



TEACHER'S FEEDBACK – EFFECTS ON STUDENT'S BEHAVIOUR DURING ENGLISH LANGUAGE CLASSROOM LESSON

GUNADEVI JEEVI SUBRAMANIAM

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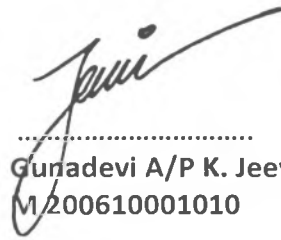


DECLARATION OF ORIGINAL WORK

I, hereby declare that the work in this dissertation is my own except for quotations and summaries which have been duly acknowledged.

Dated: 10 April 2008

Signature,



.....
Gunadevi A/P K. Jeevi Subramaniam
M200610001010





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Abstrak

Kajian ini memeriksa kesan maklumbalas guru terhadap perlakuan pelajar semasa pelajaran Bahasa Inggeris dijalankan. Kajian ini adalah satu kajian kes yang melibatkan seorang guru Bahasa Inggeris dan satu kelas pelajar semester 2 di sebuah Politkenik di Malaysia. Teknik yang digunakan untuk mengumpul data ialah perakaman video dan temuabual. Tiga pelajaran Bahasa Inggeris dirakamkan. Guru dan beberapa orang pelajar ditemubual selepas tiap-tiap pelajaran tamat. Semua temuabual dirakamkan secara audio. Rakaman pelajaran dan temubual kemudiannya ditanskripsikan. Dapatan kajian ini menunjukkan bahawa maklumbalas guru member motivasi kepada pelajar untuk mengambil bahagian dalam bilik darjah, menggalakkan pelajar, membimbing pelajar membentulkan kesilapan dan menggalakkan pelajar member pendapat. Dengan menambahkan lagi kesedaran tentang cara member respons kepada jawapan pelajar, guru dapat mempertingkatkan lagi proses pengajaran dan pembelajaran.

Abstract

This study examines the effects of teacher's feedback on students' behaviour. It is a case study involving an English Language and a class of Semester 2 students. The techniques used to collect data were video-recording and interviewing. 1 English Language lesson was video-recorded. After the recording the teacher and a few students were interviewed. The interviews were audio-recorded. The recordings of the lessons and the interviews were then transcribed. Analysis of the lessons showed that the teacher provided feedback explicitly and implicitly. Explicit feedback was expressed verbally and non-verbally. Verbal feedback comprised of that made linguistically as well as non-linguistically. Linguistic feedback given was categorized further into acceptance, non-acceptance, check, elicitation, correction and opinion. The findings showed that teacher feedback motivated students to participate in classroom discourse, encouraged students to think critically, provided information to the students, guided students to correct their errors and encouraged students to give opinions. As a result of teacher feedback students contributed information, confirmed information given contradicted

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LIST OF ABBREVIATIONS AND SYMBOLS

SAT	=	Speech act theory
SR	=	Model
S	=	Stimulus situation
R	=	organism's response
I-R-F	=	Initiate – Respond – Follow-up
I	=	Initiating move
R	=	Response from the class
F	=	Follow-up comments
T	=	Teacher
S	=	Student
SS	=	Students
S1-S42	=	Arrangement of students code.





CHAPTER ONE

INTRODUCTION

1.0 Introduction

Feedback plays an important role in human communication. The use of feedback to check comprehension of a message is common in everyday discourse. The listener provides feedback to show that he is listening to the speaker, at the same time, the speaker can give clarification on certain unclear information. With regard to correction of mistakes, in most social encounters outside the classroom no one participant is specified as having the automatic right to impose judgment on the other's behaviour (Chaudron, 1988:132). As teachers, in classroom discourse, teachers do make correction and give feedback to the students. As teachers, in the classroom they are expected to execute their vested instructional authority to evaluate any and all the student's behaviour (Chaudron, 1988:133)

According to Chaudron (1988) feedback is used as a tool in daily classroom. It is used to correct student' errors and also provide additional information about certain topics, to reinforce learning and to motivate students. Feedback is an important ingredient in classroom discourse. Feedback is an inevitable component of classroom





interaction. Students derive information about their response from feedback given by the teacher.

In view of the variety of situations in which feedback is used, it is proper to look at feedback from various perspectives.

1.1 The concept of feedback

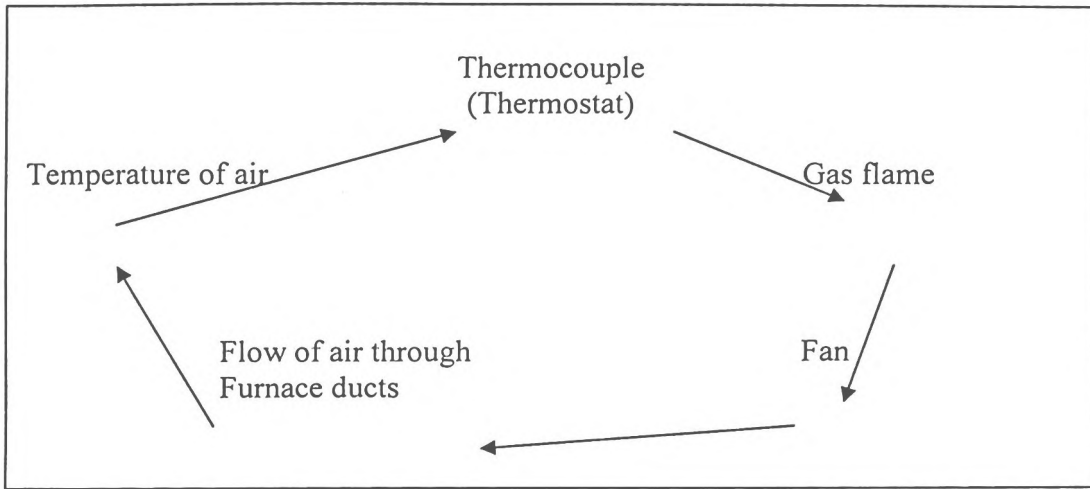
According to Fisher and Ellis (1990:63) any behaviour performed by a person after receiving a source's message is naturally interpreted as a feedback response. Feedback responses are usually is done during a communicative event. Feedback responses are constantly occurs throughout an interaction among individuals. A message which is sent travels along a channel to another person, the receiver, who reacts to this message. The receiver 'feeds back' information to the sender who interprets it as feedback because it is interpreted as a response to the message transmitted earlier (Fisher and Ellis, 1990). According to Fisher and Ellis (1990: 63) any behaviour performed by a person after receiving a source's message is naturally interpreted as a feedback response.

The term 'feedback' has been derived from the field of cybernetics which deals with the study of control, that is, how machines and humans normally function and how they control any deviation from the normal path (Fisher and Ellis, 1990: 103). To illustrate the concept of cybernetics figure 1.1 is referred to.



Figure 1.1

The feedback cycle of a thermostat



In human communication, feedback is the component in the communication

process that allows the source to monitor the receiver's response to the message (Seiler,

1984:8) also state that feedback supplies a means for insuring accurate communication

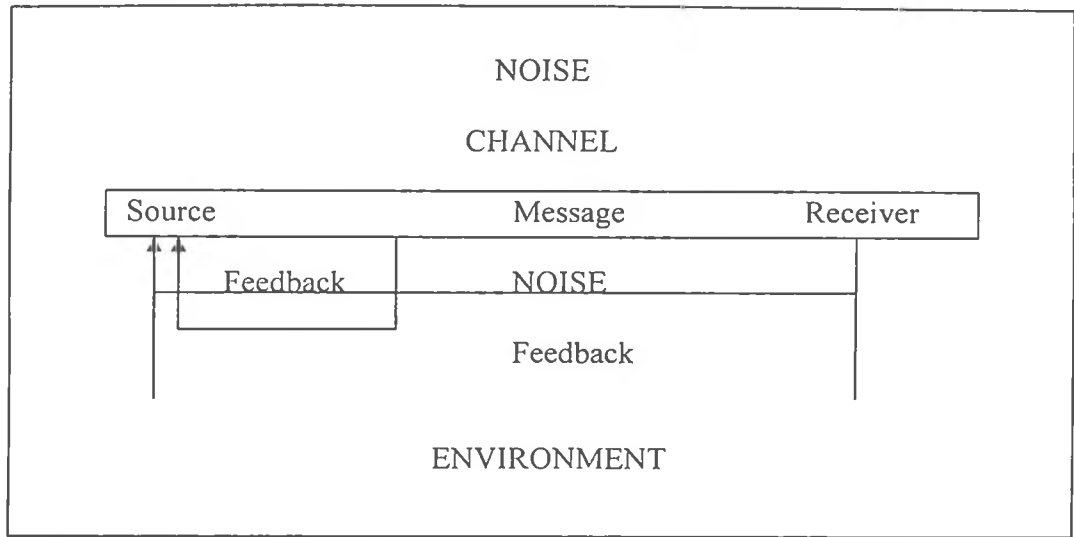
exchanges and indicates whether or not the communication has been received and

understood, Seiler et al (1984) presents a model of communication where feedback is a

component as shown is figure 1.2.

Figure 1.2

Feedback as a pedagogical device



In a classroom teaching, teacher asks students questions and students answer them. Teacher then provides feedback to the students regarding their performance. The feedback that the teacher gives can be either positive or negative. If a positive feedback is given, then the exchange ends, but if the teacher gives a negative feedback, the student is required to respond to it.

1.1.1 Effects of feedback

The solicitation of feedback from teachers as a course unfolds (*interim* feedback) is essential for students to improve their learning in response to teachers teaching in the classroom. This type of feedback allows teachers to see "where [they have] been and where [they are] progressing" (Lewis, 1969, p. 33), in turn allowing them to modify their

teaching methods rapidly and continuously. The nature of the feedback provided by the teacher helps improvement in teaching.

According to Tunku Mohani (1996), teacher feedback produces a variety of student responses. It is apparent that teacher feedback has produced effects which are motivational to the students.

In another study along the same lines, Ainol Marziah Zubairi from Centre for Language and PreUniversity Academic Development International Islamic, UM, (1995) states that proposed to make teaching more effective and attractive by teacher giving feedback orally. One study looked at the tone used by a teacher when communicating and the words gives and changes the student's behaviour. She reported that teacher as the instructor in a classroom should be less formal with their students. Classroom-based communicate with students will make students respond spontaneously.

According to Kulhavy and Wager (1993), feedback enables students to correct errors, confirms the correct responses they have made and helps them to conform to the requirement of the lesson. These effects show the observable response of the students. Using a model which have constructed, Kulhavy and Stock (1989) explain that students conduct a mental evaluation of the feedback provided to them. They compare their answer to the answer that is given as correct. Kulhavy and Stock (1989) believe that the time and effort students spend on processing feedback depend on how great the discrepancy is between their answer and the correct answer given.

1.2 Classroom Discourse

In a classroom, spoken language is used as the medium of teaching. Therefore, it is necessary to examine classroom discourse in order to understand how the teacher provides feedback, the types of feedback the teacher give and why it is given.

It is undeniable that teacher talk is necessary in the classroom as the teacher uses it to impart information and to direct students learning such as asking questions and giving instructions. Hoey (1991) believes that 'the real reason that language teachers should consider how discourses are organized is that it will help them to judge better the effectiveness of what they are doing.

According to Behaviorist approach, connectionist learning theories describe and explain behaviour using SR-model. The connection is established between a stimulus or stimulus situation (S) and the organism's response (R) to this stimulus. In behaviorist psychology, the emphasis is on behaviour which may be learned by both humans and animals. The theory explains the learning behaviour of all animal as well as humans. The observable factors would be like plans, intentions, attitudes, etc.

The main representative of this approach to the study of learning behaviour of students as teacher gives feedback during English language is the theory where Ivan Pavlov had initial research about stimulus response (Potter and Wetherell, 1987:78). According to Ivan Pavlov's research it is a classical conditioning, whereby, he believed that he had discovered how animals learned, even in the wild. He said that in order to survive, every animal needed two kinds of reflexes. The sort that was herniated and fixed for life. In the research done by Pavlov with dog, where he used food to stimulate the dog to respond, each time he stimulates the dog with food, the dog responds. By applying the



same approach in English learning classroom, where when the teacher gives feedback, the students behaviour changes, they respond to the teachers accordingly. For example if the students are give good or positive respond, they would participate more in the class, if they receive negative responds they refuse to participate actively in the class.

According to Sinclair and Coulthard (1975) in their well-known analysis of classroom discourse, as the third move in the I-R-F (Initiate-Respond-Follow-up) exchange structure, where 'I' represents an initiating move, such as a question posed by the teacher, 'R' is the response from the class- usually from an individual student- and 'F' is the follow-up comment by the teacher. The three moves are illustrated in Example 1 below:

T: What's the boy doing? (I)

S1: He's climbing a tree. (R)

T: That's right. He's climbing a tree. (F)

After the teacher has provided feedback, students normally knows their response is right or wrong.

1.3 Statement of the problem

Feedback given by teachers to students and students responding is one of the communication discourses in English language classroom. Teacher faces problem in how to give feedback and how the students behaviors towards it. There are different ways of improving performance in language learning, but consistent and reliable feedback is a



vital. (William & Sperber; 1981). Besides that teachers don't really know the different types of feedback and how their feedbacks change their students' behaviour. Feedback can take different forms. For example, we can see our own performance critically and try to improve through try and error, or we can ask someone to help by analyzing the perfect and suggesting ways in which it can improve (William & Sperber; 1981). One of the aims of the English Language Programmed in Malaysian schools is to enable the students to communicate in certain everyday activities. It is stated in the English Language syllabus (Pusat Perkembangan Kurikulum, 1992).

Allwright (1984) views communication practice in the classroom as pedagogically

useful because it represents a necessary and productive stage in the transfer of classroom language to the outside world. Communication practice in this study refers to a term which is the result of a combination of the terms "communication" meaning talking to each other face-to-face, each of the participants alternately playing the roles of speaker and hearer. A verbal interaction between the learner and teacher is what called as communication.

Teacher-fronted structured teaching can provide the necessary input for learners and this would solve the problem of deviant input, and therefore be more efficient than group activities (Bygate, 1988). This study therefore focuses on communication between the teacher and the students, in other words teacher-fronted activities.

Students usually respond to how the teacher organizes the lesson in the classroom. When the teacher applies questioning strategy in the course teaching, the students are accepted to answer. As the students had answered, they aspect respond from the teacher.

After the student response another question is asked by the teacher. This question asked by the teacher informs the student who responded to the previous question that her answer has been accepted by the teacher. The following question acts as feedback to the students' previous answer.

There are several ways of providing feedback. They include giving verbal feedback, showing performance which has been videotaped or audio taped and giving tests of written comments. In this study verbal feedback of the teacher in a teacher-fronted classroom will be considered.

According to Hewings (1987) less attention has been given to the form of feedback provided by the teacher and a consideration of its possible influence on language learning. This study is therefore, to look at the effects of student's behaviour when getting feedback from their teachers. Feedback becomes meaningful only when the complete teaching exchange is examined. This study examined the following questions of classroom interaction which constitute a teaching exchange:

- a. What are the types of feedback the teacher gives to the students?
- b. How do the students response towards the teachers' feedback?
- c. Do the Feedback teachers provide subsequent to the students response?
- d. How are the student's reactions as a result of teacher feedback?

1.4 Purpose of the study

The purpose of this study is to describe the nature and type of feedback the teacher provides after a response made by the students and the subsequent reaction of the students. The questions intended to be answered are:

- a. What are the types of feedback the teacher provides following responses made by students?
- b. What is the nature of teacher feedback in response to an answer given by a student?
- c. What are the types of responses the students make as a result of feedback given by the teacher?
- d. What are the effects of teacher feedback on student behaviour?

This research is based on the assumption that the investigation of the ways in which the teacher provides feedback and the effect it has on student behaviour can lead to useful insight into the language teaching-learning process.

As stated earlier in this study the aim of the English Language Programmed is to enable the students to communicate. Communication is of utmost importance in the teaching and learning situation and it entails a message, a party to transmit the message, a party to receive the message which in this study is the space between two speakers (Celce-Murcia, 1984). In terms of classroom discourse these interactive aspects are known as initiation, response and feedback respectively and these terms will be used in this study.

Another reason for focusing on feedback is the assumption that it contributes to

learning a second language. Chaudron, (1977) found that teacher feedback that helped to identify an error for students helped them to correct that error. Herron and Tomasello, (1988) discovered structures; feedback given by the teacher helped them locate and identify errors. They were thus able to learn better this way than when they merely receive a series of correct examples of the new structures.

If feedback is given insufficiently by the teacher or if the teacher does not pay attention to the effect of her feedback, confusion may arise. In his analysis of the teacher's treatment of error Allwright (1988:208) provides an example where the teacher's inconsistency could lead to confusion.

1.5 Significance of the study

The results of this study are meant to provide information to teachers regarding the types of teacher feedback and their effects on the students. The analysis of teacher feedback as related to the student's subsequent response will increase the teacher's awareness of the type of feedback they should use in the classroom to encourage student participation.

By giving a picture of the interaction that occurs in the classroom, teachers can recognize their own strategies in providing feedback to students. The strengths and weaknesses in providing feedback can be detected. This study will be able to direct attention to aspects of teacher feedback which may require changes.

Looking at the student's behaviour which results from the feedback given by the



teacher, teachers will be able to know how to deal with the student's behavior through their linguistic repertoire. This study also helps to improve the teaching strategies.

Feedback can be sought throughout a course, or in class sessions specifically devoted to interim student-teacher feedback (Harold Pashler, Nicholas J & John, 2005). In such scheduled feedback sessions, the instructor typically prompts students for information about their progress in the course, and their attitudes toward it. The instructor can later use the data to tailor the course to each student's particular learning needs (Harold Pashler, Nicholas J & John, 2005); make incremental changes to instructional delivery, student grouping, or activities/tasks; and facilitate conceptual change (Pica & Doughty, 1985). The instructor's act of requesting and listening to the students' ideas gives them a sense of importance (Lightbown, 2002), indicates the instructor's trust in them (Mackey & McDonough, 2000), and provides them with important metacognitive and affective outlets (Wai King Tsang, 2004). At the same time, the feedback encourages the instructor to reflect on his or her own instruction (Wai King Tsang, 2004). In learner-centered educational environments that aim to accommodate students who are culturally and academically diverse, feedback is especially important, especially when data are systematically and regularly collected (Harold Pashler, Nicholas J & John, 2005). Different forms of feedback occur depending on how educators solicit input from their students, and on the types of feedback that students



1.6 Limitations of the study.

This study focuses on what happens in a classroom during English Language lessons. The sample is limited to one teacher only and the data may not reveal what may have happened in other teachers' classrooms. The behaviour described is that of one particular teacher and the reaction of students in response to teacher feedback is typical of that particular group of students who are very well accustomed to this teacher's behaviour. The results of this study therefore are not generalized.

1.7 Summary.

This study the aim of the English Language classroom is to enable the students to communicate. Teachers play important role in making the students communicate. One way of making the students communicate is by given feedback. In the following chapter will provide the theoretical framework and different views given by various researchers.