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ORAL FEEDBACK IN THE EFL ON-LINE CLASSROOM IN UPPER SECONDARY
ESTONIAN SCHOOLS: TEACHERS’ APPROACHES AND PRACTICES

Bachelor’s thesis

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Kinnitus

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PREFACE

The importance of feedback in language learning has been studied by many researchers (e.g., Hattie 2007; Timperley 2007; Zierer 2020; Wisniewski 2020). With creating various tools to support on-line EL teaching, conventional forms of feedback (e.g. 'feedback sandwich', 'chronological fashion', etc. (Hardavella et al 2017:328), have been developed further to meet learners' needs in on-line classes. It can be argued that oral feedback in the EFL on-line classroom might take various forms that still need further analysis and development. The research problem is connected with the change of the study mode (e-learning) and the use of oral feedback practices in EFL teachers' regular face-to-face classes with the aims to give an overview of oral feedback in face-to-face upper secondary school English language classes (incl., types, purposes, etc.); to survey teachers' opinions and practices to reveal how different/similar aims and forms/activities of feedback in the EFL class differ in on-line classes in comparison with face-to-face classes; to reveal differences between on-line teaching's oral feedback and face-to-face oral feedback, if any; to showcase any adaptations, that may have been created during the e-study period, of oral feedback methods.

The Introduction of the present thesis surveys the landscape of oral feedback and its models. Chapter I "Traditional Oral Feedback Models and their Usage" describes the existing feedback models used to give constructive oral feedback to a student. Chapter II "Oral Feedback Models Used by EFL Teachers in Oral Feedback in Upper-secondary School" discusses the findings of a mixed type research regarding the usage of actionable oral feedback models in the EFL classroom, from the point of view of EFL teachers. The Conclusion summarises research outcomes and comments on the hypothesis/research questions.

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INTRODUCTION

The Importance of Feedback in Education

When talking about education in any level or form, it can be argued that feedback is an essential part of learning and should therefore be given accurately and decisively. As Hattie and Timperley (2007: 81) stated, “feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative”.

Hattie and Timperley (2007) studied various aspects of feedback, such as its meaning, and effectiveness, and developed three feedback questions (Where am I going? How am I going? and where to next?), four levels of feedback, a definition of feedback was also offered:

Feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one’s performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes (Hattie, Timperley 2007:102).

Wisniewski et al (2020) made further distinctions between several types of feedback, namely, reinforcement, punishment, corrective feedback, and high-information feedback.

In addition, error analysis, as a part of constructive feedback, was studied by Fang and Xue-mei (2007). According to the authors, error correction has become a vital part of any language learning process. Although, the writers did not talk exclusively about oral, nor written feedback, but rather error correction as a whole. Fang and Xue-mei (2007) stated that on the road to learning any language, the learner will inevitably encounter some errors; therefore, teachers should learn to tolerate some of the local errors, as the mistakes can show the educator where a problem may lie, and how to fix it.

Furthermore, Nicol (2010) analysed pupils’ dissatisfaction with the written feedback they were offered, stating that the aspect of written feedback ought to be considered and improved. Moreover, the author stated that the correlation between unsatisfactory feedback between the educator and the pupil could be due to miscommunication (also referred to as impoverished dialogue) between the two parties.

Therefore, it can be assumed that a way to better the effect of feedback is to enhance communication between the feedback giver and receiver; to do this, the importance of oral feedback, and its actionable models should be studied.

The Importance of Oral Feedback and its Models in EFL Classrooms

The importance of oral feedback, specifically actionable oral feedback models to be used by EFL teachers, was considered by such researchers as Timperley (2007); Wisniewski (2020); Zierer (2020); Xue-mei (2007); Nicol (2010), and Hattie (2007 & 2020). The researchers focused primarily on the importance, and effects of various aspects of feedback, rather than actionable oral feedback models.

Research conducted by Hattie and Timperley (2007) focused on several aspects of feedback, such as its importance, effectiveness, the models, the three feedback questions, timing, etc. Moreover, Wisniewski et al (2007) made further distinctions between several types of feedback, namely, reinforcement, punishment, corrective feedback, and high-information feedback. Additionally, Fang and Xue-mei (2007) focused on the significance and possible limitations of error correction in language learning and teaching.

Although the information provided by the researchers is important and useful, the topic of oral feedback is rarely analysed with an explicit focus on its effectiveness, which is generally supported with empirical research data; that, however, can prove inefficient for an EFL teacher looking to improve the quality of their oral corrective feedback methods.

A study in Spain, conducted on ten EFL teachers' oral feedback practises and beliefs on corrective oral feedback found that most who partook in it, regardless of their experience, were unaware of how much oral feedback they were providing (Roothoof 2014). Nevertheless, the observed teachers seemed to have a clear understanding of the corrective oral feedback they needed to present to their students. It is interesting to note that it was found that oral feedback may be overlooked when a teacher is writing their curriculum (ibid.). Moreover, Roothoof (2014) found, that teachers may inadvertently use corrective oral feedback methods, such as recast. In addition, Roothoof found that it was easier for the teachers to describe the types of feedback methods they used to help their pupils, rather than explain the models, although the answers varied based on the people and were different from what was observed in the lessons. The possible reason regarding the mismatching information was the variety of their students and the EL teachers' knowledge of their feelings and personalities, which could have resulted in some less intrusive and indirect forms of corrective oral feedback. Regardless of the previously provided information, according to the observational study, the feedback provided by the teachers was accurate, and the educators

were seen giving feedback on numerous occasions. Moreover, the most common type of feedback method used was recast, which the author thought fit the teachers' views due to its implicitness and because it rarely impedes the natural flow of a conversation (ibid.) As Lyster and Ranta (1997: 46) stated "recasts involve the teacher's reformulation of all or part of a student's utterance, minus the error".

According to Roothoof (2014) even though giving feedback is seen as one of the aspects of a teacher's job, it can be rather difficult. Moreover, gaining awareness of their feedback methods, further research into their effectiveness and various models, might make the aspect of giving feedback easier.

Therefore, it can be stated that oral feedback is an important part of a teacher's job, which can be tiresome and occasionally overlooked (Roothoof 2014). Further, it can be argued that if teachers are unaware of oral feedback methods, they will still inadvertently use them.

Similarly, a study composed by Irawan and Salija (2017) researched different types and ways of oral feedback, which were used by EFL teachers. The found oral feedback types were evaluative, descriptive, corrective, interactional, and motivational feedback. What is more, the language teachers generally believe that oral feedback is vital; an idea supported by a surveyed teacher's thought that the aspect of giving feedback to their pupils is not only necessary but rather an obligation (Irawan, Salija 2017). Moreover, the qualitative research methods included the viewpoint of the teachers' pupils on the importance of oral feedback. Generally, the students were happy to receive oral feedback; however, even if they were not happy to receive oral feedback, they understood its importance (Irawan, Salija 2017).

Further, Hardavella et al (2017) reported on various aspects of feedback, such as its importance, power dynamic, how to make the most of the provided feedback, etc. Above all, the authors indicated various actionable feedback methods to be used when giving effective feedback. The provided models were: the "Feedback sandwich", "Chronological fashion", and the "Pendleton model" (Haravella et al 2017: 31-32). Even though there are only a few showcased models of feedback, the authors stated that the given models are only a few of many and gave comprehensive explanations of each of them.

Therefore, it may be said that further research into the aspect of actionable oral feedback methods in EFL classrooms is needed. As seen from Irawan and Salija (2017) findings, the

aspect of oral feedback is considered as a vital part of a lesson. Furthermore, as mentioned before, it was found that teachers may not be knowledgeable in regard to the oral feedback methods they use, which, however, did not stop them from using them (Roothoof 2014). In addition, the usage of actionable oral feedback methods may help lessen the workload of teachers (ibid.). For that reason, further research into the aspect of actionable oral feedback methods ought to be studied, indicated, and explained, with the intent of recognising researched oral feedback models to be used by EFL teachers in order to improve the quality of their oral feedback.

Oral Error Correction

From the studies discussed above it can be seen that the aspect of oral feedback is an important part of any language learning process, which could showcase errors regarding any flawed utterances, and should therefore be addressed.

As previously argued, some errors when learning a language should be addressed subtly, or entirely dismissed, depending on the type of errors found. If an error is not a global error, but rather a local error, and if the correction of the mistake will impede the learner's journey to self-correction, the mistake should not be addressed right away but rather later along the journey (Fang, Xue-mei 2007).

When addressing errors seen during the pupil's language learning process, it can be stated that the mistakes should be addressed using communicative strategies (Fang, Xue-mei 2007). Moreover, if the teacher sees a local error, and thinks that it should not be corrected at that specific time. The educator ought to keep in mind that if these errors are not eventually addressed, they may backfire, and further disrupt the learner's journey (ibid.). The strategies to gradually help the learner self-learn from their mistakes may include using pre-set oral feedback methods, such as the Pendleton model, the Feedback Sandwich, and the Chronological Model (Hardavella et al 2017:328). Moreover, the timing and form of oral correction can be viewed as a vital part of feedback, in order to ensure the learner's development of the target language (Hardavella et al 2017).

In addition, as previously mentioned, the aspect of giving oral feedback may be affected by teachers' personal knowledge of pupil's mood, personality, and study methods (Roothoof 2014). Although all the indicated criteria are important, it is necessary to note that the

dismissal of errors within the pupils' language learning experience can have negative consequences on their language learning process (Xue-mei; Fang 2007).

Moreover, when discussing external modifiers during language learning and error correction, such as the pupil's mood, study method, and personality, it was found that if the teacher works hard correcting every mistake the pupil made, the proposed feedback may not be as effective as the educator might like it to be. On the contrary, the pupil may be discouraged seeing the inevitable gap between the teacher's and their own knowledge of the language and its error correction (Xue-mei, Fang 2007). Therefore, the educator could use the help of actionable oral feedback models in order to ensure that the feedback recipient, and provider, will get the most out of the feedback giving and taking process balance.

It can be hypothesised that with increased online learning, EFL classes taught during the e-study period require a new way of giving oral feedback to upper-secondary school students, and such well-known regular oral feedback methods as the ABA model, and the feedback sandwich, have not been used during the e-study period.

Hence, the main research question is what new oral feedback methods are and how they are used by English EFL classroom teachers in upper-secondary school.

CHAPTER I TRADITIONAL ORAL FEEDBACK MODELS AND THEIR USAGE

1.1 The Importance of Oral Feedback in Estonian Upper-secondary EFL Classrooms

According to Jolly and Boud (2013) the aspect of feedback is generally associated with its written forms. Which is, according to the author, understandable when accounting for the aspect that most pupils and teachers spend the majority of their time writing, whether it be on social media platforms, electronic media, or 'texting', the pre-set of 'feedback' will likely be thought of as written feedback.

In addition, although written feedback, as any form of feedback, is important to any language learning experience, it may be limited as a type of one-way communication. As Nicol (2010:501) states, "Mass higher education is squeezing out dialogue with the result that written feedback, which is essentially a one-way communication, often has to carry almost all the burden of teacher–student interaction". Therefore, it is plausible to state that the usage of actionable oral feedback methods may open a two-way communication between the educator and the learner; that can improve the effectiveness of provided feedback.

Furthermore, according to the Estonian National curriculum for upper-secondary schools, students' achievements must be assessed and be given feedback on (National curriculum 2011: para 16). Moreover, one of the required feedback forms is its oral counterpart, which is usually given within or shortly after the lesson. The aforementioned assessment criteria aim to notify the pupil of their progress while learning said subject (ibid.). Consequently, it is clear that student's achievements and progress in upper-secondary school must be assessed and discussed with the student by means of using different feedback methods, such as written and oral feedback.

Therefore, it can be asserted that feedback, more importantly 'oral feedback', should be an essential part of any EFL teachers' school curriculum. Moreover, according to Hattie and Timperley (2007: 81) "feedback can be viewed as one of the most powerful influences on learning and achievement, which could have positive or negative effects on learning". Therefore, the aspect of giving feedback, either oral or written, should be approached cautiously, whilst using various corrective feedback forms, such as written feedback methods, flashcards, recaps, recasts, and other various feedback models.

Overall, according to the Estonian National upper-secondary curriculum, oral feedback must be given to all upper-secondary EFL classroom students. However, as referenced beforehand, numerous factors may change the way educators give oral feedback, such as teachers' personal knowledge of pupils' study style, mood, and personality (Irawana, Salija 2017). Moreover, EFL teachers may overlook the oral feedback segment in the process of planning their curricula (Roothoof 2014). In addition, the teachers may use corrective oral feedback methods inadvertently (ibid). Therefore, it may be speculated that research into documented actionable oral feedback models is necessary, in order to help educators improve the quality of their oral feedback.

1.2 Actionable Oral Feedback Methods

1.2.1 The Feedback Sandwich

According to Hardavella et al (2017), the 'feedback sandwich' consists of giving feedback in layers, which will repeat the pattern of P-N-P (positive, negative, positive). The pattern can be extended, depending on the feedback giver's necessity; however, it is important to always start and end the feedback giving process with a positive remark of a student's work. Moreover, the authors stated that the 'feedback sandwich' should not be used repeatedly, as the receiver will recognize the model and thus lowering its effectiveness (ibid.).

1.2.2 The Chronological Fashion Feedback

The Chronological Fashion feedback is a form of feedback that focuses on reflecting observations and actions taken in their chronological order (Hardavella et al 2017). The feedback recipient will hear all remarks of their observer from the beginning to the end of a certain event. Moreover, it was found that the chronological structure for feedback can be used to support observational feedback and could be seen as a more learner-centred approach (Millard 2001). In addition, according to Hardavella et al (2017) the 'Chronological Fashion Feedback' model may be better suited for shorter feedback sessions, as the more time managing events can become tiresome. Therefore, the Chronological Feedback model could be a good way to offer the pupil more learner-based feedback by the use of reiteration with some helping questions, such as 'And what did you do afterward?', and 'Okay, and why did you use this method?'

1.2.3 The Pendleton Model

The Pendleton Model can be viewed as more learner-based; as the opening remarks, from the feedback giver, are to ensure that the pupil understands what subject is currently being addressed, and why. The following steps taken by the tutor, or feedback giver, will be addressing positive aspects of the student's achievements, or actions, with the intent of creating a safe place for the learner. Throughout the process of giving and receiving feedback, the feedback giver shall be asking supportive questions that will give both recipients clarity into the actions taken, and what/how should these fragments be improved upon. The questions asked can be:

“What do you think went well?”

“What do you think could be done differently?”

“What could be further improved?”

“How can this be achieved?” (Hardavella et al 2017)

1.2.4 Recasts

According to Lyster and Ranta (1997), recasts are a reformulation of a whole, or part, of a pupil's utterance without the mistake. Moreover, the authors found that recasts are usually implicit, as they are not introduced by phrases such as "You should say...", "Use this word...", or "You mean..." (Lyster, Ranta 1997: 47).

“Recasts are generally implicit in that they are not introduced by phrases such as “You mean,” “Use this word,” and “You should say.” However, some recasts are more salient than others in that they may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse” (Lyster; Ranta 1997: 47).

Moreover, according to Roothoof's (2014) findings, recast was one of the most used oral feedback models by EFL teachers and argued that recast could be viewed as one of the best oral feedback models, as it rarely impedes, or disrupts, the flow of the conversation.

1.2.5 The Secret Teacher

Although the following method is not entirely oral-based, it may be adapted for oral use. As Quigley (2012) argues, the Secret Teacher model is perfect to use when assigning independent writing tasks. The action is undertaken with the use of post-it-notes on the classroom's blackboard. Whenever a question arises from a pupil, they write it on the post-

it-note and stick it to the blackboard. This course of action will allow the teachers to answer the questions without the use of any signalling looks, or personification. Moreover, the workflow of students will not be interrupted, and the educators can use their own post-it notes to answer questions (Quigley 2012). The model's oral aspect could be presented as a form of collective feedback to the classroom, where the teacher answers each question on the blackboard meanwhile guiding the pupils to ask more questions or add their own remarks.

1.2.6 The ABC Feedback

The ABC feedback consists of A-Agree with..., B-Build upon..., and C-Challenge. The ABC model can be used in any form of feedback and could help develop pupil's independent thinking skills (Quigley 2012). Moreover, the method could be used as a form of peer feedback, where one person comments on the others' ideas and cognitive thinking processes. The ABC model could be used interchangeably where two participants present their ideas, and discuss them with the use of the model, where both the commenter and author of the idea find what they agree with, what could be improved upon, and challenged.

1.2.7 Repetition

Repetition refers to the educator's repetition of a pupil's flawed utterance (Ranta; Lyster 1997). Moreover, Ranta and Lyster's (1997) research indicated that most teachers use intonation as a form of helping the student understand their error.

For example, the word 'vegetable'. If the pupil misspells the word as 'veg-et-eable', the teacher can use repetition, intonation, and finger highlighting in order to emphasise the correct form, as 'veg-et-able'.

1.2.8 Clarification Request

The usage of Clarification Request can initiate a form of self-correction from the pupil, as asking a clarifying question (e.g. Sorry?) can create an opportunity for the learner to correct their error (Lochtman 2002). Moreover, the feedback method can refer to problems regarding the target language comprehension or accuracy, or both (Lyster, Ranta 1997)

1.2.9 Metalinguistic Feedback

Metalinguistic Feedback gives questions, comments, or information about a part, or a whole, of a pupil's utterance with supportive questions, such as 'Can you find your error?'; with the aim of providing grammatical metalanguage to explain the correction process of the incorrect

form (Lyster, Ranta 1997). In addition, the educator may use rhetorical questions in order to guide the learner towards the correct form (Lochtman 2002).

1.2.10 Elicitation

According to Lyster and Ranta (1997) elicitation can be used in three various forms. Firstly, teachers can use their own utterance, with strategic pauses or intonations, in order to guide the learners to 'fill in the blanks'. Moreover, the first strategic form may be used with the help of other oral feedback methods, such as the usage of repetition (e.g. "Sorry? The janitor ___ walking?") (ibid.). Secondly, teachers may ask questions in order to guide the learner to the correct form (e.g. "Is the noun 'woman' masculine, or feminine?") (ibid.). Thirdly, teachers may ask their pupils to reformulate their utterances (ibid.).

1.2.11 Explicit Correction

As stated by Lyster and Ranta (1997:46) "Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., "Oh, you mean," "You should say")".

1.2.12 Finger Highlights

According to a blog post by K.Liz (Highlighting for ESL 2011), finger highlighting is using your fingers to help signify problematic words, letters, or syllables for the students. By using your fingers, the teacher can provide visual assistance for the learner, with the aim of assisting them on their language learning journey. Moreover, finger highlights may be used to help the learner remember certain problematic instances, for example sentence structure.

1.2.13 Timeline Chart

When studying a language, certain aspects of the language learning may be difficult for the students, such as the tenses and verb forms. However, by drawing a timeline onto a piece of paper, or a whiteboard, it can illustrate certain rules regarding the language learning process in a simpler way, than it would by the use of metalanguage (Timelines in EFL 2014).

As Gareth Rees (n.d.) states, "the language used by teachers to explain time reference, particularly of verb forms, can be confusing for the students. Timelines are neat devices that can be used to clarify our teaching language. Timelines enable the communication of sophisticated concepts to the lowest level of learner and can prompt sophisticated discussion amongst higher level learners".

1.2.14 Phonemic Chart

According to the webpage EnglishClub.com (n.d.) "...phonemic chart uses symbols from the International Phonetic Alphabet. IPA symbols are useful for learning pronunciation". Moreover, according to Adrian Underhill, the author of *Sound Foundations* (Oxfordtefl n.d.), the idea of pronunciation is to take it out of a speaker's head and make it a physical activity (Macmillan Education ELT n.d.).

All in all, the phonemic chart may be used when teaching, or learning, pronunciation. In both instances, the phonemic chart can be used when learning the target language phonemes and overall pronunciation.

To summarise, a number of actionable oral feedback methods have been identified by various researchers and websites, such as Lyster (1997); Ranta (1997); Millard (2001); Hardavella et al (2017); Roothoof (2014); Quigley (2012); Lochman (2002); Underhill (n.d.); K.Liz (2011); Timelines in EFL (2014); Gareth Rees (n.d.); EnglishClub.com (n.d.); Oxfordtefl (n.d.); Macmillan Education ELT (n.d.). Based on Roothoof's (2014) statement, that even though the aspect of giving feedback to the pupils can be viewed as 'part of the job' it can be tiresome, and that the use of actionable oral feedback methods may be helpful. Therefore, it may be implied, that all showcased models are an important part in an EFL teachers teaching methodology portfolio and should therefore be included in the practical study. However, because the oral feedback model "The Secret Teacher", is meant for written assignments (Quickley 2019), it is adapted to the purposes of oral feedback in the framework of the present study.

1.3. The Effect of the Online Study Period

As Hinrich (2021: 1) indicated, "in March of 2020, millions of students, educators, and other school staff throughout the United States had their lives disrupted by the COVID-19 pandemic, and associated mitigation policies". Similarly, on the 12th of March in 2020, Estonia announced a state of emergency, due to the progression of the virus called COVID-19 (Valitsus kuulutas välja... 2020).

With the rise of the pandemic, the educational systems faced various challenges, mainly, how to proceed with learning, and which preparations they should take (Daniel 2020). It may be

argued that school systems thought that the effect of the pandemic would hinder academic results, which was confirmed by Kuhfeld et al (2020).

Therefore, most governments ordered educational institutions to cease face-to-face learning, and transfer to virtual learning; thus, leaving the establishments with virtually no time to prepare (Daniel 2020). Likewise, was the Estonian government, which ordered all school students to be moved to home learning on the 16th of March in the year 2020 (Jõesaar 2020). Due to the rapid progression of the pandemic and the necessary virtual learning, parents, students, and teachers were faced with a lot of uncertainty, stress, and were forced to adapt to on-line learning (Daniel 2020). All of these factors raise a need for improved oral feedback methods to be used in on-line learning, in order to support students in learning.

To summarise, based on the indicated research it can be said that oral feedback is an important part of overall feedback, the educational system, and Estonian upper-secondary EFL classrooms. Moreover, Roothoof's (2014) research has found that teachers may not be knowledgeable regarding oral feedback methods, and the educators can forget them when planning their curriculum; which, however, may not stop them from using various oral feedback methods. Therefore, it is plausible to state that a list of actionable oral feedback methods may help current and future educators with their curricula. In addition, the effect of the pandemic, known as COVID-19, was analysed, and it was found that with the sudden change in everyone's lives, educators, parents, and pupils had to adapt to the following on-line learning (Daniel 2020).

The present study presents a mixed type research with the use of a questionnaire and voluntary interviews on the topic of oral feedback methods. More specifically, Ida-Viru County upper-secondary EFL teachers are asked to answer a series of questions designed with the intent of understanding if teachers are aware of and/or use any oral feedback methods; if yes, then which specific ones they implement; if and how the on-line period has changed their oral feedback models/ways of giving it; and if they have made any adaptations to any actionable oral feedback models to improve the quality of their oral feedback to their pupils.

CHAPTER II ORAL FEEDBACK MODELS USED BY EFL TEACHERS IN UPPER-SECONDARY SCHOOL

2. 1 Design of the Survey

To answer the thesis research question “what new oral feedback methods are and how they are used by English EFL classroom teachers in upper-secondary school?”, a quantitative survey was carried out in Estonia’s Ida-Viru County, which included a questionnaire and semi-structured interviews.

The questionnaire was designed based on previously indicated oral feedback models, the thesis research problem, and aims. The models of various oral feedback methods were used for the development of the questionnaire, such as the Feedback Sandwich, the Chronological Fashion Feedback, the Pendleton Model, Recasts, the Secret Teacher, the ABC Feedback, Repetition, Clarification Request, Metalinguistic Feedback, Elicitation, Explicit Correction, Finger Highlights, Timeline Chart, and the Phonemic Chart. Definitions of the models were taken from authors and websites such as Hardavella et al (2017), Millard (2001) Lyster and Ranta (1997), Roothoof (2014), Quigley (2012), Lochman (2002), K.liz (2011), Rees (n.d.), EnglishClub.com (n.d.), Oxfordtefl (n.d.), and Macmillan Education ELT (n.d.).

The questionnaire featured fourteen questions which was sent to eleven upper-secondary schools in the Ida-Viru County (Appendix 5: p. 48-53). The eleven schools’ head teachers were approached via email. The letter asked the receiver to forward the questionnaire to their EFL teachers (see Appendix 1: p. 40-41). After a week, a follow-up letter was sent in order to remind the teachers who had not participated in the questionnaire that they had a week to do so (see Appendix 2: p. 42-43). After two weeks, the questionnaire was closed and eight EFL teachers had shared their thoughts and perceptions on the topic of oral feedback methods in upper-secondary on-line lessons.

Moreover, in order to increase the response rate, the members of the Estonian Association of Foreign Languages and participants of the in-service training seminar for EFL teachers “Enhancing learner engagement in the EFL class”, which took place in Narva college of the University of Tartu, were asked to answer the questions of the questionnaire. As a result, thirteen respondents took part in the survey. All in all, collectively twenty-one EFL teachers took part in the survey.

The questionnaire is divided into four parts. Part one focuses on acknowledging if EFL teachers use oral feedback methods in their face-to-face classrooms; if so, which models they use or have used in the study environments, and what method they believe to be the most beneficial. For this reason, the following questions were asked: “Have you used or are you using oral feedback methods in your classroom?”, “Approximately, how much do you use oral feedback models in your day-to-day classrooms?”, “Please mark the oral feedback methods that you know and are using in your face-to-face EFL lessons.”, and “Which oral feedback method do you mostly use, or which method you believe to be the most successful?”.

Likewise, to part one, the second part of the questionnaire covers the same aspects from the point of on-line teaching. Similarly, to part one, the following questions were asked: “Have you used oral feedback models during on-line study?”, “Please mark the oral feedback methods that you are using in your on-line EFL lessons.”, and “Which oral feedback method do you mostly use in your on-line classrooms, or which method you believe to be the most successful?”.

Further, part three of the questionnaire focuses on understanding where on-line oral feedback is generally provided (e.g., main rooms or break-out rooms), which will help understand approximately how many students may be listening to the feedback. Further, the teachers are asked to mark for which reason they typically use oral feedback methods: whether it is to correct students’ grammar, language accuracy, fluency, or pronunciation. In order to gather answers, the subsequent questions were asked: “During the on-line study period, have you mostly used oral feedback models in smaller break-out rooms, or in main rooms?” and “For which reason do you tend to use oral feedback models in your classrooms? In order to correct the pupils..., etc.”.

Finally, the aim of part four of the questionnaire was to understand if the on-line study period had an effect on the teachers’ approaches to teaching; if there are any new oral feedback models, or adaptations made to the pre-existing ones; and if EFL teachers wished to have a more in-depth discussion of the aspect of oral feedback models and their usage in EFL classrooms. Therefore, the following questions were asked: “Has the on-line study period affected your usage, or style, of giving oral feedback to your pupils?”, “Do you know any other oral feedback models, which have not been presented in this questionnaire? If so, please

provide a short explanation.”, and “Would you be open to having a short interview regarding the topic of oral feedback methods and their usage in EFL classrooms?”.

At the end of the questionnaire all participants were thanked for their time, and the teachers who had agreed to an interview on the topic of oral feedback in EFL classrooms were asked to provide their contact information.

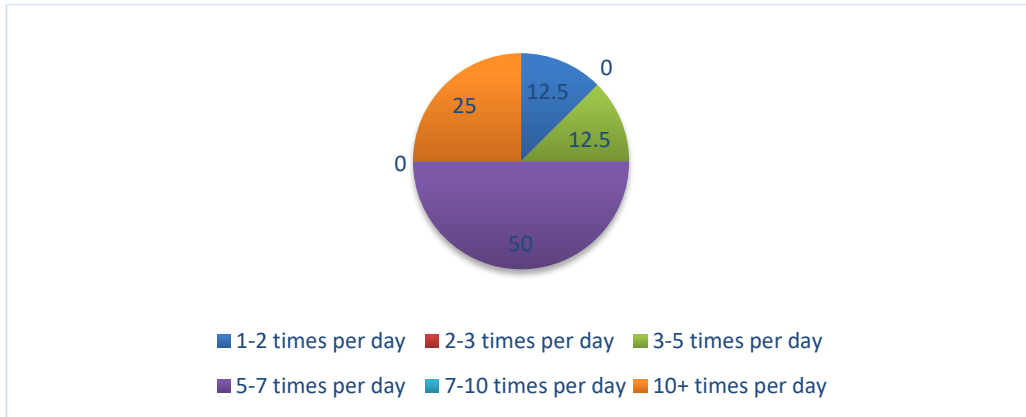
2.1.1 Teachers’ Responses to Questionnaire Questions

As previously indicated, the qualitative questionnaire was presented to the target group, EFL teachers of upper-secondary school level in the Ida-Viru County, and to various EFL teachers who participated in the in-service seminar, which was held in Narva.

To determine if respondents used/use oral feedback methods in their English language classes, the first question (“Have you used or are you using oral feedback methods in your classroom?”) was asked. All teachers who participated in both surveys confirmed that they provided oral feedback in their classes of English.

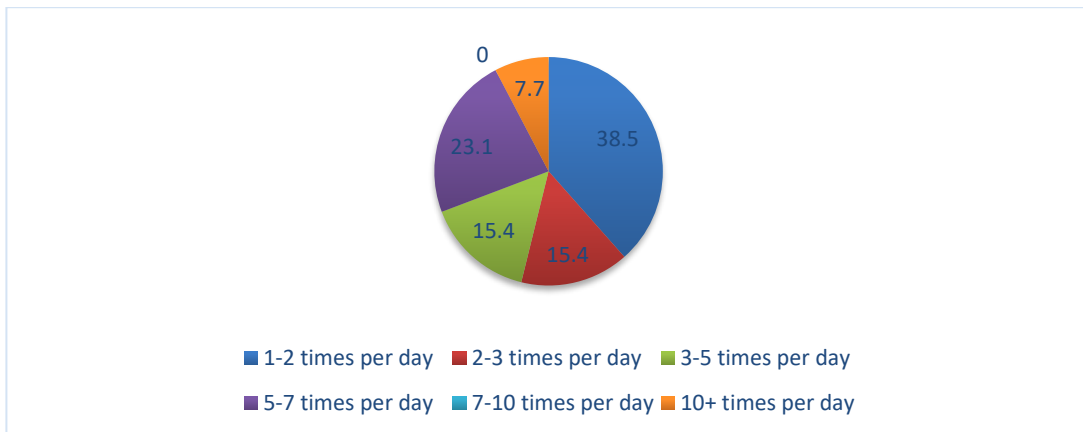
In order to establish the frequency at which the target group uses actionable oral feedback methods in their day-to-day classes, the second question (“Approximately, how much do you use oral feedback models in your day-to-day classrooms?”) was asked. The answers varied: 50% of the teachers used actionable oral feedback methods five-to-seven times per day, 12.5% of the respondents used aforementioned models three-to-five times per day, around 12.5% of the respondents marked that they use actionable oral methods one-to-two times per day, and 25% of the responses indicated that they used the aforementioned models ten, or more, times per day (See Graph 1).

Graph 1. *Approximately, how much do you use oral feedback models in your day-to-day classrooms?*



Likewise, the in-service seminar attendees' answers varied: 38.5% of teachers use actionable oral feedback methods one-to-two times a day, 15.4% of the respondents use oral feedback methods two-to-three times a day, 15.4% of the EFL teachers use oral feedback methods three-to-five times a day, 23.1% of responses indicated that they use oral feedback methods five-to-seven times per day, and 7.7% of answerers use oral feedback methods ten, or more, times a day (See Graph 2).

Graph 2. *Approximately, how much do you use oral feedback models in your day-to-day classrooms?*



As can be seen from the above graphs, that the EFL teachers use actionable oral feedback methods frequently. The highest percentages for repetitions of giving oral feedback to students, per day, are marked for one-to-two and five-to-seven times a day. Interestingly, neither of the surveyed groups mark the seven-to-ten times per day option. In addition, there

is a discrepancy between the most selected frequency at which the teachers use oral feedback methods in their classrooms; however, as the survey is based on teachers' thoughts and perceptions the mismatching information is completely understandable, as it may be influenced by numerous factors. As referenced beforehand, these aspects may include teachers' personal knowledge of pupils' study style, mood, and personality (Irawana, Salija 2017).

With the purpose of answering question three, the quantitative questionnaire takers were presented with a list of short explanations of the oral feedback models presented in the survey (see Appendix 3: p. 44). The explanations serve two purposes: 1) the teacher could revise the models and definitions before they are asked to mark methods which they have, or are, using within their lessons; 2) by repeating the models it may help the teachers detect any adaptations made to the highlighted models, and help identify any new models which are not present in the questionnaire.

In order to determine oral feedback methods used by EFL teachers during face-to-face learning, question number three ("Please mark the oral feedback methods that you know and are using in your face-to-face EFL lessons.") asks the respondents to choose the oral feedback methods that they know and are using in their contact lessons.

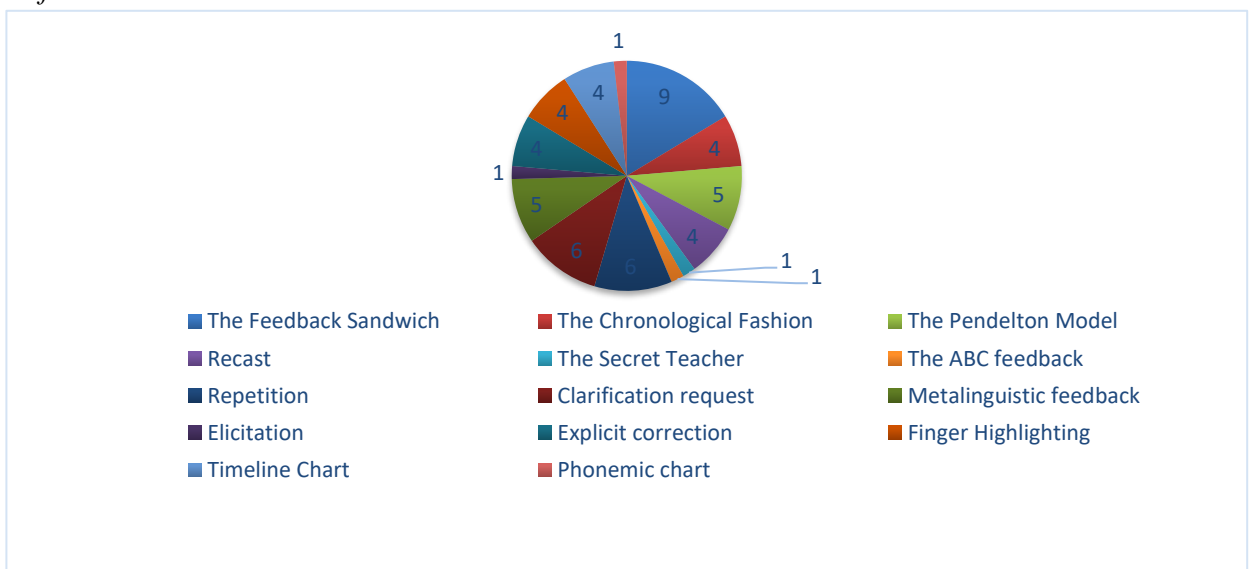
The findings from the target group are the following: six teachers mark that they used or are using the Feedback Sandwich and Clarification models in their face-to-face classrooms; the Chronological Feedback, Recasts, the Secret Teacher, Metalinguistic Feedback, Explicit Correction, and the Phonemic Chart methods are indicated by three respondents; the Pendleton and Repetition model is chosen by five teachers; Timeline Charts are used by two respondents, and the usage of Finger Highlights and the ABC models are indicated once (see Graph 3 below).

Graph 3. Please mark the oral feedback methods that you know and are using in your face-to-face EFL lessons.



The findings from the in-service seminar participants were the following (See Graph 4): the most used method, by nine votes, is the Feedback Sandwich, which is followed by six votes for Repetition and Clarification Requests. Further, five teachers name the Pendleton model and Metalinguistic feedback. The Chronological Fashion, Recast, Explicit Correction, Timeline Chart, and Finger Highlights are chosen by four EFL teachers. Lastly, one teacher indicates the use of a phonemic chart in their face-to-face EFL lessons.

Graph 4. Please mark the oral feedback methods that you know and are using in your face-to-face EFL lessons.



To summarize, the most used actionable oral feedback methods in face-to-face classrooms are the Feedback Sandwich and Clarification requests.

Question four (“Which oral feedback method do you mostly use, or which method you believe to be the most successful?”) is a follow-up question derived from question three regarding which oral feedback method the EFL teachers find most useful in their face-to-face classes.

The provided answers from the target group are the following:

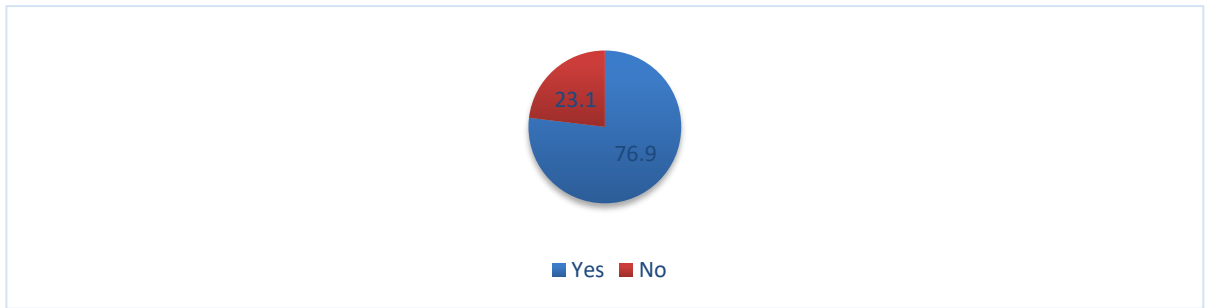
- a) the most helpful method indicated by four EFL teachers for face-to-face classes is the Clarification Request;
- b) which is followed by two votes for Metalinguistic and the Feedback Sandwich method;
- c) lastly, one vote is given to the Explicit Correction, the Pendleton Model, and the Secret Teacher Method.

In addition, based on the in-service seminar participants’ answers, it can be seen that the most helpful oral feedback methods indicated are the Feedback Sandwich and Clarification Requests, which were chosen by two EFL teachers. Following the aforementioned models, the Secret Teacher, Timeline Charts, Pendleton model, Elicitation, and Explicit Correction models are named by few EFL teachers.

All in all, based on the teachers’ thoughts and perceptions, the methods thought to be most beneficial in face-to-face lessons are the Clarification Request and the Feedback Sandwich.

With the aim to determine if the respondents used oral feedback models during the on-line study period, question five (“Have you used oral feedback models during on-line study?”) was asked. All teachers from the target group who participated in the survey confirmed that they provided oral feedback in their classes of English. However, only 76.9 % of the teachers from the in-service seminar participants stated that they had used oral feedback methods during on-line classes (See Graph 5).

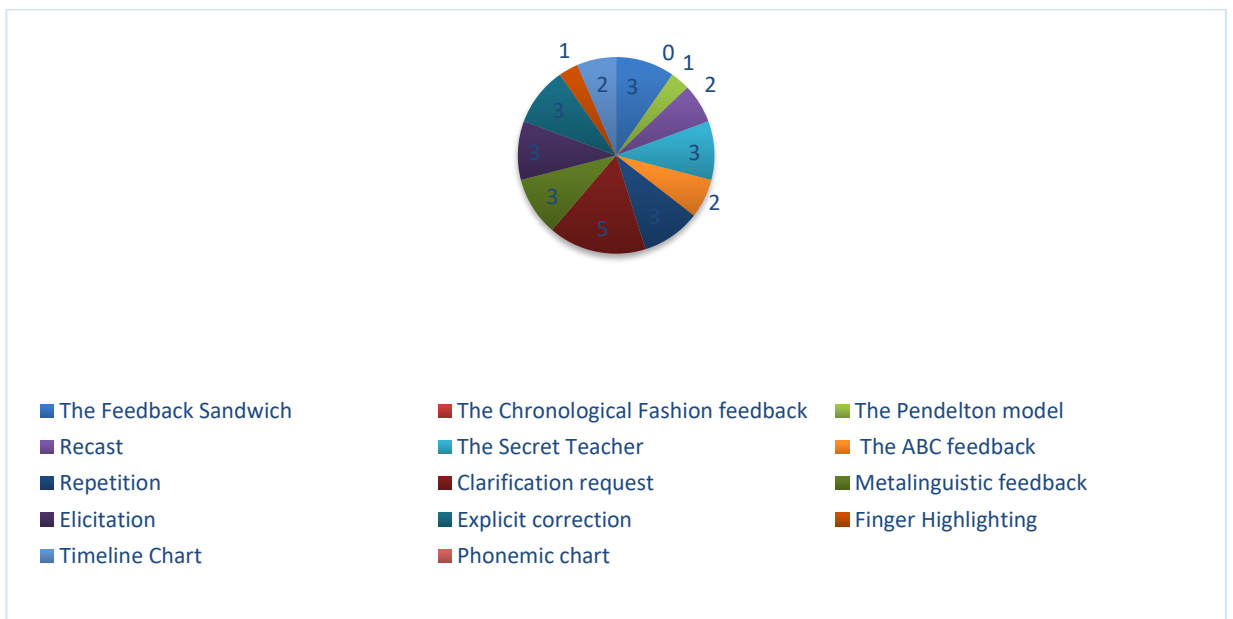
Graph 5. *Have you used oral feedback models during on-line study?*



Therefore, it can be stated that not all teachers used oral feedback methods during the on-line study period.

To determine which of the provided oral feedback models were used by EFL teachers during the e-study period, question number six (“Please mark the oral feedback methods that you are using in your on-line EFL lessons.”) was asked. The answers from the target group were the following (See Graph 6): the most indicated method was Clarification Request, which was marked by five EFL teachers. The succeeding methods, by three votes, were the Feedback Sandwich, the Secret Teacher, Repetition, Metalinguistic Feedback, Explicit Correction, and Elicitation. Lastly, the Pendleton Model and Finger Highlighting were indicated by one vote.

Graph 6. *Please mark the oral feedback methods that you are using in your on-line EFL lessons.*



The answers from the in-service seminar indicated that the most used oral feedback methods in on-line EFL lessons were the Feedback Sandwich and Clarification Requests, which were closely followed by Repetition with five votes. Succeeding Repetition was the Timeline Chart, by four votes. Next, by three votes, were the Finger Highlight, Elicitation, the ABC Feedback, the Pendleton Model, and the Chronological Fashion Feedback. Lastly, by two votes, the usage of Phonemic Charts, Explicit correction, Metalinguistic Feedback, the Secret Teacher, and Recast were indicated (See Graph 7).

Graph 7. Please mark the oral feedback methods that you are using in your on-line EFL lessons



During the on-line teaching period, as can be seen from the comparison of face-to-face and on-line classes, Clarification Requests and the Feedback Sandwich did not lose their importance and were still the most applied oral feedback method in EFL classes. Similarly, to question number four, question number seven (“Which oral feedback method do you mostly use in your on-line classrooms, or which method you believe to be the most successful?”) asked EFL teachers to mark the oral feedback method they believed to be most useful in on-line classrooms.

The answers from the target group were the following: the most indicated model was the Clarification Request, with four points. Succeeding Clarification Requests were the Pendleton model, Finger Highlighting, the Feedback Sandwich, Metalinguistic feedback, Explicit Error Correction, and the Secret Teacher Method-which all received one point.

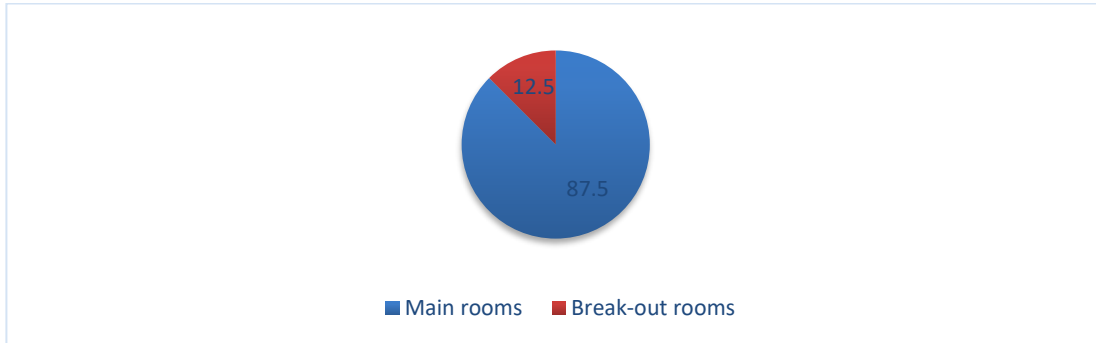
The answers from the in-service seminar participants are generic as two responders stated that they use all of the provided models in their EFL on-line classes. Further, other models mentioned by one respondent were Clarification Requests, the Feedback Sandwich, Timeline Charts, and the Pendleton Model. Lastly, one respondent stated that they did not use any oral feedback models in their on-line lessons.

Based on both questionnaires it can be seen that during the e-study period the most useful oral feedback method indicated is the Clarification Request.

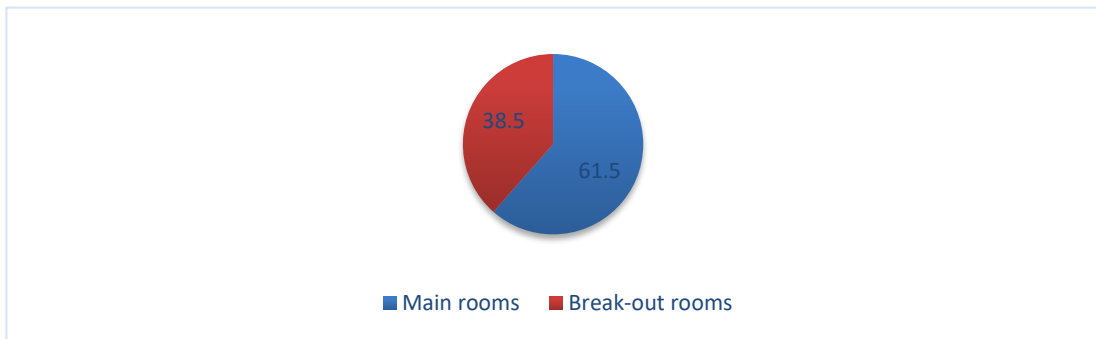
To determine when and where the EFL teachers used oral feedback models during their on-line classes, question number eight (“During the on-line study period have you mostly used oral feedback models in smaller break-out rooms or in main rooms?”) was asked. The answer criteria included various teaching platforms, main rooms, and smaller break-out rooms (e.g. Zoom, Skype, the University of Tartu’s BigBlueButton). The aim of this question was to pinpoint whether actionable oral feedback methods were used with a large number of students, main rooms, or with a smaller number of pupils, break-out rooms.

According to the information provided by the target group, 87.5% of the EFL teachers have mostly used oral feedback methods in main rooms, and 12.5% in smaller break-out rooms (See Graph 8). Further, based on the in-service seminar participants’ responses, around 61.5% of teachers mostly use main rooms to give oral feedback, and 38.5% frequently use smaller break-out rooms (See Graph 9).

Graph 8. During the on-line study period, have you mostly used oral feedback models in smaller break-out rooms or in main rooms?



Graph 9. During the on-line study period, have you mostly used oral feedback models in smaller break-out rooms or in main rooms?

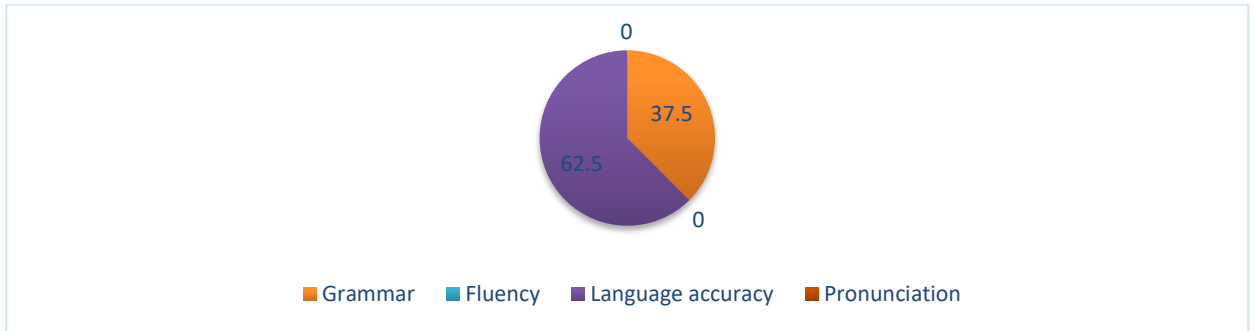


To summarise, based on the indicated information, most EFL teachers mostly give oral feedback in main rooms, which may indicate that on-line oral feedback was given to a larger number of students at a time.

In order to identify for which reasons the EFL teachers mostly use oral feedback methods in their lessons, question number nine (“For which reason do you tend to use oral feedback models in your classrooms? In order to correct the pupils...”) was asked.

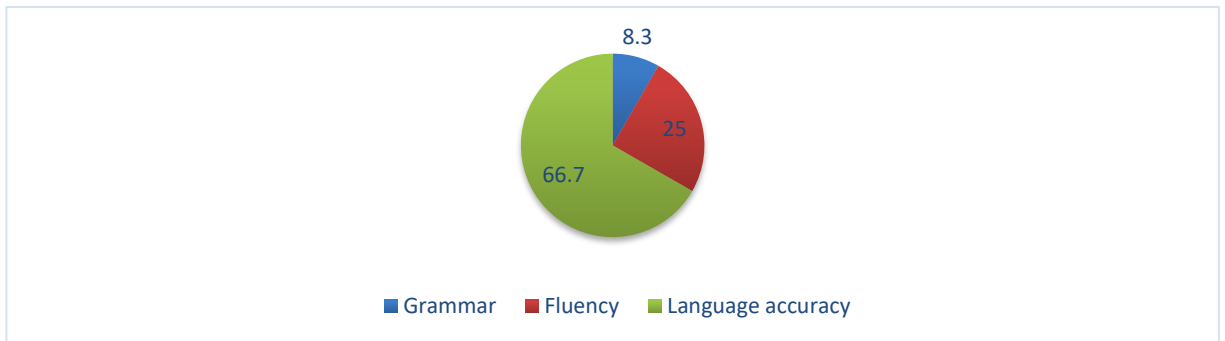
The target group responses indicated that 62.5% of the respondents use oral feedback methods in order to correct pupils’ language accuracy and the remaining 37.5% of the answers indicate that oral feedback methods were used to correct the students’ grammar (See Graph 10 below).

Graph 10. For which reason do you tend to use oral feedback models in your classrooms?
In order to correct the pupils...



The in-service seminar participants indicated that oral feedback in the lessons were mostly used to correct students’ language accuracy by 66.7% of the respondents. Following language accuracy, 25% of EFL teachers mark that they use oral feedback methods to improve the students’ fluency. Lastly, 8.3% of the teachers mostly use oral feedback methods to correct students’ grammar (See Graph 11).

Graph 11. For which reason do you tend to use oral feedback models in your classrooms?
In order to correct the pupils...



Based on the questionnaire results, it can be assumed that the EFL teachers use oral feedback models in order to correct different aspects of pupils’ language errors, such as their grammar and language accuracy.

To determine if the respondents had any knowledge of other oral feedback methods, or any adaptations made to various feedback methods to improve their usage in on-line classrooms, question ten (“Do you know any other oral feedback models which have not been presented in this questionnaire? If so, please provide a short explanation.”) was asked. If the teachers answered ‘yes’, they were asked to describe the new model.

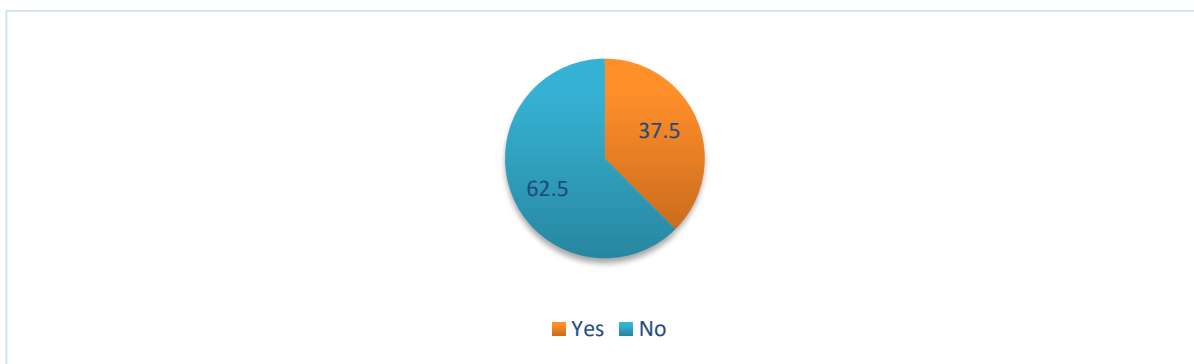
Although, the target group collectively said that they were not aware of any new models, or adaptations made to the existing models, the in-service seminar participants pinpointed two new models. The models were the Echoing the answer, and various Google feedback methods.

As Nordquist (2019:1) states, “an echo question is a type of direct question that repeats part or all of something which someone else has just asked and is one form of echo utterance. Echo questions are also referred to as "parrot" questions or "repeat, please" questions.”. Nordquist’s definition of Echoing could be closely compared with Lyster and Ranta’s (1997) statement that repetition refers to the educator’s repetition of a pupil’s flawed utterance. Therefore, it can be assumed that both models have the same structure and are just known under various names. Concerning the second model, various Google feedback methods, the response is too generic to be labelled as a new oral feedback method.

Therefore, it can be said that although most of the teachers were not aware of any new models, two new models were proposed, of which one is closely similar to repetition and the other too generic. Hence, no new adaptations nor models were indicated.

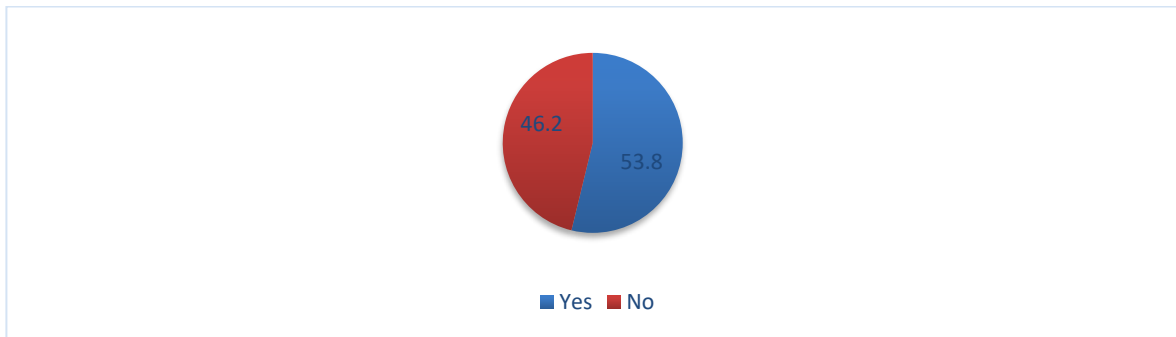
In order to determine if the on-line study period has affected the EFL teachers’ way of oral feedback to their students, question eleven (“Has the on-line study period affected your usage, or style, of giving oral feedback to your pupils?”) was asked. 62.5% of the target group of EFL teachers stated that the on-line study period had not affected their way of providing feedback to their students (See Graph 12).

Graph 12. *Has the on-line study period affected your usage, or style, of giving oral feedback to your pupils?*



Opposed to the target group findings, 53.8% of the in-service seminar EFL teachers marked that the e-learning period had affected their style of providing oral feedback to their students (See Graph 13).

Graph 13. *Has the on-line study period affected your usage, or style, of giving oral feedback to your pupils?*



Therefore, it may be stated that depending on the teacher, the change to on-line study has, and has not, changed the way EFL teachers provide their students with oral feedback.

The last question of the survey asked the teachers if they would be up for an unstructured interview on the present thesis topic. The aim of the interview is to talk more in-depth regarding the difficulties which may have arisen during on-line learning, and how the teachers fought/are fighting the possible changes to their teaching methodology. Collectively, three respondents showed interest in the interview and were promptly contacted by e-mail.

In conclusion, based on the questionnaire responses, it can be seen that the EFL teachers use actionable oral feedback methods frequently. Moreover, the highest percentages for repetitions of giving oral feedback to students, per day, were marked for one-to-two and five-to-seven times a day. Further, according to the respondents' thoughts, the most used and useful oral feedback models in face-to-face education are the Feedback Sandwich and Clarification Requests. In addition, regarding on-line teaching, all survey participants used oral feedback methods during the e-study period. What is more, when comparing face-to-face and on-line classes, Clarification Requests and the Feedback Sandwich keep their importance and are still the most applied oral feedback method in EFL classes, with the most useful on-line oral feedback method of the Clarification Request. Interestingly, it has been found that most EFL teachers during on-line lessons generally use oral feedback methods in main rooms, which could indicate that oral feedback may be given to a large group of pupils

collectively. Furthermore, from the results of the questionnaire, it can be seen that the EFL teachers use oral feedback to correct various forms of students' language errors, most commonly their grammar and language accuracy. Concerning any new models showcased or adaptations made, the questioned teachers mark that they have used two other oral feedback methods (e.g., Echoing and various feedback via Google), one of which could be closely associated with repetition and the other being too generic. Lastly, responses on whether the impact of on-line education has changed the EFL teachers' ways of giving oral feedback to their students varies, assumingly depending on each teachers' thoughts, perceptions, and experiences in the matter.

2.1.2 Teachers' Responses to Interview Questions

As previously mentioned, oral interviews were conducted among the EFL teachers who showed interest in a more in-depth conversation regarding the thesis topic. Two teachers from the target group and one teacher from the in-service seminar were interested in the interviews; overall, three EFL teachers showed interest in participating in the interviews. The respondents were promptly messaged by e-mail (See Appendix 4). Two teachers from the target group agreed to the interview. Unfortunately, the teacher from the in-service seminar did not answer the email requesting the interview.

The interview was semi-structured, and eight guiding questions were used for the interview process. The guiding questions were the following:

- 1) In your opinion, how important is it to give oral feedback to your students?
- 2) How regularly do you provide your students with oral feedback?
- 3) How regularly or how do you think your students benefit from oral feedback?
- 4) Has your style of giving oral feedback changed during the on-line study period?
- 5) Have you used actionable oral feedback models for your oral feedback?
- 6) Have there been any adaptations made to your oral feedback models?
- 7) Has the on-line study period offered any new actionable oral feedback models to be implemented into your teaching portfolio?
- 8) Do you have any recommendations to novice teachers wishing to improve their oral feedback models during face-to-face and on-line teaching?

The first interview findings are the following: the EFL teacher states that giving oral feedback to students is vital and that they do it all the time (24/7). Moreover, the teacher mentions that giving written feedback can be quite time-consuming and providing oral feedback may be more motivating for the pupil, as they can see that the teacher really is listening to them and is interested in giving them feedback that will improve their language skills. Further, the educator can use visual clues to promote correct language utterances; thus, motivating the student. In terms of benefitting from oral feedback, the EFL teacher says that students do benefit and that the pupils have even said so. In addition, the interviewed teacher attends other EFL teacher lessons in order to improve her teaching skills. As mentioned before, the use of body language proves to be quite beneficial as the students may feel more motivated to learn the language and address their language learning problems. Concerning the effect of the on-line study period, the teacher thinks that they reverted to mostly written feedback, as it was a difficult time for students and teachers alike. The interviewee has used actionable oral feedback methods for their classes and indicated that they have used the following models: Clarification Requests, the Correction, the Metalinguistic Explicit Feedback, and the Plus Minus Question Mark Model. The lastly mentioned model ‘the Plus Minus Question Mark Model’ follows the outline of giving a positive comment about the student’s work, which is followed by a negative remark, and concluded by thoughts to improve the work in the future. Moreover, the teacher names the Explicit Correction, Clarification Requests, and the Plus Minus Question Mark model as her favourite models of all of which she has used before and during the on-line study period. Lastly, the interviewed respondent states that during the online study period she used the Google Education platform, which allowed students to leave anonymous comments during the lesson. Interestingly, as indicated by Quigley (2012), the model follows the same outline as the Secret Teacher method. Furthermore, when discussing the topic of recommendations for novice teachers, the interviewed teacher mentions the use of a project “Eduloog” ‘s apps that allows students to give feedback to their teachers’ teaching methods. Moreover, the Flipped Classroom method is also mentioned as the most useful study method today.

The second interview findings are the following: the EFL teacher has emphasised that giving oral feedback to their pupils is quite important; however, they admit that they rarely provide it on the account of lack of time. Moreover, that they do not use specific oral feedback methods, and use generic clarifying feedback questions to indicate positive or negative

remarks with regard to language utterances such as “Well done!” and “Let’s revisit that”. Further, the interviewee has stated that they cannot answer how regularly they provide oral feedback, as they generally provide it when the need arises. Similarly, to the first interview, the motivational effect for learning the language is referenced. Further, they typically provide a lot of positive feedback for students, even for those pupils whose work may be below standard if the teacher can see that the pupils have worked hard on their assignments. Regarding the usage of actionable oral feedback methods, as mentioned beforehand, the interviewee does not use actionable oral feedback models; therefore, their oral feedback methods stayed the same during the on-line study period. Moreover, they have no knowledge of new actionable oral feedback models, nor adaptations made to existing ones. When discussing the topic of recommendations for novice teachers, the interviewed teacher suggests giving as much oral feedback as possible with an important add-on to always intervene positive and negative remarks regarding pupil’s work.

All in all, based on the interview findings from the surveyed teachers’ thoughts and perceptions, it can be said that giving oral feedback to students is vital. Moreover, providing oral feedback to students can rise students’ motivation for learning the language. In addition, the use of visual clues regarding language learning can enhance student’s interest in English language learning, and the use of oral feedback models may make the pupil feel more appreciated, as the pupil can see that the teacher follows their progress and offers necessary corrections for perfecting the usage of the target language. Further, the most used actionable oral feedback methods are Clarification Requests. New feedback methods have been indicated such as the Flipped Classroom method and the Plus Minus Question Mark method. However, when looking at the Flipped Classroom method, it cannot be added to the active oral feedback model list, as the indicated method is a study method that is not aimed at providing the pupils with oral feedback (Flipped Classrooms n.d.).

In conclusion, based on the questionnaire and interview findings, it can be said that EFL teachers use actionable oral feedback methods quite frequently, from three-to-five times a day to all of the time, as indicated from the questionnaires and interviews. In addition, all surveyed agree that oral feedback is an important part of language teaching and should be provided regularly. Further, it can be seen that EFL teachers generally use oral feedback to improve their pupils’ language errors, most commonly their grammar and language accuracy,

the aspect of which could be improved by using various actionable oral feedback methods, such as Finger Highlights. With regard to the development of any new actionable oral feedback models or adaptations to the said models, which are not presented in this study, three new methods were indicated: the Echoing, the Plus Minus Question Mark, and the Flipped Classroom. The latter of which cannot be taken as an oral feedback model, as argued beforehand. Similarly, the Echoing method can be closely resembled to Repetition, and therefore, should be taken as a new oral feedback method. Therefore, only one oral feedback model that was absent from this study is named - the Plus Minus Question Mark. In addition, based on the interview findings on the topic of actionable oral feedback models, it can be said that no new actionable oral feedback methods were created or adapted in any way or form to assist during the on-line study period. All methods indicated and mentioned, were previously used during the face-to-face study period.

CONCLUSION

Throughout the present thesis, the topic of oral feedback in the EFL on-line classroom in upper secondary Estonian schools from the point of view of teachers' approaches and practices is analysed. Oral feedback is an important part of education and should be given precisely and regularly in a variety of forms to fulfil a number of tasks (Hattie and Timperley 2007; Wisniewski 2020; Fang and Xue-mei 2007; Nicol 2010; Zierer 2020; Roothoof 2014; Irwana and Salija 2017; Hardawella et al 2017).

According to the Estonian National curriculum for upper-secondary school (2011: para 16), giving feedback to students is mandatory and should be done during or shortly after the lesson. The list of actionable oral feedback methods may better the quality of oral feedback presented to pupils. Further, as previously indicated by Nicol's (2010) argument that written feedback can be viewed as one-way communication between the feedback giver and receiver, the usage of actionable oral feedback methods may open a two-way communication between teachers and students.

Based on the findings of the conducted mixed type research aimed at revealing the Ida-Viru county teachers' opinions and practices regarding actionable oral feedback methods they use during on-line teaching in comparison with face-to-face classes, it can be assumed that oral feedback is given to students quite regularly, and that is an important part of language learning. However, the findings indicate that the research question "what new oral feedback methods are and how they are used by English EFL classroom teachers in upper-secondary school?" should be answered negatively: no new oral feedback methods nor any new adaptations have been created to combat the on-line learning period. The only exception to the matter was the Plus Minus Question Mark model, which was named during the interview process. Moreover, the commonly used feedback methods such as the Feedback Sandwich and Clarification Requests stay relevant during the on-line teaching period. Lastly, all presented oral feedback methods were used previously in the e-study period; therefore, no new actionable oral feedback methods have been created, nor so-called older models have been adapted to assist in the oral feedback giving process during the on-line study period.

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SUMMARY IN ESTONIAN

Käesoleva lõputöö „Suuline tagasiside inglise keele kui võõrkeele tundides gümnaasiumiastmes“ raames analüüsitakse suulise tagasiside teemat Ida-Virumaa, EFL veebi klassiruumides Eesti gümnaasiumites õpetajate küsitluste, teadmiste ja praktiliste kogemuste seisukohast. Suuline tagasiside on hariduse oluline osa ning seda tuleks anda täpselt ja korrapäraselt, kasutades mitmesuguseid vorme (Hattie ja Timberley 2007; Wisniewski 2020; Fang ja Xue-mei 2007; Nicol 2010; Zierer 2020; Roothoof 2014; Irwana ja Salija 2017; Hardawella et al 2017).

Eesti gümnaasiumi riikliku õppekava (2011: §16) kohaselt on õpilastele tagasiside andmine kohustuslik ning seda tuleks teha tunni vältel või siis vahetult pärast tundi. Seetõttu võib väita, et suulise tagasiside mudelite nimekirja loomine võib parandada õpilastele pakutava suulise tagasiside kvaliteeti. Lisaks, nagu Nicol (2010) väitis, kirjalikku tagasisidet võib vaadelda kui ühesuunalist suhtlust tagasiside andja ja saaja vahel. Seetõttu võib eelmainitud suulise tagasiside mudelite kasutamine avada n-ö kahe-suunalise dialoogi tagasiside andja ja saaja vahel, mis omakorda muudab tagasiside andmise tõhusamaks.

Tuginedes läbiviidud kombineeritud uuringute, mis sisaldas küsimustike ja intervjuusi, tulemustele, mille eesmärk oli paljastada õpetajate arvamused ja tavad seoses veebiõppetöös kasutatavate suulise tagasiside mudelitega võrreldes näost-näku klassides kasutatud mudelitega, võib väita, et õpilastele antakse suulist tagasisidet regulaarselt. Lisaks võib uuringu tulemustest näha, et õpetajate ühine arvamus on see, et suuline tagasiside on keeleõppe protsessi üks oluline osa. Sellegipoolest, näitavad uuringu tulemused seda, et käesoleva lõputöö uurimusküsimusele „Millised on uued suulise tagasiside mudelid ning kuidas neid kasutavad inglise keele kui võõrkeeleõpetajad gümnaasiumiastmes õpetamisel?“ peab vastama eitavalt: e-õppe perioodi vastu n-ö võitlemiseks ei ole loodud uusi suulise tagasiside mudelid, ega ka muudetud varem kasutatud mudeleid. Ainsaks erandiks võib lugeda „Pluss Miinus Küsimärk“ mudelit, mis toodi esimeses intervjuus esile, kuid oli samuti eelnevalt kasutatud nn näost-näku õppeprotsessi ajal. Lõpetuseks võib öelda, et üldkasutatavad suulise tagasiside mudelid, nagu „Feedback Sandwich“ ja „Clarification Request“ ei kaotanud oma tähtsust e-õppe perioodil ning on jätkuvalt enim kasutatavad mudelid. Lisaks on kõik väljatoodud suulise tagasiside mudelid olnud eelnevalt veebiõppe perioodil kasutatud. Seega, uusi suulisi tagasisidemudeleid ei ole loodud, ega pole ka nn

vanemaid mudeleid ühelgi viisil muudetud eesmärgiga edendada õpilastele pakutud suulise tagasiside kvaliteeti e-õppe perioodil.

APPENDICES

Appendix 1 An invitation letter to participate in the survey

Hello,

My name is Rando Otti and I am currently writing my Bachelor's thesis on the topic of "Oral feedback in EFL On-line classrooms in Upper secondary Estonian Schools: Teachers' Approaches and Practises". The thesis focuses on teachers' approaches and practises regarding the usage of various oral feedback methods in teaching, and the possible changes made to them during the e-study period. Therefore, I kindly ask you to forward this letter to your upper-secondary EFL teachers, as it will greatly help my research.

The questionnaire may take 3-5 minutes of your time.

NB! I would love to have EFL teachers partake in a short interview, where we discuss oral feedback models, methods, and how they have changed during the on-line study period.

The questionnaire link can be found here: <https://forms.gle/fqsezu2uw2xs3RBr5>

Kind regards,

Rando Otti,

Narva College of the University of Tartu

"Language and Multilingualism in School" Study Programme

Email: rando.otti@ut.ee

Appendix 2 A follow –up invitation letter to participate in the survey

Hello,

My name is Rando Otti, I have written to you once before regarding my request to help with my questionnaire. The aim of this letter is to remind upper-secondary EFL teachers of the opportunity to participate in a survey aimed to improve oral feedback in EFL classrooms. Please find the time to answer the questionnaire, as it will immensely help my research. The questionnaire´s deadline is 27.02.2022 and will take approximately 5-8 minutes of your time.

The questionnaire link can be found here: <https://forms.gle/fqsezu2uw2xs3RBr5>

If you have already filled out the questionnaire please don´t mind this reminder.

Kind regards,

Rando Otti,

Narva College of the University of Tartu”

Appendix 3 Explanations of oral feedback models

Short explanations for the oral feedback models showcased in this survey.

- 1) The Feedback Sandwich, which consists of giving feedback in layers, and will repeat the pattern of P-N-P (positive, negative positive).
- 2) The Chronological Fashion feedback, which is a form of feedback that focuses on reflecting observations, and actions taken in their chronological order.
- 3) The Pendelton model, which aims to have a Pendelton-like dialogue between the feedback giver and recipient. Throughout the process of giving and receiving feedback, the feedback giver shall be asking supportive questions that will give both recipients clarity into the actions taken, and what/how should these fragments be improved.
- 4) Recast, which are a reformulation of a whole, or part, of a pupil's utterance without the mistake.
- 5) The Secret Teacher, which allows the pupils to make anonymous comments, or raise questions, by the use of postage notes. During e-study, the usage of Paddlet may be incorporated.
- 6) The ABC feedback, which consists of A-Agree with..., B-Build upon..., and C-Challenge.
- 7) Repetition, which refers to the educator's repetition of a pupil's flawed utterance.
- 8) Clarification request, which is used to ask clarifying questions from the pupil; such as 'Sorry?' and 'What do you mean by...?'
- 9) Metalinguistic feedback, which gives questions, comments, or information about a part, or a whole, of a pupil's utterance with supportive questions, such as 'Can you find your error?'
- 10) Elicitation, which is used as a tool to help students come up with vocabulary items, word phrases, words, or word associations.
- 11) Explicit correction. As stated by Lyster and Ranta (1997:46) "Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., "Oh, you mean," "You should say")".
- 12) Finger Highlighting, which uses a person's fingers to indicate an error regarding word order or stress.
- 13) Timeline Chart, which can be used to showcase errors regarding incorrect tenses or word order.
- 14) Phonemic chart, which may be used to help the pupil with pronunciation errors.

Appendix 4 An interview- invitation letter

Interview request regarding oral feedback models in EFL classrooms



Rando Otti

N, 07.04.2022 16:02



Hello,

My name is Rando Otti. Recently, you partook in a survey regarding oral feedback methods in EFL classes; once again, I thank you for participating.

The aim of this letter is to ask you for a short interview regarding oral feedback in EFL classrooms. The interview will take 10-15 minutes and can be done via an online or face-to-face meeting.

Would you be interested in the interview?

(Ps! It would be an immense help for my Bachelor's thesis)

Respectfully,

Rando Otti

Email: rando.otti@ut.ee

Phone: +372 58800687

Appendix 5 Questionnaire

Questionnaire form for Estonia's Upper-secondary EFL teachers

Dear EFL Teacher

I would kindly ask you to contribute to my Bachelor's research on the topic "Oral feedback in EFL On-line classrooms in Upper secondary Estonian Schools: Teachers' Approaches and Practises" by answering the following questions. It might take 3-5 minutes.
Thank you for your support and help.

Kind regards,

Rando Otti,
Narva College of the University of Tartu
"Language and Multilingualism in School" Study Programme

Have you used or are you using oral feedback methods in your classroom? *

- Yes
- No

Approximately, how much do you use oral feedback models in your day-to-day classrooms?

- 1-2 times per day
 - 2-3 times per day
 - 3-5 times per day
 - 5-7 times per day
 - 7-10 times per day
 - 10+ times per day
-

Short explanations for the oral feedback models showcased in this survey.

- 1) The Feedback Sandwich, which consists of giving feedback in layers, and will repeat the pattern of P-N-P (positive, negative positive).
- 2) The Chronological Fashion feedback, which is a form of feedback that focuses on reflecting observations, and actions taken in their chronological order.
- 3) The Pendelton model, which aims to have a Pendelton-like dialogue between the feedback giver and recipient. Throughout the process of giving and receiving feedback, the feedback giver shall be asking supportive questions that will give both recipients clarity into the actions taken, and what/how should these fragments be improved.
- 4) Recast, which are a reformulation of a whole, or part, of a pupil's utterance without the mistake.
- 5) The Secret Teacher, which allows the pupils to make anonymous comments, or raise questions, by the use of postage notes. During e-study, the usage of Paddlet may be incorporated.
- 6) The ABC feedback, which consists of A-Agree with..., B-Build upon..., and C-Challenge.
- 7) Repetition, which refers to the educator's repetition of a pupil's flawed utterance.
- 8) Clarification request, which is used to ask clarifying questions from the pupil; such as 'Sorry?' and 'What do you mean by...?'
- 9) Metalinguistic feedback, which gives questions, comments, or information about a part, or a whole, of a pupil's utterance with supportive questions, such as 'Can you find your error?'
- 10) Elicitation, which is used as a tool to help students come up with vocabulary items, word phrases, words, or word associations.
- 11) Explicit correction. As stated by Lyster and Ranta (1997:46) "Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., "Oh, you mean," "You should say")".
- 12) Finger Highlighting, which uses a person's fingers to indicate an error regarding word order or stress.
- 13) Timeline Chart, which can be used to showcase errors regarding incorrect tenses or word order.
- 14) Phonemic chart, which may be used to help the pupil with pronunciation errors.

Please mark the oral feedback methods that you know and are using in your face-to-face EFL lessons.

Veerg 1

The Feedback Sandwich	<input type="checkbox"/>
The Chronological Fashion Feedback	<input type="checkbox"/>
The Pendleton Model	<input type="checkbox"/>
Recast	<input type="checkbox"/>
The Secret Teacher	<input type="checkbox"/>
The ABC Feedback	<input type="checkbox"/>
Repetition	<input type="checkbox"/>
Clarification Requests	<input type="checkbox"/>
Metalinguistic Feedback	<input type="checkbox"/>
Elicitation	<input type="checkbox"/>
Explicit Correction	<input type="checkbox"/>
Finger Highlights	<input type="checkbox"/>
Timeline Chart	<input type="checkbox"/>
Phonemic chart	<input type="checkbox"/>

Which oral feedback method do you mostly use, or which method you believe to be the most successful? *

Pikk vastuse tekst

Have you used oral feedback models during on-line study? *

Yes

No



Please mark the oral feedback methods that you are using in your on-line EFL lessons.

	Veerg 1
The Feedback Sandwich	<input type="checkbox"/>
The Chronological Fashion Feedback	<input type="checkbox"/>
The Pendleton Model	<input type="checkbox"/>
Recast	<input type="checkbox"/>
The Secret Teacher	<input type="checkbox"/>
The ABC Feedback	<input type="checkbox"/>
Repetition	<input type="checkbox"/>
Clarification Requests	<input type="checkbox"/>
Metalinguistic Feedback	<input type="checkbox"/>
Elicitation	<input type="checkbox"/>
Explicit Correction	<input type="checkbox"/>
Finger Highlights	<input type="checkbox"/>
Timeline Chart	<input type="checkbox"/>
Phonemic chart	<input type="checkbox"/>

Which oral feedback method do you mostly use in your on-line classrooms, or which method you believe to be the most succesful? *

Pikk vastuse tekst

During the on-line study period, have you mostly used oral feedback models in smaller break-out rooms, or in main rooms? *

- Main rooms
- Break-out rooms

For which reason do you tend to use oral feedback models in your classrooms? In order to correct the pupils...

- Grammar
- Fluency
- Language accuracy
- Pronunciation

Do you know any other oral feedback models, which have not been presented in this questionnaire? If so, please provide a short explanation. *

Pikk vastuse tekst

Has the on-line study period affected your usage, or style, of giving oral feedback to your pupils? *

Yes

No

Would you be open to having a short interview regarding the topic of oral feedback methods and their usage in EFL classrooms?

Yes

No

If your answer to the previous question was 'Yes' please leave your contact information in the text box below.

Pikk vastuse tekst

This concludes the survey. Thank you for your answers!

Kirjeldus (valikuline)

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(author's name)

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