

Teachers' Feedback and Professional Growth in Teacher Education: Implications for Feedback Literacy

Alice Rachmahanani Putri
Universitas Katolik Widya Mandala Surabaya, Indonesia
alicerachma@gmail.com

Mateus Yumarnamto
Universitas Katolik Widya Mandala Surabaya, Indonesia
mateus@ukwms.ac.id

Article History

Received: 2024-03-23
Reviewed: 2024-03-25
Accepted: 2024-04-25
Published: 2024-04-30

Highlights

Teacher's role in effective teaching is unquestionably important. How teachers use feedback in classroom gives different impact in learning. It is important that teachers have feedback literacy to give effective teaching as well as to develop their capacity as professional teachers.

ABSTRACT: Teachers' feedback is important as it provides a starting point for improvement. This study explored teachers' feedback in the contexts of In-Service Teacher Professional Education Program (Pendidikan Profesi guru Dalam Jabatan/PPG-DalJab). The participants were eight teachers joining the program in 2021. The leading question for the inquiry is related to the feedback the teachers used and how the use of different feedback reflected their feedback literacy. The data were collected from the participants in the form of video recordings of participating teachers' classes, reflective discussions with the mentor, and documents related to their teaching practice. The data were analyzed for their emerging themes related to feedback given by the teachers during their teachings. This process involved, data coding, identification, and classification of the feedback. The findings indicate that the dominant types of feedback used by the teachers were evaluative feedback, interactional feedback, motivational feedback and corrective feedback. Considering the findings, it is important that English teachers should be aware about their feedback in the classroom for more effective teaching. More importantly, the findings also implied the importance of feedback literacy for teacher professional growth.

Keywords: English teacher, verbal feedback, teaching practice, PPG DalJab, teacher education.

Introduction

Feedback has widely been studied because of its importance in improving academic performance (Boud & Dawson, 2023; Dabiri, 2018; de Kleijn, 2023; Heron et al., 2023; F. Hyland, 2003; K. Hyland, 1990; Nita Yusovi et al., 2023). However, its significance in the classroom keeps providing new information and knowledge on improving students' learning as well as on more effective teaching; hence it is still up-to-date and relevant for current studies focusing on teachers' feedback. Hattie & Timperley (2007) suggested that feedback provided information related to performance or achievements as well as the lack of performance or the shortcomings of the expected achievements. Brookhart (2007, 2012a, 2012b) and Carvalho et al. (2014) suggested that feedback could be seen as an essential aspect in educational activities to enhance learning. Therefore, the major role of feedback in education can be conceptualized as moderating and motivating factors (F. Hyland, 2003; K. Hyland, 1990; Turda, 2021). It is an essential part in the contexts of learning activities that leads to certain goals attainment, the

achievement of learners, the learning progress of learners, as well as the growth of motivation and self-confidence of learners.

The feedback given by the teachers in the classroom were important in enhancing the effectiveness of their teaching. It provides a starting point for students' learning improvement as well as for teachers' (Boud & Dawson, 2023; de Kleijn, 2023; Heron et al., 2023; Nita Yusovi et al., 2023). In the contexts of Teacher Professional Education Program (Pendidikan Profesi Guru/PPG), this study was aimed at understanding feedback commonly used by teacher candidates in the classroom and its pedagogical implications for teacher professional growth and development—which were relevant to the nature of the program as a form of formal education and training for teachers in Indonesia. PPG is a program enacted by Indonesian government for teachers or future teachers to attend professional level of education and training to get the national teacher certification. Finishing college degree in education, teacher candidates should continue their education at PPG for their licensure to teach. PPG is a national program to enhance professional teachers in Indonesia.

As mandated by the Indonesian government, teachers should have the four areas of competencies: the pedagogy, the subject matter, the social competence, and the character—upholding the five state's principles (Pancasila) high. As described in the official website of the program (<https://ppg.kemdikbud.go.id/ppg-dalam-jabatan>) the aims of PPG are to prepare professional teachers, who believe in God Almighty, who have noble character, who are knowledgeable. They should also be adaptive, creative, and innovative in the profession. They must possess the knowledge and skills in teaching, guiding, directing, training, assessing, and evaluating students. Two types of PPG were established by the government. The first one is the Pre-Service PPG (PPG Pra-Jabatan/PPG PraJab) and the second one is the In-Service PPG (PPG Dalam Jabatan/PPG DalJab). The former is for college graduates who want to become teachers in their respective fields and the latter is for teachers who have not certified by the government.

Our research focused on teachers' feedback given in the classroom. It was verbal feedback in response to students' activities and their performance in English classes. This section overviews feedback by looking at its nature and its types as well as current issues related to feedback in ELT.

Method

This current study focuses on exploring and identifying verbal feedback given by teachers of PPG DalJab program in East Java. The main data were collected from teaching videos of eight English teachers. From the eight teachers, there were 23 teaching videos were collected as the data sources of this study.

The videos were recorded during the In-Service Teacher Professional Education Program in 2021. In the program, they were required to develop lesson plans using various methods and integrating technology and taught the lesson plans to their students. During these classes the videos were recorded. The teaching videos were transcribed to indicate the verbal interactions between the teachers and their students. Additional data sources were participants' reflection

about their teaching. The reflections were conducted online as a focus group discussion (FGD) with the mentor as well as written reflective journals of the participants.

The participants were high school teachers who taught at various levels: from 7 to 12 grade students. The program was conducted online due to the Covid-19 restrictions in 2021. Therefore, the participants stayed at their hometown and taught in their own school as part of the in-service program.

This study was qualitative research. Braun & Clarke (2008) proposed six-phase guidance for guidance in analyzing qualitative which are: getting familiar with the data (step 1), generating initial codes from the data (step 2), searching or identifying for themes (step 3), reviewing the themes (step 4), defining the final themes (step 5), and writing-up (step 6). However, researcher may do the analysis by moving forward and back between the steps when dealing with a lot and complex data.

To reveal types or categories of teachers' feedback, the researchers made adjustment of the above stages into: 1. transcribed the teachers' utterances in the video recordings, 2. identified the utterances of teachers' feedback in the transcripts, 3. classified which feedback belongs to which categories, 4. described and interpreted the categories of feedback used by teachers. Then in analyzing how this feedback reflects teachers' beliefs, the researchers used two steps from the stated guidance which are: 1. identified what teachers' beliefs reflected from each feedback, and 2. described and interpreted teachers' beliefs about students, about teaching, and about English language learning.

The transcribed verbal interactions were analyzed by identifying verbal feedback and classifying different types of verbal feedback emerged from the classroom interaction in the teaching videos. The taxonomy of verbal feedback comprises corrective, evaluative, interactional, descriptive, and motivational feedback (Dabiri, 2018; Ellis, 2009b; Hargreaves et al., 2004; Holstein et al., 2022; Tunstall & Gipps, 1996; Van den Bergh et al., 2013). Further interpretation of the emerging themes on teachers' verbal feedback was framed from the perspective of feedback literacy as social practices (Gravett & Carless, 2024).

Findings and Discussion

Findings

From the available data the researcher found out some categories of feedback used in PPG classroom activity. From all eight teachers' utterances of 23 classroom meetings, the researcher identified the feedback utterances as many as 912 in totals. The table below shows the types of feedback given by the PPG teachers.

Table 1
Types of Teachers' Verbal Feedback in English Classes

Teacher	FEEDBACK TYPES										TOTAL (per teacher)	
	Corrective		Evaluative		Interactional		Descriptive		Motivational			
	n	%	n	%	n	%	n	%	n	%	n	%
Ms. Ani	0	0%	25	5%	22	9%	0	0%	15	7%	62	7%
Ms. Bella	0	0%	53	11%	37	15%	0	0%	17	8%	107	12%

Teacher	FEEDBACK TYPES										TOTAL (per teacher)	
	Corrective		Evaluative		Interactional		Descriptive		Motivational			
	n	%	n	%	n	%	n	%	n	%	n	%
Ms. Cici	0	0%	33	7%	17	7%	0	0%	16	8%	66	7%
Mr. Adi	0	0%	30	6%	25	10%	0	0%	7	3%	62	7%
Ms. Dina	1	50%	37	8%	16	7%	0	0%	22	11%	76	8%
Ms. Fira	0	0%	143	31%	65	27%	0	0%	56	28%	264	29%
Ms. Gita	0	0%	71	15%	24	10%	0	0%	35	17%	130	14%
Mr. Bima	1	50%	72	16%	38	16%	0	0%	34	17%	145	16%
TOTAL	2	100%	464	100%	244	100%	0	0%	202	100%	912	100%
TOTAL (per type)	2	0.2%	464	51%	244	27%	0	0%	202	22%	912	100%

Out of five types of feedback defined by scholars, one feedback that was mostly used by PPG teachers is evaluative feedback.

Evaluative Feedback in the Classroom

One type of feedback mostly used by PPG teachers in this research is evaluative feedback. Evaluative feedback is teachers' evaluation or assessment for students' work or performance (Irawan & Salija, 2017; Tunstall & Gipps, 1996). Tunstall & Gipps elaborated the ways evaluative feedback is realized in the classroom, such as: rewarding, punishing, approving, and disapproving.

Approving

Evaluative feedback of approving according to Irawan & Salija (2017) and Tunstall & Gipps (1996), is teachers' verbal and non-verbal expressions of approval of students' correct answers. Excerpt 1 below is the example. The bold and highlighted teacher's responses indicate this type of feedback.

Excerpt 1:

- Ms. Ani : Look at the task one; look at the questions, there was two questions; to fill this, we have the text (teacher points to the screen) about My Favorite? About My Favorite...?
- Student : My Favorite Jacket.
- Ms. Ani : **My Favorite Jacket. OK.** Time is yours. Do it. If you have any question please raise your hand and ask me, OK? After watching the video, we see how to describe thing or something; what do you say it when you describe about thing; (video shows the picture of shape); a shape, 61 a kite shape? What is shape?

- Student : *Bentuk.*
 Ms. Ani : ***Bentuk.*** ... *I have some pictures for you; look at this picture. Observe the pictures thoroughly and answer the question. Can you guess... what's this picture?*
 Student : *Shoes.*
 Ms. Ani : ***Shoes.*** *Do you have shoes?*
 Student : *Yes.*
 Ms. Ani : ***All right, yes. OK.*** *Observe this picture and answer the question ...*

From the above sample teachers show approval with the repetition of students' answer without raising intonation.

Rewarding

Evaluative feedback of rewarding is the teacher's appreciation of students' correct answer by rewarding through verbal and non-verbal expressions, such as by words of: *good job*, and *beautiful work*, or by gestures such as smiling face, giving applause, and other gestures that show rewarding (Irawan & Salija, 2017; Tunstall & Gipps, 1996). Below are the examples.

Excerpt 2:

- Ms. Bella : *Yes, it is about Recount Text, you're right, Naffa. OK.*
And then what is generic structure, students? Yes, Salsa?
 Student : *Orientation*
 Ms. Bella : *Orientation, ... (teacher waits for the next answer)*
 Student : *Event.*
 Ms. Bella : *Event, ... (teacher waits for the next answer)*
 Student : *Re-orientation*
 Ms. Bella : *Re-orientation, **good, right, Naffa.** Thank you, Naffa; and this we will learn about Notification; ...*

Excerpt 3:

- Ms. Bella : *Yes, of course, yes. What is the notice? Yes, Alif, ok Alif?*
 Student : *Do not park.*
 Ms. Bella : *It is: do not park here, you're right, Alif. **Give applause to Alif**_(students and teacher clap hands); *ok, what else? What else, students? Yes, Salsa?**

Disapproving

Evaluative feedback of disapproving is the teachers' verbal and non-verbal disapproval of students' work or performance (Irawan & Salija, 2017; Tunstall & Gipps, 1996). Below is the example.

Excerpt 4:

- Mr. Adi : *The boys... I cannot hear the boys' voice. Saya tidak dengar suara laki lakinya [I don't hear boys' voice]. **Cara duduknya santai sekali, bukan begitu cara duduk seorang murid!** [Translation: **The way you sit down on your chair is not appropriate. That's not the way a student sit on the char.**]*
 Mr. Adi : *This is for your homework. Jadi ini adalah PR kalian. Tuliskan pertanyaannya. [Translation: So, this is your homework. Write down the questions.]*

This sample implies that the teacher wanted to improve the student's attitude and did not intend to insult the student.

Interactional Feedback in the Classroom

Tunstall & Gipps (1996) and Gipps et al. (2015) suggested that interactional feedback is all teachers' comments towards students that are meant to improve students' language skill but they are not meant to correct students' mistakes. The category of interactional feedback was the second most used by PPG. Questioning was the most highly used followed by Giving assistance, Comment, Reformulation and Elaboration.

Questioning

The example of questioning as one form of interactional feedback:

Excerpt 5:

- Ms. Gita : *For Kevin, do you have pets, animals in your house?*
Student : *Yes.*
Ms. Gita : ***Yes? What is it? Is it cat?***
Student : *Yes.*
Ms. Gita : ***How many cat? One?***
Student : *Yes.*
Ms. Gita : ***Is it big?***
Student : *No.*
Ms. Gita : *No. What's the color? Is it white?*
Student : *White.*
Ms. Gita : ***White and? ... Only white?***
Student : *Yes.*
Ms. Gita : *Ok thank you*

Excerpt 6:

- Mr. Bima : *To retell chronological events or experience in the past.*
Ok, wait, wait, wait. Is it correct? (the teacher asked another student)
Student : *Yes.*
Mr. Bima : ***Are you sure?*** (a student answer with a soft voice) *Pardon? OK. Riski can you repeat your answer?*
Student : *To retell chronological events or experience in the past*
Mr. Bima : ***OK. Is that correct?*** (teacher asks again to the student)
Student : *Yes.*
Mr. Bima : *OK, ya.*

From the two extracts above the teachers responded to students' answers with follow-up questions to maintain interaction.

Giving Assistance

Providing assistance to the students can be a form of interactional feedback (Brookhart, 2012b; Irawan & Salija, 2017). Below are the examples.

Excerpt 7:

- Ms. Fira : *OK. Good; What did we learn last meeting? Yes?*
Student : *Descriptive text.*

- Ms. Fira : *Yes, good, descriptive text. **Exactly. We have studied about describing pe.....?***
- Student : *People*
- Ms. Fira : *People, yes, that's right*
- Excerpt 8:
- Mr. Adi : ***She is...?***
- Student : *... tall*
- Mr. Adi : *Ratis ini tinggi... OK. Selanjutnya...? [Translation: Ratis is tall. OK. Next?]*
- Student : *He has brown skin.*
- Mr. Adi : *She has brown skin. OK. And then? **Short...?***
- Student : *Short hair*
- Mr. Adi : ***And then?***
- Student : *Black hair*
- Mr. Adi : *Long Straight hair*

From the examples above the teachers helped the students to answer correctly as well as providing clues for responses and further interaction.

Comment

As part of interactional feedback comment plays an important role in teaching and learning activity, especially in building classroom interaction (Brearley & Rod Cullen, 2012; Cullen, 2001, 2002). Excerpt 9 and 10 below are the examples.

Excerpt 9:

- Mr. Bima : *How do you know?*
- Student : *From the text.*
- Mr. Bima : *Which one?*
- Student : *Paragraph, line four.*
- Mr. Bima : ***Yes, he wanted to buy some books and comics, even though this sentence didn't say that he likes reading books and comics but from this information we can understand that he likes reading comics and books.***

Excerpt 10:

- Ms. Bella : *Now, tell me the effect of Corona viruses based on this picture, OK? Could you tell me, students? ... Reza?*
- Student : *Many people lost their lives because of Corona viruses*
- Ms. Bella : *Many people lost their life because of Corona viruses. You're right*
- Ms. Bella : ***OK students. From this picture we see that there are the Corona viruses that can affect our country and people lost their lives of Corona viruses, OK.***

Reformulation

Interactional feedback comprises some actions such as reformulation, elaboration, comment, and repetition of students' responses (Cullen, 2002).

Excerpt 11:

- Ms. Ani : *OK. What is number one's answer? From the boys group? Yes? Number one? Number three? What for is it?*

Student : *To care for foot*
Ms. Ani : ***To give cover for foot.***
One question, come on, other groups [want to answer] maybe? Yes you, Kamil.

Excerpt 12:

Mr. Bima : *Any other opinion about cashier? No? ... Yes Rahman*
Student : *Is a person who manages the money*
Mr. Bima : ***OK, all right. Good, ya. It's a job managing the money from the costumer. OK good let's find it out A person handling the payments and receipts in a store or other business.***
Ok, next

Reformulation does not mean that the answer is wrong. Rather, it is to revise and to improve the answer.

Elaboration

Elaboration is a form of interactional feedback; it explains and elaborates students answers in a more meaningful ways to help the students comprehend the concepts better (Cullen, 2002).

Excerpt 13 and 14 below are the examples.

Excerpt 13:

Mr. Bima : *What is chronological event?*
Student : *Events in the order*
Mr. Bima : ***Ya, it happens in order, step by step. Next, the generic structure.***
Mr. Bima : *As you can see here, where is the title?*

Excerpt 14:

Mr. Bima : *And the paragraph three is the information from paragraph three different to information from the paragraph one?*
Student : *Yes, it's different*
Mr. Bima : ***It's different, because each paragraph has a special function.***

Excerpt 13 and 14 suggest elaboration is interactional feedback that help the students improve their understanding as well as enhancing the classroom interactions.

Motivational Feedback in the Classroom

Motivational feedback was the third mostly used feedback given by PPG teachers. Motivational feedback is teachers' actions that aim at encouraging students to achieve their study objectives (Mackiewicz & Thompson, 2013).

Praise

Praising words are influential to the students' well-being and to the continuing success of learning. Excerpt 15 and 16 are the examples.

Excerpt 15:

Ms. Bella : *... Generic structure and ...*
Student : *... language feature.*
Ms. Bella : ***... language feature; ... So here are the champions of the day, give applause.***
Student : *(students and teacher clap hands)*

Excerpt 16:

Student : *It has long shapes. It's blue color and black color in the ends. It's used for writing, it's a pencil.*

Ms. Cici : *Oh yeah, pencil. OK, I put it, OK. And then I check your score. ... Yeah. OK. Good job. Sakira got 10. ...*

It is important the effectiveness of praising is determined by its' genuine intention of the teacher.

Showing Concern

Showing concern, as one form of motivational feedback indicate teachers' attention to students' well-being, their emotional feeling and their learning (Mackiewicz & Thompson, 2013). This feedback can enhance students' motivation and may be able to overcome psychological block in learning. Excerpt 17 below is the example.

Excerpt 17:

Mr. Bima : (Explaining the definition of explicit and implicit information) *Explicit? Raise your hand. Fajar? Yes Fajar.*

Student : *Explicit is direct information.*

Mr. Bima : *Direct information. OK, good.* (teacher claps hands and followed by the students)

Mr. Bima : ***Come on. You can be brave like him. Don't be afraid of using your English.***

Optimism and Encouragement

Teachers' optimism and encouragement expression could develop a positive atmosphere in the classroom in which the students pursue the learning objectives (Mackiewicz & Thompson, 2013; Thompson & Pascal, 2012). Below is the example.

Excerpt 18:

Ms. Fira : *OK, good job. ... OK. This is our motivation for today. So, I hope you, when you get some knowledge. So, just do it. Just practice it. Let's love our English because **English is fun guys. It is not difficult for you.** So, don't forget to practice it whenever and wherever you are. OK?*

Student : OK.

These optimism and encouragement expressions, according to Hattie (2003) and Hattie & Timperley (2007), were called feedback of self as a person which is meant to motivate students.

Corrective Feedback Delivered in PPG Class

The other type of feedback used by PPG teachers was the corrective feedback. Interestingly, this corrective feedback was rarely occurred. Corrective feedback often focuses only on students' incorrect answers and does not examine students' correct answer (Ellis, 2009a; Ellis et al., 2006).

Explicit Correction

One PPG teacher used explicit correction to correct the students' answer, in a way she pointed out directly that the answer was incorrect and then gave the correction as the sample below:

Excerpt 19:

Ms. Dina : *Tyas, Losari beach. Where is Losari beach?*

Student : (Tyas, one of the students, drew a line in her worksheet to show the location of Losari Beach)

Ms. Dina : ***No. That's not right.*** (The teacher showed the correct line). *OK, right.*

Recast

The other corrective feedback given by one of the teacher participants were in the form of recast. Below is the example.

Excerpt 20:

- Mr. Bima : *All right. Thank you Irzhi. Anyone else?*
Student : *Cashier is someone who takes care the money.*
Mr. Bima : ***Takes care of the money.** OK, good.*

Discussion

This study explores PPG teacher participants class videos to identify the feedback the teacher used in the classroom. Some points of discussion are highlighted in this section.

Approving Was Dominant in Evaluative Feedback

Evaluative feedback primarily assesses students' answers or responses through actions such as approving, rewarding, and disapproving. Approving was the dominant form of evaluative feedback observed. Approving might show PPG teachers' responsibility as a teacher that it is teacher's duty to correct students' answers. Other feedback actions delivered by PPG teachers were: rewarding and disapproving. The rewarding actions were delivered not as many as approving. This might indicate that some PPG teachers prefer approving and less rewarding students' correct answers. While for actions of disapproving, it might show PPG teachers' responsibility that teachers should not only teach subject but also teach attitude to students.

The finding that evaluative feedback was most used by PPG teachers confirms the previous studies of Dabiri (2018) and Noor et al. (2010). These studies showed that positive feedback or evaluative feedback ranked first in feedback practice. However, other type of feedback should not be ignored and should be used accordingly to the needs of students' learning achievement.

Questioning: The Dominant Feedback to Build Interaction

Interactional feedback was the second mostly used feedback by the participating teachers. More importantly, questioning was dominant to build the interaction. Questioning might show teachers' dedication to build better relation to the students, in terms of socially and emotionally. They wanted to have better relationship with students. In addition, questioning can be effective where the students were less active or afraid of asking questions or expressing their opinions. In this way, questioning as feedback serves both, building interactions and enhancing learning processes by inviting students to think more critically and quest for answers.

The finding that evaluative feedback was most used by PPG teachers aligns with previous studies by Dabiri (2018) and Noor et al. (2010). These studies also found that positive evaluative feedback was predominant in classroom practices. However, it is crucial that other types of feedback are employed according to students' needs to enhance learning outcomes.

Praising: The Main Feedback to Motivate Students

Motivational feedback, particularly praising, was the third most frequent feedback type. Praising helps create a positive learning atmosphere and motivates students. However, it should be used judiciously to maintain its effectiveness. Praising should be genuinely expressed and not be used too often because it may lose its power to motivate as its motivational power devalues.

The importance of motivational feedback has been acknowledged in the works of Noor et al. (2010), Fadli et al. (2022), Heron et al. (2023) and Holstein et al. (2022). The motivational feedback or feedback of self as person in these previous studies was used with the notion that praising is significant in teaching activity.

Corrective Feedback: The Last Resort to Correct Students' Mistakes

Surprisingly, corrective feedback was rarely used. This may reflect a shift in understanding that excessive correction can lead to embarrassment and hinder learning. Current pedagogical approaches recognize the importance of creating a supportive learning environment where mistakes are seen as part of the learning process. In the past, in the audiolingual approach viewed that correction was a must (Castagnaro, 2006; Rilling, 2018).

Current realization about language learning has informed teachers that correcting students' errors may lead to embarrassment and resistance to learning as making mistakes is part of learning itself. Therefore, it is understandable that the number of corrective feedback was low in this study. The use of corrective feedback by PPG teachers was also carried out by teachers in previous studies. Three previous researches by Dabiri (2018), Hendro Wicaksono (2020) and Noor et al. (2010) showed that corrective feedback was also used the least by teachers. In other two previous studies by Herra & Kulińska (2018) and Li (2017), the importance of corrective feedback was suggested. The studies revealed that students were keen to receive direct or explicit corrections. Therefore, it was also important for teachers to consider the students' likeness in receiving corrective feedback.

Implications on Feedback Literacy Pedagogy

While the importance of feedback in the classroom has been acknowledge, the teaching of how to give feedback in teacher education program have largely been ignored or left behind. In the last ten years, the study of teacher feedback has moved to feedback literacy (Carless, 2022; Carless & Winstone, n.d.; de Kleijn, 2023; Gravett & Carless, 2024; Heron et al., 2023; Malecka et al., 2022; Tai et al., 2023; Yan & Carless, 2022). These studies suggest that teacher and students need to be aware about various types of feedback and the impact of the feedback in teaching and learning processes. For teachers, feedback literacy will lead to providing the most relevant and effective feedback to the students in the most appropriate time and context. For the students, feedback literacy will lead to the most productive response so that they can improve themselves and achieve the target goals.

Therefore, in the contexts the In-Service Teacher Professional Education Program (Pendidikan Profesi guru Dalam Jabatan/PPG-DalJab), feedback literacy should be taught and practiced in the classroom as part of professional development. The current emphasis on teacher reflections while they are attending the program can facilitate the education of feedback literacy. It is high time that teacher should know various types of feedback and what feedback to be given in the classroom that meet the students' needs. The professional growth of English teachers in many ways can also be determined by their feedback literacy and their sociocultural contexts of their teaching (Yumarnamto, 2016, 2019; Yumarnamto & Prijambodo, 2020).

Conclusion

The exploration of teachers' verbal feedback as reflected in the classroom videos has provided important information how the participating teachers used feedback to improve students

learning and engagement. Various types of feedback occurred in the classroom with surprisingly low frequency of corrective feedback. While this fact may indicate that teachers' literacy with current issues in English language teaching, corrective feedback can still contribute to students learning. Total avoidance of correcting the students may mislead the students.

Feedback literacy as drawn from the findings may suggest that it should be part of teacher education and teacher professional development. Giving effective feedback to the students will be facilitated when the teacher is feedback literate.

References

- Boud, D., & Dawson, P. (2023). What feedback literate teachers do: an empirically-derived competency framework. *Assessment and Evaluation in Higher Education*, 48(2). <https://doi.org/10.1080/02602938.2021.1910928>
- Braun, V., & Clarke, V. (2008). Using thematic analysis in psychology, *Qualitative Research in Psychology. Journal of Chemical Information and Modeling*, 3(2).
- Brearley, F. Q., & Rod Cullen, W. (2012). Providing students with formative audio feedback. *Bioscience Education*, 20. <https://doi.org/10.11120/beej.2012.20000022>
- Brookhart, S. M. (2007). Feedback that fits. *Educational Leadership*, 65(4).
- Brookhart, S. M. (2012a). Preventing Feedback Fizzle. *Educational Leadership*, 70(1).
- Brookhart, S. M. (2012b). Teacher feedback in formative classroom assessment. In *Leading Student Assessment*. https://doi.org/10.1007/978-94-007-1727-5_11
- Carless, D. (2022). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*, 23(2). <https://doi.org/10.1177/1469787420945845>
- Carless, D., & Winstone, N. (n.d.). *Teacher feedback literacy and its interplay with student feedback literacy*. <http://orcid.org/0000-0003-1449-5174>
- Carvalho, C., Santos, J., Conboy, J., & Martins, D. (2014). Teachers' Feedback: Exploring Differences in Students' Perceptions. *Procedia - Social and Behavioral Sciences*, 159, 169–173. <https://doi.org/10.1016/j.sbspro.2014.12.351>
- Castagnaro, P. J. (2006). Audiolingual method and behaviorism: From misunderstanding to myth. *Applied Linguistics*, 27(3). <https://doi.org/10.1093/applin/aml023>
- Cullen, R. (2001). The use of lesson transcripts for developing teachers' classroom language. *System*, 29(1). [https://doi.org/10.1016/S0346-251X\(00\)00044-0](https://doi.org/10.1016/S0346-251X(00)00044-0)
- Cullen, R. (2002). Supportive teacher talk: The importance of the F-move. *ELT Journal*, 56(2). <https://doi.org/10.1093/elt/56.2.117>

- Dabiri, A. (2018). A Critical Discourse Analysis on Teachers' Verbal Feedback Patterns in EFL CLT Classrooms. *JEES (Journal of English Educators Society)*, 3(2), 129–140. <https://doi.org/10.21070/jees.v3i2.1262>
- de Kleijn, R. A. M. (2023). Supporting student and teacher feedback literacy: an instructional model for student feedback processes. *Assessment and Evaluation in Higher Education*, 48(2), 186–200. <https://doi.org/10.1080/02602938.2021.1967283>
- Ellis, R. (2009a). A typology of written corrective feedback types. *ELT Journal*, 63(2). <https://doi.org/10.1093/elt/ccn023>
- Ellis, R. (2009b). Corrective Feedback and Teacher Development. *L2 Journal*, 1(1). <https://doi.org/10.5070/12.v1i1.9054>
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. In *Studies in Second Language Acquisition* (Vol. 28, Issue 2). <https://doi.org/10.1017/S0272263106060141>
- Fadli, K., Irawan, L. A., & Haerazi, H. (2022). English Teachers' Feedback on Students' Writing Work in the New Normal Era. *Journal of Language and Literature Studies*, 1(2), 83–92. <https://doi.org/10.36312/jolls.v1i2.624>
- Gipps, C., McCallum, B., & Hargreaves, E. (2015). What makes a good primary school teacher?: Expert classroom strategies. In *What Makes a Good Primary School Teacher?: Expert Classroom Strategies*. <https://doi.org/10.4324/9781315648736>
- Gravett, K., & Carless, D. (2024). Feedback literacy-as-event: relationality, space and temporality in feedback encounters. *Assessment and Evaluation in Higher Education*, 49(2), 142–153. <https://doi.org/10.1080/02602938.2023.2189162>
- Hargreaves, E., McCallum, B., & Gipps, C. (2004). Teacher feedback strategies in primary classrooms - new evidence. In *Feedback For Learning*. <https://doi.org/10.4324/9780203017678-3>
- Hattie, J. (2003). *Teachers Make a Difference, What is the research evidence?* https://research.acer.edu.au/research_conference_2003
- Hattie, J., & Timperley, H. (2007). The power of feedback. In *Review of Educational Research* (Vol. 77, Issue 1, pp. 81–112). SAGE Publications Inc. <https://doi.org/10.3102/003465430298487>
- Hendro Wicaksono, B. (2020). THE LEVEL OF TEACHER'S FEEDBACK: AN EFL CLASSROOM DISCOURSE ANALYSIS. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(1). <http://ejournal.umm.ac.id/index.php/celtic/index>

- Heron, M., Medland, E., Winstone, N., & Pitt, E. (2023). Developing the relational in teacher feedback literacy: exploring feedback talk. *Assessment and Evaluation in Higher Education*, 48(2), 172–185. <https://doi.org/10.1080/02602938.2021.1932735>
- Herra, A., & Kulińska, A. (2018). The role of feedback in the process of learning English as a foreign language. *Forum Filologiczne Ateneum*, 1(6)2018, 127–143. [https://doi.org/10.36575/2353-2912/1\(6\)2018.127](https://doi.org/10.36575/2353-2912/1(6)2018.127)
- Holstein, A., Weber, K. E., Prilop, C. N., & Kleinknecht, M. (2022). Analyzing pre- and in-service teachers' feedback practice with microteaching videos. *Teaching and Teacher Education*, 117. <https://doi.org/10.1016/j.tate.2022.103817>
- Hyland, F. (2003). Focusing on form: Student engagement with teacher feedback. *System*, 31(2). [https://doi.org/10.1016/S0346-251X\(03\)00021-6](https://doi.org/10.1016/S0346-251X(03)00021-6)
- Hyland, K. (1990). Providing productive feedback. *ELT Journal*, 44(4). <https://doi.org/10.1093/elt/44.4.279>
- Irawan, E., & Salija, K. (2017). Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia). *ELT Worldwide: Journal of English Language Teaching*, 4(2). <https://doi.org/10.26858/eltww.v4i2.4496>
- Li, S. (2017). *Student and Teacher Beliefs and Attitudes about Oral Corrective Feedback*. <http://ebookcentral.proquest.com/lib/auckland/detail.action?docID=4838140>
- Mackiewicz, J., & Thompson, I. (2013). Motivational Scaffolding, Politeness, and Writing Center Tutoring. In *Source: The Writing Center Journal* (Vol. 33, Issue 1). <https://about.jstor.org/terms>
- Malecka, B., Boud, D., Tai, J., & Ajjawi, R. (2022). Navigating feedback practices across learning contexts: implications for feedback literacy. *Assessment and Evaluation in Higher Education*, 47(8), 1330–1344. <https://doi.org/10.1080/02602938.2022.2041544>
- Nita Yusovi, V., Asmiyah, S., & Muhtarom, M. (2023). Oral Feedback for English Language Learners Development. *FOSTER: Journal of English Language Teaching*, 3(4). <https://doi.org/10.24256/foster-jelt.v3i4.119>
- Noor, N. M., Aman, I., Mustaffa, R., & Seong, T. K. (2010). Teacher's verbal feedback on students' response: A Malaysian ESL classroom discourse analysis. *Procedia - Social and Behavioral Sciences*, 7, 398–405. <https://doi.org/10.1016/j.sbspro.2010.10.054>
- Rilling, S. (2018). Audio-Lingual Method. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). Wiley. <https://doi.org/10.1002/9781118784235.eelt0157>
- Tai, J., Bearman, M., Gravett, K., & Molloy, E. (2023). Exploring the notion of teacher feedback literacies through the theory of practice architectures. *Assessment and Evaluation in Higher Education*, 48(2). <https://doi.org/10.1080/02602938.2021.1948967>

- Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. In *Reflective Practice* (Vol. 13, Issue 2). <https://doi.org/10.1080/14623943.2012.657795>
- Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal*, 22(4). <https://doi.org/10.1080/0141192960220402>
- Turda, E. S. (2021). *The Impact of Teacher's Feedback in Increasing Student's Self-Efficacy and Motivation*. 507–519. <https://doi.org/10.15405/epsbs.2021.03.02.52>
- Van den Bergh, L., Ros, A., & Beijaard, D. (2013). Teacher feedback during active learning: Current practices in primary schools. *British Journal of Educational Psychology*, 83(2). <https://doi.org/10.1111/j.2044-8279.2012.02073.x>
- Yan, Z., & Carless, D. (2022). Self-assessment is about more than self: the enabling role of feedback literacy. *Assessment and Evaluation in Higher Education*, 47(7), 1116–1128. <https://doi.org/10.1080/02602938.2021.2001431>
- Yumarnamto, M. (2016). *INDONESIAN ENGLISH LANGUAGE TEACHERS' PROFESSIONAL GROWTH AND CHANGING IDENTITIES: AN AUTOETHNOGRAPHY AND NARRATIVE INQUIRY*.
- Yumarnamto, M. (2019). The Career Path of an Indonesian EFL Teacher: A Professional Capital Perspective. *RELC Journal*, 50(1). <https://doi.org/10.1177/0033688217730141>
- Yumarnamto, M., & Prijambodo, V. L. (2020). “Teaching is God’s Calling”: Teachers’ Beliefs and Professional Identity at Ten Christian Schools in Indonesia. *International Journal of Education*, 13(2). <https://doi.org/10.17509/ije.v13i2.24794>

