Exploring EFL students' perceptions and perspectives among different genders on native English teachers’ feedback

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Abstract

Corrective feedback (CF) can encourage students to establish realistic learning objectives. Nevertheless, there has been limited investigation on how EFL learners perceive and view feedback delivered by English native teachers, particularly in relation to gender differences. Hence, this study aimed to correlate student perception with perspectives on native English teachers’ feedback, determine differences in male and female perception and describe the level of student's perspectives on the feedback. Quantitative and qualitative methods, with a correlational research design, were employed. Using a simple random sampling technique, a sample of 30 was selected from 150 students from a Bilingual class of Sekolah Lanjut Umum Bawah (SLUB). Post-class questionnaires and interviews were conducted to gather data, which were then analyzed using Pearson Correlation, t-test, and thematic interview analysis. The findings indicated a significant correlation between students' perception and perspective on native English teachers' feedback. In addition, both genders had positive perceptions, with males displaying a more favorable perspective on teacher feedback than females. It also showed students' "very positive" perspective on teacher feedback. This study highlights the positive impact of English native teachers' feedback on students' views and recommends EFL teachers to employ CF, considering gender-specific needs.

Keywords: constructive feedback; corrective feedback (CF); EFL student; gender differences; native teacher; teacher feedback
Introduction

Feedback from teachers plays an important role in English language teaching in Indonesia. Generally, teacher feedback can provide insights into how students absorb information, tackle challenges, and respond to specific teaching methods (Hyland, 2006). Furthermore, Han (2002) suggests that through feedback, teachers can adapt their approaches to create a more effective learning experience and boost students’ motivation, reinforcing the value of their active participation and efforts. According to Benson and DeKeyser (2018), learners with better language performance were more likely to participate in the direct feedback delivery, while those with less linguistic awareness benefited more from metalinguistic feedback. Additionally, Zaidah (2022) found that around 65-70% of school students had a positive perception of feedback, which influenced their performance in both written and oral English exams. Furthermore, Bao (2019) highlighted that corrective feedback (CF) was given in response to incorrect second language (L2) productions and encompasses both spoken and written modes. Therefore, the feedback given by teachers plays a critical role in helping students gain an understanding of the language challenges they encounter during the learning process.

Though feedback is crucial in English language teaching, students might have different perceptions of how the teachers apply. Students may show different interests in feedback from non-native and native English teachers. However, all teachers’ feedback holds numerous benefits, not only for students but also for teachers (Selvaraj et al., 2021). Feedback provides a chance for students to reflect on their English-speaking performance, enabling them to identify weaknesses and learning challenges that they can share with their teachers and peers (Skinner & Belmont, 1993). Additionally, teacher feedback serves as a valuable tool for implicit practice in conveying meaning effectively in English. By offering input and correcting mistakes, teachers help students
overcome language barriers encountered during instruction (Frear & Chiu, 2015). According to experts (Hall, 2017; Parker et al., 2011), teacher feedback can significantly increase student motivation, leading to positive emotional perceptions and preferences.

As a matter of fact, to ascertain the extent of the association between students’ perceptions and the effectiveness of teacher feedback-assisted language teaching, investigations are necessary. Junqueira and Payant (2015) propose that the predominantly teachers-based feedback led to students becoming passive and reliant on their teachers. Therefore, in the procedural steps, Scheeler et al. (2004) suggest that educators should take into account the type of feedback, the timing aspects of feedback, and the means of delivering feedback. According to Rahimi and Zhang (2015), teachers’ teaching experiences increase their understanding of how mediating factors influence their thoughts about the importance, timing, and types of feedback. Hence, regardless of teachers’ convictions and instructional methods, it is evident that language accuracy held a significant key in their feedback, as observed by Hyland (2003).

In spite of that, none of the aforementioned studies have examined the perceptions and perspectives of EFL students regarding feedback from native English-speaking teachers. The importance of native-speaking teachers’ response to EFL students’ perceptions and views cannot be underestimated, as they possess an advantage in understanding and using English naturally and fluently (Tosriadi et al., 2018). Teachers can assist students in correcting grammar mistakes, improving pronunciation, intonation, and appropriate word usage, as well as gaining an understanding of the cultural and social aspects related to everyday English (Lee, 2014). According to Park (2010), native-speaking teachers often have diverse teaching experiences in activating students in both formal and informal educational contexts. Baker and Bricker (2010) demonstrate the correlation between the level of explicitness and its impact on the speed and precision of participants’ reactions to affirmative and adverse feedback provided by native English teachers.

Hence, conducting comprehensive research in this field would illuminate feedback’s influence on students’ language learning outcomes and offer valuable insights into educational methodologies. Therefore, the primary goal of this research is to seek the potential correlation between student perception and perspectives on feedback provided by native English teachers. Additionally, this research will explore any gender-based differences in how students perceive and interpret feedback from native English teachers. Lastly, the research objective is to evaluate the comprehensive range of students’ viewpoints regarding feedback. The anticipated contribution of this research lies in enhancing the existing
knowledge by providing a deeper understanding of EFL students' viewpoints, especially in terms of gender variations, concerning feedback from native English teachers, thus shedding light on gender-related factors in language learning. Therefore, the study formulates the following research questions:

1. Is there any correlation between students’ perceptions and perspectives on native English teachers’ feedback?
2. Do perceptions and perspectives on native English teachers’ feedback differ among genders?
3. What is the level of students’ perceptions and perspectives on native English teachers’ feedback?

Literature review

Teacher feedback

In the field of scholarly inquiry, a multitude of research endeavors have been carried out to explore and dissect the intricacies surrounding students’ interpretations of teacher feedback. Regarding the significance of feedback, Cohen and Henry (2019) revealed that teachers who adopted a feedback-supported approach to language teaching provide students with a liberating space to express their ideas, voice their concerns, and share their knowledge using their own words. In addition, in this dynamic environment, according to Butler (2002), the focus should shift away from grammatical mistakes or diction and instead center on the seamless flow of conversation in authentic interactions. From this view, Wise (2014) suggests that feedback becomes a powerful tool that empowers students to discover, articulate, and interpret the guidance provided by their teachers. However, this statement is argued by Henry and Mark (2003) that the feedback will not become crucial for teachers if they do not consider student perspectives on their instructional activities. From those statements, this study emphasizes that feedback not only serves as a valuable mirror for self-reflection for the teacher but also enables them to align their teaching methods with the desired learning outcomes expressed by their students by providing any possible correction from the student perspective.

For critical thinking function, Mao and Crosthwaite (2019) implicitly mention that teachers give feedback to solve students’ problems. Meanwhile, students’ perspectives on teachers become valuable inputs to teachers’ instructional strategies, assessments, or class interactions. However, many EFL teachers have not optimally provided feedback to students, and conversely, students have not clearly provided their views on the teacher’s strategy for maximizing learning
perspectives (Zacharias, 2007). To support this, Wardana et al. (2022) advocate that feedback in communicative-based instruction (CBI) tends to be a two-way or turn-taking assignment between students and the teachers because according to Chang (2010), this approach motivates students to engage more actively in language usage, focusing not only on intricate language aspects but also on effectively conveying meaning. Thus, in light of the aforementioned results, this study underscores the importance of feedback in the communicative approach, which proves beneficial not only through teachers’ CF but also in the context of comparing teacher and peer feedback.

However, in more specific language skills, Zhang and McEneaney (2020) discovered that students who were provided with feedback from their peers showcased improved writing performance as opposed to those who received feedback solely from their instructors. Another study conducted by Cui et al. (2022) indicated that inexperienced peer reviewers provided more feedback on the content's significance. In contrast, proficient peer reviewers emphasized meaning-related remarks in comparison to teachers. As a result, it becomes evident that students can deliver valuable feedback after receiving suitable training, thereby potentially reducing the burden on teachers. On the other hand, Ruegg (2018) demonstrated that students who received feedback from their teachers demonstrated elevated levels of self-efficacy in contrast to those who received feedback from their peers. Therefore, this study posits that when teachers offer more constructive feedback, it has the potential to enhance students' self-efficacy.

Considering teacher feedback and pair feedback, first, grounded concepts of feedback should be comprehended. The concept of feedback is based on cognitive behavior, such as critical thinking processing (Wang & Wu, 2008). Critical thinking involves a rational and contemplative method of thought to create coherent and rational links between starting suppositions, pertinent information, and well-founded outcomes (Li & Roshan, 2019). Peer feedback places emphasis on student engagement with feedback (Carless & Boud, 2018). When engaged in writing with the support of peer input, students not only assess their peers' writing and offer advice and remarks, but they also actively integrate the feedback they receive and make revisions to their writing accordingly (Ajjawi & Boud, 2017). As a result, peer feedback triggers the student's active participation in the learning process, fosters self-directed learning, and nurtures their propensity for engaging in critical thinking (Winstone et al., 2022). Based on these aforementioned research findings, it is posited that peer feedback promotes effective learning among students, contributing to its increasing use in communicative language interactions. Moreover, the present study believes that
teacher feedback can foster a collaborative atmosphere for sharing and debating ideas.

Regarding the effectiveness of self-feedback, Balderas and Cuamatzi (2018) found that peer feedback and self-correction positively affected students’ writing. Self-correction contributed to enhancing students’ recognition of their grammatical mistakes (Yang, 2010), while peer correction provided opportunities for students to validate what was correct or incorrect (Tomczyk, 2013). However, Panadero et al. (2019) suggest several key methods to apply self-evaluation effectively by making hidden self-assessment elements clear to minimize personal biases, transitioning from precise scoring to prioritizing content correctness, taking a developmental approach centered on practice and mastery, combining self-feedback with self-directed learning, investigating the impact of personal characteristics and social aspects, and harmonizing self-evaluation with evaluative discernment to encourage a more comprehensive outlook on enduring learning rather than just task-related concentration. From these research statements, it can be inferred that feedback has the potential to close the distance between students’ present performance and their targeted level of accomplishment.

*Perceptions and perspectives*

In relation to the two variables explored within this domain, namely "perceptions" and "perspectives" in the context of the learning process, this study refers to three primary investigations. Some investigated the relationship between these learning strategies and individuals’ perception and perspective of their own capabilities, known as self-efficacy beliefs. Fithriani (2018) proposed that students held teacher feedback in higher regard compared to peer feedback, yet they did not prioritize the use of strategies to preserve group perception and perspective. Furthermore, Anam and Stracke (2020) identified notable distinctions in the utilization of feedback between students who possess a self-perceived competence in English tasks and effective learning management and those who lack such convictions. Those researchers preferred strategies that only involve correlational studying and self-regulated learning, while less favored strategies primarily revolve around rote perception and perspective on teacher feedback.

Subsequent research conducted by Chang (2021) elucidates that perception and perspective serve as motivational factor that significantly impacts students' cognitive engagement in teacher feedback. In addition, Linnenbrink and Pintrich (2003) indicate that the statistics results demonstrate a connection between perception and perspective that is further supported by interview findings.
illustrating the varying levels of cognitive engagement and motivation among students with different self-efficacy levels. Regarding the correlation between self-regulation and learning achievement, Brown et al. (2016) indicated peer help feedback had a positive connection to self-regulation, but it had no statistically significant relation to grade point average (GPA). So, this study agrees with the findings that feedback can increase students’ self-efficacy and self-regulation. However, the correlation between perception of feedback and GPA needs further investigation.

Based on the previous research evidence presented, some studies have explicitly emphasized the importance of feedback in English language learning. However, none of them have specifically delved into the impact of feedback on language proficiency. While some findings have compared teacher feedback with peer feedback, unfortunately, no study has provided comprehensive insights into the significant correlation between teachers’ CF and student learning behavior. Additionally, another group of studies has uncovered a noteworthy correlation between self-efficacy or self-regulation and academic performance. Nevertheless, these studies have not exclusively explored students’ opinions regarding teacher feedback. Thus, this research examines how students view and understand feedback given by English teachers who are native speakers. It is anticipated that this study will bring forth novel insights into the issues surrounding native English teachers’ feedback, thereby uncovering a noteworthy correlation between students' perceptions and perspectives of feedback from native English teachers.

Method

Design

The objectives of this study had a dual focus: firstly, to explore the connection between students’ views and viewpoints regarding teacher feedback, for which a quantitative approach employing correlational research design with Pearson correlation analysis was utilized to compare variables X (students’ perceptions) and Y (students’ perspectives) on teacher feedback. Secondly, the study sought to investigate potential gender differences in these perceptions and perspectives, and for this purpose, a quantitative approach with a statistical descriptive analysis was employed. Lastly, the third objective aimed to explore the level of students' perspectives on teacher feedback, necessitating a qualitative approach. Thus, quantitative and qualitative methods with a correlational research design were employed in the current study (Creswell & Creswell, 2017). This
combination of methodologies enables a stronger and all-encompassing grasp of the research subject, ensuring heightened credibility and dependability of the outcomes (Creswell & Creswell, 2017).

Participants
Since it is a correlational study, the study participants were selected from the population. The research involved all students from five classes within Sekolah Lanjut Umum Bawah (SLUB) Bilingual, where each class had 30 students. Given the considerable number of classes taught by two native English-speaking teachers, it was decided that only one class would suffice. Therefore, due to its diverse composition, the research sample was chosen using a simple random sampling method, specifically targeting Class VIII B. As a result, the sample comprised 30 students from this particular class. The interviewees with pseudonyms NWS, IMJ, and IKP were randomly selected from the participants. The demographic information of the research participants is provided in Table 1.

Table 1
Demographic information of the participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Frequency (N=30)/%</th>
<th>Range of age (years)</th>
<th>Educational level</th>
<th>English proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18 (60%)</td>
<td>12-13</td>
<td>High school</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Female</td>
<td>12 (40%)</td>
<td>13-14</td>
<td>High school</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Interview:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWS (Female)</td>
<td>13</td>
<td>High school</td>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>IMJ (Male)</td>
<td>13</td>
<td>High school</td>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>IKP (Male)</td>
<td>13</td>
<td>High school</td>
<td>Intermediate</td>
<td></td>
</tr>
</tbody>
</table>

Before determining and recruiting the participants recorded in Table 1, I followed ethical principles by obtaining approval from the appropriate institutional review board conscientiously and ethically. The rights and integrity of the participants were upheld, ensuring their anonymity and the confidentiality of their answers. Prior to collecting the data, they signed a consent form to participate in the study.

Instruments
This study used two different types of instruments. The research instrument is assessing, monitoring, and recording data devices, such as questionnaires and interviews (Creswell, 2012). The questionnaire was designed to gather numerical or quantitative data, while the interview aimed to obtain non-numerical or
qualitative data. Questionnaire A consisted of 25 statements to capture students’ perceptions of the teacher feedback. In comparison, Questionnaire B comprised 20 statements focusing on students’ perspectives regarding the feedback provided by native English teachers in the classroom. The questionnaire responses were assessed using a Likert scale ranging from 0 to 5, with options ranging from “strongly agree” (score of 5) to “strongly disagree”. The scores obtained from the respondents were then calculated based on specific interpretation criteria and subsequently adjusted. On the other hand, the responses to the perspective questionnaire were categorized as having a very positive, positive, fair, negative, or very negative perspective.

The accuracy and consistency of the instrument were measured using SPSS software. Since the calculated correlation coefficient (r-value) for assessment components (P1 to P25) is higher than the tabulated r-value (0.361), the decision, using a significance level of \( \alpha = 5\% \), is that the questionnaire was valid. Additionally, since the overall calculated Cronbach’s alpha coefficient (0.683) is greater than the tabulated r-value (0.361), further supported by the Cronbach’s alpha values for each assessment item (P1 to P25) being greater than the tabulated r-value, the decision, using a significance level of \( \alpha = 5\% \), is that the questionnaire was reliable (consistent).

The interviews in this research were developed by setting the interview’s objective to understand students’ perspectives on teacher feedback. The chosen interview format involved a questionnaire guide with a list of specific questions and topics to cover (see Appendix). I used probing questions and prompts during the interviews to elicit more in-depth responses to encourage participants to share detailed insights (Johnson et al., 2019). I also fostered a comfortable and secure environment for the participants, allowing them to discuss their experiences and perspectives openly. The conversations were recorded to ensure accurate review and capture all relevant information. After completing the interviews, I transcribed and meticulously analyzed the results, identifying recurring patterns, themes, and significant information that emerged from the responses. Moreover, I upheld confidentiality by safeguarding the participants’ identities and ensured anonymity when publishing the research findings.

The questionnaire was validated through peer assessment by expert judges. All the information obtained from the students was then categorized according to similarities and differences of opinions. The aspects explored with the students included (1) their opinions on the performance of native English teachers, (2) the character values they acquired from feedback, (3) their opinions on problem-solving in learning through feedback, (4) the difficulties they encountered with feedback, (5) their ability to absorb information from feedback, (6) the influence
of feedback on learning achievement, (7) communication difficulties in responding to feedback, and (8) the students’ opinions and suggestions regarding the implementation of feedback from the teaching instructors in class.

Data collection

The first data were collected through two questionnaires to explore the relationship between participants’ perceptions and perspectives regarding native English teacher feedback. The perception and perspective questionnaires on teacher feedback aim to identify students’ views on the effectiveness, usefulness, and impact of teacher feedback on their learning process. The means of these two data sets are then compared to determine whether there is a correlation or difference between the variables or characteristics of the research.

The second data were obtained from interviews. Data collection followed some steps. First of all, the students of class VIII B gathered in a classroom to attend a teaching session facilitated by two native English teachers from a university, introduced by the SLUB teachers. The distribution of learning materials and worksheets to the students followed the introduction session. Throughout the session, I carefully observed the teacher feedback, the students’ active participation, and the teachers’ involvement and responses. After the class, all students were instructed to respond to a questionnaire sent through a link provided in the WhatsApp group. Individual interviews were carried out with educators and learners to acquire their viewpoints concerning the feedback employed throughout the session to gain deeper insights. The information obtained from the surveys and interviews was subsequently utilized for additional examination and subsequently exhibited in graphical representations and tables.

Data analysis

Employing quantitative correlation analysis, the initial dataset was examined in line with the research inquiries. This approach serves the purpose of ascertaining whether a noteworthy connection exists between participant views and viewpoints regarding feedback from native English teachers (Johnson & Christensen, 2019). The relationship between variables is measured using the Pearson correlation coefficient because the data is normally distributed within a range from -1 to 1. A value of 1 indicates a perfect positive relationship between the two variables, while a value of -1 signifies a complete inverse correlation (Johnson & Christensen, 2019). Descriptive statistical methods were employed to characterize the extent of students’ perceptions and viewpoints regarding feedback from native English teachers by determining the mean and standard
deviation. All numerical data were analyzed using SPSS 25 software (Pallant, 2020). Moreover, to assess the intensity of the correlation, a statistical test was used, and two hypotheses can be stated as follows:

1. H0 (Null Hypothesis): There is no significant correlation between students' perceptions and perspectives on feedback from native teachers.

2. H1 (Alternative Hypothesis): There is a significant correlation between students' perceptions and students' perspectives on feedback from native teachers.

To demonstrate the different perceptions and perspectives of native English feedback among genders, a simple t-test was applied. If the significance value (Sig) surpasses the p-value, it implies an absence of disparity in the perception and viewpoint concerning teacher feedback between females and males. Conversely, if the significance value is lower than the p-value, it suggests a variance in the perception and viewpoint regarding teacher feedback between females and males. The magnitude of the impact of native English teachers' feedback on students' perception and perspective was also computed using Cohen's d with a combined standard deviation. Cohen's d = (M2 - M1) / SDpooled, where SDpooled = √(SD12 + SD22) / 2. According to Rice & Harris (2005), a d value of ≥ 0.2 indicates a minor influence; d ≥ 0.5 denotes a moderate influence; and d ≥ 0.8 signifies a substantial influence. Finally, thematic analysis was employed to scrutinize the interviews. According to Braun and Clarke, 2012), thematic analysis is common in qualitative research, involving identifying, analyzing, and interpreting patterns in interview data. Thematic analysis is applied to analyze interview data sets through (1) coding the data, (2) identifying themes, subthemes, and codes, (3) doing verification, (4) labeling themes, and (5) reporting the findings.

Findings

The study's findings answered the three research questions mentioned in the previous section. The findings are derived from analyzing the data obtained from the two questionnaires and interviews. The findings are divided into three sections as follows:

**Correlation between students’ perceptions and perspectives on native English teachers’ feedback**

To describe the correlation between participants' perception of native English teachers' feedback, the questionnaire results were tested for normality and
homogeneity of distribution (Cresswell et al., 2015). The data were imported into SPSS 25, a statistics software package. After applying the Kolmogorov-Smirnov and Shapiro-Wilk normality tests, the data were found to be normally and homogeneously distributed, as indicated by p-values of .025 and .019, both greater than the significance level of 0.05. Consequently, the data can be considered normally distributed. Table 2 presents the results of the normality tests.

Table 2
Tests of normality

<table>
<thead>
<tr>
<th>SLUB</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.171</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>.176</td>
<td>30</td>
</tr>
</tbody>
</table>

In addition, the test is considered to have normal distribution because Kolmogorov-Smirnov and Shapiro-Wilk normality tests revealed that sig .498 > p.0.05. It means that the data were homogenous. The results of tests of test of homogeneity can be presented in Table 3.

Table 3
Test of homogeneity of variances

<table>
<thead>
<tr>
<th>value</th>
<th>Levene</th>
<th>Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on mean</td>
<td>.685</td>
<td>1</td>
<td>58</td>
<td>.411</td>
<td></td>
</tr>
<tr>
<td>Based on median</td>
<td>.465</td>
<td>1</td>
<td>58</td>
<td>.498</td>
<td></td>
</tr>
<tr>
<td>Based on median and with adjusted df</td>
<td>.465</td>
<td>1</td>
<td>57.566</td>
<td>.498</td>
<td></td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.625</td>
<td>1</td>
<td>58</td>
<td>.432</td>
<td></td>
</tr>
</tbody>
</table>

The findings revealed that a majority of the students were motivated to actively involve themselves and participate in conversations throughout the instructional sessions. This indicates that the teachers were successful in facilitating two-way communication. Furthermore, the subsequent finding addressed the question of whether there was a correlational effect between students’ high perception and their academic perspectives. Both primary scores were then compared using Pearson’s product-moment correlation coefficient to assess the relationship between the variables. The correlation between perception and perspectives is presented in Table 4.
Based on the data presented in Table 4, the correlation between students' perceptions and perspectives was found to be statistically significant at a "sufficient" level, as the correlation coefficient of 0.513 fell within the range of 0.40-0.599. This is evident from the significance value (Sig) of the correlation (p-value), which was lower than the significance level (α) of 0.05 (0.004 < 0.05). Typically, regression results are tested at a 95% confidence level or a significance level of 5% (α = 0.05). To determine the significance level of this correlation, the computed correlation coefficient (r computed) was compared to the tabulated correlation coefficient (r tabulated). The evidence demonstrated that r computed > r tabulated (0.513 > 0.360), leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). In this context, the positive influence of teacher feedback on students' perceptions and perspectives is affirmed. Upon employing Cohen's d, it was established that Cohen's d = (84.03333 - 76.1) / 4.430324 = 1.790688. This indicates that native English teachers' feedback had a substantial impact on students' perceptions and perspectives.

Perceptions and perspectives among different genders on native English teachers' feedback

A simple t-test was conducted to assess potential perception disparities between male and female students. The outcomes concerning gender-based variations in the perception of teacher feedback are displayed in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>1.80556</td>
<td>2.799</td>
<td>.105</td>
<td>1.113</td>
<td>28</td>
<td>.275</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>1.80556</td>
<td>1.226</td>
<td></td>
<td></td>
<td>27.811</td>
<td>.230</td>
</tr>
</tbody>
</table>
The statistical findings in Table 5 reveal that male and female students did not differ in their perception of the native teacher's feedback. It can be observed that male students exhibited a statistically significant result (Sig > p-value, .275 > 0.05), whereas female students displayed a result of (.230 > 0.05). This suggests that both girls and boys held a comparable perception of the feedback provided by the teacher. Consequently, on the whole, gender did not exert a significant impact on the perception of the teacher feedback. Additionally, the study explored potential disparities between female and male students in terms of their learning perspectives, subsequent to attaining a "sufficient" perception of the native teachers' feedback. More intricate findings concerning gender-related distinctions in perspectives, post-implementation of the teacher feedback approach, are available in Table 6.

**Table 6**  
Gender differences in perspectives of teacher feedback

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>1.31106</td>
<td>.044</td>
<td>.835</td>
<td>2.564</td>
<td>28</td>
<td>.016</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>1.27122</td>
<td></td>
<td></td>
<td>2.644</td>
<td>26.057</td>
<td>.014</td>
</tr>
</tbody>
</table>

The outcome of the t-test conducted on the sample, as presented in Table 6, indicated that male students had different perceptions of teacher feedback than female ones. It can be observed that Sig > p-value, .016 < 0.05), whereas female students displayed a result of Sig > p-value (.014 < 0.05). Therefore, the null hypothesis (Ho) is declined, while the alternative hypothesis (Ha) is endorsed, indicating a statistically noteworthy distinction between male and female students regarding their perspectives on native English feedback. Male students had better perspectives than female students.

Moreover, societal norms and expectations regarding academic performance may have affected how students perceived the feedback provided by the teacher. Both male and female students were subject to similar societal pressures and expectations, so that they might have developed similar perceptions and interpretations of the feedback received. Additionally, it is important to consider the possibility of individual differences within each gender group. While there may be some inherent gender-related differences, the impact of these differences on the perception of teacher feedback might have been minimal compared to other factors such as teaching strategies, classroom dynamics, and individual learning styles.
The level of students' perceptions and perspectives on native English teacher’s feedback

The students’ response to all aspects of their perception of native English teachers’ feedback was measured using a 1-5 Likert scale. The data underwent analysis utilizing descriptive techniques to ascertain the mean, median, and classification. The levels of perceptions were classified as very high (80% ≤ SC ≤ 100%), high (60% ≤ SC ≤ 80%), medium (40% ≤ SC ≤ 60%), low (20% ≤ SC ≤ 40%), and very poor (0% ≤ SC ≤ 20%). The students’ perceptions of native English teachers’ feedback are presented in Figure 1.

Figure 1
The level of students’ perceptions of feedback from teachers who are native English speakers

The evidence revealed that the average score of the students' responses to the distributed questionnaire was 76, which falls under the "high" category. Out of the students, only one student (3.3%) expressed a very positive perception, 17 students (56.6%) had a "high" perception, and 12 students (40%) indicated a "low" perception. This result had an impact on their perspectives. The students' perspectives in relation to native teachers' feedback on teaching are displayed in Figure 2.

The findings, depicted in Figure 2, revealed that students showed a positive perspective on the implementation of feedback sessions by the teachers. It can be observed that 6 out of 30 students (20%) achieved excellent results. Moreover, 23 students (76.6%) achieved a "high" level of performance, while only 1 student (3.3%) out of 30 obtained a low perspective. Additionally, the students
experienced reduced anxiety when reacting to the feedback provided by the teacher; even though the levels of anxiety experienced by the students differed, a majority of 71% indicated that they did not experience concern when addressing the teacher feedback. The students’ anxiety levels related to the teacher's feedback are illustrated in Figure 3.

**Figure 2**
The students’ perspectives after teacher feedback

![Figure 2](image2)

**Figure 3**
The students’ anxiety after teacher feedback

![Figure 3](image3)

The pie chart in Figure 3 illustrates participants’ mental readiness level in responding to teacher feedback. The percentage of student responses can be
observed as follows: 5 or 17% of participants are not anxious at all, and 21 or 70% are only slightly anxious when responding to teacher feedback, even when instructed by a native English speaker. However, only 4 or 13% of participants feel anxious about responding to feedback due to difficulties in understanding the native English teacher’s speech. This means that the majority of participants, around 83%, feel comfortable anticipating teacher questions, while the rest require self-efficacy from their peers, teachers, and themselves to participate in responding to teacher feedback.

During a classroom observation, it was observed that the native English teacher adjusted the speed of speech to accommodate the students’ ability to follow the lesson. They provided both indirect and direct CF to enhance the student’s comprehension. The example of the teacher feedback on students’ writing and speech is shown in Table 7.

Table 7  
*Teacher feedback on students’ writing and speech*

<table>
<thead>
<tr>
<th>Students’ speech errors</th>
<th>Native teacher’s feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>She think that the shoes have big size laces /Siː tɪŋ det də su hɛp biɡ sɑɪs ˈleɪs/</td>
<td>She thinks that the shoes have long size laces /ʃIː θɪŋks dət də fuː s hɑʊ lɔŋ sɑlts ˈleɪs/</td>
</tr>
<tr>
<td>The climate in your country seems bit cooler than here /ðə ˈweðə ɪn meɪ ˈkeɪntri sɪms bɪt kʊlər dɛn hɪər/</td>
<td>The weather in your country seems a bit colder than here /ðə ˈweðə ɪn ˈmeɪ ˈkeɪntrI sɪms bɪt ˈkɔldər dɛn ˈheɪər/</td>
</tr>
</tbody>
</table>

Students were more inclined to express their opinions freely regarding their perception and perspective on the teacher feedback because their opinions were valued, and their input helped build their knowledge of English. The following are the students’ opinions about teacher feedback obtained through interviews.

**Excerpt 1**

**Interviewer** : How would you describe your comprehension of feedback provided by native English teachers in the context of learning?

**NWS** : with the teacher feedback, I understand the material presented better

**Interviewer** : What values are instilled by teachers in you through feedback?

**IMJ** : Responsibility, motivation, attention, discipline

**Interviewer** : How is the implementation of teacher feedback assistance in English language learning?
IKP : helpful, sometimes confusing, and patiently explaining if I do not understand.

Based on the excerpt from the interview above, all of the student's responses to the questions are "quite positive." This demonstrates that the feedback supports the students, which motivates them to engage in their learning, even though they may still struggle to adapt to the teacher's teaching methods. The evidence of the students' impressions and progress from interview responses to the teacher feedback is presented in Figure 4.

Figure 4
Participants' interview responses

The participants' responses vividly depict how students actively participated in the classroom lesson. Feedback can capture students' attention and help them anticipate questions. In fact, this activity proved successful in enhancing their comprehension. The interview results served as evidence that the native English teacher's feedback created a valuable learning experience in the classroom and better learning outcomes.

Discussion

Based on the analysis and explanation of the data, this research has yielded three significant findings that have addressed the research questions. The first finding focuses on the main aim of the research, which investigates the connection between how students perceive and view the feedback given by native English
teachers. The study employed the Pearson correlation method and found a noteworthy and robust positive correlation between students’ perceptions and perspectives on the feedback provided by native English teachers. This implies that when students possess a stronger comprehension, interpretation, and anticipation of the feedback provided by their native teacher, they exhibit a greater willingness to appreciate and recognize the teacher’s efforts in providing thorough explanations. This finding is consistent with the results of prior research conducted by Akram (2019), who identified a substantial positive correlation of moderate strength between the score of teachers’ feedback and student academic performance. However, this study did not clearly describe any factors that appear from the findings. Furthermore, Vattøy and Smith (2019) showed that students who had an understanding of learning objectives regarded teacher feedback as more beneficial, leading to favorable viewpoints regarding both the practice of teacher feedback and academic accomplishments. These findings were illuminated by Medway (1979), who said that teachers commonly assign classroom issues primarily to student-related factors rather than factors associated with the teachers themselves. Based on the synthesis of previous studies, the study underlines that teachers’ attributions vary to some extent when considering teacher feedback to behavioral perception.

The second finding aimed to investigate any potential differences in the perception and perspectives of native English teachers’ feedback among different genders. The results revealed that the feedback given by the teacher was perceived similarly by both male and female students. Thus, in general, gender did not significantly influence the perception of teacher feedback. However, male students exhibited different perceptions of teacher feedback compared to their female counterparts. This contradicts the results of Nicaise et al. (2006), who discovered a strong influence of teacher feedback on female students’ perceptions, while little relationship was found for males. Despite their limited participation, this study revealed a strong appreciation for student feedback, similar to the findings of Chen et al. (2011), who showed that boys interpreted oral feedback more unfavorably than girls. In summary, Schulz (2001) emphasizes the importance for teachers to explore their students’ perceptions regarding gender differences that are believed to enhance language learning and take action to resolve potential discrepancies arising from diverse gender and instructional viewpoints.

The third main finding of the study addressed the level of students’ perceptions and perspectives on native English teachers. The descriptive analysis revealed that the students had a “high” perception of native English teachers’ feedback. Students’ perception typically indicated their understanding,
interpretation, and subjective assessment of native English teachers. The native English teachers’ feedback motivated students, encouraged them, and challenged them; meanwhile, others seemed discouraged. This finding was strongly in line with the work of Mahfoodh (2011), who proposed that EFL students exhibited certain differences in their emotional responses to written feedback from their teachers. I view teacher feedback as a valuable and highly significant approach to enhancing their students’ writing abilities. Consistent with this discovery, Murtagh (2014) identifies that written feedback, when solely provided by teachers, has the potential to erode students’ inherent motivation and foster a culture of excessive reliance.

However, both studies were only concerned with written feedback from English-speaking local teachers. Written feedback frequently proves to be less efficacious in aiding students’ learning enhancement (Pokorny & Pickford, 2010). In contrast, this study involved native English-speaking teachers providing feedback to EFL students, allowing them to learn different cultures, authentic speech, and better teaching strategies.

In addition to perspective, the students displayed "very positive" attitudes and beliefs, including their acceptance, receptiveness, and appreciation of feedback from the native English teacher. Consequently, they could comprehend and interpret the feedback, even though they had to exert more effort in understanding the teacher’s speech. The finding agrees with Chalmers et al. (2017), who revealed similar findings, indicating that students perceived face-to-face feedback as "beneficial" and "positive." This study believes that the provision of positive feedback enabled students to articulate and substantiate the reasons behind the marks they received. Unlike in this study, Sukumaran and Dass (2014) performed an experimental instructional approach and unveiled that students who participated in learning through peer feedback exhibited more favorable viewpoints. It can be concluded that both investigations demonstrated a favorable student attitude towards teacher feedback, whether it was presented orally, in written form, or through anonymous peer feedback.

Based on the three findings of this study, along with the comparison to previous research and synthesis of theory, the study confirms that feedback from native teachers can indeed influence students’ perceptions and perspectives positively. However, classroom observations indicate that students anticipate increased support and engagement with the native instructor, which could help them feel more at ease, resulting in fewer assignments and tests (Bernaus & Gardner, 2008; Wu & Ke, 2009). In this regard, there is a significant correlation between teacher feedback and student perception (Anam & Stracke, 2020; de Kleijn et al., 2013; Vattøy & Smith, 2019). This occurs because students have
shown self-efficacy to value their efforts and are consistent with their commitment. These distinct individual student traits influence the connection between students’ achievement levels and their perceptions of feedback quality (Carvalho et al., 2014; van der Kleij, 2019).

Regarding gender issues, male and female students hold divergent views regarding teacher feedback. Despite having lower academic achievement than females, male students demonstrated a more favorable perception. Interestingly, female students rated their language proficiency more than their male counterparts (Siegle & Reis, 1998). Males can better desire the anticipated feedback (Schmidt, 1995). Furthermore, gender differences in students’ perspectives on teacher feedback relate to psychological and social factors rather than biological factors (Sortkær & Reimer, 2022). This study also indicates positive perspectives on feedback given by native English teachers (Poulos & Mahony, 2008). However, students should be facilitated using more interactive feedback (Limniou & Smith, 2010). Consequently, feedback from native English-speaking teachers can positively engage students’ participation more effectively than their peers, even if they do not speak English fluently.

The results of this study can serve as a crucial reference for future researchers and as a source of scientific information for educators in enhancing the implementation of feedback for students. Additionally, teachers should possess the necessary knowledge and expertise to activate students through interactive feedback. They are suggested to navigate gender-related issues effectively and create an inclusive learning environment where all students feel valued and understood.

Conclusion

This study aimed to examine the correlation between students’ perceptions and perspectives on native English teachers’ feedback, to find out any potential difference between female and male perceptions and perspectives on native English teachers’ feedback, and to describe the level of students’ perceptions and perspectives on native English teachers’ feedback. So, this study concludes that students demonstrate high and very positive perceptions of feedback from native English teachers. A notable correlation exists between students’ viewpoints and their understanding of this feedback. The feedback from native English teachers significantly influences students’ perceptions and perspectives. As indicated in the effect size of Cohen's d, native English teachers’ feedback had a large impact on students’ perceptions and perspectives. Although there is no significant
difference in the perceptions of male and female students regarding teacher feedback, male students tend to have a more positive perspective compared to female students. However, they show less anticipation in responding to teacher feedback than female students.

The findings of this study underscore the significance of delivering proficient and valuable feedback to students engaged in English language acquisition. Feedback administered by native English teachers can potentially enhance students' viewpoints and interpretations. Educators should be cognizant of these disparities and adopt feedback approaches that cater to the distinct needs and anticipations of both male and female students. Nevertheless, it's essential to acknowledge potential constraints in this study. Other internal and external factors may also impact students' perspectives on feedback provided by native-speaking instructors. Consequently, further investigation is warranted to deepen the comprehension of the ramifications of students' feedback perceptions within the realm of EFL education.

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Appendix. Interview guidelines

1. What do you think of the native English teacher’s feedback on learning?
2. What values do you receive from teachers through feedback?
3. How do teachers use feedback as a problem-based learning method in English language instruction? Can you give me some examples?
4. Do you believe that teacher feedback helps in understanding the material taught? What are the indications?
5. How has your learning progressed after native English teachers implemented feedback?
6. How does teacher feedback influence students’ English language learning achievements and character development in this junior high school?
7. What difficulties do you encounter when responding to teacher feedback in English?
8. What suggestions do you have for improving the quality of education at this junior high school, particularly regarding the implementation of teacher feedback in problem-based learning methods?