre"

"not condescending: ‘this is good, but it can get better’"

- uppmuntrande och positivt. Viktigt att ej bli avbruten för ofta
- läraren skall ej avbryta. Alltid säga något som är bra i samband med något mindre bra
- bara säga det rätt och gå vidare
- snällt och försiktigt, ej anklagande om det sker inför andra elever
- ej otrevligt och nedlåtande, förklara pedagogiskt
- "Nu tror jag du sagt fel, använd det ordet/formen istället"
- förklara pedagogiskt
- snällt
- "Ursäkta det skall vara så istället för så…"
- uppmuntrande, inte nedlåtande
- ej kłaga eller nedvärdera. Säga det som är rätt, och gå sedan gå vidare
- som hjälp, inte skäll
- läraren bör säga det "rätta" svaret kort och snabbt, sedan gå vidare
- ej anklagande, och ej inför andra. Läraren ska vara förstående
- snällt, ge det "rätta" svaret
• läraren ska vara snäll, ej avbryta
ej nedlåtande, förklara
• säga att det inte var riktigt rätt, och låta eleven försöka igen
trevligt och lugnt
trevligt och ej nedlåtande
ej nedlåtande, och ej avbryta för ofta
• positivt först, sen vad man ska ändra. Snällt
• säga "rätt" svar, ge eleven chansen att förstå och förbättra
respektfullt och ödmjukt
• positivt först, sedan vad som bör förbättras
• positivt först, sedan vad som bör förbättras
• säga rätt svar, och förklara varför det är rätt
• först säga det rätta svaret, sedan förklara för hela klassen varför det är rätt
• säga vad som är fel, sedan det rätta
• snällt, ej nedlåtande
• positivt, ej nedlåtande
• positivt först, sedan vad som bör förbättras. Exempel på övningar
• säga det "rätta" svaret
• lugnt och trevligt, ej nedlåtande
• ej otrevligt eller nedlåtande
• positivt, ge förslag, läraren bör kontrollera att alla förstått
• låten eleven prata klart, sedan säga det rätta svaret
• bara säga om det är rätt eller fel
• enskilt, ge det rätta svaret
• ej överläget
• ej låta överlägset
• snällt: "Ursäkta att jag avbryter…"
• snällt: "du sa inte ordet riktigt rätt, det ska låta …"
• tala om vad som var fel
• "Ursäkta mig, man säger…"
• Snällt
• att läraren upprepar rätt svar, så alla får höra

13. Other comments?
Comment 31
No comment 73

Comments given on question 13:
• uppmuntrande, inte nedlåtande
• viktigt med muntlig feedback - skriftlig läggs inte på minnet på samma sätt
• bara säga rätt "svar" sen gå vidare
• individuellt, vissa lär sig, vissa skäms
• individuellt - läraren skall kolla med eleven om det är OK
• individuellt, ej anklagande
• ej negativt
• säga det rätta
• ej elakt
• berätta vad som är fel, så man lär sig till nästa gång
• läraren måste vara ödmjuk och rak, ej sarkastisk och aggressiv
• ej nedlåtande
• att respektera eleven, inte kommentera alla, elever är olika känsliga
• läraren bör vara ödmjuk och försiktig, ej nedlåtande. Individuellt
• viktigt att vet vad som är fel så man lär sig. Läraren bör vara snäll när den kommenterar
• Lärarens ton ska inte vara nedlåtande
• ej nedlåtande
• nödvändigt
• läraren ska respektera eleven, ej nedlåta. Även se till att inte andra elever gör narr av eleven som gjort "fel"
• göra så att alla får höra det rätta
• ej nedlåtande. Både berömma och ge förslag på förbättringar
• viktigt att korrigera trevligt och snällt inför helklass
• inte för sträng mot eleven
• ej vara otrevlig
• alltid uppmuntrande och positivt, aldrig nedlåtande
• alltid enskilt, ej nedlåtande framför andra elever
• eleven ska inte behöva bli ledsna, läraren vill bara hjälpa
• det finns elever som inte tycker om att bli rättade framför andra
• snällt, ej för hårt
• ej pressa elever
• snällt, ej anklagande