# DIALOGIC FEEDBACK TO PROMOTE DEEP LEARNING FOR EFL SPEAKING LEARNERS IN ONLINE LEARNING ENVIRONMENT: STUDENTS'VOICES

**Putri Arinda[1], Irma Savitri Sadikin[2]**

[1,2] Universitas Esa Unggul
[1] putrisuciarinda07@gmail.com, [2] irma.savitri@esaunggul.ac.id

**Abstract**

English as a foreign language (EFL) students, regardless of their ability to speaking English, encounter significant speaking challenges. They lack motivation and confidence to speak English in online learning environment, which is particularly during a global pandemic. Therefore, the present study aims to analyse the implementation of dialogic feedback in online learning for the students speaking skills and investigate the students'responses to the implementation of dialogic feedback in teaching speaking. The respondents of this study were tenth-grade students attending a private senior high school in Bangka Belitung. This study employed a qualitative approach with a case study design. Interviews and observation were employed as instruments. The findings of this study indicated that the majority of students were engaged in online speaking classes toward implementing dialogic feedback; they were able to clarify their confusions from the teacher's feedback during presentations and they were able to improve their errors in some aspects of speaking skills, such as pronunciation and intonation when telling a story. Most students in an online class showed positive attitude toward dialogic feedback. They revealed that dialogic feedback is necessary for learners to improve their speaking abilities and enabled them to gain new knowledge through communication and sharing of new vocabulary. However, a few of the students stated technical issues and poor internet connection on the internet could be impediments during the class session.

**Keywords**: Dialogic Feedback, Speaking Skills, Students' Perception

## INTRODUCTION

Speaking has always been considered to be the most challenging issue of learning a foreign language. Many students find it challenging to communicate in English. They are afraid of making a mistake in front of other students, so they cannot talk proposed by Rodrigues & Vethamani (2015). In line with this, most of them feel anxious about speaking in English (Galante, 2018). The same problems were expressed by Ariyanti (2016) that the students lack of motivation and confidence to speak English in the classroom. This phenomenon is the general ones where the learners only acquire English based on the classroom instructions and have a few opportunities to communicate with English outside the classroom (Qiu, 2019). For this reason, the teacher should build a supportive climate by considering the techniques and the material to encourage the students to participate in the learning activities.

Dialogic feedback is one of the essential teaching techniques in the classroom. Dialogic feedback is the interactions between the teacher and the student about the student's performance. The teacher provides feedback to the students for correcting students' mistake with clear explanations. Utheim and Wittek (2017) believe in the advantages of dialogic feedback: 1) It supports students' emotional and relational, 2) it maintains the dialogue between teacher and student, 3) it gives students a chance to express themselves, and 4) it supports

individual growth in learning. In addition, dialogic feedback can help students clarify the gap and misunderstandings by asking questions to the teacher (Pitt & Norton, 2017). By perceiving that feedback helped students improve their argumentative capacity, it can help them improve their communication skills. (Ion, Sánchez Martí, & Agud Morell, 2019)

Furthermore, dialogic feedback also shows some advantages in the learning situation; it can enhance the student learning experience; it happens not only when students receive feedback but also when they provide feedback by suggesting the strengths and weaknesses (Ion et al., 2019). By providing a comment or suggestion, dialogic feedback also makes students better judgment and makes students work independently. (Choi, Tam, Choi, & Tam, 2020). For instance, it increases students' confidence and reduces anxiety by seeing weaknesses and strengths. (Rodríguez-González & Castañeda, 2018).  By seeing weaknesses and strengths, dialogic feedback can make students upgrade their thinking and self-assessment. (Choi et al., 2020). Based on the previous studies, most of the authors revealed that dialogic feedback raises the students 'awareness of the quality of their performance and supports the students in developing self-assessment.

Conversely, although dialogic feedback has an essential function in learning, some studies showed that dialogic feedback creates a barrier to student learning: 1) the quality of dialogic feedback is doubtful, 2) the use of dialogic feedback make it students difficult to make the objective evaluative judgment, 3) no guarantee of learning outcomes when students use dialogic feedback (Choi et al., 2020).  In line with Choi et al. (2020), Wiltbank (2019) believes that dialogic feedback gives the student correct reasoning. It also alerted students to a problem. It can also add new information by providing student guidance in the learning process. Previous research provides some issues that the further study of the feedback not only from the teacher's side but also should from the students perspective of feedback themselves  (Espasa, Guasch, Mayordomo, Martínez-Melo, & Carless, 2018). There is a necessity for future studies to know about students' perceptions of dialogic feedback (Choi et al., 2020). The previous study also suggests that future studies should know the implementation of feedback practices on oral performance. (Rodríguez-González & Castañeda, 2018).

Few studies have been conducted on dialogic feedback in Indonesia during pandemic situations, especially in online learning. The two significant breakdowns in online learning and teaching are : ( 1) a lack of communication between the teacher and the students and (2) the virtual classroom's inability to handle (Sun, 2014).  Based on the writer's observation at one of the senior high schools in Sungailiat, Bangka Belitung, English teaching during online learning is not satisfying and compelling yet. The students receive lower interactions from the teacher during the online learning, especially in speaking class. They lack interactions with the teacher in the virtual class. The study about remote teaching during the pandemic times revealed that the students perceived lower outcomes during the online learning, all educator needs to create an opportunity to do the interactions with students(Moser, Wei, & Brenner, 2021)  Most of the teachers do not provide more interaction in English class, especially for speaking practice. So that, the students are often disappointed as they lack support and feedback from the teacher in online learning.  It is in line with Huang (2019) who believes that only little communication between teacher and students occur during online learning.

Based on the feedback meta-review study, teachers should engage students in more dialogic feedback by asking questions to clarify understanding. Additionally, this meta-review revealed scant evidence for the value of students' dialogic roles in feedback(Adie Kleij, Cumming, and Joy Joy, 2019). The researcher conducted interviews with eleventh-graders in Sungailiat

Bangka Belitung. She interviewed Eleven students about their experiences in an online English lesson. According to an interview with eleventh-grade students at SMA N Sungailiat, there are no longer any exchanges between the students and the teacher during online learning, particularly in speaking class. During online learning, particularly in speaking class, students are only given a task by the teacher. The students are unable to clarify their teacher's misunderstanding of the task. Based on past research and the difficulties associated with teaching speaking in schools during the pandemic, this study fills a void by examining the application of dialogic feedback in online speaking lessons. Additionally, this study will examine students' attitudes toward dialogic feedback regarding their speaking abilities.

## METHOD

This research deals with the implementation of dialogic feedback in online learning for speaking skills. The qualitative approach was used by involving the case study. It develops the understanding and exploring the problem based on the central phenomena (Cresswell, 2012). The case study approach was used to understand how the implementation of dialogic feedback in speaking skills and to know students' perceptions and responses about dialogic feedback. A case study has been widely used in research and multidiscipline.  The case study is an in-depth exploration through extensive data collection (Cresswell, 2012) In this study, the researcher was frame feedback in dialogues between students and teachers (Ajjawi & Boud, 2017). The ability to carry out an in-depth study in the case study is a strength and essential aspect of the case study.

## RESULTS AND DISCUSSION

### Results

**Data from the classroom observation about the  implementation of dialogic feedback  in online speaking class**

In this study, observation was used to analyze dialogic feedback in speaking class in online learning. It was used to record the implementation of dialogic feedback in speaking class during online learning. It is in line with Cresswell (2012), who stated that the observation could record the information in a setting related to the people and places at the research site.
Data from the observation revealed that most of the students were engaged in the classroom presentation during the online learning. The online learning atmosphere was increasingly positive during the classroom presentations with the implementation of dialogic feedback. The effect of dialogic feedback was indicated from students who took part actively when giving the comments and answering the questions from the teacher after the classroom presentations. This evidence is consistent with the concept of dialogic feedback proposed by Majeed and Muhammad (2015); they stated that the dialogic feedback giving the impact to support the students' learning through questioning (open-ended/closed), comments, conversation aims to encourage the students to speak. Further, the students responded to the questions and the feedback from the teacher actively. They were also express their own opinion and comments about their classmates' presentations.
[1]

Data from observation showed that the students made the slides of the presentation well with a clear picture. Thus, it helped the other students knew the story and gave their full attention to the story. It also made the students see the words and the sentences.  Moreover, the data from

---

[1]

the observation indicated that the teacher was establishing a dialogue in the speaking class. The teacher asked the other students about the presentations and how to pronounce the words well. The teacher provided feedback to the students about their pronunciation and corrected them in pronouncing them. The feedback from the teacher would be meaningful to the students because they can improve their presentations and clear up their misunderstandings. This finding coincides with Utheim & Wittek ( 2017), who propose the advantage of dialogic feedback to make the students comprehend and share the meaning through dialogue about their performance.

The data from observation also revealed that some students had mistakes in pronouncing the words. The students could not mention the words correctly. These conditions made the teacher correcting their errors and helped them to pronounce the words well. The teacher asked the students to said the words with the correct ones. It can be inferred that dialogic feedback helps the students in speaking class and makes them realize their mistakes to support their language development by correcting their errors. It is in line with Cheatham, Jimenez-Silva, and Park (2015) that dialogic feedback helps oral language development, allowing the students to compare their language to the model of teacher language. Furthermore, the data from observation showed that in giving feedback to the students, the teacher used motivational language that can make the students more confident. The teacher motivated them by providing positive feedback about their speaking. Giving motivational language is needed when providing feedback with clear directions and examples for the student's future development. (Lazar & Ryder, 2018).

Based on the discussion above, it can be concluded that the students were engaged in classroom presentations and making the slides well. The implementation of dialogic feedback made the students realize their mistakes and improve their mistakes. The feedback from the teacher made the students improve the critical aspect of speaking skills, especially in pronouncing the words well. The dialogic feedback also made the students practice their speaking skills by giving comments and answering the teacher's questions.

**The students' response toward the implementation of dialogic feedback in speaking class.**
This section is divided into four parts based on the questions from the student's interview toward the implementation of dialogic feedback in an online speaking class. The data analyses can be seen below.

**Students' perceptions on the use of dialogic feedback in online speaking classes**
Almost all students showed positive opinions about having dialogic feedback in online speaking class in the interviews. The students said in dialogic feedback that the teacher's feedback made them improve their presentations in the future. They noted in dialogic feedback; they learned the speaking skills based on the teacher's feedback and friends. They stated that they could know about their mistakes in presentations. They were also learned about new knowledge based on the feedback from the teacher in the online speaking class. One of the students said that the dialogic feedback was effective in online speaking class, but the problem was time management. The students also revealed that dialogic feedback was needed in online speaking class because the interactions among the teacher and the students could make the students realize where the mistakes are. Based on the feedback, the students revealed that they could improve their assignments in the future and give better ones. As the comments : [Dialogic feedback is needed, so if I have a mistakes , the teacher will give comments (S5) ]
[From the feedback or correction from the teacher make us know about our mistakes and we can improve our presentations. So, if there is any other assignment in the future, we can give a best one then before]

The students respond more positively about having dialogic feedback in online speaking class, directly related to their achievement after the classroom presentations. When the students' responses were positive, they were willing to present the task of the story better in front of the teacher and the other students.

### Students' feelings about dialogic feedback in online speaking class

The data presented, in general, all of the students' positive thoughts and feelings about implementing dialogic feedback in online speaking class. The students were feeling varied in the classroom interview. In detail, R1 said she was nervous when receiving feedback from the teacher and the other students; R2 said She was happy with dialogic feedback because she could improve the presentation, R2 and R3 had the same comments. R4 said he was delighted in implementing dialogic feedback in an online speaking class because he said," if there is no dialogic feedback in the class, the students are passive." R5 said she was happy in the dialogic feedback process even she had mistakes in presentations. R6 noted that she was delighted in the dialogic feedback process. R7 said she was grateful for having feedback from the teacher and their friends. R8 said he was happy in receiving feedback from the teacher and the students, but he felt disappointed about her mistakes; R9 had the same comments with R6 and R10, R11. Feel happy in the dialogic feedback process, but she felt nervous because there were mistakes in his presentations. So that, it can be concluded that most of the students were happy with the implementation of dialogic feedback in online speaking classes.

### Students' perceptions on the advantages of dialogic feedback in online speaking class

Based on the data from the interview revealed that most of the students shared positive thoughts about the advantages of dialogic feedback. They said that dialogic feedback makes them realize their mistakes rather than doing the assignment in google classroom because they said that they could not know about their mistakes from the google classroom. They stated that the dialogic feedback made them improve their aspect in speaking, such as pronunciation errors. They revealed that before the implementation of dialogic feedback, they were rare in receiving feedback about pronunciation. In this case, the students receive more feedback in pronunciation aspects. They also said that dialogic feedback adds new knowledge, and the students could do the interactions with others and shared the new vocabulary. They also revealed that dialogic feedback able to increase the students' confidence in front of people.

### Students' difficulties faced in dialogic feedback in online speaking class

Based on the data from the interview with the students, the data aimed to know the students' difficulties in dialogic feedback in online speaking classes. Based on the interview, the answer from the students was varied, R1, R5, R7, R9, R10, R11 stated that there were no more difficulties faced in dialogic feedback process in online speaking class. One of them said she was happy because she could improve her mistakes. R2 said sometimes she did not understand the feedback from the teacher because it was not face-to-face learning.R3 said the problems happened in the internet connections and made the voices was unclear. R4 said there were a bit things that make him could not understand the feedback, but he also felt happy in receiving the input from the teacher. Based on the statements from the students, it can be concluded that one of them had problems with the internet connections. Two of the students stated that sometimes they could not understand the feedback.

### Disscussion
   1.  The implementation of dialogic  feedback in online speaking class

This study aimed to analyze the implementation of dialogic feedback in online learning for the students speaking skills and to Investigate the student's responses to the implementation of dialogic feedback in teaching speaking at SMA 1 Sungailiat Bangka Belitung. This study used a qualitative approach with observation and interview to analyze the data. Before doing this research, the writer informed the teacher of implementing dialogic feedback based on Charles's theory. The teacher told the students the topic of classroom presentations at the beginning of the class. The teacher explained the precise topic to the students in an online class. It is supported by Rohmat and Sadikin (2019), The teacher must assist the students through the learning process and gives clear explanations to them.

Based on the findings of this study, most of the students were engaged in the classroom presentations. The classroom atmosphere was increasingly positive during the implementation of dialogic feedback in online speaking classes. The teacher was establishing the dialogue in an online speaking class. It is also supported by Montazeri and Salimi (2019), who stated that the teacher encourages and motivates the students to speak. In this case, the teacher asked the students to give comments on other student's presentations. It is in line with Rohmat and Sadikin (2019), who stated that feedback is not only from the teacher but also provided by students. Providing comments to the other students made the students share their thoughts and ideas toward their classmate's presentation, whether supportive or argumentative. It is also in line with Utteim and Wittek ( 2017), who stated that other students' contributions in giving feedback make the individual growth.

The observation data also revealed that the students were active in the online speaking class in the dialogic feedback process. The students clarifying their mistakes based on the teachers' feedback. That evidence consistent with what is stated by Hill and West (2020) entering the students and teacher into dialogue make the students engage in thinking critically of their work. Based on that feedback, the students could enhance their knowledge about the feedback from the teacher. The feedback from the teacher made the students realize their mistakes in some aspects of speaking skills such as pronunciation errors, vocabulary, the intonations in telling the story. It makes the students able to correct their mistakes and improve their performance in the future. For example, the teacher corrected the student's mistakes in telling the story; the teacher said the correct intonations in telling the story. In this case, the role of the teacher is essential in the classroom (Sadikin, 2021). The comments from the teacher about the intonations in telling the story would be meaningful so that the students could follow the instructions from the teacher to get a good performance in the future. It is in line with Ajjawi and Boud ( 2017). They point out that dialogic feedback is a space for exploring knowledge with the collaborative process or association between the teacher and the students.

Furthermore, the findings also stated that the students made mistakes in pronouncing the words in presentations. In this case, the teacher corrected their mistakes and told them how to pronounce the words well. It is in line with Barekat and Mohmadi (2014), who believe that the teachers' role could improve the dialogue and the interaction through the control and management in speaking class. The feedback is also the tool for students to examine their speech and improve their oral language performance (Rodríguez-González & Castañeda, 2018). The language of feedback is an essential factor for the teacher-student interaction in EFL classes (Vattøy & Gamlem, 2020). The findings also revealed that the feedback from the classmates makes the students increase their appreciation for each other. It will make the students more confident if they receive positive feedback from their friends. In line with Rodriguez and Castaneda ( 2018), dialogic feedback makes the

students confident and reduces anxiety in the classroom. It also makes the students think critically and pay attention to the other students' performance. This evidence is consistent with Vattoy and Smith (2019), who stated that dialogic feedback could enhance the students' self-efficacy in learning.

2. The students' responses toward the implementation of dialogic feedback in online speaking class

According to Thorndike, the response is the reaction about the experience, and students learn which can change your feeling, action, or mind. In this discussion, the findings of this study have been explained briefly based on the research questions. In this part, the discussion will be divide into four matters. The first was about the student opinion toward having dialogic feedback in an online speaking class. Based on the interview transcribed, it could be concluded that most of the students shared their positive thought about having dialogic feedback in online speaking class. Most of the students revealed that the dialogic feedback helped them in improving their mistakes in presentations. One of the students stated that the dialogic feedback was effective in online speaking class, but on the other side, the weaknesses were in the time consuming or time management in the classroom. The second was about the students' feelings after receiving dialogic feedback in an online speaking class. The interview data showed that most of the students felt happy receiving feedback from the teacher and giving feedback to other students. It can increase their appreciation and argumentative statement in the classroom environment. One of the students stated that he felt happy In having dialogic feedback in an online speaking class because "if there is no dialogic feedback, the students are passive in the class." Similarly, this statement from the students is in line with Ion (2019), who stated that dialogic feedback makes the students more involved and active in the learning process.

The third was about the students' opinions about the advantages of dialogic in online speaking class; they revealed that dialogic feedback created interactive online class activities. They could share their ideas toward the classroom presentations and share the vocabulary.  This evidence is in line with Espasa (2018), who stated that dialogic feedback supports the students learning to achieve the learning goals during the online teaching and learning process. Further, the dialogic feedback made them realize their mistakes and improve speaking, especially in telling the story, such as pronunciation errors and intonation in telling the story. Further, they said the feedback from the teacher feedback could improve their presentations in the future. It is in line with Ryan and Handerson (2018), who revealed that feedback is how students receive valuable information about the things they can improve for their next performance. Teacher feedback helps students to overcome their mistakes and to enhance students skills ( Gentrup et al., 2020). The last was about the student's difficulties faced in dialogic feedback in online speaking class; the data from the interview showed that six students revealed that there were no more difficulties encountered in the dialogic feedback process. Meanwhile, few students stated that there was one problem related to the internet connection: not hearing the voice.

Based on the discussion about the student's response toward the implementation of dialogic feedback above, it could be concluded that dialogic feedback benefits students in online speaking classes. It aims to make them more active in the class to interact with the teacher and their classmates; it also aims to improve their speaking skills, especially in the presentation. In addition, the writer thinks that the student's response about having dialogic

feedback in online speaking class is good, and it can be concluded that they feel comfortable.

## CONCLUSION

The purpose of this study is to examine how dialogic feedback is implemented at the senior high school level. To begin, based on observation data, each student was aware of their errors during presentations as a result of dialogic feedback. It made them aware of their shortcomings in some areas of their speaking abilities. It covers the aspect of incorrect pronunciation, the language used in telling the tale, and how to deliver the story with appropriate tone. All of these factors contributed to the students' future ability to enhance their presentations. Additionally, it improved the pupils' ability to communicate in English. It encouraged them to participate actively in class. They were able to express their thoughts and opinions about their peers' presentations. They were able to identify other students' errors based on the teachers' input. It resulted in their acquiring new knowledge about heretofore unrecognized subjects. Additionally, the teacher's feedback used motivating language, which instils students with the confidence and excitement delivering a presentation in the classroom. Secondly, the data from the interviews showed that most of the students responded positively to the dialogic feedback in speaking class. Thus, they revealed that they were happy to receive feedback from the teacher and their friends during the online learning. They mentioned that the feedback also made them increased their appreciation to other students. They stated that dialogic feedback adds new knowledge, and the students could do the interactions with others and shared the new vocabulary.

## ACKNOWLEDGMENTS

## REFERENCES

Abdul-Majeed, M., & Muhammad, N. M. (2015). The Effect of Using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement. *Arts Journal*, (111), 91–118.

Adie, L., & Kleij, fabienne van der. (2020). Towards effective feedback: an investigation of teachers' and students' perceptions of oral feedback in classroom practice. *Assessment in Education: Principles, Policy and Practice*, *00*(00), 1–19. https://doi.org/10.1080/0969594X.2020.1748871

Ajjawi, R., & Boud, D. (2017). Researching feedback dialogue: an interactional analysis approach. *Assessment and Evaluation in Higher Education*, *42*(2), 252–265. https://doi.org/10.1080/02602938.2015.1102863

Barekat, B., & Mohammadi, S. (2014). The Contribution of the Teachers' Use of Dialogic Discourse Pattern to the Improvement of the Students' Speaking Ability. *Procedia - Social and Behavioral Sciences*, *98*, 353–362. https://doi.org/10.1016/j.sbspro.2014.03.426

Carless D. (2012). Trust and its effect on dialogue feedback.

Charteris, J. (2016). Dialogic feedback as divergent assessment for learning: an ecological approach to teacher professional development. *Critical Studies in Education*, *57*(3), 277–295. https://doi.org/10.1080/17508487.2015.1057605

Cheatham, G. A., Jimenez-Silva, M., & Park, H. (2015). Teacher feedback to support oral language learning for young dual language learners. *Early Child Development and Care*,

*185*(9), 1452–1463. https://doi.org/10.1080/03004430.2014.1003552

Choi, A., Tam, F., Choi, A., & Tam, F. (2020). Assessment & Evaluation in Higher Education Undergraduate students ' perceptions of and responses to exemplar-based dialogic feedback. *Assessment & Evaluation in Higher Education*, *0*(0), 1–17. https://doi.org/10.1080/02602938.2020.1772957

Cresswell. (2012). *No Titleענף הקיווי: תמונת מצב*. *2014* (Vol. 66).

Espasa, A., Guasch, T., Mayordomo, R. M., Martínez-Melo, M., & Carless, D. (2018). A Dialogic Feedback Index measuring key aspects of feedback processes in online learning environments. *Higher Education Research and Development*, *37*(3), 499–513. https://doi.org/10.1080/07294360.2018.1430125

Galante, A. (2018). Drama for L2 Speaking and Language Anxiety : Evidence from Brazilian EFL Learners. https://doi.org/10.1177/0033688217746205

Gentrup, S., Lorenz, G., Kristen, C., & Kogan, I. (2020). Self-fulfilling prophecies in the classroom: Teacher expectations, teacher feedback and student achievement. *Learning and Instruction*, *66*(November 2019), 101296. https://doi.org/10.1016/j.learninstruc.2019.101296

Gikandi, J. W., & Morrow, D. (2016). Designing and implementing peer formative feedback within online learning environments. *Technology, Pedagogy and Education*, *25*(2), 153–170. https://doi.org/10.1080/1475939X.2015.1058853

Han, Y., & Xu, Y. (2019). The development of student feedback literacy: the influences of teacher feedback on peer feedback. *Assessment and Evaluation in Higher Education*, *0*(0), 1–17. https://doi.org/10.1080/02602938.2019.1689545

Hill, J., & West, H. (2020). Improving the student learning experience through dialogic feed-forward assessment. *Assessment and Evaluation in Higher Education*, *45*(1), 82–97. https://doi.org/10.1080/02602938.2019.1608908

Huang, Bailey, A., Sass, D., & Chang, yung-hsiang shawn. (2020). An investigation of the validity of a speaking assessment for adolescent English language learners. *Language Testing*. https://doi.org/10.1177/0265532220925731

Huang, Q. (2019). Comparing teacher's roles of F2f learning and online learning in a blended English course. *Computer Assisted Language Learning*, *32*(3), 190–209. https://doi.org/10.1080/09588221.2018.1540434

Ion, G., Sánchez Martí, A., & Agud Morell, I. (2019). Giving or receiving feedback: which is more beneficial to students' learning? *Assessment and Evaluation in Higher Education*, *44*(1), 124–138. https://doi.org/10.1080/02602938.2018.1484881

Kleij, fabienne m. va. der, Adie, lenore e, Cumming, J., & Joy. (2019). A meta-review of the student role in feedback. *International Journal of Educational Research*, *98*(September), 303–323. https://doi.org/10.1016/j.ijer.2019.09.005

Lazar, G., & Ryder, A. (2018). Speaking the same language: Developing a language-aware feedback culture. *Innovations in Education and Teaching International*, *55*(2), 143–152. https://doi.org/10.1080/14703297.2017.1403940

Litman, D., Strik, H., & Lim, G. S. (2018). Speech Technologies and the Assessment of Second Language Speaking: Approaches, Challenges, and Opportunities. *Language Assessment Quarterly*, *15*(3), 294–309. https://doi.org/10.1080/15434303.2018.1472265

Montazeri, M., & Salimi, E. A. (2019). Assessing motivation to speak (MTS) and willingness to communicate through metalinguistic corrective feedback. *Learning and Motivation*, *68*(March), 101594. https://doi.org/10.1016/j.lmot.2019.101594

Moser, K. M., Wei, T., & Brenner, D. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. *System*, *97*, 102431. https://doi.org/10.1016/j.system.2020.102431

Nuraini, K. (2016). The Barriers of Teaching Speaking English for EFL Learners. *ELLITE: Journal of English Language, Literature, and Teaching*, *1*(1). https://doi.org/10.32528/ellite.v1i1.159

Pitt, E., & Norton, L. (2017). 'Now that's the feedback I want!' Students' reactions to feedback on graded work and what they do with it. *Assessment and Evaluation in Higher Education*, *42*(4), 499–516. https://doi.org/10.1080/02602938.2016.1142500

Qiu, X. (2019). Functions of oral monologic tasks : Effects of topic familiarity on L2 speaking performance. https://doi.org/10.1177/1362168819829021

Quinn, L., Behari-Leak, K., Ganas, R., Olsen, A. M., & Vorster, J. A. (2019). Reflecting on feedback processes for new ways of knowing, being and acting. *International Journal for Academic Development*, *24*(4), 330–341. https://doi.org/10.1080/1360144X.2019.1593174

Rafique, G. M., Mahmood, K., Warraich, N. F., & Rehman, S. U. (2021). Readiness for Online Learning during COVID-19 pandemic: A survey of Pakistani LIS students. *Journal of Academic Librarianship*, *47*(3), 102346. https://doi.org/10.1016/j.acalib.2021.102346

Rodrigues, P. D., & Vethamani, M. E. (2015). The Impact of Online Learning in the Development of Speaking Skills. *Journal of Interdisciplinary Research in Education*, *5*(1), 2232–180.

Rodríguez-González, E., & Castañeda, M. E. (2018). The effects and perceptions of trained peer feedback in L2 speaking: impact on revision and speaking quality. *Innovation in Language Learning and Teaching*, *12*(2), 120–136. https://doi.org/10.1080/17501229.2015.1108978

Ryan, T., & Henderson, M. (2018). Feeling feedback: students' emotional responses to educator feedback. *Assessment and Evaluation in Higher Education*, *43*(6), 880–892. https://doi.org/10.1080/02602938.2017.1416456

Rohmat, N., & Sadikin, I. S. (2019). the Impact of Peer Response on Efl Learners '. *Indonesian EFL Journal (IEFLJ)*, *5*(1), 59–66. https://doi.org/10.25134/ieflj.v5i1.1611.Received

Sadikin, I. S. (2021). Weblog-Based Learning and Classroom-Based Learning with High, Adequate, and Low Motivation Indonesian Primary EFL Learners. *Proceedings of the First Transnational Webinar on Adult and Continuing Education (TRACED 2020)*, *548*(Traced 2020), 137–142. https://doi.org/10.2991/assehr.k.210508.025

Shahri, M. naseh nasrollahi, & Baleghizadeh, S. (2014). EFL teachers conceptions of speaking competence in english. *Teachers and Teaching: Theory and Practice*, *20*(6), 738–754. https://doi.org/10.1080/13540602.2014.885702

Smith, C. D., & King, P. E. (2004). Student feedback sensitivity and the efficacy of feedback interventions in public speaking performance improvement. *Communication Education*, *53*(3), 203–216. https://doi.org/10.1080/0363452042000265152

Smith, E. C., Starratt, G. K., McCrink, C. L., & Whitford, H. (2020). Teacher Evaluation Feedback and Instructional Practice Self-Efficacy in Secondary School Teachers. *Educational Administration Quarterly*, *56*(4), 671–701. https://doi.org/10.1177/0013161X19888568

Steen-Utheim, A., & Wittek, A. L. (2017). Dialogic feedback and potentialities for student learning. *Learning, Culture and Social Interaction*, *15*(June), 18–30. https://doi.org/10.1016/j.lcsi.2017.06.002

Sun, S. Y. H. (2014). Learner perspectives on fully online language learning. *Distance Education*, *35*(1), 18–42. https://doi.org/10.1080/01587919.2014.891428

Sutherland, L., & Markauskaite, L. (2012). Examining the role of authenticity in supporting the development of professional identity: An example from teacher education. *Higher Education*, *64*(6), 747–766. https://doi.org/10.1007/s10734-012-9522-7

Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill

through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya : Journal of English Language Studies*, *3*(1), 50–55. https://doi.org/10.31849/elsya.v3i1.6206

Sydorenko, T., Smits, T. F. H., Evanini, K., & Ramanarayanan, V. (2019). Simulated speaking environments for language learning: insights from three cases. *Computer Assisted Language Learning*, *32*(1–2), 17–48. https://doi.org/10.1080/09588221.2018.1466811

Vanderheide, J., & Johnson, A. (2020). Examining preservice teachers ' narratives of teaching dialogically. *Teaching and Teacher Education*, *87*, 102946. https://doi.org/10.1016/j.tate.2019.102946

Vattøy, K. D., & Gamlem, S. M. (2020). Teacher–student interactions and feedback in English as a foreign language classrooms. *Cambridge Journal of Education*, *00*(00), 1–19. https://doi.org/10.1080/0305764X.2019.1707512

Vattøy, K. D., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, *85*, 260–268. https://doi.org/10.1016/j.tate.2019.06.024

Wu, M. (2016). Implications of Hegel's theories of language on second language teaching. *Journal of Curriculum Studies*, *48*(3), 346–366. https://doi.org/10.1080/00220272.2016.1151081

Zhou, J., Dawson, P., Tai, J. H. M., & Bearman, M. (2020). How conceptualising respect can inform feedback pedagogies. *Assessment and Evaluation in Higher Education*, *0*(0), 1–12. https://doi.org/10.1080/02602938.2020.1733490