

Examining EFL Student Preferences for Teacher Oral Feedback on Group Presentation in Public Speaking Classes

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This study aims to examine how EFL teachers give oral feedback on group presentations in public speaking classes and what the students' preferences are for teacher oral feedback. The study also aims to reveal why students have such preferences. The research was conducted at a public university in the Mekong Delta. The research data was obtained by employing surveys using questionnaires and interviews. The questionnaires were done by 60 English-majored third-year students, and six students took part in the interview. The findings of the study reveal that EFL teachers give both affective and corrective oral feedback at the end of student group presentations, and the majority of these feedback was corrective. The results also indicate that students preferences for teacher oral feedback were Explicit and Recast. Students were also found to be fond of affective feedback because it makes them feel more confident and motivated in doing public speaking in their class.

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