

Teacher Feedback: Impact on Students' Impromptu Speech

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Abstract

This study centered on the impact of teachers' feedback on students' impromptu speech. In addition, it aimed to unveil the aspects of students' impromptu speech which teachers provide feedback on. This study utilized descriptive qualitative and quasi-experimental method. The feedback model by Zamel (1981) was used as the conceptual framework of the study. The participants of this study were English teachers and grade eight students from De La Salle University- Junior High School. The study utilized interview, survey, audio recording, and pre- and post-impromptu speech tests as data collection techniques. The study revealed that teachers gave more emphasis on the content of the student speech when giving feedback. Moreover, the statistical treatment showed that there is a significant difference between the pre- and post- impromptu speech scores. The analysis of students' impromptu speeches and teacher feedback provide opportunity for teachers to reflect more on how they give feedback to their students and be more familiar with how their students deliver their speeches in terms of technical and contextual aspects of speaking. This study recommends that public speaking be offered as one of the elective subjects in English so students can enhance more their speaking skills. In the same way, teachers can be given more opportunities to be more exposed to giving quality feedback. A feedback model was made to aid teachers in giving feedback to their students during speaking performances.

Keywords: language teaching; feedback; teacher feedback; speaking; impromptu speech

Introduction: Background of the Study

One strategy that teachers use to improve students' speaking skills is giving feedback. Feedback is a routine in an ESL classroom. Teachers give feedback to secure assurance that students learn what they should know. Feedback as defined by Kavaliauskiene and Darginaviciene (2010) is the process of rectifying and assessing learners' performance by giving detailed information of their performances' gains and lacks. Long (1996) underscored that feedback connects form and meaning which facilitates second language learning. In the same way, Hattie and Timperley (2007) consider feedback as "information provided by an agent with respect to one's performance or understanding" (p.81).

Book (1983) emphasized that teachers must familiarize themselves with the different types of feedback so as to provide an effective, good feedback. She emphasized that among the types of feedback, oral feedback is the best to use accompanied by written comments from the teacher.

According to Brookhart (2008), “feedback is an important component of the formative assessment process; formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals” (p.1). In sum, feedback is an update of students’ progress with respect to the desired target performance.

Central to the feedback process is the teacher who is the source of feedback. Teachers must clearly know the rationale behind giving feedback and must be very knowledgeable on how to give feedback and when to give it. McNamara as cited in Kalavliauskiene (2006) suggested guidelines on how teachers must give feedback. According to him, an effective feedback implies clarity, emphasizes the positive features, focuses on behavior rather than the person, is specific and is careful with advice. These guidelines by McNamara (2005) are parallel with the findings of some studies and researchers. Furthermore, Hattie and Temperley (2007) revealed three points in which teachers must take note of when giving feedback. First, students achieve more when their teachers explain in a detailed way their comments on students’ performance and give them tips on how to improve more their performance. Second, students achieve less if their teachers’ feedback focused on praises, rewards, and punishments. Third, students’ self-esteem can be affected by the feedback given by the teachers; hence, teacher’ feedbacks must not impact students’ self-esteem and that teachers’ feedback must focus on the goals set for the improvement of future performance.

The frequency of giving feedback determines whether students greatly have improved their speaking skills or not. Students need to know their progress in class. Thus, teachers must give them feedback from time to time to be able to see if there is any improvement on the students’ oral performance. Wood (2007) revealed that feedback given to students at a regular basis allows students to monitor the progress of their improvement.

A challenge in giving feedback is the teacher’s choice of words. According to Duncan (2007), the comments given by the teacher do not make sense to the students. In addition, teachers are not able to explain clearly the rationale behind giving feedback; hence, students could not grasp and understand it.. Duncan (2007) underscored that “tasks are frequently written in language that makes sense to the lecturer but which is not accessible to the students (p.273).” With this, he concluded that this would result into a one-way transmission making students benefit less from the comments given by the teachers. Furthermore, a study by Uddin (2013) revealed that the use of encouraging language inspires students to improve their skills and learn more about the English language. She also added that continuous feedbacking helps students hone more their oral communication skills.

Students’ response to the feedback given to them is vital as this may affect how they perform in class. In a study by Wood (2007), he emphasized that feedback will only be effective if students respond to the comments by turning it into action. Similarly, Rowe and Wood (2008) found that students viewed feedback as an aid and tool in enhancing their understanding of the course that eventually would aid them in performing well during examinations. Similarly, Taylor (2008) claimed that students from Macquarie University

considered feedback as an important tool in improving their skills. Consequently, students emphasized that they felt respected when given a good feedback.

Communicative activities such as impromptu speaking and oral presentations in class may help hone students' speaking skills. Impromptu speech requires students to answer questions on the spot. Harmer (2001) explained that speaking spontaneously is not an easy task. It requires students to process the information for a very short period of time with the help of their knowledge of the language features, hence the reason why some students become anxious when asked to speak on the spot. In addition, Kamiskiene and Kavaliauskiene (2014) emphasized that giving spontaneous speech requires rapid mental and social processing skills. Through mental skills, students get to choose the appropriate words and construct meaningful sentences while social skills include turn taking and the like.

With the positive effects of feedback on students' performances, researchers further studied and looked into its effect on students' speaking skills. Brook (1985) revealed that feedback is needed to help speakers know about the audience's reaction to their speech, to suggest improvements, to encourage speakers to speak again or enjoy speaking, and to increase speakers' self-understanding.

With a plethora of communicative activities being employed by language teachers, it is alarming to note that many students are still unable to express their opinions and stance through speaking tasks such as impromptu speaking. In response, this study will help shed light on the impact of teachers' feedback on students' impromptu speech. Impact refers to "the positive and negative, intended and unintended, direct and indirect, primary and secondary effects produced by an intervention" (OECD as cited in Rogers 2012, p. 2). Impact in this study entails the overall improvement of the students in terms of the impromptu speech scores after the receipt of teacher feedback.

Results of this study will hopefully give explanation on how feedback as a process works in enhancing students' oral performance. The results of this study will guide language teachers in giving feedback inside ESL classrooms and will help them employ the suitable type of feedback that students need. In addition, this study will help teachers know how students deliver and organize thoughts during oral presentations. As contribution to the field of language teaching, a feedback model is presented to help teachers give feedback to students during and after the students' performance.

Statement of the Problem

This study sought to determine the impact of teacher's feedback on students' impromptu speech. Specifically, it aimed to answer the following questions:

1. On what aspects of students' impromptu speeches do teachers provide feedback in the pre- and post-impromptu speech?
2. How does teacher feedback impact on the students' post impromptu speech?

Null Hypothesis: there is no significant difference between the pre- and post- impromptu speech performances.

Conceptual Framework

This study draws on the feedback model of Zamel (1981) which is based on Wiener's Cybernetics (1961). According to him, "the cybernetic model assumes the existence of a dynamic system in which feedback that provides specific and relevant information can affect and alter behavior" (p. 139).

Zamel's feedback model (1981) acknowledges the student as an active element in reconstructing the apparatus of learning molded and constantly restructured by exchange with the other active participant, the teacher. In this sense, the student is not merely accepting/rejecting feedback from the teacher, but is also restructuring his/her idea of the language, while the teacher is not merely engaging particular objectives that must be fulfilled, but is carefully drawing the line around the apparatus that circulates much needed information for both participants of the exchange. At the end of the exchange, the teacher is expected to have effectively delivered a deeper and unambiguous learning experience for the student through the feedback-formed stage, and the student is expected to have formed new hypothetical structures in understanding language and a better performance.

Methodology

Research Design

This research determined the impact of teacher feedback on students' impromptu speeches. To achieve the desired results, the researcher must measure the impact of the teacher feedback on student speaking performance and additionally analyze students' oral discourse. Therefore, this study was facilitated under the umbrella of methodological triangulation, a research means that employs more than one method or data collection procedure (Denzin, 1970).

In order to achieve a level of analysis that is precise, informative and substantial without compromising the identity of data gathered through descriptive methods such as individual interviews (Lambert & Lambert, 2012), this study employed the techniques of qualitative descriptive research for the qualitative end of the study. Techniques such as applying and developing coding system to get the recurring patterns and linking the patterns to form general themes or concepts were used in this study to reveal how teacher feedback impacted student performance during the post-impromptu speech.

The quantitative aspect made use of quasi-experimental research method, "in which an experimenter having complete mastery can schedule treatments and measurements for optional statistical efficiency, with complexity of design emerging only from that goal of efficiency" (Campbell & Stanley, 1963, p. 1). Quasi-experimental method was utilized in

this study since there were treatments applied to the sample selection of students in the form of pre- and post-impromptu speech feedback.

Participants

The participants of the study were two sections from the Grade 8 level of De La Salle University-Dasmariñas Junior High School. In selecting the sections, comprehensive purposeful sampling was utilized wherein the researchers provided criteria needed for the selection in order to meet the needs of the study. In view of this, the researchers chose the sections purposively by considering the following criteria: the students of the section must be enrolled in Grade 8, in which impromptu speaking was a required activity. The classes were handled by two English 8 teachers, who were also participants in the study. The first section consisted of 42 students while the second section had 44 students.

Research Instruments

This study utilized questionnaire, interview protocol, rubric, and checklist as instruments to gather data in order to support the results of the statistical treatment that was utilized to show significant difference in the performances of students after giving feedback.

Data Collection

The data included the students' impromptu speeches and the teacher feedback. The impromptu speech tasks were part of the students' performance task under the K-12 curriculum. In addition, the students were given questionnaires and were interviewed. In the same way, the teachers who are included in the study were also interviewed.

The audio-recordings of the performances of students and interviews were transcribed and analyzed. Rigorous transcription was made to be able to accurately transcribe all the audio files.

Data Analysis

The teacher comments were analyzed through coding. Figure 1 illustrates the coding process.

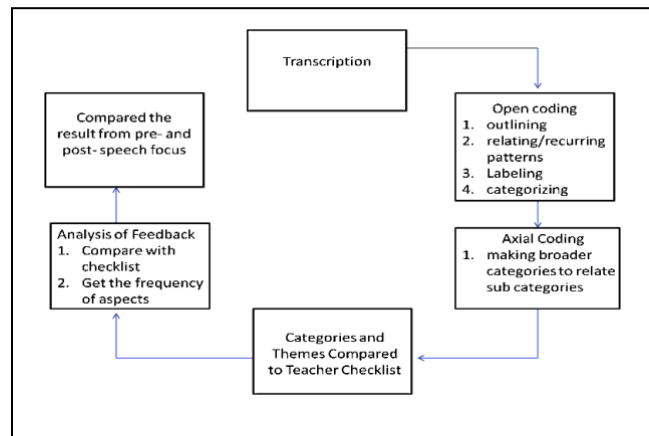


Figure 1. The coding process used to analyze teacher feedback

As shown in Figure 1, the process consisted of five steps. First, getting just the exact comments through open coding outlined teacher comments. Second, recurring patterns were gathered then comments were grouped in terms of their relationship with other comments. Third, recurring patterns were labeled based on the occurrences of aspects. Fourth, a broader category was used to describe the labels created. Fifth, axial coding was applied by relating all the gathered categories from open coding to come up with major categories that will encompass all the categories created.

Inter coding of Data

The intercoders were given the transcripts of interview of each teacher’s feedback, student’s speech and the answers from the questionnaires to validate the coding and transcription of the researcher. The result that the intercoder came up with was congruent with the researcher’s analysis of transcripts.

Statistical Treatment of Data

The data gathered from a portion of the survey were quantified by getting the average mean since Likert-scale was utilized in order to make evident the impact of feedback. The average mean of the students’ answers in the survey was computed with the following verbal interpretation: 4.50-5.00 (strongly agree), 3.50-4.49 (agree), 2.50-3.49 (undecided), 1.50-2.49 (disagree), 1.00-1.49 (strongly disagree). The gathered data from pre- and post- impromptu speech scores were quantified through T-Test.

T-Test was employed to see the significant difference between the scores obtained by the students from both teachers using the rubric during the pre and post impromptu speeches.

Results and Discussion

Teacher Feedback in the Pre- and Post- Impromptu Speech

A thorough analysis of teacher feedback from teacher- participants resulted in several themes that are under two superordinate categories, namely, technical aspects of speaking and contextual aspects of speaking.

Subordinate categories of technical aspects of speaking include content, organization, and grammar and vocabulary whereas contextual aspects of speaking include delivery and relevance.

Themes under content include topic, supporting details, examples and experiences, and elaboration of ideas. Organization includes introduction, body, conclusion, transitional devices, and clarity of ideas. Grammar and vocabulary include sentences, grammatical forms, and choice of words. In addition, delivery includes eye contact, audibility, gesture/movements, pause, mannerisms, confidence, posture, pronunciation, manner of speaking, manner of answering, and time whereas relevance includes relevance to the topic/question and repetition of ideas.

Table 1 shows the over-all, pre-speech, and post-speech focus of Teacher 1 and Teacher 2 in the impromptu speeches. Presented in the table are the subcategories under technical aspects of speaking and their sub-themes.

Table 1 Feedback on the Technical Aspects

Feedback Focus	Pre-Speech Frequency (%)	Post-Speech Frequency (%)	Overall Frequency(%)
Technical Aspects	58.55	58.38	58.45
<i>Content</i>			
Topic		24	24
Supporting Details	45	34	79
Examples and Facts	16	10	26
Elaboration of Ideas	15	9	24
Total	39.38	33.05	35.91
<i>Organization</i>			
Introduction	2	21	23
Body	2	8	10
Conclusion	13	9	22
Transitional Devices	1	2	3
Clarity of Ideas	1	2	3
Total	9.84	18.03	14.32

Grammar and Vocabulary

Sentences	5	9	14
Grammatical Forms	9	2	11
Choice of Words	4	6	10
Total	9.33	7.30	8.22

Table 1 shows that during the pre-impromptu speech, teachers focused their feedback on content (39.38%). On the other hand, less focus was given on grammar and vocabulary (9.33%). Furthermore, among the subthemes, supporting details received much attention.

During the post-impromptu speech, both teachers still focused on giving the students feedback on content (33.05%), hence the highest frequency while both teachers barely focused on grammar and vocabulary (7.30%).

The total percentage of feedback given during the pre- and post- impromptu speech exhibited differences which can be attributed to the students' application of feedback during the pre-impromptu speech which means teacher feedback made an impact on the students' post-impromptu speech.

Table 2 shows the overall focus of Teacher 1 and Teacher 2 in the pre-speech and post-speech impromptu speeches. Table 2 shows the subcategories under contextual aspects of speaking and their sub-themes.

Table 2 Feedback on Contextual Aspects

Feedback Focus Frequency (%)	Pre-Speech	Post-Speech Frequency (%)	Overall Frequency (%)
Contextual Aspects	41.45	41.62	41.55
<i>Delivery</i>			
Eye Contact	2		2
Audibility/ Voice Variation	4	9	13
Gesture/ Movements	18	13	31
Pause	1	1	2
Mannerisms	4	3	7
Confidence		8	8
Posture	3	6	9
Pronunciation/ Accent	1	4	5
Manner of Speaking	8	7	15
Manner of Answering	17	34	51
Time/Duration of Speech	12	8	20
Total	36.27	39.48	38.03

Relevance

Relevance to the Question	8	5	13
Repetition of words/ideas	2		2
Total	5.18	2.14	3.52

Table 2 shows that teachers focused their attention on delivery (36.27) when giving feedback to students during the pre- impromptu speech whereas least attention was given to relevance during the pre- impromptu speech of the students. In addition, considering all the subthemes of the two subordinate categories under contextual aspects of speaking, gestures/movements (18) was the focus of both teachers, hence the highest frequency among all the subthemes. On the other hand, least focus was given on pause and pronunciation/accent (1). During the post-impromptu speech, teachers still gave more comments on delivery (39.48%). The least given focus was relevance (2.14%), which means both teachers put too little attention to the subthemes under relevance. Among the subthemes under delivery, manner of answering got the highest frequency that is quite unexpected. Both teachers gave most students an overview of how they answered the question.

In sum, the results of the pre-impromptu speech and post- impromptu speech, in reference to both technical and contextual aspects, the subcategory with the highest frequency in which both teachers focused on was delivery (38.03 %). However, if the different categories subordinate to technical aspects and contextual aspects are all combined, the technical aspect category receives the highest frequency (58.45%).

Results from teacher rubric.

Rubric was used by the teacher-participants in grading the students based on their performances in the pre- and post-impromptu speeches and in giving their feedback. The students were given copies of the breakdown of their scores; hence they had an idea on what particular category they would need to focus on during the post-impromptu speech. In reference to the major categories, technical and contextual aspects of speaking, the students' scores were added to get the general average.

Table 3 shows the computed general average of all the students in reference to technical and contextual aspects of speaking during the pre- and post- impromptu speeches.

Table 3. General Average of Students in Technical and Contextual Aspects of Speaking

<i>General Average of Students in Technical and Contextual Aspects of Speaking</i>		
Major Categories	Pre	Post
1. Technical Aspects	69.4	86.98
2. Contextual Aspects	75	91.1

Table 3 shows that students got very low average in the technical aspects of speaking during the pre-impromptu speech. This supports the finding that teachers focused on giving students feedback on technical aspects of speaking. However, the students' average increased by 25% in the post-impromptu speech. This means the students were able to take note of their teacher's feedback during the pre-impromptu speech. On the other hand, students got a little higher average in the contextual aspects compared to the technical aspects during the pre-impromptu speech. This also supports the finding that contextual aspects received lesser attention from teachers than the technical aspects of speaking. Overall, the technical aspects got lower average both in pre- and post- as compared to contextual aspects. This supports the finding that technical aspects became the focus of teacher-participants. Moreover, the increase and improvement in the average of students in both aspects during the pre-impromptu speech can be attributed to the teacher feedback given to them by both teachers.

Responses from student questionnaire and interview

The students checked more items under technical aspects of speaking than contextual aspects of speaking when asked to check the aspects of feedback their teacher gave them in the pre-impromptu speech. Technical aspects of speaking comprise 55.08% of the total number of student whereas 44.92% of the total number of student responses falls under contextual aspects of speaking. These findings support the earlier result that technical aspects of speaking were given more attention by both teachers in giving feedback. Furthermore, students who were interviewed also mentioned the aspects that they think they need to improve on. See excerpts below:

I did lack the things because I'm shy and I think that I'm very...to 'cause I'm moving while speaking. (Student 7)

Well I expected Miss to tell me that I move too much because I am really nervous. (Student 9)

These excerpts all referred to contextual aspects of speaking particularly delivery which is the subcategory that received the highest frequency based on teacher feedback focus during the post-impromptu speech. Furthermore, some students also mentioned subcategories under technical aspects of speaking. See excerpts below:

I was just saying...terms that weren't really understandable and obvious. (Student 14)

The feedbacks helped how I can control and construct my sentences more much better (Student 28)

The findings from both questionnaires and interviews also revealed that students' anxiety was one of the very common patterns present both in the questionnaire and interviews. For example, student 5 said, "It was 100 % anxiety." In addition, student 7 said, "Before the speech, I'm very nervous because you need to think about what you're going

to answer.” The anxiety affected the students’ ability to speak well in in front of the class; however, a few students mentioned that their anxiety level was reduced during the post-impromptu speech because it’s already their second time delivering a speech.

Impact of teacher feedback on the students’ post –impromptu speech

Analysis of the data gathered throughout the study revealed that teacher feedback has a positive impact on students’ post-impromptu speech, specifically on the technical and contextual aspects of speaking. This is strongly supported by the following: the result of the T-Test, the responses of students on the survey and interview, the responses of teacher-participants during the interview, and the difference between technical and contextual aspects of speaking in the pre- and post- impromptu speeches in terms of frequency and use.

Result of the T-Test. T-Test was utilized in the study to make evident the significant difference between the pre- and post-impromptu speeches through the scores given by both teacher-participants as shown in Table 4.

Table 4. T-Test Results for Pre- and Post- Speech

	PRE	POST
Mean	35.8372093	44.27906977
Variance	68.44377565	8.438850889
Observations	86	86
Pearson Correlation	0.2339461	
Hypothesized Mean Difference	0	
df	85	
t Stat	-9.662967767	
P(T<=t) one-tail	0.00000000000000012298887	
t Critical one-tail	1.6629785	
P(T<=t) two-tail	0.00000000000000024598	
t Critical two-tail	1.988267907	

As shown in Table 4, taking the absolute value and comparing it with the critical value of 1.663 for one tailed test and 1.9982 for the two-tailed test, the absolute value of the computed T-value is greater than the said critical values. This shows that there is a significant difference between the average of pre- and post-impromptu speech scores of the student-participants. Furthermore, the average of post-impromptu scores is also significantly greater than those of the pre-impromptu speech scores.

Responses gathered from questionnaires

The data gathered from questionnaires revealed that 88.37% out of 86 students in the study said that they have improved their performance after receiving feedback right after their pre-impromptu speech performance. See excerpts below:

Yes I improved because I already know the mistakes that I need to change (Student 76)

Yes, because of the feedback I was able to not commit my mistakes again (Student 28)

Moreover, with the aid of a 5-point Likert scale, students were able to rate their improvement in their post-impromptu speech performance after receiving feedback from their teachers. Table 5 shows the students' responses on how the feedback given by their teachers during the pre- impromptu helped them improved their post-impromptu speech.

Table 5. Summary of the Weighted Average of with Interpretation- Weighted Average of Respondents' Ratings on the Impact of Teacher Feedback

Statements	Weighted Average	Interpretation
Feedback helped me know my mistakes	4.74	Strongly Agree
Feedback helped me know what to do next	4.56	Strongly Agree
Feedback gave me an idea what is expected of me	4.53	Strongly Agree
Feedback helped me know what I'm good at	4.40	Agree
Feedback motivated me to perform better.	4.53	Strongly Agree

Table 4 shows that majority of the statements which further explained how the teacher feedback helped students improve in their post- impromptu speeches got weighted average above 4.50, which is interpreted as strongly agree. This means that based on students' perceptions, the feedback given by their teachers helped them in improving their post-impromptu speech performance through the six variables mentioned in the table.

Responses gathered from interviews

Analysis of the interview transcripts revealed that all the students agreed that feedback was important because it helped them improve, evaluate their ability, gave them an idea on their teacher's evaluation of their performance, and a few mentioned that feedback helped them enhance their self-confidence. See excerpts below:

I found it helpful because it boosts my confidence to answer those questions
(Student 22)

I was kind of nervous but then after the pre, I was pretty confident with the post
(Student 16)

Students were asked to self-assess their performance and rate their performances from 10 to 50 to know if there was an improvement in their post-impromptu speech performance. Most of the students gave themselves a higher score, 40 and above, at least 5 or 10 points higher from their previous scores. This could be interpreted that their teachers' feedback impacted their performance positively. See excerpts below:

...for the pre I think 40 and around 45 to 48 for the post (Student 2)

I think that...for the pre-impromptu speech, I think maybe 30. 30 yes and I think that I got 35 or 40 for the post (Student 4)

In addition, all the students mentioned that the feedback given to them was useful while more than half of the students also emphasized that they believed that the feedback was given to them so they could improve their future performances as shown in the following excerpts from the interview:

Well, yes, it helped me very much to improve my...my speech. It helped me composed...my sentences very much. (Student 25)

It's really useful because I know what to do next time... (Student 27)

The teacher-participants also believed that the students improved their performances in the post-impromptu speeches because of their feedback. See excerpts below:

Most of the students were able to supply supporting details in their speech, the post-impromptu speech. They were able to give at least one or two supporting details...(Teacher 2)

There are students who really did better in their post speech...I can remember one student who said nothing at all in their pre speech however in the post speech, I can see that they tried at least they spoke like three to four sentences...I think that's great difference (Teacher 1)

In sum, the data gathered using different data gathering techniques revealed that the feedback given during the pre-impromptu speech impacted the students' performance in the post-impromptu speech.

Discussion

Analysis of the data gathered resulted in two major categories, technical and contextual aspects of speaking. Based on the results, the focus of both teacher-participants in their feedback was technical aspects of speaking.

Students received more comments about the content of their speeches than any other subcategories. This result is parallel with the findings of Chauldron (1986) who mentioned that teachers often correct errors on content and word choice. A study by Rydahl (2005) study also revealed that most feedbacks emphasized on content, which totaled to 41% of all the feedback given by the teachers. In contrast, a study by Shan (2008) revealed that content or student ideas are only the secondary focus of teachers when giving feedback to students. This result is also totally in opposite with the results of Wafa (2012) as her data revealed that 68.75% of the total comments focused on grammatical rules and teacher-participants did not consider giving feedback on content.

Most student speeches fall under body that explains why both teachers gave comments on introduction and conclusion. In return, students appreciated their teacher feedback regarding organization. This finding opposes the study conducted by Zitouni (2013) that revealed that only 10% of the students in the study wanted to receive feedback on organization.

Analysis of the speeches also revealed that students answer the question directly without considering the proper construction of speeches. Overall, introduction, as compared to the other subthemes is one of the least focused aspects that are similar with the study of Cron-Mills and Croucher (2001). Their study revealed that introduction is just 4.86% of the total 1194 comments given by the judges during the impromptu speaking activity.

Grammar and vocabulary did not receive much attention from teachers that was unexpected since studies on corrective feedback emphasized feedback focus on forms. This finding is supported by the studies conducted by Chauldron (1986) and Rydahl (2005) who both revealed that little attention was given to the grammatical errors of their participants. On the other hand, this finding is in contrast to Wafa's (2012) study which showed that 68.75% of the feedback given by teachers focus on grammatical mistakes. The finding that delivery has highest frequency among all the subcategories is in parallel with the study of Shan (2008) revealed that teachers focused more on giving feedback regarding delivery than any other domains.

Teacher-participants gave their comments to the students right after they delivered their speeches; hence, students already know what they need to improve on after their performance. This practice is parallel with many studies in which researchers strongly advocate the giving of feedback right away, after the performances. According to Weaver (2006), a feedback will only be useful if given right after the performance.

In sum, not all the aspects were given much attention. This may be due to time constraints in class. With the big number of students per class, teachers will have a limited time giving the students a very comprehensive feedback. This is supported by Linnarud's study in 2002 as cited in Rydahl (2005) which revealed that the quality of the feedback given by the teacher may be affected due to the very limited time that the teacher has to interact with the students after the performances. Moreover, Hattie (2001a) mentioned that an average student only receives seconds of descriptive feedback due to the limited time. In this sense, Ur (1996) stated that teachers must not correct all the mistakes that the students committed as this may decrease their interest in learning.

Teacher comment was also tailored to needs of each student. This discovery is in line with Lipnevich and Smith's (2008) study which revealed that teachers use various types of feedback depending on the situation, but most teachers choose to use a combination of the different types of feedback to help different types of students on different contexts.

Student anxiety toward delivering speech and speaking English were also revealed in data gathered. This finding is in line with the study by Liu (2006) on the speaking anxiety of Chinese students that revealed that most students become anxious when asked to speak in class. In addition, a research conducted by Witt, Roberts, and Behnke (2008) on the comparative patterns of anxiety and depression in a public speaking context revealed that speakers become anxious before, during, and after the speech. However, Uenishi (2015) stressed out that repeated impromptu speaking improves the overall performance of the students including the reduction of anxiety. Moreover, Brown (2000) underscored that students must be given more chances of speaking in class to motivate them to speak more. The study by Brown (2000) was supported by the students' answers during the interview when they mentioned that the level of anxiety they had during the post-impromptu speech was lower than the level of anxiety they had during their pre-impromptu speech.

The students who participated in the study also stressed that feedback is important not just in English but in any other subjects because this will help them improve and know their mistakes. This is parallel with Sadler's (1998) ideas when he underscored that "students use it [teacher feedback] to monitor the strengths and weaknesses of their performances, so that aspects associated with success or high quality can be recognized and reinforced, and unsatisfactory aspects modified or improved" (p.120).

Students also found the feedback given very useful to them that is parallel with Brook's (1985) findings which revealed that feedback is given to know the aspects which need improvement and enhance speaker's self-understanding. Furthermore, data gathered by Shan (2008) also revealed that the students consider teacher feedback as a way to improve their speaking performance. Shan also stated that a couple of students even considered the feedback a crucial factor for improvement. Moreover, students felt grateful when they received feedback from their teachers. In fact, they emphasized that they never felt offended by the feedback. This finding is in contrast with Hattie and Temperley's (2007) study on feedback where they revealed that teacher feedback can affect students' self-esteem. Majority of the students mentioned that they were not offended by the

comments of the teachers. In fact, they were very happy and grateful because their teachers gave them feedback. Similar findings from the data gathered by Wafa (2012) showed that 86.25% of the students responded positively towards the feedback given to them. Students view feedback as a tool in improving their skills and performances (Rowe & Wood, 2007; Taylor, 2008). In addition, students consider the feedback reliable as they consider their teachers professionals who have expertise in the field of language. This revelation is in accordance with Shan (2008) whose participants also viewed the teacher feedback as professional and effective way of improving their skills.

The feedback given by the teachers were also easily understood by the students who received it. Students even expressed their strong affirmation when asked if the comments were easy to understand. This is in line with McNamara's (2005) guidelines in giving feedback that states that effective teacher feedback implies clarity, emphasizes the positive feature, focuses on behavior rather than the person, and is careful with advice. Both teachers gave the positive features of each of the students' speeches; they all gave positive comments in order to balance it with the things that students need to improve on. Finally, both teachers were very careful when giving advice let alone the words used in the feedback. On the other hand, this finding is in complete contrast with the study conducted by Duncan (2007). Duncan emphasized that comments given by the teachers do not make sense and that teachers are not able to explain clearly the reason for giving feedback; however, the analysis of the data gathered revealed that students know themselves the reason for giving feedback and that they clearly understood the feedback given to them both in the pre- and post- impromptu speeches.

The result of the T-test which revealed that there is a significant difference between the scores of students in the pre- and post- impromptu speeches is similar with the study conducted by Shan (2008) which revealed that students improved their speaking performances during their second and third assessment after being given a feedback during the first assessment. Moreover, Kavaliauskiene and Darginaviciene's (2010) study also showed that teacher feedback helped improve students' oral tasks. Therefore, feedback has a positive impact on students' oral performance.

Conclusion

Feedback is an important tool in enhancing students' skills in order to come up with better performances in the future. The feedback focus is also an important factor which dictates how the next performance of the students will be. The patterns which were gleaned from the data unveiled the focus of teachers in giving feedback to students. The teacher feedback mainly stressed on the aspects that were deemed important as far as impromptu speaking is concerned. Technical aspects dealt with the technicality of the English language while contextual aspects dwelled on the ever-changing standards anchored on the context in which the speech is being delivered. In a more detailed sense, the teacher feedback consisting of the themes— content, organization, grammar and vocabulary, delivery, and relevance—comprise the major findings of the study. Moreover, the teacher feedback provides an opportunity for students to familiarize themselves more on the said aspects.

This also goes with the teachers who must inculcate in their students' minds the importance of such aspects when delivering speeches.

Students' perceptions of the teacher feedback clearly showed that they consider feedback essential in their daily performances especially during speaking activities. Students also viewed their teachers as people who have solid expertise in the field of English language teaching; therefore, they feel that every feedback that is given to them must be dealt with utmost appreciation and be put into action.

Finally, the relationship with the first and second impromptu speeches appeared to be very evident as aside from the scores obtained by students, interviews, and questionnaires narrow down to the fact that students have improved their performances with the help of the feedback given to them.

In sum, this study strongly showed that teachers focus on particular aspects when giving feedback to students, the feedback focus depends on the needs of each of the students, students have a very positive attitude towards the feedback, students' anxiety somehow affects their capability to speak well in front of their classmates, students look up to their teachers regardless if the feedback given to them is not so positive, and finally, feedback positively impacts student impromptu speech.

Contribution

Over the years, feedback served as a guide in helping both students and teachers achieve their objectives in teaching and learning. The challenging part in giving feedback is to know when to give the student feedback, how to give them feedback and what comes next after giving feedback. The researcher came up with this model after a thorough analysis of the data gathered. This model is created to aid teachers in giving feedback to students. Figure 2 is an illustration of the feedback model.

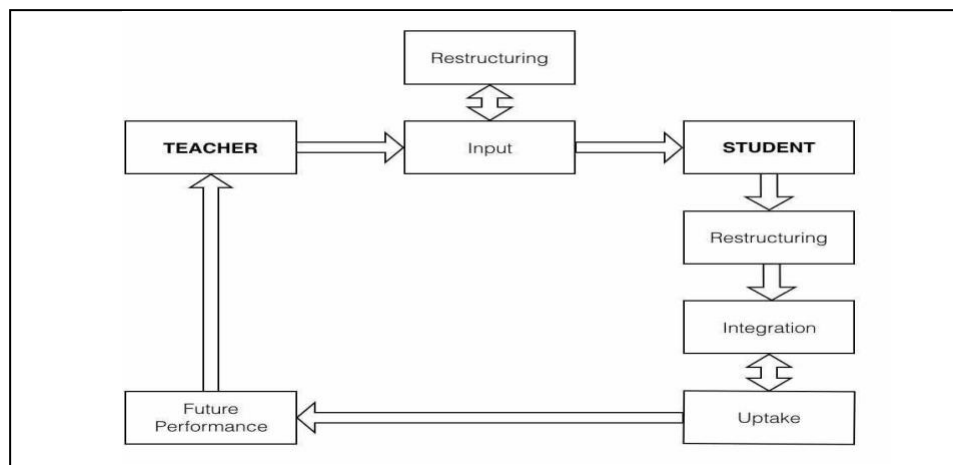


Figure 2. Feedbacking Model

The feedback model contains two major variables, the teacher and the student. The teacher and student are both vital in the feedback process hence they are placed in the middle of the model. Other variables which are input, restructuring, integration, uptake, and future performance are linked together by both teacher and student. These other variables are sequenced according to its role in the feedback process.

As shown in the model, feedback is considered as the input, which comes from the teacher and which the students will try to absorb and intake. Input in this model contains five aspects: content, organization, grammar and vocabulary, delivery, and relevance. Teachers can choose to focus on all the aspects or limit it depending on the needs of the students. In addition, aside from the five aspects mentioned, teachers must clearly explain to the students what is expected of them after knowing their performance in the pre-impromptu speech. According to Gipps (1994), students must have an idea of the expectations or standards set by the teacher so they can compare how they performed with what is expected of them.

After receiving the input, a process called restructuring takes place. Restructuring refers to the accommodation of new knowledge gained by the student from the input. If the student has been exposed to the input previously, additional information will revise existing knowledge of the topic.

After restructuring, students can proceed with the next performance set by the teachers and guided by the previous comments; however, based on this study, after restructuring, students must still be exposed to another speaking activity prior to the actual future performance so uptake can take place. Uptake, according to Lyster and Ranta (1997) refers to the “learner’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance”. In this model, uptake refers to the students’ full comprehension of the restructured ideas in reference to the input given. Uptake happens when the student has fully understood the concept or new idea.

Integration takes place after restructuring. Integration refers to the ability of students to transfer knowledge or apply the previously learned knowledge into a different activity that can strengthen his or her skills that then result to uptake. This phase is in contrast with Zamel’s model (1981), where students perform the future performance right away after students have received comments from the teacher. Based on this study, after receiving feedback regarding the pre-impromptu speech performance and restructuring knowledge, students must be given an opportunity to practice what they have learned before asking them to deliver another speech so teachers would know if uptake was confirmed or rejected. Once confirmed, students are more likely to perform better in their post-speech. If rejected, students perform the same as the pre- speech that might mean that the students have failed to modify the previous performances even with the aid of the input given. It must also be noted that students have different learning styles; hence, uptake may sometimes happen even before integration. In this case, integration will serve as reinforcement so students can apply and transfer learning through the activities.

After the second performance, teachers will be giving another set of teacher feedback restructured and revised based on the students' improvements. Hence, no teacher feedback will be the same unless uptake did not take place.

This feedback model will continue its cycle until such time the comments from the teacher will be achieved and the students' oral performance achieves what has been expected or targeted every after the input has been given.

Recommendations

With all the data gathered, teachers should give their students more opportunities to speak inside the classroom. Teachers must also ask their students to deliver speeches as often as possible. This may help lessen the anxiety of students when speaking in front of a crowd since most students mentioned that they were anxious when they were delivering their speeches. In addition, Teachers should also give holistic, detailed feedback so students will know what to do and how to apply all the feedback given during the pre-impromptu speeches.

Teachers and administrators must strictly implement the English- only policy at all times as this will help develop the students' confidence in speaking the language and lessen the anxiety that students feel when asked to deliver a speech in front of the class. Administrators should consider having public speaking as one of its elective. This can give the students enough time to develop their speaking skills and enhance their confidence in using the language.

Further studies focusing on teacher feedback in relation to students' speaking performances particularly prepared speech should be conducted to see whether students lack the same aspects as regards content, organization, grammar and vocabulary, and relevance when they delivered impromptu speeches

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