

Exploring Teacher Verbal Feedback on Postgraduate Students' Performances in Presentations in English

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Abstract : This is an analytic and descriptive classroom-centered research, the purpose of which is to explore teacher verbal feedback on postgraduate students' performances in presentations in English in an English for Specific Purposes (ESP) postgraduate classroom. The participants are a Thai female teacher, two Thai female postgraduate students, and two foreign male postgraduate students. The current study draws on both classroom observation and interview data. The class focused on the students' presentations and the teacher's providing verbal feedback on them was observed nine times with audio recording and taking notes. For the interviews, the teacher was interviewed about linkages between her verbal feedback and each student's presentation skills in English. For the data analysis, the audio files from the observations were transcribed and analyzed both quantitatively and qualitatively. The quantitative approach addressed the frequencies and percentages of content of the teacher's verbal feedback for each student's performances based on eight presentation factors (content, structure, grammar, coherence, vocabulary, speaking skills, involving the audience, and self-presentation). Based on the quantitative data including the interview data, a qualitative analysis of the transcripts was made to describe the occurrences of several content of verbal feedback for each student's presentation performances. The study's findings may help teachers to reflect on their providing verbal feedback based on various students' performances in presentation in English. They also help students who have similar characteristics to the students in the present study when giving a presentation in English improve their presentation performances by applying the teacher's verbal feedback content.

Keywords : teacher verbal feedback, presentation factors, presentation in English, presentation performances

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