TEACHERS' EXPERIENCES WITH FEEDBACK IN L1-ORAL LANGUAGE TEACHING PRACTICES

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Abstract

Feedback is an important element in the development of students' L1-oral language skills. The current study focused on teachers' perceptions of feedback in L1-oral language teaching in secondary education. The findings are based on 19 interviews in which teachers provided their ideas on how they value feedback, their own classroom experiences with feedback, and their aspirations in this respect. To analyse the interview data, a framework with feed-up, feedback, and feed-forward was used, distinguishing between teacher, peer, and learner feedback. Findings show that the teachers strongly valued and used teacher feed-up, and teacher and peer feedback in the classroom. They used feed-forward to a lesser extent and the integration of peer and learner feed-up in class was hardly mentioned. This study suggests several improvements, such as implementing more practice, feedback rounds, and feedback training to support student feedback skills, investing in a safe learning environment, and giving more attention to feedback effectiveness in teacher training.

Keywords: L1, oral language education, feedback, secondary education, teaching practices

1.   INTRODUCTION

L1-oral language in secondary education is considered beneficial for student literacy, stimulating social and communicative skills, and enabling students to compete and be successful in a global economy (Baxter, 2002; Carlson et al., 1995; Mercer et al., 2016; Oliver et al., 2005; Patiung et al., 2015). In view of the relatively small scientific base of this field of education, L1-experts have called for more research (Bonset & Braaksma, 2008; Hoogeveen & Bonset, 1998; Kaldahl et al., 2019; Lammers, 1993). They have underlined the importance of research into current classroom practices, design research, and research into the assessment of L1-oral language skills in preparation for the internal school exam (presentation, discussion, and debating skills). In research, teachers and students have mentioned various problems in L1-oral language classrooms, such as a lack of time to practise oral language skills and subsequently to organise feedback to support oral language development. The absence of valid assessment procedures is also mentioned as a problem (Oliver et al., 2005; Wurth et al., 2022). Despite these challenges, both teachers and students have reported that they strongly value L1-oral language education and the role of feedback in the process of learning L1 oral language skills (Wurth et al., 2022).

Although a relatively new field, research on L1-oral language in secondary education has produced a number of indications that formative assessment elements, and feedback in particular, could stimulate student development in the L1-oral language classroom (Thompson, 2006; Wurth et al., 2019; Wurth et al., 2022). More information is needed on the extent to which and how feedback can be integrated into the L1-oral language classroom in secondary schools. This information might help to take up the challenges mentioned above to support the development of students' L1-oral language skills.

This study was conducted in the context of Dutch upper secondary education. It focuses on how teachers value the current role of feedback in their L1-oral language teaching and how the indicated problems in the classroom could be managed in the future. The results of this study will be fed into design principles for future lessons.

2.   THEORETICAL FRAMEWORK

In 1989, Sadler described feedback as 'a key element of formative assessment' (p. 120). He was building on Ramaprasad's research and definition of feedback as 'information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way' (1983, p.4). Following Sadler, feedback is meant to 'help close the gap between what the student is currently capable of or knows and what he/she is aiming for in his/her learning process' (1989, p.121). This requires learners to clearly understand the intended standard, goal, or reference level. Subsequently, learners must also assess their current performance against this standard and take appropriate actions to reduce the gap between the two.

2.1 Feedback in research on L1-oral language education

As a conclusion to their review study, Wurth et al. (2019) formulated five key elements of good quality L1-oral language teaching in secondary education, which combined clear oral language skills criteria, students' observations, analysis and assessment of oral skills, various forms of feedback and varied and regular oral practices. According to the authors, the five key elements include aspects of formative assessment such as facilitating self-, peer-, and teacher-provided feedback that supports learner progress, clarifying success criteria, and empowering students to take ownership of their own learning.

Other research also supports that feedback is a crucial element for L1-oral skills development. For instance, Thompson (2006) concluded that both the quality of reasoning in group debates and the development of speaking skills benefit from a formative assessment approach grounded in a cognitive progression model, such as that proposed by Vygotsky. He claimed that formative feedback, rather than summative assessment, would be most beneficial. Students need to understand what they have done well, as well as identifying areas for improvement and the steps required to enhance their performance. Baxter (2000) concluded that students who regularly analyse their own and other people's speaking performances grow in their L1-speaking competence. She added that this could occasionally be complemented by audio or video recordings of classroom-based oral activities, followed by a reflective discussion on strengths and areas for improvement, allowing learners to learn from each other's performances. Based on the studies of Baxter and Thompson, we can conclude that it is important that teachers facilitate sufficient speaking and feedback opportunities for students.

Regarding the use of videotaping to provide feedback in public speaking courses, Bourhis and Allen (1998) found that it leads to improved speech content, enhanced public speaking skills, higher performance on objective assessments, and more positive attitudes toward the course. Similar positive results are seen in more recent research on related research topics. Van Ginkel et al. (2020) investigated Dutch pre-university students who practised their presentation skills in a virtual reality learning environment. The researchers compared two specific conditions of feedback provided on the presentations: face-to-face feedback by an educator, and immediate computer-mediated feedback. A significant increase was seen in public-speaking skills across both feedback groups and both types of feedback were therefore found to be comparably effective for developing speaking competence.

Relevant insights into L1-oral language skills development also emerge from research on teacher and student perceptions of L1-oral language skills development in secondary education. These studies often also address feedback and other elements of formative assessment. Oliver et al. (2005) showed that Australian teachers strongly valued L1-oral language education for future social life and career. However, they reported a lack of time to facilitate oral language practice in the classroom and a lack of oral language assessment skills. Students in this study

mentioned many weaknesses in their communicative competence and worried that their needs were not being adequately addressed in the L1-lessons. Based on this research Oliver et al. stated that, however much it is required, a needs-based approach to oral language is impossible within the current educational approach. This study aligns with the findings of Wurth et al. (2022), who demonstrated that both Dutch teachers and students highly value L1-oral language competency and speaking exercises, particularly those incorporating feedback, as essential for developing L1-oral language skills. However, this study also highlighted concerns, especially among students, regarding limited opportunities to practise these skills due to time constraints in lessons.

Most of the above-mentioned conclusions and recommendations in the context of secondary education seem to be aligned with the conclusions of Scheltinga's (2022) international review of L1-oral language education in primary education. This study mentioned seven pedagogical elements as helpful for L1-oral skills development, of which elements 4 to 7 contain aspects related to the theory of feedback:

1) Interactively reading aloud and asking questions in order to stimulate the retelling of the story by the pupils;
2) Making speaking exercises meaningful by choosing recognisable topics and playful activities;
3) Teaching about the narrative structure to stimulate pupils' telling skills;
4) Paying attention to task demands and the complexity of oral language exercises;
5) Paying attention to the speaking goals in order to facilitate (formative) evaluation by teachers and students (self-evaluation and peer feedback);
6) Organising feedback (teacher, peer, and self) on the speaking task carried out, connected to the task demands and learning goals;
7) Talking about video-recorded speakers and their speech and letting pupils practise in small groups.

In addition to the integration of these elements into the L1-oral language classroom, Scheltinga underlined the importance of working with a clear feedback framework for the development of speaking competence. She also stated that explicit instructions on specific skills regarding speaking, listening, and conversations are needed in L1-oral language lessons, because students would not naturally develop these skills. Scheltinga therefore claimed it is important to closely examine the design of the curriculum and differentiation possibilities.

2.2 Feedback in research on L2-oral language education

In addition to the limited research conducted on L1-oral language education and feedback, particularly research outcomes on this topic in the context of L2-education are insightful. Even though the skills to be acquired apply to a different language in L2-education, there is overlap in language tasks which are taught. This includes

describing experiences, giving information, putting a case (e.g. in a debate) and delivering (short) presentations for different audiences (Council of Europe, 2001, p.61).

L2-research in the context of oral language education in secondary schools builds on a longer research tradition than the L1-oral language research and therefore has a larger knowledge base. In line with L1-research, L2-research provides evidence of feedback and practising as support tools for developing L2-oral language skills (De Vrind, 2020; Gass & Mackey, 2012; Lyster & Saito, 2010). However, as in L1-research, several problems and challenges are being reported for oral language education and feedback. For example, Kwakernaak (2015) characterises the provision of effective feedback on speaking in the L2-classroom as difficult for teachers. He advises teachers to organise peer feedback sessions by discussing selected points of interest in video-recorded speech exercises either with the whole class or in groups. In these sessions, teachers need to consider that students also have to learn how to give and receive feedback. In their review on corrective feedback, Lyster et al. (2013) conclude that teachers must also master a variety of feedback skills if they want to provide effective and adaptive feedback in the L2-classroom. However, teachers often do not have a broad feedback repertoire. Furthermore, the authors indicate that learners generally desire more correction than teachers are willing to provide. As far back as 1976, Cathcart and Olsen reported that teachers showed clear hesitance in providing direct feedback in the L2-oral language classroom. Their results are backed up by more recently reported teacher beliefs and worries about feedback in the L2-classroom, which could be interrupting 'the communicative flow' (Lyster et al., 2013 p.8) and increasing anxiety about speaking (Kwakernaak, 2015; Lyster et al., 2013).

Possible teaching solutions are being investigated to tackle these challenges in the L2-oral language classroom. De Vrind (2020) stated that feedback can serve as a highly effective tool in this context, leading to substantial improvements in speaking skills. These researchers developed and tested the Speak Teach method which—in combination with task repetition—focuses on three repeating steps: 1. self-evaluation; 2. activities for improvement and differentiation; and 3. adaptive teacher feedback. The reported positive teaching results give reason to believe that repeated practice and forms of feedback can indeed enhance the oral language skills of students in the L2-classroom. In addition, Wijnands et al. (2022) stated that encouraging students to reflect on uncertainties in language use is recommended to enhance their language awareness. Earlier, Goh and Burns (2012) and Agudo (2019) were already advocating the use of a 'Teaching Speaking Cycle' in the L2-classroom, with separate learning stages, to develop speaking skills and to build up speaking confidence. After the first stages, which cover focusing attention on speaking, providing input, guiding planning, and organising speaking tasks, the second half of the cycle includes a feedback and reflection stage. The feedback stage could also include peer feedback instead of teacher feedback and may be delivered in a format that aligns with the needs of both the class and individual learners. Goh and Burns

suggested that the use of speaking recordings could facilitate discussion and reflection on the performed exercises. Corda et al. (2012) concluded that the use of ICT, video- and voice-recording, and feedback support the development of both accuracy and fluency of student speech. The integration of these elements into L2-oral language education would give more and more effective opportunities to practise and learn in and outside the classroom.

2.3 Feedback and formative assessment in educational research

For a long time, feedback, formative assessment, and assessment for learning have been closely interrelated concepts in educational research. In general, these concepts are believed to have a positive influence on students' learning when put into practice. A widely accepted and rather inclusive definition of formative situations in classrooms has been given by Black and Wiliam (2009, p. 9), who define classroom practices as formative when evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers for making decisions about the next steps in instruction. Black and Wiliam also emphasise that such decisions are likely to be better, and also better founded, than taking decisions without evidence about student achievement. Feedback is obviously a vital component in learning situations.

To be able to effectively implement formative assessment in the classroom, Leahy et al. (2005) synthesised a set of five assessment strategies drawn from an extensive body of literature, identifying them as equally effective for teachers across all subject areas and grade levels: 1) clarifying and communicating learning objectives and success criteria; 2) designing effective classroom discussions, questions, and learning activities; 3) offering feedback that fosters student progress; 4) encouraging students to take ownership of their learning; and 5) empowering students to act as instructional resources for their peers.

Wiliam and Thompson (2007) connected these five strategies to the three actors in classroom settings (teacher, peer students, and student) and the three key processes in learning and teaching, described by Ramaprasad (1983): establishing where the learners are in their learning; establishing where they are going; establishing what needs to be done to get them there. These aspects combined resulted in a model of formative assessment elements based on one 'big idea', that teaching should be adaptive to the student's learning needs. The model shows at a more concrete level what teachers and their students do in a formative educational setting (see Figure 1).

Researchers have also focused on the effectiveness of various forms of feedback. In their review, Hattie and Timperley (2007) described the purpose of feedback as to minimise gaps between existing knowledge or performance and the intended goal. They regard feedback as one of the most effective tools in learning, even though they acknowledge that it has varying degrees of success. The success of feedback seems to depend on various conditions and criteria. Hattie and Timperley used their

analysis to design a feedback model to help educators make their feedback more effective. The authors articulated an important premise while explaining this model: 'Effective feedback must answer three major questions asked by a teacher and/or by a student: where am I going (feed-up), how am I going (feedback) and where to next? (feed-forward)' (p. 102). Hattie and Timperley's model, which was partly based on the work of Sadler (1989), is currently considered helpful in formative classroom situations and can be linked to the model of Wiliam and Thompson (2007) (see Figure 1). In this composite image, the numbers in the cells refer to phases of teaching and learning and what teachers and students can do in these phases is also shown.

Figure 1. Key aspects of formative assessment (Wiliam & Thompson, 2007) including the concepts of feed-up, feedback, and feed-forward (Hattie & Timperley, 2007).

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing and criteria for success (1)	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning (2)	Providing feedback that moves learners forward (3)
Peer	Understanding and sharing learning intentions and criteria for success (1)	Activating students as instructional resources for one another (4)	
Learner	Understanding learning intentions and criteria for success (1)	Activating students as the owners of their own learning (5)	

Besides a focus on the effectiveness of feedback provided, there has also been an increased focus in recent decades on how the receiving party perceives feedback and how forms of feedback are being used for learning. Following Butler and Winne (1995), both external feedback (teacher and peer feedback) and internal feedback (self-evaluation) can influence the knowledge, beliefs, and skills of students. Combined, these could help students with their self-regulation: deciding on the next learning goals and deciding on tactics, strategies and tasks to achieve these new goals.

To create the most effective feedback environment possible, Voerman (2014) underlined the importance of a positive, safe learning environment when providing and processing feedback. In addition to all of the research outlined above, she concluded that it is concerning how infrequent learning-enhancing feedback is used in the classroom. Teachers appear to place greater emphasis on providing feedback regarding what has not yet been learned or understood (discrepancy feedback), rather than acknowledging what has already been accomplished (progress

feedback). It would therefore be important to help teachers 'to provide more and more learning-enhancing feedback' (p.110) to their students. Voerman et. al (2014) stated that this means that teachers should provide more positive than negative feedback, and praise as non-specific feedback combined with specific feedback. Finally, the authors stressed that feedback on the self could indeed support learning if it is concentrated on 'the student's character strengths with the aim of creating a positive view of his or her own capacity for learning' (p.95).

2.4 This study

Researchers of L1- and L2-oral language educational practices have found strong indications that integrating learning-enhancing feedback can benefit learning L1-oral language competencies. There are also indications that teachers (in various ways in terms of quantity and quality) have integrated feedback elements into their current L1-oral language lessons. To gain a clearer picture of the current teaching situation and the suspected gap between the theoretical recommendations and L1-oral language lesson practice, it is important to learn which types of feedback are already being implemented in the L1-oral language classroom and how. It is also important to understand how L1-teachers value the role of feedback in their L1-oral language lessons and what they hope the use of feedback will achieve. These kinds of insights can give pointers as to how feedback can best be implemented in the L1-oral language classroom.

This research focused on three central questions:
1) How do L1-teachers value the role of feedback for L1-oral language education? (value)
2) How do they experience feedback in their current L1-oral language classroom practices? (experience)
3) What do they hope to achieve? (aspiration)

3. METHOD

3.1 Participants

Several methods were used to recruit participants. First, an open invitation was sent to fifteen secondary schools across the Netherlands from the researchers' institutes' network. The schools were asked to nominate one L1-teacher who taught students aged 15 to 18 years (secondary education grades 10-13 from HAVO and VWO, who would be willing to participate in an educational research project concerning L1-oral language education and feedback. Second, information was given about the research project at a national conference and on several websites with a request to L1-teachers of students in upper classes of secondary education to participate.

Nineteen L1-teachers (six males, thirteen females) from nineteen different schools participated in an interview for this study. Eleven of these teachers also

participated in a previous study (see Chapter 3). They all had an academic teaching degree and five or more years of teaching experience. Their schools were situated mostly in the western and central parts (both urban and rural) of the Netherlands. The teachers were informed about the research project before they were asked for their written consent. Research clearance was obtained from the Ethical Committee of the ICLON Graduate School of Teaching, Leiden University, file number: ICLON-IREC 2017-02.

3.2 Instruments and data

This research focused on teacher perceptions of feedback in the L1-oral language classroom. The data were obtained from semi-structured interviews about teacher perceptions of L1-oral language lessons (see Table 1 for the main interview questions in the semi-structured interview guide). During the interviews, the main questions from the interview protocol were used as a starting point. The starting questions were asked to gain a better understanding of the teachers L1-oral language education in general. The following questions were related to feedback or to feedback-related concepts. Where possible, follow-up questions were asked to explore the value teachers attribute to feedback and related concepts, their experiences with different types of feedback in their teaching, and their aspirations regarding feedback.

Table 1. Interview questions.

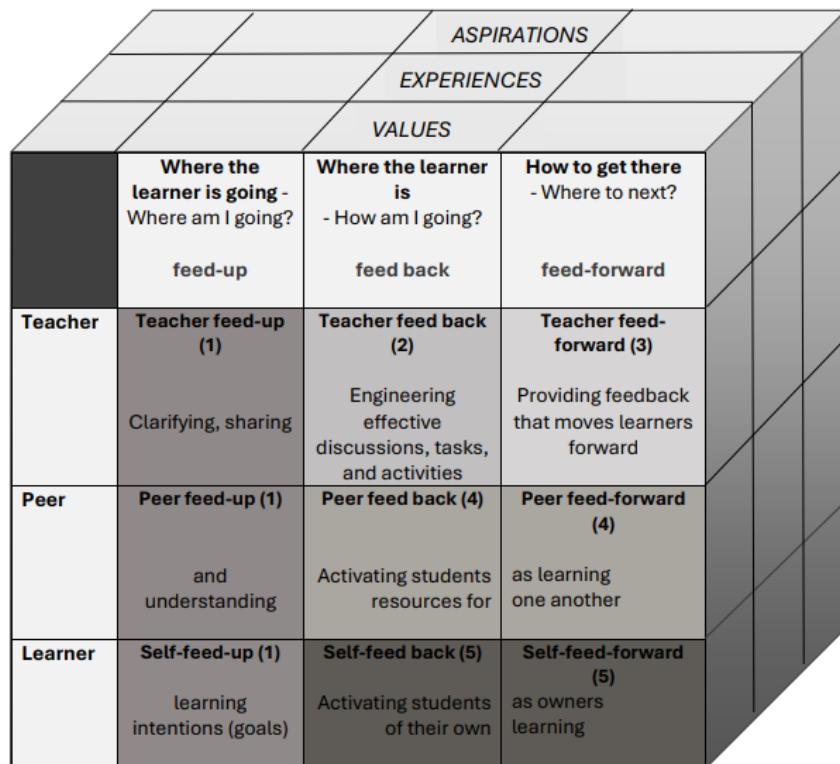| |
| --- |
| How are your L1-oral language lessons normally structured? What are the lesson activities? Which learning activities in your oral language lessons are you most satisfied with? What do you experience as a problem in your oral language lessons? |
| To what extent does feedback form part of your L1-oral language lessons? [ask for explanation] |
| In what way does feedback form part of your L1-oral language lessons? [ask for explanation] |
| During speaking practice, do you use a list of speaking skills criteria or an assessment list which is also used for the final exam? [ask for explanation] |
| To what extent are your students aware of their own strengths and weaknesses related to speaking competency? [ask for explanation] |
| How do you try to gain insight into your students' level of speaking performance and the development of their speaking skills? [ask for explanation] |

The interviews had a total duration of 60-70 minutes and were audio-recorded. The verbatim transcripts were sent to each participant for a member check, before being added to the data collection. In the Results section, a pseudonym is used for each participating teacher.

3.3 Data analysis

The first author performed teacher data content analysis (deductive and inductive) on the answers to the interview questions (see Table 11) before analysing the content of the verbatim transcripts as a whole. Event sampling was used for this. We focused firstly on the answers to direct questions about feedback and related concepts and secondly on questions where feedback and/or related concepts would most likely be part of the answer. The co-authors performed several checks during the data analysis process.

To answer the research questions, the interview transcripts of each participant were thematically coded and thematically analysed (Clarke & Braun, 2017). To begin with, the fragments of the transcripts relating to teachers' values, experiences, and aspirations regarding the role of feedback in their current L1-oral language practices were labelled. Next, the labels were merged into categories (Figure 2) based on notions from the feedback model of Wiliam and Thompson (2007); the theories of Ramaprasad (1983), Leahy et al. (2005), and Hattie and Timperley (2007). Consequently, most of the categories in the preliminary coding scheme (i.e., feed-up, feedback, feed-forward and teacher, student, and peer) were theory-driven. To ensure the trustworthiness of the findings, after the first author had defined the preliminary categories, multi-round discussions were conducted by all the authors to adjust and adapt the categories in the coding scheme. For example, we discussed whether a separate label was necessary for feedback provided together with grading or marking; however, on checking the raw data, agreement was reached that the label 'feedback where the learner is' was appropriate here. Subsequently, the coding scheme was used to label all fragments in the interview transcripts with regards to teachers' values, experiences, and wishes regarding the role of feedback in their current L1-oral language practices. While coding the transcripts, the possibility of some new categories emerging from the data was taken into account.

Figure 2. Coding scheme derived from feedback theory (Hattie & Timperley (2007); Leahy et al. (2005); Wiliam & Thompson (2007); Ramaprasad (1983)).

	Where the learner is going - Where am I going? feed-up	**Where the learner is** - How am I going? feed back	**How to get there** - Where to next? feed-forward
Teacher	**Teacher feed-up (1)** Clarifying, sharing	**Teacher feed back (2)** Engineering effective discussions, tasks, and activities	**Teacher feed-forward (3)** Providing feedback that moves learners forward
Peer	**Peer feed-up (1)** and understanding	**Peer feed back (4)** Activating students resources for	**Peer feed-forward (4)** as learning one another
Learner	**Self-feed-up (1)** learning intentions (goals)	**Self-feed back (5)** Activating students of their own	**Self-feed-forward (5)** as owners learning

(Cube faces labelled: ASPIRATIONS, EXPERIENCES, VALUES)

4. RESULTS

At a more general level, the teachers mentioned that they believed that feedback on L1-oral language skills should be part of a wider learning process. A continuous learning line with regular speaking practice and feedback rounds throughout consecutive learning years is believed to be important for the development of L1-oral language skills. However, in most of the schools, a continuous learning path seemed to be absent or in its infancy. Feedback elements were implemented in some of the L1-oral language lessons, such as the use of a feedback form, the use of peer feedback, and a learning cycle of practice-feedback-practice.

In the following sections, we describe the expressed value, experiences, and aspirations the nineteen teachers shared in the interviews regarding feed-up, feedback, and feed-forward in their L1-oral language lessons, using the subdivisions of teacher, peer, and self- or learner feedback. Secondly, we describe the other

relevant results that relate to formative assessment and that inductively emerged from the data.

4.1 Value

Figure 3. Value of feedback for L1-oral language education.

VALUE OF FEEDBACK	Feed-Up	Feedback	Feed-Forward
in general→			Works great, also for student motivation
Teacher	• Important for clarifying learning pathway and learning goals	• Crucial for developing L1-oral language skills; makes learning visible; • Students mention this is important	
Peer		• Important for developing L1-oral language skills; • Can reveal learning problems	
Learner			

4.1.1 Value of feed-up

Most of the teachers stated they find feed-up very important to be clear about where the learning is moving forward to, to be clear about the learning goals. They did not give specific information about the value they attach to peer feed-up or self-feed up in the L1-oral language classroom.

4.1.2 Value of feedback

Various teachers explicitly underlined the importance of feedback in the L1-oral language classroom. Francis stated: 'I believe it [feedback] is a crucial issue of L1-oral language education.' Feedback can play an essential role in making learning more visible and in the assessment of L1-oral language skills. Another teacher, Becky, explained that she pays a lot of attention to feedback in her L1-oral language classroom: 'Yes, because I find it important myself. Often, I have an audience too, because as well as being a teacher I am a musician. I often sing for an audience, you

know, ... so that is something that's close to my heart and that's why I really believe it [feedback] is important. That's why I do often discuss this [feedback] with my students.' In her interview, Ivy pointed out her students' perspective, stating that they are really interested in receiving feedback, even though she does not give a great deal of feedback in her L1-oral language lessons, only a few tips and tops.

According to some of the teachers, peer feedback is helpful for the development of speaking skills. In addition to this, Frank said he believes that peer feedback helps to reveal learning problems. A few teachers stated that they believe it is important that students are encouraged to give self-feedback in the L1-oral language classroom.

4.1.3   Value of feed-forward

Only Lisa explicitly emphasised the value of feed-forward in general in her L1-oral language lessons: 'working with the ultimate goal in mind works great. Knowing what they want to achieve means that they know what to focus on while working.' [..] I want to challenge them to take the next step, so they end up a step further forward than where they were.' Gwen mentioned believing that giving clarity about both the exam and the path leading to it are valuable for student motivation. Apart from these two comments, neither Lisa nor Gwen, nor any of the other teachers, explicitly discussed the value they attach to teacher feed-forward, peer feed-forward, and self-feed-forward.

4.2 Classroom experiences

Figure 4. L1-oral language classroom experiences with feedback.

EXPERIENCES WITH FEEDBACK	Feed-Up	Feedback	Feed-Forward
in general→	Expecting students to have a notion of learning intentions	Organising speaking skills practise using feedback	
Teacher	• Providing explicit instructions about learning goals; • Organising discussions about (video recorded) speaking examples; • Using a criteria list.	• Providing feedback during speaking skills practice; • Acting as a coach; • Using assessment form; • In testing situations, providing grades (difficult) and feedback with the use of an assessment form.	• Providing feed-forward during test preparation tasks
Peer		• Organising group practice with (regular) use of peer feedback; • Explicit feedback instructions or feedback training needed to manage experienced risks; • If risks high: not using peer feedback at all; • In some testing situations, student juries and peer feedback are organised.	• Encouraging students to ask each other questions about learning aspirations.
Learner	• While preparing for speaking task	• Organising reflection tasks on development of speaking skills; • Focus on development of reflection skills; • Differences seen in reflection competencies.	• Encouraging students to write down strong points and points of improvement.

4.2.1   Experiences with feed-up

While describing their classroom experiences, some teachers addressed general elements of feed-up, such as expecting their students to have a notion of the learning intentions in the L1-oral language classroom. Frank: 'I assume the students know what the learning goals are. Learning is such an automatic process, the learning goals are written down in a planner.'

The majority of the teachers stated that they explicitly instruct the students about the learning intentions (teacher feed-up) in their L1-oral language lessons. Pim mentioned: 'The hoop they have to jump through has to be clear.' Lisa stated: 'I always say: everyone has to take the next step in their own development.' [..] 'I will show them where they need to get to. Becoming able to debate well ... that is the learning goal.' These teachers' instructions varied from a verbal explanation in the classroom to Frank's learning goals written down in a planner. Richard explained: 'At the beginning of a lesson series, I always find it important to let the students familiarise themselves with the subject matter, by activating their prior knowledge and by observing. Then, I also give some explanations. [..] This provides a framework for them.'

Discussions of speaking examples on video and the use of a criteria list were frequently mentioned by the teachers as useful for clarifying the learning intentions. Some teachers stated that they model public speaking tasks themselves, and when they think it is useful, the students can discuss these examples by using a criteria list, becoming clearer on the learning intentions through discussion. Yasmine used speaking examples to clarify what the students should and should not do while speaking in public. Last year she discussed a speech by Obama: 'How does he stand? Timing—if what you are talking about is difficult, slow down, make a joke, and wait for the applause. You are not him [Obama], but let's try to become him.'

That peers could clarify the learning intentions for each other was not mentioned by any of the teachers in the interviews. Only Jacob stated that students have to clarify what the learning intentions are for themselves in their preparation for a speaking task and by thinking about criteria for speaking.

4.2.2   Experiences with feedback

In general, teachers stated that they let students practise their public speaking in the classroom with the use of feedback in order to develop their skills. Several teachers mentioned the use of a feedback or assessment form as helpful for generating feedback in the L1-oral language classroom. However, a few teachers mentioned a quality risk. Julia said: 'Often feedback fails to progress beyond 'you often said ehhhh' or swiftly ticking yes, yes, yes on a form.' That is why these teachers felt that the students needed training on giving feedback. To give feedback advice in the L1-oral classroom, Frank said: 'Normally, I basically say: just start with what you really thought was good. Then, say what you thought stood out and what could be

bettered. If you want to refine that: how did it appear to you, and what kind of impact did it have on you? Or you can say, "I found that you said …" But there is not always time for that.' A few teachers pointed out that it is best when feedback is given regularly.

Most of the teachers stated that they considered themselves to be mainly in the role of coaches in the L1-oral language classroom, providing teacher feedback to their students. Various answers were given regarding the frequency of teacher feedback, from often to sometimes. A variety of answers was also given about the goals of teacher feedback: from boosting students' confidence and stimulating their learning development to helping them get a good mark. For example, Holly stated: 'I give information about where they can score some more points and say you have to pay attention to this and that; if you do it a little differently, then you will simply get a higher mark.'

According to the teachers, teacher feedback is usually provided when students are practising their own speaking skills in the classroom and when the teacher and students discuss speaking examples with the whole class. Some of the teachers gave insights into how they provide teacher feedback. For example, Frank said he gives tips and tops to his students and he strongly believes that this can help to lower speaking anxiety: 'By talking regularly to students, giving them tips and questioning them on situations where they are using their speaking skills successfully, including outside of the classroom, you [as a teacher] can help to lower the anxiety.' Richard stated that he provides feedback on specific criteria: 'On the one hand I give them [the students] feedback on the use of their hands, and whether they make eye contact with the audience. Certainly, also on whether they can be heard, about their intonation. But I think it is difficult to judge the level of performance.'

During speaking skills practice, most of the teachers said they let students practise and organise peer feedback in groups. Assessment forms were also used regularly to formulate peer feedback. Sometimes, students had to formulate tips and tops.

Several teachers emphasised the importance of teaching students how to give peer feedback in relation to the learning environment and the quality of the peer feedback. Jacob explained: 'You have to create a safe learning environment and in such an environment it is possible to be critical of each other.' In relation to this point, a few teachers, like Holly and Gwen, stated that they organise special feedback training before organising peer feedback.

There were differences in what teachers said about the quality of peer feedback in their L1-oral language lessons. Jacob: 'When teaching how to give peer feedback, you have to pay very close attention to whether they [the students] observe each other very critically. At the beginning, the students are often very nice to each other. When they start to see that you really can benefit from getting a lot of comments, that you are taking responsibility for each other's results, then they are perfectly able to provide it [peer feedback].' Britt explained: 'At first, they [the students] say that they understand that they have to take certain things into account [while providing

feedback]. But when they really have to put it into words, it is more difficult than they thought. Especially not directly judging each other. [..] Students do try to give peer feedback properly. In general, students want to say things in a nice way to each other.'

Julia and Pim commented on which student groups were able to work with peer feedback. Julia said she believed that especially her upper classes of pre-university school were capable of giving and receiving peer feedback. In contrast, Pim mentioned that he does not organise peer feedback in his fourth grade of pre-university: 'Among themselves they... it is not always safe what they are doing. Sometimes they act really rough. This is rather typical of this group. [..] The social dynamics of this group have rough edges.'

Several teachers, like Gwen, stated that their students were aware of their own strengths and weaknesses related to L1-oral language skills. In the lessons, they would ask the students to reflect on their own development after a speaking assignment (self-feedback). Gwen: 'Ask yourself: what was successful in what you did and what is a learning goal for you?' Britt stated that especially strong students seemed to be their own critics: 'They have always been able to give self-feedback.' Demy recognised that some students automatically seemed to give self-feedback, 'Not every student is able to reflect [on their own speaking skills].' Ivy underlined that in the L1-oral language classroom, it is important for some students to organise extra reflection periods to develop reflection skills.

Feedback in testing situations. In general, L1-oral language is tested and graded at the end of a learning cycle. Grades are awarded only after the close of the testing period when the teachers fill in assessment forms. Some of the teachers mentioned that they use peer feedback or peer reviews to inform students of their rating.

Even though all the teachers said they postponed giving the grade until after the test, several teachers stated that they always provide direct feedback to the students after their oral language test performances. Jacob and a few other teachers mentioned that they give tips and tops after speaking performances. Ria said: 'Directly after the presentation I try to indicate what could have been better.'

The teachers said they experienced some problems regarding grading and providing teacher feedback during the testing period. Where Richard reported experiencing difficulties determining the level of performance, Lisa, Holly and Pim found grading difficult to do. 'How to rate it [speaking skills] fairly, I think it's a minefield while the students always have their own opinions,' said Holly. Pim added to this: 'The way you fill it [the assessment form] in is intuition in disguise. In this respect, the assessment form is a tool which helps to channel your own subjectivity.'

For summative peer feedback, students were instructed to give tips and tops on an assessment form or to describe what works and what does not. In their interviews, several teachers talked about the use of student juries. Steven explained that he has two reasons to work with such juries: 'So I miss things [during tests] and that's why a jury is essential for my assessment, not only for their [the students'] own learning process.' Other reasons mentioned for organising summative peer

feedback were: to activate the observing students during the test and to provide the speaker with information about which arguments have been heard and which have not.

By contrast, Gwen and Pim said they deliberately do not engage their students in summative peer feedback situations. Pim strongly believed teachers should be careful using peer feedback in certain test situations. For his fourth-grade pre-university class, he said he believed it was possible with the girls but organising summative peer feedback with boys would be problematic: 'They should not be exposed to peer feedback.' [..] 'Feedback as a tool has to be deployed cautiously; it shouldn't be thrown around with assessment forms and all in the classrooms.' Jacob was not keen on letting students suggest grades in test situations. 'Students are quick to give a 70 or 80 percent. That makes it difficult for me to explain the 50 percent I gave.' [..]However, he did say: 'It is very helpful to let students give feedback [self-feedback] to each other with tips and tops.'

4.2.3   *Experiences with feed-forward*

Several teachers said that they make comments in the classroom which are related to teacher feed-forward. Lisa mentioned that clarity about the goals and learning pathways provides a strong focus and Gwen pointed out the influence of feed-forward on students' motivation for developing their speaking skills. Steven and Demy explained that they provide feed-forward when students are busy preparing for their test. Demy: 'Some students really need a pat on the head or a bit of a push.'

Only Lisa mentioned that she deliberately encourages her students to give feed-forward to each other. She would instruct the students to ask their peers questions like: 'What are the things you'd really like to learn?' Based on what you want to learn, what is the thing you want to improve? What issue needs to be addressed [in the classroom]?' [..] 'They have to write down what they will use [of the peer feedback received] for the next time.'

Students were encouraged by a few teachers to use self-feed-forward in the L1-oral language lessons. Yasmine: 'I tell them [after the first oral language lesson]: just write down in your blog two points which you think are really great and two points you want to improve.' Gwen also mentioned that she gave similar instructions to her students. Finally, Steven stated that he gives his students a criteria list which they use to learn to work by themselves, taking into consideration the way they want to learn to present.

Stan said he wondered whether the teachers' test grading and summative feedback had any feed-forward significance for the future development of students' speaking skills.

4.3 Aspirations

Figure 5. Aspirations regarding feedback in L1-oral language education.

FEEDBACK ASPIRATIONS in general→	Feed-Up	Feedback	Feed-Forward
Teacher	• This can be improved	• Learning to provide effective feedback, to differentiate, and learning about formative assessment and test situations; • Organising more feedback rounds.	
Peer			
Learner		• Activation of students can be improved.	

4.3.1 Aspirations regarding feed-up

A few teachers believed they could improve their teacher feed-up in their lessons. For example, Steven stated: 'I don't really see how I can make that [learning goals and instruction] clearer without it becoming more scholastic or without more administrative support.' The teachers did not comment on any aspirations they had regarding peer and self-feed up in their L1-oral language lessons.

4.3.2 Aspirations regarding feedback

A few teachers said they would like to learn about how to provide effective teacher feedback. Naomi mentioned she would like to learn to differentiate more while providing teacher feedback. Francis wanted more knowledge about the relation between providing formative feedback and her assessment of L1-oral language skills, and she mentioned wanting to organise more feedback rounds in her L1-oral lessons.

Some of the teachers mentioned that they think it is important that their students are encouraged to give self-feedback and they also believe they could improve their lessons on this point. Richard: 'In terms of self-reflection,

improvement is possible. I am under the impression that my colleagues are also not that engaged with that [self-feedback] in the area of assessing speaking skills.' No aspirations were expressed by the teachers in relation to peer feedback.

4.3.3   Aspirations regarding feed-forward

The teachers did not mention aspirations related to feed-forward and L1-oral language lessons.

5.   DISCUSSION AND CONCLUSIONS

We have focused in this study on how L1-oral language teachers in secondary schools value and have implemented feedback (feed-up, feedback and feed-forward) in their current L1-oral language lessons and what they aspire to do in the future.

In general, we can conclude that the nineteen teachers strongly valued teacher feed-up and teacher and peer feedback for L1-oral language skills development. From the data all kinds of differences emerged within the classroom experiences with these types of feed-up and feed back in L1-oral language lessons. Based on the values and classroom experiences expressed by the teachers, feed-forward seemed to be less in focus than feed-up and feedback. Only a few aspirations were mentioned regarding the improvement of teacher feed-up and teacher and self-feedback. Below, we discuss the findings, from general to specific, and connect them to possible design principles for future lessons.

5.1 Values, classroom experiences and aspirations regarding feed-up, feedback and feed-forward

It is striking that in the feed-up phase (value, experiences and aspirations), only the teacher level was addressed in the teacher interviews. This indicates a strong teacher-driven approach in the starting phase of L1-oral language lesson series. Feed-up from the peer or learner perspective was barely mentioned and seems not to be being used in the oral language classroom. During later phases of the learning process, it seems that the teachers gradually shifted the responsibility for learning to a more shared situation between them and their students.

The teachers characterised the following activities as helpful when organising the highly valued teacher feed up and teacher and peer feedback in the L1-oral language classroom: 1. explaining the learning goals; 2. clarifying the speaking criteria; 3. discussing various speaking examples (using a criteria list or feedback form); and 4. organizing teacher and peer feedback rounds while practising oral language skills. It is worth noting that these activities largely overlap with the activities mentioned by Wiliam and Thompson (2007) in their model with key aspects of formative assessment. They also resonate with the five key elements of good quality L1-oral language teaching distinguished by Wurth et al. (2019) and with the stages of the

Teaching Speaking Cycle of Goh and Burns (2012). A slight difference from phase 1 of Wiliam and Thompson (2007) was that the teachers interviewed stated that, in the starting phase of a lesson series, they also deliberately organise discussions in order to clarify the speaking criteria and/or learning goals.

Only a few teachers explicitly mentioned that they valued elements of feed-forward in relation to the development of L1-oral language skills. However, based on their shared classroom experiences, it seems that more teachers do sometimes organise peer and self-feed-forward activities, especially in the last lessons before a test. Furthermore, a few of the teachers expressed the hope that the test and the accompanying teacher and peer feedback would eventually work as feed-forward for an upcoming L1-oral language learning cycle. Although no evidence has yet been found for this, this aspiration bears close resemblance to the teaching principles of Goh and Burns (2012), Agudo (2019), and De Vrind (2020), who advocate the (L2-) teaching of repetitive speaking cycles with the use of feedback and reflection tasks.

The few other aspirations related to learning to give and organise more - and more effective - teacher and self-feedback seemed to be in line with the reported concerns and recommendations of Kwakernaak (2015), Lyster et al. (2013) and Voerman et al. (2014). These aspirations also seemed to be aligned with the needs-based approach advised by Oliver et al. (2005) and the learning steps of De Vrind (2020), where an emphasis on self-evaluation and teacher and self-feedback activities in the L2-oral language classroom can be seen.

On a more general level, the teachers expressed the wish for a continuous learning path with regular speaking practice and feedback rounds throughout consecutive learning years. However, where such a path was started, a lack of time seemed to hinder further development and implementation. The teachers mentioned seeing various opportunities to develop a learning line in their schools: in working together with other school subjects and in working in consecutive years in the same school subject (such as L1).

Apart from this, the data also added some new educational elements to the theoretical framework used to support L1-oral language learning: 1. organising a safe learning environment, especially when using feedback in the classroom; and 2. facilitating feedback training. Some of the teachers regarded these elements as conditional for constructive L1-oral language lessons. Both elements are supported by earlier research findings and the pedagogical recommendations of Voerman (2014) and Kwakernaak (2015).

The research findings question whether feedback in L1-oral language education is being organised as effectively as it could be. Hattie and Timperley (2007) claimed that for effective implementation of feedback it is important to answer three major questions regarding feed-up, feedback, and feed-forward, ideally from the three perspectives: teacher, peer, and learner. Even though the data suggest that the three major questions had a place in the studied L1-oral language classroom lesson practice, improvement seems possible and desirable. Butler and Winne (1995) stated that using both external and internal feedback for learning can help students

decide on their next learning goals, tactics, and strategies to achieve these new learning goals: typical feed-forward activities. As stated earlier, in general, feed-forward seemed to be less in focus among the teachers than elements relating to feed-up and feedback. This suggests that a lot of gains could still be made by teaching how students could use their received teacher, peer and self-feedback for future learning and by enabling feed-forward activities in the L1-oral language classroom. Peers and learners could also be given more encouragement during the feed-up activities.

5.2 Feedback implemented and quality of feedback in the L1-oral language lessons

The problems with time to practice and organising feedback in the L1-oral language classroom mentioned in the Introduction also seemed to exist in the Dutch L1-oral language classroom. Some striking similarities and differences were seen in the findings relating to these points. Most of the teachers stated that they let their students practise their oral language skills in the classroom with organised teacher and peer feedback as a means of facilitating conscious development. However, the frequency and goals of these practice sessions and feedback rounds varied considerably among the teachers. For example, where some teachers said they preferred to work with several practice and feedback rounds preceding the ultimate testing of speaking in the classroom, other teachers explained that, unfortunately, they barely had the time for this.

Regarding the absence of valid assessment procedures mentioned in the Introduction, the teachers underlined both the importance of and the difficulties associated with gaining clear views on learning and learning outcomes. According to the teachers, they currently use conversations with students, their own intuition, a criteria and feedback form and student juries as tools for their assessments. Despite the recognised importance and reported struggles, no wishes regarding this point were expressed.

In Oliver et al. (2005), teachers also reported struggling with the implementation of practice and feedback rounds, one of the main reasons for this being a perceived lack of assessment skills. In L2- research, teacher confidence in their own feedback skills and timing of feedback also seemed to be an important limiting factor in organising oral language education (Cathcart & Olsen, 1976; Kwakernaak, 2015; Lyster et al., 2013). L1- and L2-research to date has seemed to focus more on teacher feedback skills than student feedback skills. In this study, the teachers expressed the belief that, in addition to the quality of teacher feedback, students' feedback skills are also important for learning success in the L1-oral language classroom.

A remarkable finding in this light related to the various opinions expressed by the teachers when they were elaborating on their students' feedback competencies and the consequences for the implementation of feedback in their L1-oral language classrooms. Some of the teachers shared positive experiences and stated that they had implemented feedback rather successfully in their lessons. An important success

factor mentioned was the implementation of a small feedback training course for students. On the other hand, some teachers seemed to be very cautious about having high expectations of their students' feedback skills and stated that this was the main reason why they organised fewer peer feedback and practice rounds than may have been desirable in the L1-oral language classroom. These different teacher statements seem to point to a causal relationship between the quality of student feedback experienced, on the one hand, and the extent of implementation of practice and peer feedback rounds in the oral language classroom on the other hand. The teachers who mentioned having had negative experiences also mentioned that feedback training could be helpful only if there was enough time for it.

5.3 Implications for educational designs

First, this study indicates that teachers believe that integrating feedback (feed-up, feedback, and feed-forward) into L1-oral language lessons can be beneficial for the development of oral language skills. Existing L1- and L2-research advises teachers to integrate sufficient practice opportunities and feedback rounds into oral language education (Baxter, 2000; De Vrind, 2020; Goh & Burns, 2012;). This resonates with the more general wish for a continuous learning line that emerges from this study, which can be seen as an important educational design principle for oral language education. Enough development and lesson time throughout consecutive learning years are seen as important preconditions for this.

In section 4.5.1, four helpful classroom activities were mentioned by the teachers interviewed for using feedback for L1-oral language development: 1. Explaining the learning goals; 2. Clarifying the speaking criteria; 3. Discussing various speaking examples (using a criteria list or feedback form); and 4. Organising teacher and peer feedback rounds while practising oral language skills. These activities can be used as design principles for L1-oral language lessons. Some of the teachers interviewed in this study added that to ensure successful implementation of feedback in L1-oral language lessons, feedback training for students would be needed. A safe learning environment and implementing several speaking cycles in a lesson series also seem to resonate with the findings. Most of these design principles are backed up by earlier studies on oral language learning, such as Goh and Burns (2012), Wurth et al. (2019), Scheltinga (2022), De Vrind (2020), Wijnands et al. (2022).

The design principles that emerged from this study are quite general in nature, and teachers need to implement them in a more specific manner in their own contexts. Still, teachers may feel that the design principles do not provide direct solutions for the time and organisation issues that were mentioned by the teachers). However, focusing on improving students' feedback skill can provide a qualitative boost to the feedback rounds already conducted within the limited time available. This also applies to other educational contexts where this is relevant. In this way, time can be used more efficiently.

A few teachers in this study explicitly mentioned that they wished to improve the quality of their own teacher feed-up and teacher feedback and that they wanted to integrate more self-feedback rounds to involve students more actively in developing their L1-oral language skills. This last point reveals a potential desire to shift the current (positioned and perceived) responsibility for learning more to the students in L1-oral language lessons.

Finally, it could help to eliminate some blind spots. For example, paying more attention to the perspective of the peer and learner in the feed-up phase. It could also be worth integrating more feed-forward activities into the L1-oral language classroom, such as letting students determine and plan the next steps towards their own new learning goals. Putting this last design principle into practice could stimulate more needs-based learning cycles, and by doing so, support a stimulating, culture for learning speaking.

5.4 Limitations and implications for future research

Nineteen Dutch teachers (Grades 10-13, HAVO and VWO) were interviewed for this study, revealing insights from a cross section of current L1-oral language education in secondary schools in the Netherlands. A variation was seen in the classroom experiences explained but there could be a possibility of selection bias. A sample of only 19 respondents limits the generalisability of the study findings to some degree. It would therefore be valuable to compare the findings of this study with similar studies on feedback in L1-oral language education in other countries to see how far these findings apply more generally to L1-oral language education. It would also be interesting to find out whether cultural differences influence the outcomes of similar studies.

Another limitation is that we only used teacher perceptions of feedback in the L1-oral language classroom for this study. It is important to understand how the designers of current L1-oral language education value and organise feedback in their lessons and how they wish to improve their lessons. For future research, it also would be worthwhile to investigate students' perceptions of the use of feedback in similar lessons, their execution of the feedback activities and the related L1-oral language learning outcomes. In addition to this perspective, it would also be valuable to connect L1-oral language education and feedback to subject-specific learning goals with skills and content (such as rhetoric and style). All three perspectives (skills, teaching methods and content) constitute aspects of literacy teaching.

We could have employed a different research method for this study. For instance, we could have presented the teachers with the concepts from Figure 1 and specifically asked them to what extent they utilised these in their L1-oral language lessons. This might have yielded slightly different insights, although the question remains to what extent the research results would have been influenced by factors such as social desirability. Therefore, in such a possible future research approach, for

validity, it would be valuable to incorporate observations of classroom practice, using these concepts.

For future research, it would also be interesting to investigate what kind of lessons teachers would like to design using the new insights gained from this study and the design principles formulated. More scientific data on student learning and learning outcomes from such redesigned lessons would also be desirable. Finally, we believe it is important to learn more about the actual quality of teacher and student feedback in L1-oral language lessons, student reflection skills and the impact of these aspects on student oral language learning. Feedback seems to be an effective learning tool for L1-oral language development, but there is still a lot to learn about how it can be used most effectively by teachers and students in the L1-oral language classroom.

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