

**HIGH SCHOOL ENGLISH LANGUAGE LEARNERS'
PERCEPTION OF TEACHERS' VERBAL
FEEDBACK: GRADE 11 IN FOCUS**

**BY
TEMESGEN MEREBA**

**ADDIS ABABA
June, 1999**

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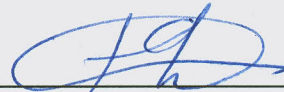
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ABSTRACT

The main purpose of this study was to investigate the kind of feeling high school English language learners have on their teachers' verbal feedback, their perception of the extent of information on the correctness or incorrectness of their responses contained in teachers' verbal feedback, their perception of the extent of explanation given in teachers' verbal feedback on the correctness or incorrectness of responses, and their perception of the kind of direction given in teachers' verbal feedback for better or improved responses or output.

To achieve the objectives, four grade eleven English language lessons of four sections at the Higher 12 Comprehensive Secondary School here in Addis Ababa were recorded and extracts of classroom exchanges or discourses were transcribed to be used as basis for the study. The feedback types found in the lessons were categorized and analysed in terms of frequencies and percentages. Accordingly, the twenty types of feedback employed in the recorded lessons were used to develop a questionnaire so that the learners of the four sections from which the lessons were recorded could give their perception on these types of teachers' verbal feedback used in the four lessons and presented in the questionnaire. One hundred and sixty eight learners from the four sections filled in the questionnaire while twenty others from these sections were interviewed. Then, the results were analysed both quantitatively and qualitatively.

Some of the results showed that most of the respondents have positive feeling about all the feedback types employed in the four lessons except in the case of the provision

Some of the results showed that most of the respondents have positive feeling about all the feedback types employed in the four lessons except in the case of the provision of "Interrupt" and "Simple Reproof Denial" which are found to provoke the feeling of learners negatively. The learners have positive feeling when they are praised by their teachers for their adequate or correct responses, and contrary to this, most of the learners have negative feeling when their teachers comment on their wrong or inadequate performance.

All the respondents positively or favourably perceive the extent of information on correctness and/or incorrectness of responses contained in all the teachers' verbal feedback and have similar perception on the extent of explanation contained in all the teacher's verbal feedback except in the case of the provision of "Interrupt" where the majority of the respondents have negative or unfavourable perception as regards the extent of explanation contained. Except in the case of the provision of 'Interrupt' and 'Simple Reproof Denial, most learners positively perceive the kind of direction given in the teachers' verbal feedback, and, in general, the respondents' understanding of their teachers' verbal feedback is favourable or positive.

On the basis of these findings, conclusions were drawn and possible recommendations put forward to hopefully help improve the English language teaching/learning process.

CHAPTER ONE

INTRODUCTION

1.1. Statement of the problem

The findings of researchers like Bellack (1966), Flanders (1970), Abdulkadir (1984), and Yoseph (1990) show that a significant portion of class time is spent on the provision of classroom verbal feedback. However, no research has been conducted locally with the intention of shedding light on what the different kinds of teachers' verbal feedback mean to learners and its pedagogic implications.

In fact, Zahorik's (1968) investigation in the field of general education has been, locally, replicated by Wondwosen (1992) on grade eleven English language teachers in some high schools of Addis Ababa. The focus of both researchers is finding out the nature of verbal feedback behaviour of teachers, and the findings of both show that teachers' verbal feedback is a rigid behaviour which means a limited number of feedback types are used more frequently than others, though a wide-range of feedback types are found to be used infrequently.

As to how learners perceive the different kinds of teachers' verbal feedback, Zahorik (1970), again, has made an investigation on pupils' perception of teachers' verbal feedback in the field of general education. But, nothing is known locally about what the different types of teachers' verbal feedback mean to English language learners or how these learners judge or perceive the classroom verbal feedback provided by their teachers. Therefore, this research is an attempt to find out how high school English

language learners judge or perceive their English language teachers' classroom verbal feedback, the main focus being on grade eleven in Addis Ababa.

1.2. Purpose of the Study

As already stated, the purpose of this study is to find out grade eleven English language learners' perception of their teachers' classroom verbal feedback. Specifically, it intends to find out:

- a) the kind of feeling grade eleven English language learners have on their English language teachers' classroom verbal feedback;
- b) the extent to which grade eleven English language teachers' verbal feedback contains information on the correctness or incorrectness of learners' responses or utterances;
- c) the extent to which the teachers' verbal feedback contains explanation on the correctness or incorrectness of learners' utterances or responses, and
- d) the kind of direction teachers' verbal feedback gives learners for improved output or responses.

The procedures and rationale for this investigation was, basically, derived from the following:

- i) The studies made by Zahorik (1968 and 1970), Chaudron (1977), Allwright (1975) as cited in Allwright (1988), Van Lier (1988), and Wondwosen (1992);

- ii) the body of research findings in the field of educational psychology which indicates that the provision of feedback has significant influence on formal learning (Raffini and Rosemier 1972; Rosenfell 1972; Davison 1972), and
- iii) Suggestions made by scholars based on studies made and long experiences gained in the field of education (Corder 1973 as cited by Chaudron 1977; Hendrickson 1978; Norrish 1983; Murphy 1986, and others).

1.3. Importance of the Study

Trying to understand the nature of the teaching/learning process in the classroom and making the necessary improvements is hoped to facilitate the process. In Van Lier's words (1988:11)

It must be of interest to all people involved in education in anyway (whether as parents, learners, policy makers or researchers) to know more about what goes in the classroom, not in order to eavesdrop, check or compare, but in order to understand and perhaps to promote improvement if the improvement is desirable"/emphasis added/

In the light of this, the present research undertaking is hoped to be important in that:

- a) the findings could be significant in shedding some light on the nature of grade eleven English language learners' perception of their English language teachers' classroom verbal feedback,
- b) English language teachers could benefit from the result of the study by gaining awareness of grade eleven English language learners' perception of their English language teachers' classroom oral feedback.

- c) teacher trainers could benefit from the results of the study as regards their purpose of training, and
- d) the findings of the study may help in provoking further research questions and undertakings in the area.

1.4. Delimitation of the Study

This study, as stated earlier, addresses high school English language learners' judgement or perception of their English language teachers' classroom verbal feedback (and its specific focus in terms of purpose is stated under 1.2.).

As regards the setting of the study, Higher 12 Comprehensive Secondary School, found in Addis Ababa, was selected based on its proximity to Addis Ababa University.

Grade eleven was chosen to be the level of focus hoping that students at this level could better provide information in relation to the purpose of the study. Moreover, four of the twelve sections of the mentioned grade were selected randomly to be the particular focus of the research.

1.5. Organization of the Thesis

As already stated, the present study was conducted in order to investigate grade eleven English language learners' perception of their English language teachers' verbal feedback at Higher 12 Comprehensive Secondary School in Addis Ababa.

Accordingly, Chapter One of this paper gives an introduction to the study, to be followed by Chapter Two which treats a review of the related literature.

Chapter Three deals with the methodology of the study that covers the issues of data sources and the means or tools of data collection.

Chapter Four focuses on data treatment, that is, making statistical analysis of the quantitative data, description of the interview, and discussing the results.

The fifth and final Chapter of the study treats the conclusions arrived at and the recommendations forwarded.

1.6. Definition of Terms Used in the Study

Teachers' Verbal Feedback: refers to oral remarks of teachers which reflect on the solicited or initiated pupils' statements or utterances (Zahorik 1968:147).

Utterance: refers to stretch of speech preceded and followed by silence (Crystal, 1985).

Perception: is a way of seeing, understanding, or interpreting something (Hornby, 1995)

1.7. Symbols Used in the Transcription

The following transcription symbols, as used by Larsen- Freeman (1980), Allwright and Bailey (1991), and Van Lier (1988), were adapted for the current study:

T: Teacher

S: Student

SS: Students (sub-groups or whole class)

//: Teachers' interruption

?: Rising, question intonation

/ /: Phonemic transcription instead of standard orthography, where pronunciation deviates

.....: Indication of pauses or incompleteness of utterances

Italics: Indication of emphasis or marked prominence through pitch or amplitude.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

As the purpose of the current study is to find out English language learners' perception of teachers' verbal feedback, this chapter deals with some basic and relevant issues concerning the area of study by reviewing the related literature with the intention of raising different views critically, finding relevant or useful methodologies and models of description to be used in the current investigation.

With this aim in mind, the chapter deals with the affective and cognitive role of feedback, two major categories of feedback, and some relevant studies.

2.1. The Role of Feedback in Formal Classroom.

There are different views and positions of educators and researchers in relation to the need and importance of the provision of feedback. Many researchers and educators accept the need and importance of feedback provision although some argue against it, particularly opposing the provision of negative feedback to learners' responses or utterances.

Burt et al. (1982:34) state that the provision of negative feedback or correction is not a good means of helping learners to get rid of error because of its likeliness to frustrate learners.

Krashen and Terrell (1983:177) and Krashen (1982:74) argue that correction forces learners to focus on form rather than meaning favouring the avoidance of mistakes.

On the other hand, according to Ellis (1984), Murphy (1986), and Van El et.al. (1984), it is impossible to avoid correction altogether even during the communication activities.

Research findings in the field of educational psychology indicate that the provision of feedback improves learning or performance (Rosenfeld 1972) and that the provision of feedback has a more positive result than providing learners with no feedback at all (Raffini and Rosemier 1972; Sassanrath and Gaverick 1965 as cited by Lidgren and Suter 1985).

As regards some positive effects of feedback, Clifford (1981:391) reports that an extensive review of literature on the effect of feedback led Ammons (1956) to make some observations. Accordingly, feedback generally increases motivation; it usually improves subsequent performances; it is more effective to give feedback punctually than to delay, and, if feedback is withheld, performance declines on the learners' side.

Sinclair and Coulthard (1975:51) argue that learners' preferences and expectations indicate that the act of feedback provision is much needed and that, if this is totally stopped, learners would fail to proceed in their learning. These scholars further explain that pupils, after giving their responses, expect feedback on the correctness or incorrectness of their responses and that, if the teacher does not give feedback

totally, learners would get it abnormal and this affects the teaching/learning negatively.

Concerning learners' preference or attitude towards correction or negative feedback, Ellis (1994:584), citing Cathcart and Olsen (1976), states that, "...Cathcart and Olsen (1976) found that ESL learners like to be corrected by their teachers and want more correction than they are usually provided with...." Teshome Emana's (1995) study also shows that 83.7% of the subjects of the study expressed their preference for correction in the classroom.

Some scholars like Vigil and Oller (1976), Selinker and Lamendella (1979), Brown (1987), and Allwright and Bailey (1991) believe that the provision of corrective feedback prevents fossilization of erroneous forms.

Vigil and Oller (1976) and Selinker and Lamendella (1979) underline the idea that feedback is the primary factor controlling the development of learner grammar. They further explain that if there is corrective feedback to encourage the learner to modify utterances in expressing himself/herself in the target language, it is likely to predict that learners' grammatical system will develop continuously. But, if the supportive or corrective feedback goes below some minimal level, the grammar or the rules are no longer attended and so tend to fossilize.

In relation to the formation of fossilization, Allwright and Bailey (1991:93) cite Brown (1987:186) who points out that the internalization of incorrect forms takes place by

means of the same learning processes as the internalization of correct forms, the latter being referred to as learning while the former is called fossilization. In other words, according to this scholar, learning correctly consists of internalizing appropriate forms of the target language while fossilization is the consistent use of recognizable erroneous forms.

Furthermore, Allwright and Bailey (1991:93-94), citing Brown (1987) and Vigil and Oller (1976), deal with the role of affective and cognitive feedback relating to the concept of fossilization. Accordingly, second language learners get at least two kinds of feedback from the interlocutors: the first being cognitive feedback which refers to information about the language they use, and the second being affective feedback which refers to emotional reactions in response to their utterances and signals, as to the interlocutors' desire or willingness to continue communication.

According to Vigil and Oller (1976), clear cognitive information about the problems in the learners' output should be provided to prevent fossilization of erroneous forms. But, to measure continued communication, such information must be accompanied by positive affective feedback; if not, the learners may receive discouraging affective signals and thus stop their efforts to improve output in the target language.

Chaudron (1977:30), on his part, citing Annett(1956), has the following to say concerning three functions of feedback:

... While discussing in general learning tasks, Annett (1956) describes three dimensions or functions of feedback or 'knowledge of results': 1) incentive-stimulating increased effort (motivating), 2) reinforcement - promoting maintenance of the learners' responses, and 3) information-contributing to changes in responses.

In earlier times, the first two functions which, in other words, can be called “affective” got more attention due to the influence of behavioural psychology. But, later, the informational or cognitive aspect of feedback started getting emphasis due to further developmental view on feedback. Comparing the effect of motivational and/or reinforcing view with informational feedback, Zamel (1981:140) elaborates that informational feedback results superior performance. In Zamel's words:

... When feedback is dealt with ... its role is viewed as motivational and/or reinforcing rather than informational. Studies, however, seem to attest to the fact that information about performance is a necessary component of learning... Moreover, studies have been done comparing the effects of reinforcement with those of informational feedback on learning, the result of which suggest that there is a correlation between superior performance and information feedback (Gay and Stephenson 1972; Walker and Buckey 1972; Henderson 1970; Remm et al. 1971)....

This is to show that informational or cognitive feedback is more productive than motivational and/or reinforcing or affective feedback. The information contained in feedback helps learners in improving their utterances or language performance. Wajnryb (1992:50), in agreement with Zamel (1981), also underlines the fact that the information component of teacher feedback is crucial to the learners' learning experience in giving information that allows the student to find and use the rules and principles of language through self-involvement.

However, it should not be forgotten that, as cited earlier referring to Vigil and Oller (1976) and according to Allwright and Bailey (1991), information feedback must be accompanied by positive affective feedback so that discouraging effects are avoided.

The role of a learner in relation to utilizing information contained in teacher feedback is highlighted by Zamel (1981:141). Accordingly, the learner takes the role of an active and dynamic person whereby information is used for inner construction as opposed to being information receiver or passive learner.

However, what the different kinds of English language teachers' verbal feedback mean to learners in the Ethiopian context has not been systematically investigated from the learners perspective. As a result, we do not know how the learners perceive or judge their English language teachers' verbal feedback in terms of the affective and cognitive values dealt with so far. In short, the aim of this study, as was made clear earlier, is to fill this gap and find out what the different affective and informational teachers' verbal feedback mean to high school English language learners.

2.2. Positive and Negative Feedback

It is commonly agreed that positive feedback refers to the feedback type that confirms the adequacy or accuracy of learners' utterances/responses while negative feedback is the type of feedback that demands rearrangement of responses or that shows rejection of utterances or responses.

In other words, according to Harmer (1991:237), feedback does not just include correcting language errors or negative feedback. Other than correcting language errors or negative feedback, it also means telling learners what went right, where

they have achieved successful outcome and this one refers to the provision of positive feedback.

According to the findings of Rosenfeld (1972), studies of the application of reinforcement techniques indicated that the provision of positive reinforcement to a regular classroom response resulted in improved performance for many students. But when compared with the use of negative feedback, it has been found that an increased awareness of mistakes provides more motivation to improve performance than an increased awareness of success (Clifford 1981).

To further consider the concept of error and corrective feedback or error treatment, some scholars (Corder 1967; Dulay and Burt 1972; Holley and King 1971, and others) explain that error does not mean that learning has not taken place. Rather, errors indicate that the learner is in the process of learning by forming and testing hypotheses.

When an error occurs, according to Zamel (1981:146), the corrective feedback should point out or indicate where the disparity between the response and the desired response lies and feedback which points out the disparity transmits new information to the students' underlying processes allowing the student to perceive why the response is incorrect, why a different set of critical features applies to the response, and how the correct alternative differs from that which the student was testing out in the response.

The provision of corrective feedback may affect the learners' feeling either positively or negatively and consequently, there can be psychological effects like frustration, discouragement, fear, satisfaction or confidence, according to Bartram and Walton's (1991) suggestions.

The suggestions are: learners may feel that their teachers are not listening to them but to their language when they focus only on accuracy and some other learners may feel that their teachers interrupt them when they really want to say something and the effect of such feelings may be frustration. Other learners may feel that they do not make any progress because no one tells them what is wrong and what is right and such feelings might lead to discouragement. Further, other learners may feel that they must not speak unless they know what they are going to say is right.

On the other hand, some learners may feel that, their teachers, are increasing their accuracy and such feelings may result in satisfaction. Others may feel that their teachers seem to know what they are doing when teachers use different techniques of error treatment and such feelings may develop learners' confidence.

Concerning the negative impact, Gainer (1989:45-46) also suggests that "...many commonly used correction techniques often interrupt , intimidate, or confuse rather than enlighten." The scholar enumerating some related problems further , states that "one problem is that many correction techniques fail to locate errors precisely for the students..." and "... If the students do not know the location of the errors, and also which parts of an utterance are correct, then self - correction is difficult if not impossible ." The second " problem is that teachers tend to provide correct responses without

giving the students adequate time to formulate their utterances,” and the “... third problem is that it may not be clear to a student that he or she is actually being corrected” In relation to this third problem, Gainer cites Fanselow (1977: 588) who “ has also noted that teachers provide correct models after both correct and incorrect student utterances.”

For successful error treatment or the provision of negative feedback, it is likely that the perception of the learners would be considered. In agreement with this, Allwright and Bailey (1991:211) state that;

...Teachers need a way of predicting the interpretations their behaviour will give rise to. The effectiveness of the treatment of error will depend on how it 'is' perceived rather than on what is intended to be.... /emphasis added/

All this leads to the need for investigating, how English language learners perceive, judge, or interpret teachers' verbal feedback which is provided in different manners. In other words, it would be appropriate to look at English language teachers' verbal feedback from the learners' point of view by addressing their perception or judgement which is the focus of this current study.

2.3. Some Studies Relevant to the Current Investigation

Zahorik (1968,1970) and Wondwosen (1992) are some of those who have made studies that are very relevant to this current investigation and it is hoped that dealing with these studies helps in identifying and using relevant methodologies and models of description.

Zahorik (1968) conducted a research to explore the nature of classroom feedback behaviour of teachers. He obtained data by analysing transcription of fifteen elementary school lessons with a feedback instrument and other instruments determining frequencies and percentages of feedback use. In the procedure, fifteen teachers and their students were used as subjects of the study. Each of the teachers taught one lesson based on the same issue. The lessons were tape-recorded and transcribed verbatim.

Feedback instrument was developed by the investigator to analyse the lessons and provide data relative to feedback usage. The instrument contains twenty five categories, thirteen dealing with direct feedback while eleven of them describing indirect feedback and one being miscellaneous feedback. As to the concepts of direct and indirect feedback, Zahorik (1968:147-48) has the following to say:

...Direct feedback refers to those oral remarks of teachers the main purpose of which is to convey information to the pupil regarding the value of his behaviour. Indirect feedback refers to those oral questions and statements that have a primary purpose other than providing feedback, but from which the child can infer the value of his verbal behaviour....

Zahorik's transcript categorization procedures consisted of identifying all teacher remarks that followed pupil responses and assigning the category number to each part of the remark that represented a different feedback element and the analysis of all transcripts followed.

The number of feedback types employed in each class ranged from thirty three to fifty seven. In general, however, some were used 183 times while others were employed only once (Zahorik, 1968:148).

Finally, the results showed that teacher verbal feedback is a rigid behaviour. That is, although the teachers involved in the study displayed 175 different types of feedback, they used only sixteen types with regularity (p.147).

As a replication of zahorik's (1968) investigation, Wondwosen (1992) locally undertook an investigation focussing on the nature of the feedback behaviour of grade eleven English language teachers as a requirement for the fulfilment of his Master of Arts (M.A.) in Teaching English as a Foreign Language (TEFL).

In the procedure, eight experienced English language teachers were selected from the twenty-four government high schools in Addis Ababa. Lessons were videoed and tape-recorded, then transcribed and a system of analysis which identifies forty three elements of positive, negative, and miscellaneous feedback was developed and used. For the development of this model, Wondwosen basically used Zahorik's (1968) model which mainly deals with positive feedback and Chaudron's (1977) model which focuses on negative feedback so that both feedback types could come together and serve the purpose of his study.

Wondwosen's study finally has shown that teachers on average spend 29.2% of the class time on provision of feedback. It has also identified 539 occurrences of

positive feedback and 336 negative feedback, the most frequently used types of positive feedback being simple praise confirmation and positive repetition. However, teachers showed much agreement between themselves in the use of positive explanation and several answers solicitation without clues. Further, among the various types of negative feedback, teachers most frequently used interruption, simple reproof-denial and loop and they showed much agreement in the use of repetition with no change.

What has been dealt with so far focuses on the nature of teacher feedback behaviour and the studies conducted show, in general, the different types of teacher feedback used frequently and infrequently. Then, what should come next is likely to be the question of how learners, on their part, perceive the different types of teacher verbal feedback which are used frequently and infrequently serving affective or cognitive functions. In other words, what the different types of teacher verbal feedback mean to the learners is the question that the current study tries to answer.

In relation to this, Zahorik again (1970) has investigated pupils' perception of teachers' verbal feedback in the field of general education. His earlier (1968) investigation on the nature of teacher feedback during the teaching/learning act served as background for his next (1970) study that deals with pupils' perception of teachers' verbal feedback.

To get information concerning pupils' perception of teachers' verbal feedback, Zahorik (1970) developed an instrument containing twenty-eight segments of

classroom dialogue where each segment consisted of three parts: teacher solicitation, pupil response, and teacher verbal feedback. The segments were taken verbatim from the fifteen lessons used to examine the feedback behaviour of teachers in the earlier (1968) study. From the types of feedback in the twenty eight segments, sixteen were the frequently used types in the earlier investigation and twelve were the rarely used types which appeared to be highly informational. Three of the rarely used types were negative types, two were mixed, three were elaborate, two gave clues, and two gave explanation.

The twenty-eight segments containing twenty eight feedback were presented in written form to a randomly selected group of pupils who were from the fifteen classes of the earlier investigation. The instrument was administered to small groups of pupils by reading each segment aloud while the pupils were reading silently. The pupils were asked to assume that the teacher speaking in the transcript was their teacher and that they were the student who was speaking in the transcript.

After the reading of each segment, the students were asked to think about the teacher's feedback and make four judgements:

- a) Whether they felt good, not good, or stayed neutral,
- b) Whether the feedback told them the answer was right, wrong, or did not tell,
- c) Whether the feedback told them why the answer was right, wrong, or did not tell, and

- d) Whether the feedback told them how to improve their right answer, correct their wrong answer, or did not tell (Zahorik, 1970:108-109).

The first judgement or perception was designed to measure the value of the response in reinforcing or motivating and the other three were designed to measure the cognitive or informational value of the teacher's reaction or verbal feedback (p.109).

The result showed that the pupils felt that the sixteen types of frequently used teacher verbal feedback provoked some feeling and provided some information on correctness, but provided almost no explanation or direction.

Furthermore, the pupils viewed many of the rarely used types of feedback as provoking more feeling providing more information on correctness, and providing more explanation and directional information when compared with the sixteen frequently used types of teacher verbal feedback (p.111).

From this emerges the central question around which this current study revolves. In other words, the current study tries to answer similar questions in our own local situation by investigating high school English language learners' perception of their teachers' verbal feedback provided during English language formal lesson.

CHAPTER THREE

METHODOLOGY

To achieve the purpose of the study stated under 1.2, the use of relevant and appropriate methods and procedures is essential and it is this issue that this chapter deals with. Accordingly, matters pertaining to the subjects, data collection methods, and models of description are dealt with hereunder.

3.1. Subjects

The investigation was conducted at Higher 12 Comprehensive Secondary School here in Addis Ababa at the level of grade eleven. The reason for choosing this school is its proximity to Addis Ababa University.

Four of the twelve sections of the grade were selected randomly and the English language learners of these four sections made the focus of the study. The four sections are given the codes Section I,II,III, and IV and these codes are used in the study. Teachers of these sections are coded T1,T2,T3, and T4.

Roll number was the basis for selecting the learners from each of the four sections to fill in the questionnaire and to be interviewed. That is, the even-numbered learners from bottom to top and some odd-numbered ones from top downwards - until two third of the total number of students in each section was covered - were selected to fill in the questionnaire. On the other hand, the first five odd numbered learners from each section were selected to be interviewed. The following table gives some information concerning these subjects of the study.

Table 1

Learners Who Took Part in the Study

Section	No. Of Students in the Section	Subjects of the Study		
		Filled in the Questionnaire	Interviewed	Total
I	48	32	5	37
II	78	52	5	57
III	54	36	5	41
IV	74	48	5	53
Total	254	168	20	188

In general, as can be seen from the table, 168 students filled in the questionnaire and twenty were interviewed. In sum, 74% (that is, 188) of the total number of students in the four sections (that is, 254) were made the subjects of the study. In terms of sex, 101 of the subjects are male and 87 of them are female.

3.2. Instruments used for Data Collection

One lesson on the same issue or content was video-recorded from each of the four sections as basis for the study. The video recording was done using a national panasonic video camera first and then, the video was changed to audio recording. The video recording preceded the audio because of its manageability as compared to when a tape recorder is used for the audio recording. In other words, the movement of the video man helped to better catch the utterances made by teachers and learners. Next, extracts of the audio recorded lesson were transcribed in such a

way that the classroom exchanges or discourses included teacher initiation, student response, and teacher follow-up or teacher verbal feedback as Appendix A shows. Then, the different feedback types employed in the four lessons were categorized and their frequencies and percentages were analysed. It is these feedback types that were presented in the questionnaire used so that the subjects could give their perceptions of the feedback types.

3.2.1. Questionnaire

Questionnaire is the main or primary means of data collection for this study. It was designed in such a way that the recorded classroom exchanges or discourses were changed into written form including teacher initiation, student response, and teacher verbal feedback, and the subjects were asked to assume that the teacher speaking in the transcribed exchange is their English language teacher and that they are the student speaking in the transcript. Furthermore, explanation, supported by examples, was given as part of administering the questionnaire. Then, after reading each exchange in the questionnaire, the learners were asked to think and give their judgement or perception of the teacher's verbal feedback in term of:

- a) the kind of feeling it provokes,
- b) the extent to which it contains information on the correctness or incorrectness of their utterances,
- c) the extent to which it contains explanation for the correctness or incorrectness of their responses, and
- d) the kind of direction it gives for better or improved responses or output.

The questionnaire designed along these four lines is hoped to help to measure both the affective and cognitive values that the learners give to teacher' verbal feedback. Among the four, the first one deals with feeling and it is to measure the affective value while the remaining three are meant to measure the cognitive or informational value of teachers' verbal feedback. In general, twenty classroom exchanges or discourses, representing the different types of teachers' verbal feedback employed in the four lessons, are included in the questionnaire. [The questionnaire used is labelled Appendix B].

The four lessons recorded from the four sections deal with the role of function and content words in making summaries and note-making. The fact that all the four lessons are about the same topic or issue and developing questionnaire based on classroom discourses or exchanges of these lessons is thought to help subjects have familiarity with what the exchanges in the questionnaire talk about in general. In other words, the purpose of recording lessons of the same content is to give common background to all the subjects who filled in the questionnaire. It is also hoped to create authenticity for the endeavour.

3.2.2. Interview

The second tool used for data collection for the study is interview and, as stated above, five learners from each of the four sections were interviewed to help get their general views, opinion, and understanding of teachers' verbal feedback in terms of the purpose or objectives of the study. Nine questions dealing with the affective and

cognitive aspects of teachers' verbal feedback were used in the interview and these questions are listed in Appendix C_I. Appendix C_{II} shows the English version of the interviewees' responses and Appendix C_{III} shows the Amharic version of the nine interview questions. The Amharic version of the interviewees' responses was left out because the thesis is restricted not to exceed 150 pages.

In the procedure, the interview took place in Amharic with the hope that the interviewees would better express their responses to the questions in this language.

The interview was recorded using Sharp tape-recorder WF-970 model and external JVC microphone. Dry cell batteries were used to give power to the tape recorder. The interview was conducted in a way that the interviewees were asked the questions in turn and gave their responses. The interviewees are coded as S₁, S₂, S₃, ..., and S₂₀.

Next to the recording, transcription of the responses was made and then, the result was translated into the English language, the focus of the translation being on general ideas or themes rather than word for word translation.

3.3. Models of Description

3.3.1. Model for Identifying Classroom Interactions

Formal instruction is usually considered to have a common exchange, and the structure of this exchange, according to Sinclair and Coulthard (1975), comprises three moves identified as I-R-F: “I” referring to teacher initiation, ‘R’ referring to student response, and ‘F’ referring to teacher follow up. Among these three moves, the current study focuses on or deals with learners’ perception of the teacher follow-up or teacher’s verbal feedback part of the structure of the exchange.

As a starting point in the opening move, the teacher elicitation takes place. Then follows an answering move where the student responds, and thirdly, teacher accepts, evaluates, and comments on the student response in the follow-up move. This last move is where the teacher’s verbal feedback occurs.

I-R-F is taken as a three-utterance paradigm which includes and puts the three moves together. In cases of negative feedback, to test for efficacy of treatment or to check if the original error making student can produce the corrected utterance, the model is extended to a four-utterance paradigm, that is, “T-S-T-S” where ‘T’ stands for teachers’ utterance and ‘S’ stands for students’ utterance (Chandron 1977 and Wajnryb 1992).

In his investigation of pupils’ perception of teacher verbal feedback, Zahorik (1970:108) used classroom dialogues each consisting of three parts. In his words:

To get information about pupils' perception of teachers' verbal feedback, an instrument containing twenty-eight segments of classroom dialogues was developed. Each segment consisted of three parts: teacher solicitation, pupil response, and teacher verbal feedback.... /emphasis added/

Although there are differences in research areas (that is, general education visa-vis language education) and contexts or settings, including grade level, between the study Zahorik (1970) conducted and the current investigation, there are some common elements pertaining to addressing learners' perception of teacher verbal feedback, recording and transcribing lessons, as well as developing classroom exchanges made between teachers and learners. Therefore, it appears appropriate to use Zahorik's segments of classroom dialogues and Sinclair and Coulthard's exchanges that consist of three parts as a model in the present study in order to develop classroom exchanges or interactions.

3.3.2. Model for Categorizing Feedback

Developing a model of description which helps in achieving the purpose of the study is one important task. A combination of Zahorik's (1970) model which was basically used for identifying positive feedback and Chaudron's (1977) model which was employed in identifying negative feedback is the basis for developing a descriptive system which treats both positive and negative feedback as Wondwosen (1992) states.

The model was tried by local researchers like Abdulkadir (1983), Yoseph (1990), and Wondwosen (1992) himself and has been found valid. This model, as Wondwosen (1992) used it, will serve the current study, although requiring some modification. For example, non-verbal feedback will not be treated now as it would not have any relevance to the present study.

In this study, thirteen elements of positive feedback are put under class I category, twenty one elements of treatments which demand adjustments of students' incorrect or inadequate utterance under class II category and two other elements of feedback under class III named as miscellaneous feedback referring to utterances which may not fit into either positive or negative feedback types.

The modified model provided hereunder is to be used for the purpose of categorizing the feedback employed in the four recorded lessons as a basis for the study.

Table 2

Feedback Categories

Class I categories: Feedback types that confirm the accuracy or adequacy of previous communication

Sub-Class	Category no. And type	Description	Example Exponent Expression
1-Direct Acceptance	1.1. Simple Praise Confirmation	Teacher (T) confirms the accuracy of previous communication by using words like 'alright'; 'yes'; 'correct', etc.	S: Senait is so sincere as Martha T: Yes
	1.2. Elaborate Praise	T's elaborate praise of the S by using 'Very good'; 'exactly', or extended confirmation. The praise is most often directed at the student.	T: That is very good thinking, Abebe.
	1.3. Elaborate Confirmation	T offers elaborate confirmation about the correctness of utterance. The focus is on the utterance.	S: Old tradition has deprived some people of their right to eat meat. T: Old tradition has deprived some people of their rights to eat meat. That is it.

Sub-Class	Category no. And type	Description	Example Exponent Expression
	1.4. Positive Repetition (Optional Expansion and Reduction)	T repeats S's utterance positively to indicate its being accepted	T: By the same token you can contract this. S: oughtn't T: Oughtn't
	1.5. Positive Explanation	T Elaborates on or explains why the answer given by S is correct	S: didn't T: didn't yes. The second part of the sentence should be, however, he didn't exactly, yes.
2. Response Extension: Development	2.1. Response Development Solicitation Without Clues	T further extends S's response without providing clues.	T: What is the difference we made here? S: Not use more T: Why?
	2.2. Response Development Solicitation With Clues	T further extends S's response by providing clues	T: And the farmers are to be given what? S: Land T: They are going to be given land. To do this to give them the land has to come from where?

Sub-Class	Category no. And type	Description	Example Exponent Expression
	2.3. Response Development Statement	T completes S's response by adding another information	
3.Response Extension: Improvement	3.1. Response Improvement Solicitation Without clues	T demands the S to complete the correct response the S has already begun without providing clues.	"Great what?" (After pupil responds with "Great", to question concerning what country princess Margaret is from) (Zahorik 1970)
	3.2. Response Improvement Solicitation With clues	T demands the S to complete the correct response the S has begun by providing clue.	"Great What?" It is another name for England." (After pupil responds with "Great" to question concerning what country princess Margaret is from) (Zahorik 1970)
	4.1. Several Answers Solicitation Without clues	T asks several questions without providing clues after a student has given answer for previous question.	T: What is the meaning of install? S: Establish T: What else?

Sub-Class	Category no. And type	Description	Example Exponent Expression
	4.2. Several answers solicitation with clues	T asks several questions with clues after a student has given correct answer for previous question.	T: Don't retreat, you should... S: Resist the enemy T: and with 'ought to'
5.Lesson progression	5.1. Lesson progression: different topic	T asks or talks about a different topic after a student's correct response.	T: This part is what kind of clause? S: Adverb clause of manner. T: The nurse acts as though he were a doctor. Is he a doctor?

“Class categories: feedback types that show rejection or demand adjustment of students’ response”

6. Interrupt	6. Interrupt	T interrupts S’s utterance following error or before S has completed	
7. Accept	7. Accept	Simple approving or accepting word as a sign of accepting content of utterance or usually as a sign of reception of utterance but T may immediately correct a linguistic error.	S: Whether to fight for the welfare (Pron:) of the oppressed mass or not is a matter of doctrine. T: Yes, welfare (pron:) Welfare /Welfea(r)/ is the right pronunciation of the word.

Sub-Class	Category no. And type	Description	Example Exponent Expression
8. Negation	8.1. Simple reproof denial	T shows rejection by saying 'no', 'uh uh', 'not exactly'	T: who can tell us the meaning of offspring? S: individual T: No.
	8.2. Elaborate reproof	T Shows rejection by verbally attacking the student	S: (makes mistake related with the use of 'ought') T: should I go to a goldsmith and make a necklace where there is 'ought to'
	8.3. Elaborate denial	T shows rejection by using elaborate phrase or sentence	
9. Repetition	9.1. Repeat	T requests S to repeat utterance with intent to have student self-correct	
	9.2. Repetition with no change (optional expansion and reduction)	T repeats S's utterance with no change of error, or omission of error.	T: Migrant...yes? S: To move from one place to another. T: To move from one place to another. Is it?

Sub-Class	Category no. And type	Description	Example Exponent Expression
	9.3. Repetition with no change except in emphasis (Opt. Exp. Red.)	T repeats S's utterance with no change of error, but emphasis locates fact of error.	S: They help us tomorrow T: They help us?
	9.4. Repetition with change (opt. Exp. Red.)	Usually T simply adds correction and continues to other topics	S: World people to safeguard AIDS. T: World people should be agitated to safeguard themselves and their children from AIDS.
	9.5. Repetition with change and emphasis (opt. Exp. Red)	T adds emphasis to stress location of error and its correct formulation	S: you use an electrical (pron: elictrical) pump to raise water. T: It is not electrical /eliktrlkal/. It is (Pron: /l'lektrlkal/
	9.6. Loop	T honestly needs a replay of part or full of S's utterance due to lack of clarity or when it is not audible	
10. Questions	10.1. Original question	T repeats the original question that leads to response.	

Sub-Class	Category no. And type	Description	Example Exponent Expression
	10.2. Altered question	T alters question systematically but not semantically	
	10.3. Question 3 (opt. Exp. Red)	Numerous ways of asking for response, often with clues etc.	
11.Negative explanation, prompt and clue	11.1. Explanation	T provides information as to cause or type of error.	
	11.2. Prompt	T uses a lead-in cue to lead to the required response	S: English is less harder than maths; T: English is less?
	11.3. Clue	T's reaction provides S with the nature of immediate correction, without providing correction	T: Why did the old bus break down on the hill? S: The old bus break down on the hill since the road was up and down T: The answer must be given in past tense.
	12. Transfer	T asks another s or several, or class to provide correct answer.	

Sub-Class	Category no. And type	Description	Example Exponent Expression
	13. Return	T returns to original error-maker for another attempt after 'transfer'.	
	14. Verification	T attempts to assure understanding of correction; a new elicitation is implicit or made more explicit.	
	15. Provide	T provides correct answer when S has been unable to answer.	
	16.1. undecided	T gives 'undecided' response by usually using words like 'may be'; 'yes and no', etc.	
	16.2. Other	Response of T which could not be grouped due to inaudible S response or T response or due to their ambiguous nature.	

Note:-

"class **III** catagories: *Miscellaneous feedback* " starts from 16.1.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. Categorizing and Analysing Feedback Employed in the Recorded Lessons

As already stated under chapter Three, four lessons one each from the four sections of the selected grade, were audio recorded and the transcription of the classroom lesson extracts that contain 'teacher initiation', 'learner response', and 'teacher verbal feedback' was made. Appendix A shows the transcribed extracts of the classroom exchanges. In sum 101 classroom exchanges or discourses were extracted, the last part of each extract being considered as one teacher verbal feedback although there could sometimes be the overlapping of more feedback elements in each teacher's verbal feedback. The number of classroom exchanges extracted from each of the four lessons ranges from twenty one to thirty three. However, this range in zahorik's (1968) study is thirty three to fifty seven and the difference could be difference in the nature of the lessons taught or otherwise.

According to the stated model for categorizing feedback under 3.3.2., indicated in Table 2, the feedback displayed in the four lessons was categorized designating the feedback category type by writing numbers that refer to the feedback category type beside each feedback. Furthermore, the frequency and percentage of the feedback types employed in the four lessons were analysed as shown in the following table:

Table 3
Feedback Types Employed in the Four Lesson Transcriptions

Feedback Category No.	Feedback Category Type	Frequency	%
1.1.	Simple Praise Confirmation	14	13.86
1.2.	Elaborate Praise	8	7.92
1.3.	Elaborate Confirmation	1	0.99
1.4.	Positive Repetition (Optional, expansion, and Reduction)	25	24.75
1.5.	Positive Explanation	1	0.99
2.1.	Response Development Solicitation without clues	1	0.99
2.2.	Response Development Solicitation with clues	-	-
2.3.	Response Development Statement	17	16.83
3.1.	Response Improvement solicitation without clues	12	11.88
3.2.	Response Improvement solicitation with clues	2	1.98
4.1.	Several Answers solicitation without clues	1	0.99
4.2.	Several Answers solicitation with clues	-	-
5.	Lesson Progression: Different Topic	2	1.98
6.	Interrupt	3	2.97
7.	Accept	-	-
8.1.	Simple Reproof Denial	1	0.99
8.2.	Elaborate Reproof	-	-
8.3.	Elaborate Denial	1	0.99
9.1.	Repeat	1	0.99

Feedback Category No.	Feedback Category Type	Frequency	%
9.2.	Repetition with no change (optional expansion and Reduction)	-	-
9.3.	Repetition with no change except in Emphasis (opt.Exp. And Red.)	1	0.99
9.4.	Repetition with change (opt. Exp. Red.)	-	-
9.5.	Repetition with change and emphasis (Opt.Exp.Red.)	-	-
9.6.	Loop	-	-
10.1	Original Question	-	-
10.2.	Altered question	-	-
10.3.	Question 3 (oppt. Exp. Red)	-	-
11.1.	Explanation	-	-
11.2.	Prompt	-	-
11.3.	Clue	-	-
12.	Transfer	2	1.98
13.	Return	-	-
14.	Verification	-	-
15.	Provide	6	5.94
16.1.	Undecided	1	0.99
16.2.	Other	1	0.99
Total		101	100

As shown in the above table, twenty types of teachers' verbal feedback were employed in the four classroom lessons. Some of the feedback types were used more frequently than others. Ten of the feedback types were used frequently, that is, more than once. The other ten were used infrequently or only once. In general,

the frequency ranges from one to twenty five, the most frequently used feedback type being 'Positive Repetition'. Similarly, the findings of Wondwosen's (1992) investigation show that this feedback type is one of the most frequently used ones.

Among the 101 feedback employed in the four lessons in sum, 84 (or, 83.17%) are positive feedback, 15 (or 14.85%) are negative feedback, and 2 (or, 1.98%) are miscellaneous feedback. This shows that most of the teachers' verbal feedback used in the four recorded lessons are positive feedback whereas the least are miscellaneous. Wondwosen's findings(1992) also show that most of the teachers' verbal feedback used in the recorded classroom lessons are positive feedback.

So far, issues of lesson recording, transcribing lesson extracts that contain three utterances, categorizing and analysing teachers' verbal feedback in terms of frequencies and percentages were raised and discussed in order to make the right background for finding learners' perception of the teachers' verbal feedback. This helps in creating the proper link between the different types of feedback employed by teachers in the classroom and what these different types of teachers' verbal feedback mean to the learners which is the main goal of the study.

Keeping this in mind, the next section of this chapter deals with data analysis and discussion of results concerning English language learners' perception of teacher' verbal feedback which is the primary focus of the investigation.

As indicated under the preceding chapter, the necessary information concerning learners perception of teacher verbal feedback was collected using two instruments: questionnaire and interview.

4.2. Description of the Questionnaire Result

As Appendix B shows, there are four basic questions labelled A,B, C, and D to which the subjects were asked to give their answers according to their perception or judgement of the twenty types of teacher verbal feedback presented in the questionnaire.

The first question is about the kind of the learners' feeling provoked by the teacher's verbal feedback found in each of the exchanges in the questionnaire. The second is about the learners' perception of the extent of information contained in the teacher's verbal feedback about the correctness and/or incorrectness of their utterances or responses. The third question is regarding the learners' perception of the extent of explanation contained in the feedback for the reason of the correctness and/or incorrectness of their responses, while the fourth question is about the learners' perception of the kind of direction that the teacher's verbal feedback gives for improved or future better output.

4.2.1. Learners' Perception of the Kind of Feeling They Have About the Teacher's Verbal Feedback

The subjects were given the following key to express the kind of feeling they have about the teacher's verbal feedback provided in each of the classroom exchange or discourse presented in the questionnaire:

5 = very good; 4 = good; 3= neither good nor bad;
2 = bad, and 1 = very bad

The following table (Table 4) shows the kind of feeling the subject learners have as a result of the teacher's verbal feedback found in each of the exchange or classroom discourse presented in the questionnaire. The twenty feedback types listed in the table said are the feedback in each of the classroom exchanges extracted from the four recorded lessons and developed as part of the questionnaire.

Table 4
Frequencies and percentages of Learners'
Response on the Kind of Their Feeling Provoked by Teachers' Verbal Feedback.

ITEM No.	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Simple praise Confirmation	108	64.29	54	32.14	6	3.57	0	0	0	0	168	100
2.	Elaborate Praise	117	69.64	28	16.67	9	5.36	3	1.79	1	0.59	168	100
3	Elaborate Confirmation	76	45.24	58	34.52	25	14.88	7	4.17	2	1.19	168	100
4	Positive Repetition (optional Expa. and Red.)	71	42.26	65	38.69	22	13.10	8	4.76	2	1.19	168	100
5	Positive Explanation	91	54.17	39	23.21	29	17.26	6	3.57	3	1.79	168	100
6	Response Dev't Solicitation without clues	47	27.98	68	40.48	31	8.45	14	8.33	8	4.76	168	100
7	Response Development Statement	62	36.90	48	28.57	32	19.04	18	10.71	8	4.76	168	100
8	Response Improvement Solicitation Without Clues	65	38.69	43	25.60	47	27.96	8	4.76	5	2.98	168	100
9	Response Improvement Solicitation with Clues	66	39.29	48	28.57	29	17.26	19	11.31	6	3.57	168	100
10		86	51.19	54	32.14	20	11.90	4	2.38	4	2.38	168	100

11	Lesson Progression: Different topic	68	40.48	48	28.57	33	19.64	12	7.14	7	4.17	168	100
12.	Interrupt	33	19.64	25	14.88	26	15.48	35	20.83	49	29.17	168	100
13	Simple Reproof Denial	36	21.43	32	19.04	30	17.86	32	19.04	38	22.62	168	100
14	Elaborate Denial	57	33.93	51	30.38	30	17.86	16	9.52	14	8.33	168	100
15	Repeat	58	34.52	25	14.88	26	15.48	22	13.10	12	7.14	168	100
16	Repetition with no Change (Except in Emphasis)	50	29.76	46	27.38	29	17.26	22	13.10	21	12.50	168	100
17	Transfer	82	48.81	40	23.80	16	9.52	19	11.31	11	6.55	168	100
18	Provide	88	52.38	55	32.73	11	6.55	10	5.95	4	2.38	168	100
19	Undecided	70	41.67	52	30.92	26	15.48	12	7.14	8	4.76	168	100
20	Other	85	50.59	39	23.21	26	15.48	10	5.95	8	4.76	168	100

As one can see from this table, almost all the respondents (that is, 96.43% which is the sum of the respondents under columns '5' and '4') have positive feeling on the provision of 'simple praise confirmation'. 'Elaborate Praise' also provokes positive feeling of very significant number of respondents (that is, 86.31%). These two feedback types, according to Table 3, are two of the frequently used ones in the recorded four classroom lessons. The teaching / learning process in such conditions is likely to be facilitated, for these frequently used feedback types provoke the learners' feeling positively.

Furthermore, although the number of respondents is not as high as in the case of the above stated two feedback types, the remaining feedback types, except 'Interrupt' and 'Simple Reproof Denial', also provoke positive feeling.

In zahoriks' (1970) study, too, simple praise confirmation and several Answers solicitation without clues used in combination, simple praise confirmation, positive Answer, and several Answers solicitation without clues in combination, simple praise confirmation, Response Development statement, and Different Topic Lesson progression in combination, simple praise confirmation, positive Answer, Response Development statement, and Different Topic Lesson progression in combination, simple prarse confirmation and Response Development solicitation without clues in combination and Elaborate praise and Different Topic Lesson progression used in combination provoke positive feeling in learners.

In the case of 'Interrupt', it creates negative feeling in 50% of the respondents, positive feeling in 34.52%, while the remaining students stay neutral. This means

more learners are negatively provoked when 'Interruption' occurs as teacher's verbal feedback.

Similarly, in the case of the provision of 'simple Reproof Denial', as the table shows, 41.68% of the respondents are negatively provoked whereas 40.47% of them are positively provoked, with the rest staying neutral. Though the difference between the negatively provoked and the positively provoked respondents is not as such significant, more respondents are negatively provoked by the provision of this 'Simple Reproof Denial'. The feedback is, as Table 3 shows, one of the infrequently used ones in the recorded and extracted transcription of the four lessons. However, 'Interrupt' type of feedback is one of the frequently used ones and this means some feedback types, though used frequently by teachers, do not necessarily provoke positive feeling in learners as Tables 3 and 4 tell about the frequency of 'Interrupt' and the kind of feeling students have about the feedback, respectively.

In general, the result of the questionnaire regarding learners' feeling about teachers' verbal feedback shows that all the employed feedback types except 'Interrupt' and 'simple Reproof Denial' Provoke positive feeling in learners. In other words, the feedback types, excluding the two mentioned, are perceived as having positive affective value.

4.2.2. Learners' Perception of the Extent of Information Contained in Teachers' Verbal Feedback in Relation to the Correctness and/or Incorrectness of Their Utterances.

The following key was provided in the questionnaire so that the respondents could express their perception of the extent of information contained in the teachers' verbal feedback about their utterances' correctness and/or incorrectness:

5= very much;

4= much;

3= undecided;

2= less, and

1= very less

The next table (Table 5) shows the respondents' perception of the extent of information contained in the teacher's verbal feedback concerning the correctness and/or incorrectness of their responses or utterances.

Table 5

Frequencies and percentages of Learners' Responses About Their Perception of the Extent of Information Contained in Teachers' Verbal Feedback in Relation to the correctness and/or Incorrectness of Their Utterances.

Item No	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Simple praise Confirmation	80	47.62	58	34.52	16	9.52	13	7.74	1	0.59	168	100
2.	Elaborate Praise	94	55.95	52	30.92	12	7.14	7	4.17	3	1.79	168	100
3	Elaborate Confirmation	76	45.24	57	33.93	21	12.50	13	7.74	1	0.59	168	100
4	Positive Repetition (optional Expa. and Red.)	69	41.07	67	39.88	13	7.74	14	8.33	5	2.98	168	100
5	Positive Explanation	98	58.33	37	22.02	19	11.31	10	5.95	4	2.38	168	100
6	Response Dev't Solicitation without clues	55	32.73	58	34.52	26	15.48	28	16.67	1	0.59	168	100
7	Response Development Statement	66	39.29	48	28.57	24	14.29	15	8.93	15	8.93	168	100
8	Response Improvement Solicitation Without Clues	52	30.92	50	29.76	40	23.80	18	10.71	8	4.76	168	100

Item No	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
9	Response Improvement Solicitation with Clues	56	33.33	52	30.92	34	20.24	18	10.71	8	4.76	168	100
10	Several Answers Solicitation Without clues	68	40.48	75	44.64	14	8.33	6	3.57	5	2.98	168	100
11.	Lesson Progression: Different topic	65	38.69	46	27.38	35	20.83	16	9.52	9	5.36	168	100
12.	Interrupt	34	20.24	48	28.57	27	16.07	30	17.86	29	17.26	168	100
13	Simple Reproof Denial	48	28.57	46	27.38	24	14.29	24	14.29	26	15.48	168	100
14	Elaborate Denial	55	32.73	54	32.14	36	21.43	22	13.10	1	0.59	168	100
15	Repeat	45	26.79	66	39.29	25	14.88	24	14.29	8	4.76	168	100
16	Repetition with no Change (Except in Emphasis)	43	25.60	50	29.76	37	22.02	25	14.88	13	7.74	168	100
17	Transfer	58	34.52	57	33.93	22	13.10	21	12.50	10	5.95	168	100
18	Provide	56	33.33	79	47.02	18	10.71	11	6.55	4	2.38	168	100
19	Undecided	57	33.93	57	33.93	35	20.83	14	8.33	5	2.98	168	100
20	Other	68	40.48	49	29.17	28	16.67	11	6.55	12	7.14	168	100

The table shows detail frequencies and percentages of respondents under the five levels of perception according to the given keys against each verbal feedback in the twenty exchanges presented in the questionnaire.

Accordingly, in the case of the provision of 'simple praise confirmation', 'elaborate praise', 'several answers solicitation without clues', and 'provide', more than 80% of the respondents (that is, 82.14%, 86.87%, 80.95% 80.35%, 85.12% and 80.35%, respectively) perceive the presence of information on the correctness and/or incorrectness of their utterances positively.

Most of these feedback types, that is, 'simple praise confirmation', 'elaborate praise', 'positive repetition', and 'provide', as shown in Table 3, are among the frequently used feedback types in the recorded four classroom lessons. The use of these feedback types can be considered meaningful in the teaching/learning process of the English language as learners positively perceive the presence of information about the correctness and/or incorrectness of their responses and thus benefit from the information.

Moreover, although the number of respondents is not as significant as in the case of the aforementioned feedback types, the result of the questionnaire indicates that the extent of information contained in the teachers' feedback about the correctness and/or incorrectness of learners' utterances is perceived positively in all the feedback types. This, in general, means that the respondents perceive the presence of

information on either the correctness or incorrectness of their utterances/responses in all the employed twenty feedback types.

However, the learners' perception addressed in zahorik's study (1970) concerns the presence of information about only the correctness of learners' responses and the result showed that almost all the subjects perceived that the same types of feedback combinations stated under 4.2.1 for provoking learners' positive feeling with the addition of simple praise confirmation, positive Answer, and Different Topic Lesson progression used in combination give information on the correctness of their responses.

4.2.3. Learners' Perception of the Extent of Explanation Contained in Teachers' verbal Feedback About the Correctness and/or Incorrectness of Their Utterances.

The following is the key used by the respondents in the questionnaire to show their perception of the extent of explanation each teacher's verbal feedback contains about the correctness and/or incorrectness of their responses:

5 = very much;

4 = much;

3 = undecided;

2 = less, and

1 = very less

The table that follows (Table 6) deals with the respondents' perception of the extent of explanation contained in the teacher's verbal feedback concerning the reason for the correctness and/or incorrectness of their utterances.

Table 6

Frequencies and Percentages of Learners' Perception of the Extent of Explanation Contained in the Teachers' Verbal Feedback About the Correctness and/or Incorrectness of Their Utterances

Item No.	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Simple praise Confirmation	63	37.50	53	31.55	26	15.48	13	7.74	13	7.74	168	100
2.	Elaborate Praise	76	45.24	54	32.14	13	7.74	18	10.71	7	4.17	168	100
3	Elaborate Confirmation	56	33.33	58	34.52	26	15.48	21	12.50	7	4.17	168	100
4	Positive Repetition (optional Expa. and Red.)	62	36.90	54	32.14	23	13.69	23	13.69	6	3.57	168	100
5	Positive Explanation	98	58.33	42	25.00	21	12.50	7	4.17	0	0	168	100
6	Response Dev't Solicitation without clues	44	26.19	58	34.52	36	21.43	21	12.50	9	5.36	168	100
7	Response Development Statement	58	34.52	46	27.38	32	19.04	23	13.69	9	5.36	168	100
8	Response Improvement Solicitation Without Clues	56	33.33	48	28.57	33	19.64	22	13.10	9	5.36	168	100
9	Response Improvement Solicitation with Clues	57	33.93	52	30.92	30	17.86	22	13.10	7	4.17	168	100
10	Several Answers Solicitation Without clues	69	41.07	46	27.38	27	16.07	21	12.50	5	2.98	168	100

Item No	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
11.	Lesson Progression: Different topic	66	39.29	42	25.00	34	20.24	20	11.90	6	3.57	168	100
12.	Interrupt	27	16.07	32	19.04	47	27.96	22	13.10	40	23.80	168	100
13	Simple Reproof Denial	34	20.24	39	23.21	26	15.48	29	17.26	40	23.80	168	100
14	Elaborate Denial	54	32.14	41	24.40	36	21.43	35	20.83	2	1.19	168	100
15	Repeat	54	32.14	43	25.60	35	20.35	27	16.07	9	5.36	168	100
16	Repetition with no Change (Except in Emphasis)	36	21.43	43	25.60	45	26.79	33	19.64	11	6.55	168	100
17	Transfer	56	33.33	51	30.38	31	18.45	17	10.12	13	7.74	168	100
18	Provide	65	38.69	55	32.73	29	17.26	19	11.31	0	0	168	100
19	Undecided	57	33.93	51	30.38	42	25.00	12	7.14	6	3.57	168	100
20	Other	60	35.71	50	29.79	37	22.02	10	5.95	11	6.55	168	100

Detailed information is given in the table on respondents' perception of the extent of explanation found in the teachers' verbal feedback about the correctness and/or incorrectness of their responses or answers.

Accordingly, in the case of the provision of 'positive explanation', very significant number of respondents (that is, 83.33%) positively perceive the extent of explanation contained in teachers' verbal feedback. However, as Table 3 shows, this kind of teacher verbal feedback is one of the infrequently used ones in the four recorded lessons. In fact, in almost all cases, there are more respondents who positively perceive the extent of explanation contained in the teachers' verbal feedback than the respondents who negatively perceive it. There is one exception, however,; 'Interrupt' in which the respondents who positively perceive the extent of explanation contained in teachers' verbal feedback and those who negatively perceive it are, relatively speaking, nearly the same.

4.2.4. Learners' Perception of the kind of Direction Given in the Teachers' Verbal Feedback to Help them Improve Their Responses:

The respondents used the following key in indicating their perception of the kind of direction given to them in the teachers' verbal feedback presented in the questionnaire:

5 = very clear;

4 = clear;

3 = undecided;

2 = unclear, and

1 = very unclear

The respondents showed their perception of the kind of direction given in the teachers' verbal feedback by writing one of these five numbers to specify their perception of the kind of direction given in each teacher's verbal feedback in the questionnaire and the next table (Table 7) shows the result.

Table 7

Frequencies and percentages of Learners' perception of the kind of Direction Given in the Teacher's Verbal Feedback to Help the Learners Improve their Responses/Utterances

Item No	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Simple praise Confirmation	80	47.62	57	33.93	11	6.55	10	5.95	10	5.95	168	100
2.	Elaborate Praise	90	53.57	44	26.19	19	11.31	9	5.36	6	3.57	168	100
3	Elaborate Confirmation	68	40.48	52	30.92	21	12.50	14	8.33	13	7.74	168	100
4	Positive Repetition (optional Expa. and Red.)	71	42.26	54	32.14	23	13.69	15	8.93	5	2.98	168	100
5	Positive Explanation	100	59.53	41	24.40	13	7.74	11	6.55	3	1.79	168	100
6	Response Dev't Solicitation without clues	56	33.33	61	36.31	16	9.52	19	11.31	16	9.52	168	100
7	Response Development Statement	63	37.50	36	21.43	27	16.07	25	14.88	17	10.12	168	100
8	Response Improvement Solicitation Without Clues	72	42.86	41	24.40	20	11.90	24	14.29	11	6.55	168	100
9	Response Improvement Solicitation with Clues	72	42.86	46	27.38	18	10.71	23	13.69	9	5.36	168	100
10	Several Answers Solicitation Without clues	76	45.24	55	32.73	16	9.52	10	5.95	11	6.55	168	100

Item No	Feedback Type	R e s p o n s e s											
		5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
11.	Lesson Progression: Different topic	76	45.24	40	23.80	25	14.88	18	10.71	9	5.36	168	100
12.	Interrupt	29	17.26	29	17.26	37	22.02	32	19.04	41	24.40	168	100
13	Simple Reproof Denial	39	23.21	31	18.45	20	11.90	44	26.19	34	20.24	168	100
14	Elaborate Denial	47	27.96	47	27.96	30	17.86	28	16.67	16	9.52	168	100
15	Repeat	57	33.93	51	30.38	26	15.48	21	12.50	13	7.74	168	100
16	Repetition with no Change (Except in Emphasis)	45	26.79	52	30.92	29	17.26	24	14.29	18	10.71	168	100
17	Transfer	62	36.90	45	26.79	22	16.07	21	12.50	18	10.71	168	100
18	Provide	61	36.31	58	34.52	27	16.07	16	9.52	6	3.57	168	100
19	Undecided	62	36.90	38	22.62	27	16.07	23	13.69	18	10.71	168	100
20	Other	65	38.69	39	23.21	26	15.48	26	15.48	12	7.14	168	100

The table gives detailed information concerning the result of the respondents' perception of the kind of direction given in each of the teachers' verbal feedback in the questionnaire. In the case of the provision of 'simple Praise Confirmation' which is a frequently used feedback type, as Table 3 shows, and 'positive explanation', which is one of the infrequently used feedback type in the four recorded lessons, a large number of the respondents (that is, more than 80%) perceive that there is positive or favourable direction in the feedback.

Furthermore, though the number of respondents in the remaining feedback types - excluding 'Interrupt' and 'Simple Reproof Denial' -, is not as high as 80%, there are more respondents who positively or favourably perceive the kind of direction than those who negatively or unfavourably perceive it.

Contrary to this, however, more respondents negatively or unfavourably perceive the kind of direction given in 'Interrupt', which is one of the frequently used feedback types, and 'Simple Reproof Denial', which is one of the infrequently used feedback types in the lessons recorded.

In sum, except in the case of 'Interrupt' and 'Simple Reproof Denial', the respondents perceive that the different feedback types employed in the lesson have favourable cognitive value in giving direction.

4.3. Description of the Interview Result

As Appendix C_I shows, the first interview question deals with what students feel when they are praised by their English language teachers because of their good or correct responses. According to the interviewees' responses, as shown in Appendix C_{II}, all the respondents have positive feeling when they are praised for their good or correct responses. They have expressed that they are encouraged or motivated for further success in their future language learning activities.

The result of the questionnaire in Table 4 also shows that most of those who filled in the questionnaire have positive feeling during the provision of 'Simple Praise Confirmation' and 'Elaborate Praise'. These two feedback types are among the feedback components found to provoke positive feeling in learners in the study made by Zahorik (1970).

The second, interview question deals with what students feel when their English language teachers comment on their wrong or inadequate language performance or utterances. In other words, it is about the kind of feeling students develop as a result of English language teachers' comments that follow students' failure to respond correctly or adequately. According to the responses of the interviewees, most of the respondents (that is, 60%) have negative feeling on English language teachers' comments given following their incorrect or inadequate responses and the students believe that the negative comments discourage them and hinder their future participation. However, few respondents (that is, 30%) have positive feeling on the

comments, while only very few respondents (that is, 10%) have neither positive nor negative feeling on the comments.

The result of the questionnaire in Table 4 also shows that the majority of the respondents have negative feeling during the provision of negative feedback types called 'Interrupt' and 'Simple Reproof Denial'. This, in general, goes along with the view of scholars like burst et al. (1982) who state that the provision of negative feedback does not help learners in getting rid of errors and 'rather' is likely to frustrate them.

In sum, these first two questions of the interview measure the affective value that students give to their English language teachers' verbal feedback. In general, the majority of the respondents like teachers' verbal feedback provided positively.

The third question of the interview addresses the kind of information that students expect from their English language teachers' verbal feedback for the purpose of learning the language better. The responses show that there is a wide-range of students' expected information from their English language teachers' verbal feedback.

When compared with the responses to other questions of the interview, it is difficult or inconvenient to form a pattern and talk about the kind of information that respondents expect from their English language teachers' verbal feedback due to the wide-range of learners' expectations expressed in the interview.

However, some of the type of information that different respondents expect from teachers' verbal feedback, according to the interview result, include information that,

- ∅ tells the correctness and/or incorrectness of responses;
- ∅ contains ideas which help to improve English language;
- ∅ contains brief explanation;
- ∅ contains suggestions and names of reference books to refer to;
- ∅ includes ideas from different books;
- ∅ is clear and good;
- ∅ is encouraging and motivating;
- ∅ contains clues or guidelines, and
- ∅ is direct.

This shows that the information that learners expect from teachers' verbal feedback is very varied, thus implying that English language teachers are better expected to include a lot of information in their verbal feedback to meet the varied expectation of learners. In relation to this, Wajnryb (1992) and Zamel (1981) stress that the information contained in teachers' verbal feedback is very essential for it helps learners to find and use the language rules and principles by making their own efforts.

The fourth question is about whether English language learners want to be provided with the correct answer or to be given clues by their teachers' verbal feedback that follows erroneous or inadequate learners' responses. The result of the interview indicates that most of the respondents (that is, 80%) want to get clues from their

teachers' verbal feedback so that they (the learners) themselves could make the necessary effort to be successful. They also believe that they get more knowledge of the language through such self-involvement task. Three respondents (that is 15%) want both the provision of correct answers and clues from their teachers' verbal feedback while only one respondent (that is, 5%) wants to be provided with the correct answer. The following table indicates the result:

Table 8

Students' Preference of the Provision of Correct Answers and/or Clues from Teachers Verbal Feedback

No	Preference	Respondents	
		Number	%
1	Clues	16	80
2	Correct Answers	1	5
3	Both clues and correct answers	3	15
Total		20	100

The fifth question of the interview requires the respondents to give their opinion regarding whether their teachers should tell them that their responses are either correct or incorrect. The interview result shows that most of the respondents (that is, 80%) think that their English language teachers should tell them that their responses are either correct or incorrect. Three of the respondents (that is, 15%) think that their teachers should tell them only the incorrectness of their responses, whereas only one respondent thinks that the teacher should tell only the correctness of learners' responses. The following table gives the summary of the result:

Table 9

Students' opinion Regarding Whether Their Teachers should Tell Them That Their Responses are Either correct or Incorrect.

No	Preference	Respondents	
		Number	%
1	T should tell both correctness and incorrectness	16	80
2	T should tell only incorrectness	3	15
3	T should tell only correctness	1	5
Total		20	10

Note:-

T stands for "teacher" in the table.

According to opinion 1 in the table, most of the respondents think that their English language teachers should tell them the correctness of their responses when their responses are correct and should tell them the incorrectness of their responses when the responses are incorrect or wrong. That is, they think that being told both the correctness and/or incorrectness of responses is preferable. The implication of this is that English language teachers are expected to do so during the provision of verbal feedback in the classroom. This confirms Sinclair and Coulthard's (1975) view which underlines that learners need the provision of feedback after their responses, and that learners would not be able to continue their learning if the provision of feedback stops completely as stated earlier under chapter Two of the thesis.

The sixth point of the interview is about the respondents' opinion on whether teachers should explain about the correctness and/or incorrectness of learners' responses.

Accordingly, almost all the respondents (that is, 90%) think that their English language teachers should explain about the correctness and/or incorrectness of their responses. The result of the questionnaire given in Table 4 also shows that majority of the respondents have positive feeling during the provision of 'positive explanation'. Only 1 respondent each feels that the teachers should explain only the correctness or incorrectness of their responses. The table hereunder shows the result of the sixth question of the interview:

Table 10

Students' Opinion on whether Teachers should Explain the Reason for the Correctness and/or Incorrectness of Responses.

No	Preference	Respondents	
		Number	%
1	T should explain both correctness and incorrectness	18	90
2	T should explain correctness	1	5
3	T should explain incorrectness	1	5
Total		20	100

Note:

T stands for "teacher" in the table.

In general, as one can understand from the above table, almost all of the respondents think that their English language teachers should include explanation about the correctness and/or incorrectness of their responses thus tending to show that teachers are expected to include explanation about the correctness and/or incorrectness of learners' responses during the provision of verbal feedback.

The seventh issue of the interview is about how students think English language teachers should give verbal feedback to their responses. The result of the interview shows that, similar to the third question of the interview, there is a wide-range of respondents' opinion concerning how English language teachers should give verbal feedback. This makes it difficult to form a pattern or to categorize respondents' opinion and talk about the result in terms of frequencies and/or percentages of number of respondents against opinion.

However, the respondents in general have expressed the opinion that teachers should provide verbal feedback to learners' responses:

- ∅ by explaining the correctness and/or incorrectness of responses;
- ∅ by calling students' names or calling roll numbers or by doing both;
- ∅ slowly, clearly, and easily/understandably;
- ∅ directly;
- ∅ by telling students to read books and helping them understand the books;
- ∅ by asking students the way they understand better and teaching accordingly;
- ∅ through encouragement and fatherly approach, and
- ∅ by giving clues.

In sum, as one can note, the fact that there is diversified opinion of the interviewees indicates the responsibility teachers have in using a wide-range of techniques and approaches when providing verbal feedback to learners' responses so that some of the learners' needs, though not all, are met.

The eighth issue of the interview deals with learners' belief about how often English language teachers should give verbal feedback to learners' responses. The result of the interview shows that some respondents (that is 40%) believe that English language teachers should always provide verbal feedback after the learners' responses. On the other hand, the majority of the respondents (that is, 60%) believe that English language teachers should sometimes provide verbal feedback when students fail to respond correctly or adequately. In short, the following table shows the general picture of the result:

Table 11

Students' Belief Concerning How often English Language Teachers Should Give Verbal Feedback.

No	Preference	Respondents	
		Number	%
1	T should give verbal feedback sometimes	12	60
2	T should give verbal feedback always	8	40
Total		20	100

Note:-

T stands for "teacher" in the table.

This result goes against the result of the fifth question in this interview which matches with sanclair and coulthard's (1975) argument that goes for the provision of feedback after learners' responses. As to the reason, factors like how the interviewees perceived these two interview questions might have caused the disparity and the issue could ignite more investigation.

The ninth and last point of the interview is about how learners, in general, understand their English language teachers' verbal feedback and as the responses in the interview show, all the respondents generally understand their teachers' verbal feedback favourably. When the result is put in some more detailed form, some respondents (that is, 20%) understand their teachers' verbal feedback as very useful or very educative, whereas most respondents (that is, 60%) understand it as important /useful/educative.

One respondent understands it as very good while three others (15%) understand it as a good thing for language learning. The result can be summarized in the following table:

Table 12

Students' General Understanding of their Teachers' verbal Feedback.

No	Preference	Respondents	
		Number	%
1	Very useful/educative	4	20
2	Important/useful/educative	12	60
3.	Very good	1	5
4.	Good	3	15
Total		20	100

The generally favourable understanding of teachers' verbal feedback confirms the differentt affective and cognitive roles of teachers' verbal feedback dealt with in the review of the related literature part of this study and implies that English language teachers are expected to provide verbal feedback to learners' responses.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study, as already made clear, was conducted with the main purpose of finding out learners' perception of:

- a) The kind of feeling they have about their English language teachers' verbal feedback;
- b) the extent of information contained in their English language teachers' verbal feedback concerning the correctness and/or incorrectness of their responses;
- c) the extent of explanation contained in teachers' verbal feedback about the correctness and/or incorrectness of their responses, and
- d) the kind of direction given in teachers' verbal feedback for improvement of responses or output.

The collection of the necessary data was made using questionnaire and interview and the resultant data analysed and the discussion of results have been presented under the preceding chapter. Accordingly, the following conclusions and recommendations are made.

5.1. CONCLUSIONS

The data collected, analysed, and the discussion of results already made lead to the following conclusions.

5.1.1. The use of 101 teacher verbal feedback was made in the four lessons recorded for the research purpose and when categorized, twenty feedback types are found in the lessons, the most frequent feedback type being 'Positive Repetition'; most of the teachers' verbal feedback employed in the four lessons are positive feedback.

5.1.2. The majority of the respondents to the questionnaire have positive feeling about all the feedback types employed in the four lessons except in the case of the provision of 'Interrupt' and 'Simple Reproof Denial'.

5.1.3. 'Interrupt' and 'Simple Reproof Denial' provoke negative feeling in the majority of the respondents.

5.1.4. All the interviewees have positive feeling when they are praised by their English language teachers for their correct or adequate responses and, therefore, are encouraged for further participation in the language learning.

5.1.5. Most of the interviewees have negative feeling when they are commented upon by their teachers because of their erroneous or inadequate performance.

5.1.6. All the respondents to the questionnaire positively perceive the presence of information in the teachers' verbal feedback about the correctness and/or

incorrectness of their responses. That is, the teachers' verbal feedback tells the respondents that their responses are either correct or incorrect.

5.1.7. Most of the interviewees suggest that the teacher should tell them both the correctness and/or the incorrectness of their responses or utterances.

5.1.8. All the respondents to the questionnaire positively or favourably perceive the extent of explanation about the correctness and/or incorrectness of their responses contained in teachers' verbal feedback except in the case of 'Interrupt' where there are more respondents who negatively perceive the extent of explanation contained than those who positively perceive it.

5.1.9. As the interview result shows, most of the respondents suggest that teachers should explain about both the correctness and incorrectness of their utterances or responses.

5.1.10. Except in the case of 'Interrupt' and 'Simple Reproof Denial', most respondents to the questionnaire favourably/positively perceive the kind of direction given to them in the remaining teacher verbal feedback used so that they could improve their responses or future output. However, the majority of the respondents negatively or unfavourably perceive the direction given in 'Interrupt' and 'simple Reproof Denial'.

5.1.11. The kind of information respondents expect from their English language teachers' verbal feedback is very diversified. That is, different learners expect different kinds of information from their teachers' verbal feedback.

5.1.12. There is a wide-range of ways of providing verbal feedback which respondents suggest that teachers should follow during the provision of verbal feedback.

5.1.13. Most respondents prefer to be given clues rather than to be provided with correct answers after their erroneous or inadequate responses.

5.1.14. The general understanding respondents have about teachers' verbal feedback is viewed as important, useful, and educative.

5.2. RECOMMENDATIONS

This study has been conducted from the learners' perspective by addressing high school English language learners' perception of teachers' verbal feedback, and this goes in line with the current language teaching/learning theory or approach which pays due attention to the consideration of learners' needs, desires, and perception. In other words, the consideration of different language teaching/learning issues and trying to answer questions from the learners point of view is hoped to facilitate the language teaching/learning process. It is in line with this view and based on the research findings or conclusions arrived at that the following recommendations are forwarded:

5.2.1. High school English language teachers are expected to encourage or praise learners when they are successful in their language performance or responses.

5.2.2. During the provision of English language teachers' verbal feedback, 'Interrupt' and 'Simple Reproof Denial' should better be avoided for they do not help in the language teaching /learning process, or rather, they provoke negative feeling in learners.

5.2.3. When high school English language learners fail to respond adequately or correctly, teachers should better be reserved from giving negative comments so as to help avoid discouraging effect.

5.2.4. Teachers are expected to provide verbal feedback after learners' responses, that is, they should tell learners that they are right or correct when they are successful and should tell learners that they are wrong or incorrect when there is failure.

5.2.5. High school English language teachers should better include brief explanation about the correctness and/or incorrectness of learners' responses or utterances for this is hoped to contribute to the success of the teaching/learning process.

5.2.6. It is advisable for high school English language teachers to include some clues or hints in their verbal feedback so that learners, through their self-involvement, could improve their erroneous or inadequate language performance.

5.2.7. To meet the needs and expectations of learners, high school English language teachers should better provide verbal feedback using a wide-range of techniques and ways.

5.2.8. For more generalizability of the findings of this study, conducting the investigation using more samples at more high school levels might help.

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Appendix A: Extracts of Transcribed Classroom Exchanges: Extracts of Classroom exchange in T1 class

Extracts	Feedback category type
<p style="text-align: center;">1</p> <p>T: Do you remember yesterday's topic? It was about?</p> <p>SS: content and function words.</p> <p>T: content and function words. All right</p>	1.4.
<p style="text-align: center;">2</p> <p>T: Can you give some examples of content words, please?</p> <p>S: content words, it contains verbs, adjectives, adverbs, and nouns.</p> <p>T: IS it right class?</p>	16.2.
<p style="text-align: center;">3</p> <p>T: Are examples of content words verbs, adjectives, adverbs, and nouns, class?</p> <p>Ss: Yes.</p> <p>T: Yes. Thank you very much. All right, content words include nouns, adjectives, verbs and adverbs.</p>	1.1.
<p style="text-align: center;">4</p> <p>T: What are function words? Who can tell us?</p> <p>S: Functional word includes prepositions, articles, auxiliaries, and conjunctions.</p> <p>T: There is one more.</p>	2.1
<p style="text-align: center;">5</p> <p>T: Ibrahim said that functional word includes preposition, articles, auxiliaries, and conjunctions. Who can tell us one more?</p> <p>S: Pronouns, auxiliaries, articles, prepositions....</p> <p>T: And conjunctions. It is Ok. Thank you very much.</p>	2.3
<p style="text-align: center;">6</p> <p>T: When we summarize a note which ones, from content and functions words, are less important?</p> <p>S: content words.</p> <p>T: content words less important? Is that right class?</p>	12
<p style="text-align: center;">7</p> <p>T: Content words are less important. Is that right?</p> <p>S: Function words are less important.</p> <p>T: From function words from the five, I have said auxiliaries, articles, pronouns, conjunctions, and prepositions, which ones are less important?</p>	5.1
<p style="text-align: center;">8</p> <p>T: Which ones are less important from auxiliaries articles, pronouns, conjunctions, and prepositions?</p> <p>S: Auxiliaries, articles, pronouns.</p> <p>T: Ok. That is right.</p>	1.3

<p style="text-align: center;">9</p> <p>T: Complete the blank space with less important word:_____ barometer. The word is? S: The T: It is the. It is an article.</p>	2.3
<p style="text-align: center;">10</p> <p>T: Is there another possibility to fill in the blank"---- barometer", other than using 'the'? S: a T: a. It should be a because barometer is mentioned for the first time in the passage. So it is possible to use the or a.</p>	1.5
<p style="text-align: center;">11</p> <p>T: "A/The barometer _____" which word should be used in this blank? S: Is T: Is. No other alternative. Thank you very much</p>	1.4
<p style="text-align: center;">12</p> <p>T: A/The barometer is an instrument___ is used for measuring.... The less important word to be used in the blank space is? S: Which T: Which is.... which is or that is also possible.</p>	2.3
<p style="text-align: center;">13</p> <p>T: A/the barometer is an instrument which is used for measuring ___preasure.... The less important word for the blank is? S: The T: The preasure</p>	1.4
<p style="text-align: center;">14</p> <p>T: The barometer is an instrument which is used for measuring the preasure of ___air The less important word for the blank is what? Ss: The T: The. It is an article</p>	
<p style="text-align: center;">15</p> <p>T: Modern barometers ___usually.... The word for the blank is what? Ss: Are T: Are</p>	1.4
<p style="text-align: center;">16</p> <p>T: Is are an article? Ss: No T: Is it a pronoun?</p>	3.1
<p style="text-align: center;">17</p> <p>T: Is the word are a pronoun? Ss: No T: What is that?</p>	3.1

18	2.3
T: The word are is? S: auxiliary T: It is auxiliary verb or helping verb. All right. It's Ok	
19	1.4
T: ___ consists of.... The less important word for the blank is? S: It T: It . It consists of....	
20	2.3
T: it consists of ___ sealed metal box.... The less important word for the blank is what? S: A T: Thank you. A . It is an article	
21	2.3
T: ___ top and bottom of the box is made of thin plates. The less important word for the blank is? S: The T: The . It is an article	

Extracts	Feedback category type
22	6
T: A barometer is an instrument which is used for measuring the pressure of the air. Read this sentence excluding less important words. S: A barometer.... // T: No. You have to exclude a	

Extracts of Classroom Exchanges in T₂ Class

Extracts	Feedback category type
<p style="text-align: center;">23</p> <p>T: What is a function word? S: Function words are words they do not have much meaning, for example, auxiliary verbs like am, is. T: All right. Are there any supplementary ideas?</p>	4.1
<p style="text-align: center;">24</p> <p>T: Who can give explanation about function words? Ss: Silence T: Function words are words that do not have their own meaning. But they simply join two sentences.</p>	15
<p style="text-align: center;">25</p> <p>T: Do you remember examples of function words other than auxiliary verbs? S: Pronouns T: Yes. Pronouns</p>	1.1
<p style="text-align: center;">26</p> <p>T: Can you give examples of pronouns? S: She, he T: Ok. She, he, it etc.</p>	2.3
<p style="text-align: center;">27</p> <p>T: Can you give an example of function words other than auxiliaries and pronouns? S: Articles T: Ok Articles</p>	1.1
<p style="text-align: center;">28</p> <p>T: An example of definite article is? S: The T: All right</p>	1.1
<p style="text-align: center;">29</p> <p>T: Indefinite articles are? S: A and an T: A and an. Right</p>	1.4
<p style="text-align: center;">30</p> <p>T: When we make notes and summaries, we sometimes omit function words because function words are less what? Ss: less important T: Very good. They are less important words in note making and summaries.</p>	1.2

<p style="text-align: center;">31</p> <p>T: "Many people were injured when a cyclon struck the coast of Southern India." Identify the less important words in this sentence.</p> <p>S: were - auxiliary verb, a -indefinite article the - definite article</p> <p>T: yes</p>	1.1.
<p style="text-align: center;">32</p> <p>T: Do you agree that were is auxiliary verb, a is indefinite article, and the is definite article?</p> <p>Ss: Yes</p> <p>T: very nice</p>	1.2
<p style="text-align: center;">33</p> <p>T: Identify less important words in the following sentence. " The prime minister was given a warm welcome during his visit to his former school."</p> <p>S: a- indefinite article, and the - definite article</p> <p>T: All right. Is that the only answer?</p>	3.1
<p style="text-align: center;">34</p> <p>T: "The prime minister was given a warm welcome during his visit to his former school." Identify less important words in this sentence.</p> <p>S: the - definite article, was - auxiliary verb, a- indefinite article, and to- preposition.</p> <p>T: Well, have we said preposition? Well, ofcourse</p>	16.1
<p style="text-align: center;">35</p> <p>T: "The prime minister was given a warm welcome during his visit to his former school." The less important words in this sentence are: the, was, a and?</p> <p>S: his - noun</p> <p>T: Is his a noun?</p>	3.1.
<p style="text-align: center;">36</p> <p>T: What is the word his?</p> <p>Ss: Pronoun</p> <p>T: yes, It shows possessing something</p>	2.3.
<p style="text-align: center;">37</p> <p>T: The is what?</p> <p>Ss: Definite article</p> <p>T: Very good</p>	1.2
<p style="text-align: center;">38</p> <p>T: What is was?</p> <p>Ss: Auxiliary verb</p> <p>T: Auxiliary verb and less important word</p>	1.4

<p style="text-align: center;">39</p> <p>T: What less important word or function word can be filled in the blank: ___barometer? S: The barometer.... T: All right. Is it the only alternative?</p>	3.1
Extracts	Feedback category type
<p style="text-align: center;">40</p> <p>T: The or ___ barometer is used for measuring the pressure of the air. S: a T: The or a</p>	1.4
<p style="text-align: center;">41</p> <p>T: The is definite article whereas a is? Ss: Indefinite article T: Very good</p>	1.2
<p style="text-align: center;">42</p> <p>T: A barometer, or the barometer.... Is it correct? S: yes T: Very nice</p>	1.2
<p style="text-align: center;">43</p> <p>T: A/the barometer___ The less important word to be filled in the blank is S: is T: All right. The blank takes is</p>	1.4
<p style="text-align: center;">44</p> <p>T: "A/The barometer is an instrument ___is used for measuring...." What less important word can be filled in the blank? S: that T: Right. There is also another alternative.</p>	3.1
<p style="text-align: center;">45</p> <p>T: "...an instrument that or ___is used for" S: which T: Very nice. That or which.</p>	1.2
<p style="text-align: center;">46</p> <p>T: "... an instrument that is used for measuring ___pressure of...." Function word for the blank is? S: the T: The .Right</p>	1.4
<p style="text-align: center;">47</p> <p>T: "___air...." S: the T: The air...Right</p>	1.4

Extracts of Classroom Exchanges in T3 class

Extracts	Feedback category type
<p style="text-align: center;">48</p> <p>T: Do you know what function words are? S: Function words are words which do not have their own meaning. T: yes.</p>	1.1.
<p style="text-align: center;">49</p> <p>T: Give one example of function words. S: Auxiliary verbs like was, is, were. T: All right.</p>	1.1
<p style="text-align: center;">50</p> <p>T: Example of function words other than auxiliaries is what? S: pronouns like he, she, it. T: Right.</p>	1.1.
<p style="text-align: center;">51</p> <p>T: One example of function words other than auxiliaries and pronouns is what? S: Definite articles and indefinite articles. T: Very nice.</p>	1.2
<p style="text-align: center;">52</p> <p>T: "Many people were injured when a cyclon struck the coast of southern India." Identify the less important words. They are either auxiliaries, pronouns, or articles. S: were T: Ok. Were.</p>	1.2
<p style="text-align: center;">53</p> <p>T: In "Many people were injured when a cylcon struck the coast of souther India,; the function words other than were are? S: a the T: Ok.</p>	1.1
<p style="text-align: center;">54</p> <p>T: What is the word were? S: Were - auxiliary verb. T: Yes.</p>	1.1
<p style="text-align: center;">55</p> <p>T: The less important words in the sentence: "The prime minister was given a warm welcome during his visit to his former school are? S: The - definite article, was - auxiliary verb a - indefinite article, his - pronoun. T: The is a definite article, was is an auxiliary verb, a is indefinite article, his is possessive pronoun.</p>	2.3.

<p style="text-align: center;">56</p> <p>T: Provide the less important word in the blank ___“barometer....” S: The barometer.... T: Ok.</p>	1.1
<p style="text-align: center;">57</p> <p>T: What is the word the ? S: Article T: What kind of article?</p>	3.1
<p style="text-align: center;">58</p> <p>T: What kind of article is the ? Ss: Definite article. T: Ok.</p>	1.1
<p style="text-align: center;">59</p> <p>T: Read the sentence ss The barometer is an instrument they are used for measuring the pressure of an air. T: Well, does it give any sense when you say they are?</p>	8.3
<p style="text-align: center;">60</p> <p>T: Who can read the sentence? S: A barometer is an instrument that is used for measuring the pressure of the air. T: Right you are. There is also another alternative</p>	3.1
<p style="text-align: center;">61</p> <p>T: A or the barometer is an instrument that or which is used for measuring what? Ss: the pressure of an air T: The pressure of an air?</p>	9.1
<p style="text-align: center;">62</p> <p>T: Who can read the next sentence? S: Modern barometers are usually of an anaeroid type. T: Is it an ? You are speaking of the known barometer.</p>	3.2
<p style="text-align: center;">63</p> <p>T: “___ anaeroid type” S: the T: The. Ok. The anaeroid type</p>	1.4
<p style="text-align: center;">64</p> <p>T: Anyone to read the sentences correctly? S: The top and bottom of the box is made of /tin/ plates. These are partly covered and partly flat. T: Let me give the answer The top and bottom of the /this box is made of thin plates. These/They are partly curved and partly flat.</p>	15
<p style="text-align: center;">65</p> <p>T: Inside the box there are springs. ___ push against the plates. The less important word to be filled in the blank is what? S: ‘That’ T: That push?</p>	9.3

<p style="text-align: center;">66</p> <p>T: Inside the box there are springs. ___ push against the plates and also against the external air pressure</p> <p>S: they</p> <p>T: They or these. Two alternatives</p>	2.3
<p style="text-align: center;">67</p> <p>T: Who can give the next answers by reading the sentence?</p> <p>S: When the pressure decreases these springs can expand but when the pressure increases these springs are compressed.</p> <p>T: There are two alternatives. Let me give. When this or the pressure decreases, the springs can expand but when the pressure increases, the springs are compressed.</p>	2.3
<p style="text-align: center;">68</p> <p>T: Who can give the next answer correctly?</p> <p>S: The barometer also consists a pointer to top plate are indicated change in the air pressure.</p> <p>T: Let me assure you. The /a barometer also contains a pointer joined to the top plate. This indicates change in the air pressure.</p>	15

Extracts of Classroom Exchanges in T₄ Class

Extracts	Feedback category type
<p style="text-align: center;">69</p> <p>T: Why do we keep notes, or why do we write notes? S: To save time T: To save time is one important part.</p>	3.1
<p style="text-align: center;">70</p> <p>T: What is the most important use of keeping or writing notes? S: To understand easily T: Only to understand easily?</p>	3.1
<p style="text-align: center;">71</p> <p>T: Why do we keep notes? S: To remember for the future T: How do we remember? Mind you, it is not only oral. It is not something we keep in our mind.</p>	3.2
<p style="text-align: center;">72</p> <p>T: After we read something, what do we do? S: We recall what we get from a reading material T: To recall we write notes for keeping a record.</p>	2.3
<p style="text-align: center;">73</p> <p>T: When we make notes, do we write complete sentences? S: We can not T: We do not write complete sentences. We write notes to save time. We write only certain words</p>	2.3
<p style="text-align: center;">74</p> <p>T: When we write notes, we write only the most important words. What are these most important words? S: Content words T: Content words. Yes. When we make notes, we write content words.</p>	1.4
<p style="text-align: center;">75</p> <p>T: Give examples of content words S: Nouns, verbs, adjectives, and adverbs T: Ok. Nouns, verbs, adverbs, and adjectives.</p>	1.4
<p style="text-align: center;">76</p> <p>T: We omit certain words when we make notes. What are these words? S: Repeated content words, auxiliary verbs, pronouns, articles. T: We can put these auxiliary verbs, articles, etc. Under one group.</p>	5.1
<p style="text-align: center;">77</p> <p>T: Auxiliary verbs, articles, etc. can be put under what? S: Content words T: No</p>	8.1

<p style="text-align: center;">78</p> <p>T: Auxiliary verbs, articles, etc are __ S: Functional words T: Functional words, yes</p>	1.4
<p style="text-align: center;">79</p> <p>T: What is the purpose or duty of function words? S: They glue T: They glue what? They glue words together.</p>	2.3
<p style="text-align: center;">80</p> <p>T: Examples of indefinite and definite articles are? S: a, an, the T: a, an, and the ok.</p>	1.4
<p style="text-align: center;">81</p> <p>T: What are auxiliary verbs? S: Is, are, was, has, have. T: Ok.</p>	1.1
<p style="text-align: center;">82</p> <p>T: What are the other functional words to be omitted during note making other than auxiliaries and articles? S: Pronouns. T: Pronouns.</p>	1.4
<p style="text-align: center;">83</p> <p>T: Give examples of pronouns. S: It, they.... T: Ok, He, she, it, this, that, who, which and the like.</p>	2.3
<p style="text-align: center;">84</p> <p>T: why do we write only the content words when we make notes? S: They contain relevant information T: They contain relevant information. We write the content words because they have special meaning.</p>	2.3
<p style="text-align: center;">85</p> <p>T: Why do we omit function words during note making? S: They do not have much meaning. T: They do not have much meaning</p>	1.4
<p style="text-align: center;">86</p> <p>T: The is a functional word. What sort of functional word is it? S: Definite article. T: yes Definite article.</p>	1.1
<p style="text-align: center;">87</p> <p>T: They move about in troops. What is 'they'? S: They is a pronoun. T: They is a pronoun.</p>	1.4
	3.1

<p style="text-align: center;">88</p> <p>T: "They jump along on their large powerful /hind/ legs." In this sentence the first function word is what?</p> <p>S: pronoun</p> <p>T: Pronoun. Which one is it?</p>	
<p style="text-align: center;">89</p> <p>T: The first pronoun in the following sentence is what? "They jump along on their large powerful /hind/ legs."</p> <p>S: They.</p> <p>T: They.</p>	1 . 4
<p style="text-align: center;">90</p> <p>T: The second pronoun in "They jump along on their large powerful /hind/legs " is?</p> <p>S: Their.</p> <p>T: Their.</p>	1 . 4
<p style="text-align: center;">91</p> <p>T: The barometer is an instrument that is used for measuring what?</p> <p>S: The pressure</p> <p>T: The pressure of what?</p>	3 . 1
<p style="text-align: center;">92</p> <p>T: The barometer is an instrument that is used for measuring the pressure of what?</p> <p>S: The air</p> <p>T: The pressure of the air</p>	1 . 4
<p style="text-align: center;">93</p> <p>T" "The barometer is an instrument that is used for measuring the pressure of the air. There is another possibility</p> <p>s: "A barometer is an instrument which is used for measuring the pressure of an air."</p> <p>T: An air? Do you agree class?</p>	12
<p style="text-align: center;">94</p> <p>T: "Modern barometers are usually of the anaeroid type." What is the meaning of anaeroid?</p> <p>Ss: silence</p> <p>T: I think it means without oxygen! Check it please.</p>	15
<p style="text-align: center;">95</p> <p>T: Who can read the third one?</p> <p>S: They consists of... //</p> <p>T: Please, please, stop!</p>	6
<p style="text-align: center;">96</p> <p>T: The next sentence please.</p> <p>S: The top and bottom of this box is made of /tin/plates</p> <p>T: The top and bottom of this or the box are made of thin plates</p>	15

<p style="text-align: center;">97</p> <p>T: The next sentence S: They are partly covered and partly flat. Inside the box.... // T: Please stop there They or these are partly curved and partly flat.</p>	6
<p style="text-align: center;">98</p> <p>T: Who can read the next? S: Inside the box there are springs. T: Inside the box there are springs. Inside the box there are springs. Ok</p>	1.4
<p style="text-align: center;">99</p> <p>T: The next one S: These push against the plates and also against the external air pressure. T: These, yes These or they push against the plates and also against the external air pressure.</p>	1.4
<p style="text-align: center;">100</p> <p>T: Anyone to read? S: When this pressure decrease external air pressure the springs can expand but when the pressure increase the spring are compressed T: When the pressure decreases the springs can expand but when the pressure increases the springs are compressed.</p>	15
<p style="text-align: center;">101</p> <p>T: Who can read the next? S: The barometer also contains a pointer joined to the top plate T: Joined to the top plate. Ok.</p>	1.4

Note:-

The number used to show the category types of feedback in the extracts refer to feedback types indicated on Table 2 under the third chapter of the thesis.

Appendix B: Questionnaire

Addis Ababa University

School of Graduate Studies

Questionnaire for knowing Grade 11 English Language Learners'

Perception of Teachers' Verbal Feedback

Dear Students!

This questionnaire is intended to get information on your judgement or perception of teachers' verbal feedback. The data obtained will be used for research purpose at the level of Master of Arts (M.A.) in Teaching English as a Foreign language (TEFL). Therefore, your frank responses to all the items are of great importance to English language teaching and learning.

The questionnaire is developed based on classroom exchanges made between some grade 11 English language teachers and students including you and your teacher. When you read each exchange in the questionnaire, please assume that you are the student in the exchange and the teacher talking in the exchange is your English language teacher. The teacher's comment or reaction to your answer or response in each exchange is provided as oral or verbal feedback. Think of each teacher's verbal feedback in each of the exchanges and give your judgement or perception to answer each of the following four questions:

- A. What kind of feeling do you have about the teacher's verbal feedback?
- B. To what extent does the feedback contain information about the correctness or incorrectness of your answer?
- C. To what extent does the feedback explain to you the reason for the correctness or incorrectness of your answer?
- D. What kind of direction does the feedback give you to correct or improve your answer or response?

The letter A,B,C and D in the questionnaire stand for the above four questions but not for alternative response as the usual practice in other questionnaires. Therefore, to express your judgement or perception of the teacher's verbal feedback in each exchange, you should write one of the number 5, 4,3,2 and 1 under each of the letters that stand for the four questions against the teacher's verbal feedback in each exchange. What the numbers 5 to 1 stand for is given in the key below:

Key		(Extent of	
<u>A. (Feeling</u>		<u>C. Explanation)</u>	
5:	very good	5:	very much
4:	good	4:	much
3:	neither good nor bad	3:	undecided
2:	bad	2:	less
1:	very bad	1:	very less

(Extent of Information on

<u>B.</u>	<u>Correctness/Incorrectness/</u>	<u>D. (Direction)</u>
5:	very much	5: very clear
4:	much	4: clear
3:	undecided	3: undecided
2:	less	2: unclear
1:	very less	1: very unclear

For example:

To give your judgement or perception of the teacher's verbal feedback in exchange 1:

- if you have good feeling, you write number 4 under letter A,
- if you judge or perceive that the feedback gives you very much information about your answer's correctness or incorrectness, you write number 5 under B.
- if you judge that the feedback gives very less explanation for the correctness or incorrectness of your answer or response, write number 1 under C, and
- if you perceive or judge that the direction shown is unclear, write number 2 under D. In all cases, if you are not sure about your judgement, you write number 3 under each letter.

!important!

You are not required to write your names. However, complete the following please.

Your section_____ Roll No._____ Age___ Sex__

**Questionnaire for knowing Grade 11 English
Language Learners' perception of Teacher
Verbal Feedback**

No	Exchanges from classroom lessons that contain Teacher Verbal Feedback	Letters Standing for the four Questions			
		A	B	C	D
1	T: An example of definite article is what? S: The T: (Teacher verbal feedback): Allright				
2	T: 'The' is definite article whereas 'a' is? S: Indefinite article T: (Teacher verbal feedback): very good				
3	T: Which ones are less important from auxiliaries, articles, pronouns, conjunctions, and prepositions? S: Auxiliaries, articles, pronouns. Teacher verbal feedback: Ok. That is right				
4	T: Indefinite articles are? S: A and an Teacher verbal feedback: A and an Right				

No	Exchanges from classroom lessons that contain Teacher Verbal Feedback	Letters Standing for the four Questions			
		A	B	C	D
5	<p>T: Who can tell us what function words are?</p> <p>S: Functional word includes prepositions, articles, auxiliaries, and conjunctions.</p> <p>Teacher verbal feedback: There is one more.</p>				
6	<p>T: ___ top and bottom of the box is made of thin plates.</p> <p>The less important word to be filled in the blank is what?</p> <p>S: 'The'</p> <p>Teacher verbal feedback: "The" It is an article</p>				
7	<p>T: What is the word the?</p> <p>S: Article</p> <p>Teacher verbal feedback: What kind of article?</p>				
8	<p>T: Who can read the next sentence?</p> <p>S: Modern barometers are usually of an aneroid type.</p> <p>Teacher verbal feedback: is it an? You are speaking of the known barometer.</p>				

No	Exchanges from classroom lessons that contain Teacher Verbal Feedback	Letters Standing for the four Questions			
		A	B	C	D
9	<p>T: What is a function word?</p> <p>S: Function words are words they do not have much meaning, for example, auxiliary verbs like am, is.</p> <p>Teacher verbal feedback: Allright. Are there supplementary ideas?</p>				
10	<p>T: Content words are less important. Is that right?</p> <p>S: Function words less important.</p> <p>Teacher verbal feedback: From function Words, that is, auxiliaries, articles, pronouns, conjunctions, and prepositions, which ones are less important?</p>				
11	<p>T: Who can read the third one?</p> <p>S: They consists...</p> <p>“</p> <p>Teacher verbal feedback: please, please, stop!</p>				
12	<p>T: Auxiliary verbs, articles, etc. Can be put under what?</p> <p>S. Content words</p> <p>Teacher verbal feedback: No.</p>				

No	Exchanges from classroom lessons that contain Teacher Verbal Feedback	Letters Standing for the four Questions			
		A	B	C	D
13	<p>T: Read the sentence</p> <p>S: The barometer is an instrument they are used for measuring the pressure of an air.</p> <p>Teacher verbal feedback: Well, does it give an sense when you say they are?</p>				
14	<p>T: A or the barometer is an instrument that or which is used for measuring what?</p> <p>S: The pressure of an air.</p> <p>Teacher verbal feedback: The pressure of an air?</p>				
15	<p>T: Inside the box there are springs. ____ push against the plates. The less important word to be filled in the black is what?</p> <p>S: That</p> <p>Teacher verbal feedback: That push?</p>				

No	Exchanges from classroom lessons that contain Teacher Verbal Feedback	Letters Standing for the four Questions			
		A	B	C	D
16	<p>T: When we summarize or make a note which ones, from content and function words, are less important?</p> <p>S: Content words</p> <p>Teacher verbal feedback: Content words Less important? Is that right, class?</p>				
17	<p>T: The next sentence please</p> <p>S: The top and bottom of this top is made of/tin/ plates.</p> <p>Teacher verbal feedback: The top and bottom of this or the box are made of thin plates.</p>				
18	<p>T: "The prime Minster was given a warm welcome during his visit to his former school." Identify less important words in this sentence.</p> <p>S: The -definite article, was-auxiliary verb, a-indefinite article, and to - preposition.</p> <p>Teacher verbal feedback: Well, have we said prepositions? Well, of course.</p>				
20	<p>T: Can you give some examples of content words, please?</p> <p>S: Content words. Is it contains verbs, adjectives, adverbs, and nouns.</p> <p>Teacher verbal feedback: It is right class?</p>				

Appendix C₁

Interview Questions used to know Grade 11 English Language Learners' Perception of Teachers' Verbal Feedback

1. What do you feel when your English language teacher praises you for your good, adequate, or correct answer?
2. What do you feel when your English language teacher comments on your wrong or inadequate response?
3. What information do you expect from your English language teacher's verbal feedback to learn the language better?
4. When your response or answer is wrong, do you want your English language teacher to give you the necessary correct answer or to give hints or clues that lead to the answer?
5. Do you think your English language teacher should tell you that your answer or response is correct and/or incorrect?
6. Do you think that your English language teacher should explain why your answer is correct and/or incorrect?
7. How do you think English language teachers should give verbal feedback to learners' responses?
8. How often should English language teachers give or provide verbal feedback to learners' responses?
9. In general, how do you understand your English language teacher's verbal feedback?

Appendix C_{II}

**Students' Responses to Interview Questions: Translated from Amharic
to English School:- Higher 12 Comprehensive Secondary School
(Addis Ababa)
Grade 11: Section I**

S₁

1. Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans I feel that the answer is correct and it motivates me to do the same thing in the future.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It can confuse me for the time being. But it tells me that I am not right and should do better.

3.QWhat information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I want my English language teacher to tell me whether I am right or wrong

4.Qwhen your answer is wrong, do you want your English language teache to give you the correct answer or to give you clues that lead to the answer?

Ans.I want clues that lead me to the answer so that I can get the answer through my effort.

5.Q.Do you think your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Psychologically, to say 'you are wrong' immediately after my response has negative effect. However, it is good if I am told that I'm wrong when I am not right/correct.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, the teacher should explain

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.When students respond correctly, that correctness should be explained. When students respond wrongly, that should be explained, improved and corrected.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It should not be always for it can be boring. It is better to give sometimes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is important. There are phrases that teachers use and some of the phrases show that students' responses are incomplete while some other phrases show that students' responses are complete. Therefore the phrases teachers use to give verbal feedback are useful.

S₂

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel happy and am motivated to continue in the same manner.

2. Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans. When I make mistakes I will try to improve. I do not feel bad about my teacher's comment because it is useful to me.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect enough and helpful ideas that help to improve the language.

4.Q when your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want clues that lead to the answer. For me giving clues means giving the answer.

5.Q Do you think your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes. This helps me to know the result and to improve my incorrect answers.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, because it gives more ideas

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.If possible by calling names, or by using student roll numbers, or using both calling student names and roll numbers.

8.QHow often should English language teachers give verbal feedback to learners' responses?

Ans.It is better if it is given sometimes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans. It is educative.

S₃

1.Q. What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel very good and this makes me study hard and love the subject.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It forces me to hate the subject and to conflict with the teacher.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I feel happy if our teacher gives us short or brief Explanation supplementing the lesson with ideas from other books. Those of us who can't understand the language will benefit from this.

4.Q.When your answer is wrong, do you want your English language to give you the correct answer or to give you clues that lead to the answer?

Ans.I want to be given the correct answer and clues for better knowledge.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, otherwise how can we understand the language?

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Whether my response is correct or incorrect, the teacher should explain clearly in such a way that I can understand the reason for my incorrect response and get more ideas about the correct response.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.It is good if teachers give clear explanation so that students can understand the language.

8.QHow often should English language teachers give verbal feedback to learners' responses?

Ans.When students are confused, teachers should give verbal feedback by adding more idea through explanation. No need of verbal feedback when responses are correct.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is very good for me because the teacher explains very well.

S₄

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I am encouraged very much and motivated to do the same thing in the future.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I am discouraged when I am commented. Rather, I want to be praised.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.Besides the different suggestions, I want the name of reference books so that I can refer to.

4.Q. When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans. I want to be given clues so that I can make my own effort.

5.Q. Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans. Yes, rightly

6.Q. Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans. Yes, extensive explanation should be given.

7.Q. How do you think English language teachers give verbal feedback to learners' responses?

Ans. Slowly, clearly, briefly, and in a way that students can understand.

8.Q. How often should English language teachers give verbal feedback to learners' responses?

Ans. It should be always because students want to know their results after every response they make.

9.Q. In general, how do you understand your English language teacher's verbal feedback?

Ans. It is educative and I can learn much from it.

S₅

1.Q. What do you feel when your English language teacher praises you for your good or correct answer?

Ans. I feel happy and love the subject.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It can create conflict between me and my teacher. It can kill my interest on the subject.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I feel that the teacher's verbal feedback better include ideas from different books so that our knowledge of language is increased.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.It is preferable to be given clues that lead to the answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.I want to be told clearly

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.It should be done in a clear and understandable way so that students can understand.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It is preferable to give always for more knowledge.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.I think it is clearly useful

Section II

S₆

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel good.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I do not feel anything.

3.Q.What information do you expect from English language teacher's verbal feedback to learn the language better?

Ans.I expect clear and good information.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want both the correct answer and clues that lead to the answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, the teacher should explain.

7.Q.How do you think English language teachers give verbal feedback to learners' feedback?

Ans.By teaching clear things.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.Sometimes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is educative

S₇

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel strength

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I feel nothing. When I am corrected, I am motivated.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect information that makes me very happy or that motivates me.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want to be given clues and then try to get the answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, I want to know whether my response is wrong or right.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, the teacher should explain.

7.Q.How do you think English language teachers give verbal feedback to learners' Responses?

Ans.In a way that is correct, good and understandable for the student.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It is very useful if given always.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.I think it is very educative and for me, it helps me to improve the language.

S₈

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel happy.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I want only suggestion or opinion that helps me to improve my wrong answer. I do not like negative comment

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect clues, explanation, and clear things.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want to know the correct answer from the teacher and as well, I want clues so that I can refer to dictionaries and get the correct answer. I want both.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, I think so.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, I think the teacher should explain.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.By giving understandable explanation so that the student benefits.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It should be always so that students can benefit.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is useful and educative. It is good for the development of the language knowledge.

S₉

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.Pleasure.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I have no objection. I want to know my mistake.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect both direct and indirect type of information. However, the direct one is preferable.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want the clues.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, I think so.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.Directly.

8.Q.How often should English language teachers give verbal feedback to learners' verbal feedback?

Ans.It should be given when students make mistakes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.I say it is educative.

S₁₀

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans. I feel very happy and this helps me very much for improvement.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I do not feel bad because if I make a mistake today this will push me to study and prepare myself for the next time.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect that the teacher should motivate and encourage us to improve our mistakes. Guideline or instruction is expected.

4.Q.When your answer is wrong, do you want your English language teacher to give the correct answer or to give you clues that lead to the answer?

Ans.I want the clues.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, it helps me very much.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, it is useful and very good if the teacher tells us the correct or incorrect responses and explain how to do the needed thing.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.If the teacher explains for us in a way that fathers do for the children, we would not be frustrated and rather do better in answering questions.

8. Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.If it is given always, it will guide and help us to speak the language.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is useful. Moreover, it would be better if we are given verbal feedback on what to improve after something is done and also if we give feedback on what the teacher does.

Section III

S₁₁

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.If so, I will be encouraged, motivated and continue in the same manner.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It will help me to correct my wrong answer and to answer correctly in the future.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect advice and encouraging words.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give clues that lead to the answer?

Ans.I want clues that lead to the answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect.

Ans.Yes, the teacher should tell.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.In an understandable way, clearly and shortly.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It should be given sometimes when students make mistakes to lead to good answers.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is useful, educative and very good.

S₁₂

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel that it encourages or motivates me much and helps me to prepare myself and come for the future.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance.

Ans.I will be discouraged and this will hinder my future participation.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect information that tells me books that are useful for me and information that encourages me to go to library and refer to or read books.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.If my answer is wrong, I want the correct answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans. Yes, the teacher should tell;

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.If explanation is given, it will help me for performing my future work well.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.By telling us to read some books well and helping us to understand the books.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It is good to give sometimes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is very useful for us. If the teacher gives us good verbal feedback, we are encouraged and work well.

S₁₃

1. Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel happy and am encouraged for the future.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.i will be discouraged and be reserved even to give correct responses due to fear of the comments.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect clues so that I can read more and get more knowledge based on the given clues.

4.Q. When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans. For me, it is good to get clues.

5.Q. Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans. I want the teacher to correct me after telling me that I am wrong.

6.Q. Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans. Yes, the teacher should explain.

7.Q. How do you think English language teachers give verbal feedback to learners' responses?

Ans. In the way that the learner understands and by paying attention to the issue of how learners could understand what the teacher does.

8.Q. How often should English language teachers give verbal feedback to learners' responses?

Ans. It is better to give whenever the learner gives answer or responds.

9.Q. In general, how do you understand your English language teacher's verbal feedback?

Ans. It is good.

S₁₄

1.Q. What do you feel when your English language teacher praises you for your good or correct answer?

Ans. I feel very good and it encourages me for future preparation to participate in giving answer.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I feel discouragement. It makes me reserved even from giving answers that, I know, are correct.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.When we fail to understand something, I expect brief explanation, advice and encouragement from the teacher so that we go to the library and study or take short notes.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give clues that lead to the answer?

Ans.I want clues so that I myself can make effort and get the answer.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.I want to be told the correct answer. But before this, it would be better if the teacher helps me by showing direction so that I can try my best to get the answer.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, the teacher should explain extensively about the correctness or incorrectness of responses of learners.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.In short and understandable way for the students.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.To save time, it is better to give it sometimes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans. It is useful but needs care not to take the time of other works.

S₁₅

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I will be encouraged or motivated to do the same in the future.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I will be discouraged and this hinders my future participation.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.The teacher should give us information gained from the library so that we are encouraged to read or use books from the surrounding and the library.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.It is better if clues are given so that students make their own effort and know more in the process. But if the correct answer is provided by the teacher there would be no students' self-involvement.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, the teacher should tell the correctness or incorrectness.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans. Yes, the teacher should explain. Otherwise, the class might wrongly stick to students' wrong response.

7.Q. How do you think English language teacher give verbal feedback to learners' responses?

Ans. By asking students how they better understand what is provided by the teacher and then doing accordingly.

8.Q. How often should English language teachers give verbal feedback to learners' responses?

Ans. It should be given always following students' responses.

9.Q. In general, how do you understand your English language teacher's verbal feedback?

Ans. It is good.

Section IV

S₁₆

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I feel O.K. or excellent. I feel happiness and strength.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I will be discouraged and this hinders me from any improvement.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.I expect information that is useful or that helps me to improve the language and that puts me on better position.

4.Q.When your answer is wrong, do you want your English language teacher to give the correct answer or to give you clues that lead to the answer?

Ans.I want clues, so that I can refer to books to get the answer. While doing this, I can get more knowledge.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, I want both from the teacher.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes, the teacher should explain the reason for the correctness or incorrectness of my response.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.It is good if the teachers give explanation in a way that is understandable for the students.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It should be given always after students' responses.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is very useful and helps us for future improvement.

S₁₇

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.It encourages me for better work.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It discourages me and hinders my participation in the future.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.It will help us to understand more if the teacher supports his teaching with different theories.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want clues so that I can get the answer using dictionaries and the like.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.The teacher should tell me when I am incorrect and this helps me to find the correct answer in another way.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.If my correct answer has no explanation, the teacher should explain. But, if my answer is incorrect I should work out and make it understandable for the students.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.If my response is right, I want to be encouraged. When my response is wrong, I want to be told to correct it.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It is good to give verbal feedback sometimes. If there are more things unclear to students, it is better to follow the teacher and ask clarification in person and this saves time.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is useful. When I give response and the teacher encourages me, I become very happy. If I respond incorrectly and the teacher corrects me or tells me to correct, I will be encouraged.

S₁₈

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.Good feeling and happiness.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.It helps me to prepare the correct answer the next time.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.When I am successful I need confirmation. When I am wrong I want clarification for my wrong responses. The feedback should be presented in a friendly manner.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want clues.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, the teacher should tell.

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes.

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.Through good explanation or clarification.

8.Q.How often should English language teachers give verbal feedback to learners' responses?

Ans.It should be given sometimes when we make many mistakes.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.It is very useful.

1.Q.What do you feel when your English language teacher praises you for your good or correct answer?

Ans.I will be encouraged for more participation.

2.Q.What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans.I need help for improvement and clues rather than comment.

3.Q.What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans.When I wrongly respond, I need direction or clues so that I can give the necessary response.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give clues that lead to the answer?

Ans.I want clues so that I can get the answer through my own effort.

5.Q.Do you think that your, English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes, the teacher should tell.

6.Q Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans. When student's response is wrong, the teacher should explain. But there is no enough time to give the explanation always.

7.Q How do you think English language teachers give verbal feedback to learners' responses.?

Ans. By giving clues and encouraging students.

8.Q How often should English language teachers give verbal feedback to learners' responses?

Ans. It is better to give sometimes.

9.Q In general, how do you understand your English language teacher's verbal feedback?

Ans. I say it is good and good teacher's verbal feedback encourages the student to do better.

S₂₀

1.Q What do you feel when your English language teacher praises you for your good or correct answer?

Ans. I am pleased and encouraged to do more.

2.Q What do you feel when your English language teacher comments on your wrong answer or poor performance?

Ans. I am discouraged.

3.Q What information do you expect from your English language teacher's verbal feedback to learn the language better?

Ans. I expect clarification on important points.

4.Q.When your answer is wrong, do you want your English language teacher to give you the correct answer or to give you clues that lead to the answer?

Ans.I want clues so that I can get more knowledge.

5.Q.Do you think that your English language teacher should tell you that your answer is either correct or incorrect?

Ans.Yes

6.Q.Do you think that your English language teacher should explain why your response is correct or incorrect?

Ans.Yes. Explanation helps me to understand or know more

7.Q.How do you think English language teachers give verbal feedback to learners' responses?

Ans.In a simple and understandable way so that students can easily understand.

8.Q.How often should English language teachers give verbal feedback to learner' responses?

Ans.Sometimes when it is necessary.

9.Q.In general, how do you understand your English language teacher's verbal feedback?

Ans.I think it is useful

Appendix C_{III}


የአሥራ አንደኛ ክፍል የእንግሊዘኛ ቋንቋ ተማሪዎች
በመምህሩ ቃላዊ ምጋቤ-ምላሽ /Verbal Feedback/
ላይ ያላቸውን ግንዛቤ /Perception/ ለማወቅ የተዘጋጁ
የቃለ መጠይቅ ጥያቄዎች

1. የእንግሊዘኛ ቋንቋ መምህርህ/ሽ ስለጥሩ ወይም ትክክልኛ ምላሽህ/ሽ ሲያሞግሱህ/ሽ ምን ይሰማሃል/ሻል?
2. የእንግሊዘኛ ቋንቋ መምህርህ/ሽ የተሳሳተ ወይም በቂ ያልሆነ ምላሽህን/ሽን በተመለከተ ሲተቸህ/ሽ ምን ይሰማሃል/ሻል?
3. ቋንቋውን በተሻለ ሁኔታ እንድትማር/ማሪ ከእንግሊዘኛ ቋንቋ መምህርህ/ሽ ቃላዊ ምጋቤ-ምላሽ ምን ዓይነት ጥቆማዎችን ትጠብቃለህ/ትጠብቂያለሽ?
4. ምልስህ/ሽ የተሳሳተ ሲሆን ከእንግሊዘኛ ቋንቋ አስተማሪህ/ሽ የምትፈላገው/ገው ትክክልኛው መልስ እንዲነገርህ/ሽ ነው ወይስ ወደ ትክክልኛው መልስ የሚያመራ ፍንጭ ነው?
5. ምልስህ/ሽ ትክክልኛ ስለመሆኑ ወይም ትክክልኛ ስላለመሆኑ ይእንግሊዘኛ ቋንቋ መምህርህ/ሽ መንገር ያለባቸው ይመስልሃል/ሻል?
6. ምልስህ/ሽ ትክክልኛ ስለመሆኑ ወይም ትክክልኛ ስላለመሆኑ የእንግሊዘኛ ቋንቋ መምህርህ/ሽ ምክንያቱን ማስረዳት ያለባቸው ይመስልሃል/ሻል?
7. የእንግሊዘኛ ቋንቋ መምህራን ተማሪዎች ለሚያቀርባቸው ወይም ለሚሰጡ ቸው መልሶች በምን መልክ ቃላዊ ምጋቤ-ምላሽ መስጠት ይገባቸዋል ብለህ/ሽ ታስባለህ/ታስቢያለሽ?
8. የእንግሊዘኛ ቋንቋ መምህራን ለተማሪዎች መልሶች የሚሰጡት ቃላዊ ምጋቤ-ምላሽ በምን ያህል ድግግሞሽ ወይም መቼ መቼ መቅረብ አለበት ትላለህ/ትያለሽ?
9. በአጠቃላይ የእንግሊዘኛ ቋንቋ መምህርህ/ሽን ቃላዊ ምጋቤ-ምላሽ እንዴት ትረዳለህ/ትረጃለሽ?

DECLARATION

I, the undersigned, declare that this thesis is my work, and that all sources or material used for the thesis have been duly acknowledge.

Name: TEMESGEN MEREBA

Signature: 

Place: INSTITUTE OF LANGUAGE STUDIES,
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Date of Submission: _____

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TO: Prof. Theodros Solomon
Dean, School of Graduate Studies

FROM: Akalu Getaneh (Ph.D) *Akulu Getaneh*
Chairman, Faculty Graduate Commission, ILS

SUBJECT: **Correction of Ph.D Thesis**

This is to confirm that the following Ph.D and M.A. candidates have included the necessary corrections into their theses as recommended by their Examination Committees.

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4. Meaza Zewdie

Thank you.