Diverging Perceptions: Exploring EFL Students' Responses to Oral Feedback and the Factors that Shape Them

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Abstract

This research sets out to uncover EFL students' perceptions regarding oral feedback from their teachers and the contributing factors behind them. A three-week observation was conducted prior to the interviews were held to understand how feedback was incorporated into classroom instructions as formative assessment. One hundred thirty-three university students from several non-English majors in a State Islamic Institution in West Kalimantan, Indonesia, were observed. It was found that the students displayed different attitudes toward the feedback-related activities. Based on their attitudes, the students were categorized into two groups: high interest (HI) and low interest (LI). Representing both groups, seven students participated in the semi-structured interview to find the answer to two research questions: First, did HI students have different perceptions toward the teacher's oral feedback on their writing compared to the LI students? Second, what are the factors shaping their perceptions? The result showed that HI and LI students perceived oral feedback differently. Although valuing the importance of receiving feedback, LI and HI students had distinctive ideas on the role it served to their writing. The distinct perceptions differed due to their motivation, anxiety, the teacher's personality, teacher's ability to maintain good relationships with students, and the teacher's intonation and facial expressions while delivering the feedback. These findings suggest that understanding students' emotional and interpersonal responses to oral feedback is essential for delivering effective formative assessment in EFL writing instruction.

Keywords: Oral Feedback, Writing, Perceptions, Students, EFL

1.   INTRODUCTION

Feedback has been the eminent area of interest in various studies for centuries. In the EFL writing context, the ability for feedback to improve the learning process and affect students cognitively and effectively has created a dispute. Many believe feedback can inform learners' writing performance by guiding improvement areas (Hyland et al., 2019; Lipnevich et al., 2016). When combined with the right amount of motivation, feedback helps students enhance learners' accuracy in writing. The increase in accuracy is crucial to support the acquisition of L2 (Bitchener, 2019). Nevertheless, detailed feedback can

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lead to students' demotivation and unwillingness to revise their writing, especially when accompanied by praise and grades (Lipnevich et al., 2016).

Despite the ongoing debates on the effect of feedback in improving learners' writing skills, providing feedback for lower-level EFL learners is still necessary. In EFL classrooms, where students mostly have little to no experience writing in English, teachers have to be the source of constructive feedback. Among variations of feedback provided by educators, oral feedback has emerged as a particularly impactful method. To achieve its full potential, teachers must provide high-quality feedback and communicate it clearly (Lipnevich et al., 2014). Utilizing oral feedback in writing instruction effectively is believed to be beneficial in developing students' writing skills, especially by improving the richness of their content and organization (Solhi & Eğinli, 2020).

For this reason, exploring how students perceive their teachers' oral feedback in writing becomes essential since the ability to express thoughts clearly and coherently is paramount (Gamlem & Smith, 2013; Sortkær, 2019). By knowing students' preferences toward feedback, teachers can plan their instructions to suit their students' needs and preferences. Balance between students' preferences and classroom instruction can promote increased motivation and writing performance outcomes (Vasu et al., 2016).

Before conducting the research, the author observed several EFL classes in an Islamic higher education institution in West Kalimantan, Indonesia, to get the gist of the feedback process during classroom instructions. It was found that two groups of students showed different attitudes toward the teacher's feedback. One group showed interest and excitement, while the other showed reluctance. Based on this condition, this study addressed a gap in the literature by explaining the difference in students' perspectives toward teacher's oral feedback in EFL class and aims to provide insights to enhance the educational experience and promote effective feedback uptake. Therefore, two questions arose: First, do the high-interest (HI) students have different perceptions toward the teacher's oral feedback on their writing compared to the low-interest students (LI)? Second, what are the factors shaping their perceptions? By utilizing a qualitative method and semi-structured interviews to answer these questions, the author hoped that this article could provide another perspective on the subject of feedback implementation in EFL classrooms.

The article is structured into several sections. The first section discusses background literature that led to the initiation of the study. It covers theories related to oral feedback and its benefits for English as a Foreign Language (EFL) writing, factors that influence perceptions of feedback, and students' attitudes toward feedback. The methodology section describes how the study was conducted. Finally, the findings are presented and discussed in the subsequent section.

2. LITERATURE REVIEW

2.1 Oral Vs Written Feedback

Van der Kleij & Lipnevich (2021) defined feedback as a formative assessment to improve student's writing performance. Due to its formative nature, feedback was considered as the information received by students during the learning process (Brookhart, 2018). Corresponding to cognitive and constructivist approaches, feedback aims to facilitate learning by identifying and explaining specific areas that need improvement. To ensure improvement occurs during learning, formative feedback should be given in detail and specifically designed to fit individual issues that students have in writing instruction (Lipnevich et al., 2016).

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Teachers worldwide often choose written feedback to help their students improve their writing skills. It is often used due to its ability to offer permanent commentaries on what students are expected to improve. It allows the students to process the feedback before it is accommodated or rejected (Bitchener, 2019). Although students generally considered feedback necessary and helpful, they often felt judged (Sabarun, 2020) and experienced increased nervousness and anxiety when they saw red-ink feedback marked on their writing (Listyani, 2021). Therefore, while written feedback offers clarity and permanence, it may also unintentionally trigger negative emotional responses among students. These mixed reactions suggest that educators must balance the benefits of written feedback with sensitivity to students' emotional well-being.

Despite the massive utilization of written feedback in EFL classroom instruction, research on the effectiveness of oral versus written feedback in EFL writing reveals significant insights. Gonzalez et al. (2007) believed that oral feedback can serve its purpose well by offering interactive and personalized feedback, especially for students who may still develop their confidence and revision strategies in writing. As it provides immediate clarification and personalized interaction, teachers can quickly address their students' specific needs. By doing this, they are allowed to adapt their guidance to fit their students. As a result, their students' engagement during writing practice will be enhanced. The only drawback is that it may consume more time. Küçükali (2017) found that oral feedback remarkably improved overall EFL students' writing performance in specific areas, namely text organization, lexis, grammar, coherence, and cohesion. This result contributed to the interactive nature of oral feedback that fosters clarification and negotiation. Furthermore, giving EFL students feedback orally allows immediate clarification and personalized interaction, it remarkably addresses issues relating to various aspects of writing, such as lexis, grammar (Alfalagg, 2020). In addition, Agustiningsih & Andriani (2021) reported that Indonesian junior high school students experienced boost in motivation toward writing instruction after receiving written and oral feedback from their teachers. The increased in motivation was caused by the effectiveness in reducing the confusion caused by written feedback, as it provided them with more information to fix complex errors. In short, these studies suggested that oral feedback may be more effective and engaging than written feedback, particularly in fostering learner interaction and understanding.

2.2 Students' Perceptions toward Teacher's Feedback

Van der Kleij & Lipnevich (2021) defined feedback perception as "how students comprehend, perceive, and value a feedback message" (p.349). This definition covers a wide range of experiences, cognitively and affectively, that students have to deal with while giving and receiving feedback. Perception also includes students' beliefs about themselves, the purposes of feedback, and how they interpret the feedback they receive (Van Der Kleij & Adie, 2020).

Even though recent studies have explored student experiences and perceptions toward feedback in writing, studies emphasizing oral feedback remained scarce compared to written feedback. Among the available research, Tian & Li (2018), who investigated Chinese students' perceptions, found that the students generally enjoyed each role of providing, receiving, and observing feedback. They valued the positive feedback to be delivered orally while preferring the negative feedback to be given in written form. Furthermore, utilizing semi-structured interviews, AlGhafri et al. (2023) reported that English students in Oman had positive attitudes to the oral corrective feedback. However, there was an incongruity between students' preferences and teachers' practices. Finally, in the Indonesian context, Fadli et al. (2022) noted that they had inspected the types of feedback made by the teachers and how students

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perceive them. Improvement in students' writing showed that they valued its effectiveness in improving the quality of their writing.

Some other researchers have investigated influencing myriad factors toward students' perceptions. The centrality of the teacher's role in shaping students' perceptions toward feedback has been acknowledged. Teachers who accompany their feedback with revision time can encourage their students to perceive feedback more positively (Gamlem & Smith, 2013; Sharif & Zainuddin, 2017; Van Der Kleij & Adie, 2020). Without incorporating revision sessions in classroom instruction, students can only feel frustrated and angry because no matter how much effort they have given, there will always be something to be fixed. Not only how teachers convey feedback also matters in affecting students' perceptions, but how they integrate both formal and informal strategies while utilizing an interactive approach can have significant effects on fostering positive perceptions and engagement (van der Kleij, 2019)

Moreover, students' characteristics can also affect their perceptions of feedback. The main factor for students is their motivation (Van Der Kleij & Adie, 2020; van der Kleij, 2019). Students with higher intrinsic motivation tend to perceive feedback more positively, seeing it as helpful and relevant to their learning. Moreover, students' motivation influences their willingness to engage in feedback-related behaviors like recording feedback and acting upon it. The second factor is students' emotional state (Kerr, 2017; Van Der Kleij & Adie, 2020; van der Kleij, 2019). Students' emotional state, either influenced by the received feedback or events in their lives, affected their willingness to use the feedback. Students can feel overwhelmed or discouraged when receiving feedback from their teachers, affecting their perception of feedback as support or a source of frustration.

3. METHODS

3.1 Participant

Exploring the complexity of oral feedback perception, the qualitative approach was utilized to gather in-depth information (Richards, 2003). The study was conducted in an Islamic-based university in West Kalimantan, Indonesia. 133 first-year students enrolled in three non-English majors: Dawah Management, Quran and *Tafseer* Study, and Islamic Psychology. These students took the English II class, which focused on enhancing their reading comprehension and academic writing skills. In the writing instructions, students were taught to write a variety of sentences, paragraphs and essays.

The observations were performed in each class three weeks before the interview was held to understand better the dynamic of the feedback practice in the classroom. Based on the observations, ten students were invited to participate in the interviews, as they represented different majors and two interests: high interest and low interest (HI and LI) toward the teacher's feedback. However, only seven out of ten students agreed to participate in the interviews. In addition, to ensure participants' anonymity, the students' names were replaced by pseudonyms (S1 to S7). The demographic data of the participants are represented in the table below.

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Table 1
Participants' Demographic

Participants' ID	Gender	Years of Studying English	Majors	Attitude toward Feedback
S1	Male	10	Islamic Psychology	High-interest
S2	Female	7	Islamic Psychology	High-interest
S3	Female	12	Islamic Psychology	Low-interest
S4	Male	4	Dawah Management	Low-interest
S5	Female	6	Islamic Psychology	High-interest
S6	Female	4	Dawah Management	High-interest
S7	Male	4	Al-Quran and *Tafseer* Studies	Low-interest

3.2   Instrument

Using an interview guide, the students were generally asked to describe their experience receiving feedback by explaining how they valued and perceived it, which feedback was unclear or confusing, and the factors influencing their perceptions toward the feedback, including their individual and teacher characteristics. The interviews were conducted using Bahasa Indonesia to ensure the process gained the depth of information needed. The semi-structured interviews were conducted face-to-face with each student and lasted 23 minutes on average.

3.3   Data Analysis

The qualitative data collected from student interviews were analyzed using NVivo 15. The analysis procedure began by transcribing audio recordings verbatim. This procedure was done to guarantee an accurate representation of students' voices. The transcripts were then codified; wherein significant phrases and statements were highlighted and categorized based on emerging themes related to students' perceptions of teacher feedback in writing. The themes included feedback value, perception, and comprehension; students' aspects, such as motivation and anxiety; and teachers' characteristics, such as personality and delivery.

4.   RESULTS AND DISCUSSION

4.1   HI and LI students' perceptions toward teacher's oral feedback

Aiming to reveal students' perceptions, the analysis of EFL student interviews revealed students' perceptions of the oral feedback they had gotten. The focus was not only on their general conceptualization of the oral feedback but about how students value, perceive, and understand it (Van der Kleij & Lipnevich, 2021).

Spending most of his time studying English alone, S1 from the HI group explained the importance of receiving feedback, *"[If I have to] use the rate, How important is it? [From] 1 to 5, is 5, very important. Because in my environment, there is no access like that [to get feedback] to make writing better. In my environment [outside campus], I have to be good at being self-taught, have to be good at learning from social media, have to*

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be good at learning from the internet like that". Considering that it was a rare opportunity for him to get feedback to improve his writing skills, S1 valued the experience tremendously, and he perceived the feedback from the teacher optimistically by saying, "*the comments make me want to improve.*"

The statement from S1 was echoed by S5, who also belonged to the HI group and had shown a consistent attitude toward the teacher's feedback. She valued her experience of obtaining feedback as a necessary prospect "*… so that I can definitely see whether this is right or wrong [in my writing]. Not being ambiguous. It is like I do not know what I should improve or not improve.*"

Representing the students in the LI group, S4 stated, "*Actually, it is very important, because from the lecturer's comments, we can improve our writing that we write by ourselves. So, we can develop [our writing skills] even more. From writing that, for example, has errors, it can be improved again. [To be] better, later [the skill] can be used to [write] a thesis.*" However, he then described the feedback he received as criticisms toward his writing, and they made his mind lost; he explained, "*From the comments, [I think] what else is lacking? How can I fix it? There is a loss of thought. That is why my mind becomes lost.*"

Another representation of the L1 groups, S3, showed a similar reaction to S4. Despite saying, "*It is very important because lecturers are experienced, so as a student, you need to get... Get guidance from lecturers so that the writing is good, nice, neat. Following the structure,*" she still considered feedback to be criticism.

On the contrary, when asked about the difference between criticism and comments, S5 explained, "*Different Because [feedback is] comments, [it] is not always about mistakes, if criticism is definitely about mistakes.*"

Another thing that needs to be deliberated when analyzing students' perception of feedback is their comprehension. Talking about their understanding of the feedback, S3 mentioned, "*There was once when I was on my seat and confused [about the feedback]. What did this [feedback] mean?*" When asked what she did to overcome her confusion, she answered*, "[I did] Nothing [to do to understand the feedback].*"

S4 had a similar experience as S3, "*Sometimes I think, this explains…., sometimes, it's hard to catch [the feedback], you know?*". He explained why he struggled to understand the oral feedback: "*I don't master the material very well, so it's hard to respond to the comment. If for example we are told to make this [in my writing], after getting the comment… while the material has not been mastered, it becomes difficult.*"

S6, belonging to the HI group, also encountered an issue while understanding the feedback. "*Because maybe that was the first time we made a paragraph, so I did not understand what the teacher had explained [about paragraph organization]. I think making an essay is just writing it down. So, [I was] confused. I was told to include, for example, the first is the introduction. After that, the second is the main body. After that, the conclusion. After that, we have one paragraph, right? So confusing*". However, unlike S3 and S4, she decided to ask the teacher for clarification and eventually understood the feedback.

From the excerpts of the interviews above, it can be seen that students from both HI and LI groups generally admitted to having positive perceptions toward oral feedback provided by teachers about their writings. How they value feedback was shown when they referred to it as beneficial input they got during EFL writing instruction. The positive value of the feedback was mainly caused by teacher and students' interaction and discussion. This kind of interaction provided students with detailed, constructive feedback that they needed to improve their writing (Küçükali, 2017). The formative feedback also helped them notice the errors in their writing and provide ways to improve their writing. This finding supports Akbarzadeh et al. (2014)'s, who demonstrated that students' writing accuracy and complexity significantly increased as the result of the implementation of the

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negotiation and interaction in the oral feedback. Giving EFL students feedback orally encouraged their awareness of noticing their errors and aiding them to correct and revise their work. Collectively, the findings suggest that oral feedback has provided effective and engaging feedback, particularly in fostering learner interaction and understanding. In addition, the writing skills which they obtained can be used outside the EFL class.

The significant differences, however, were represented by how both groups perceived and comprehended the feedback. The HI students recognized it as necessary commentaries which they received to improve their writing skills. As a supportive element, students noticed how they could create better writing as they learned from the oral feedback. In contrast, the LI students believed that they were criticized for their efforts by receiving feedback. It acknowledged their inability to produce good quality writing by highlighting their errors and shortcomings. When the HI students perceived it positively, the LI students perceived it negatively. Van Der Kleij & Adie (2020) asserted a similar idea in their preceding work, teachers often think they have provided support by giving feedback to their students. However, some students will identify it as corrective information about their writing. In this case, depending on their needs, the teacher might provide somewhat similar feedback to both groups of students, yet the students could have different perceptions towards it. Consequently, the gap between teacher's and student's perceptions can lead to students' frustration and resentment toward the teacher (Anaktototy & Latumeten, 2022).

Moreover, when faced with difficulty understanding the feedback, HI students try to ask for an explanation from the teacher. On the other hand, the LI students admitted that they felt reluctant to ask for clarification and decided to stay quiet in their places. The difference in how they viewed their experience in getting feedback and acting while dealing with perplexing comments from their teacher might explain the reasons behind the variance in reactions they showed during the observation before the interview.

4.2   Factors influencing students' perceptions toward teacher oral feedback

Further analysis of the interviews showed that students' perceptions toward oral feedback from teachers in writing are multifaceted and deeply influenced by their individual experiences and backgrounds. The factors were divided into two major categories: student-related and teacher-related factors.

4.2.1 Student-related factors

a.   Motivation

Many students desired actionable comments to guide their revisions and improvements. The first individual characteristic that affects students' perception is their motivation. An informant from the HI group, S2, mentioned, *"Because it is the first time [for me to write in English], I do not know what is right or wrong. So, I don't know if it's right or not [from my writing]. Yeah, I'm still in doubt [whether I did it correctly or not]. [I] Need to ... need to get inputs. Where is this lacking? Like that."*

Along with S2, S1 stated, *"Yes, because I'm already in college right now, how can I not study? It's a shame that my parents have given me money, how can I not focus on studying? Besides, there's a lot I want to learn [about] English as a foreign language. And, I also want to continue my Masters abroad."*

The results from the interviews above suggest that HI students were highly motivated to improve themselves. Especially in the case of S2, her lack of experience in writing did not make her feel discouraged but enthusiastic about finding areas that needed improvement in her writing. For S1, who aspires to study abroad, the feedback helped

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him gain more skills and confidence in his writing skills. Their motivation to enhance their skills had affected their perception of being positive toward feedback.

Conversely, one of the LI students, S4, showed less motivation to improve his writing. His lack of motivation was exposed as he rarely approached the teacher for feedback during the initial observation. He reported, *"I kept thinking about other things. Another reason is that I have many assignments [from other subjects]."* He later explained, *"Because going straight to the essay writing is still far away [from what I know]. I never get the materials simple, complex [types of sentences] before in my village. So how do I do it? So, I am still looking for a way, so I can understand [the materials]."* It is finally clear that the reason behind his reluctance to obtain feedback from the teacher was due to his inability to master the concepts of writing in English, which inevitably resulted in lowering his motivation and affecting his perception.

This finding confirms the results from previous research that students' motivation plays an important role in influencing their perception toward feedback (Kerr, 2017; Van Der Kleij & Adie, 2020; van der Kleij, 2019). Students who have better motivation tend to have more positive perceptions of feedback. Appreciating it as a tool to accommodate their improvement, students showed eagerness to participate in oral feedback sessions during writing instruction. This condition explains why giving HI students feedback can enhance their quality and writing skills (Lipnevich et al., 2016). Nevertheless, the students with lower motivation tend to possess a more negative perception of feedback and show unwillingness to participate in feedback-related activities. This condition could lead to stagnant quality and skills.

b.   Anxiety

The second influencing factor is anxiety. It has been acknowledged that anxiety has the power to influence learning and its results; how students perceive feedback is not resistant to its effects. For example, S3 from the LI group stated, *"There are [negative] thoughts like that after getting feedback from the teacher. There are so many mistakes. So, I judge myself. When [I saw] my friends have progressed, then the errors are... [They made] almost no mistakes at all. Theirs were good, so my writing is lacking."* Not only did she feel anxiety about her writing and skills in writing, she also mentioned, *"… I avoid my friends for a bit who got [better] comments [than me]."* Her feeling of inferiority had caused her to be anxious throughout her feedback session.

S6 from the HI group had constantly shown eagerness to get feedback from the teacher during the interview prior to the interview. When asked whether she felt anxiety when the teacher gave her feedback, she asserted, *"… I am afraid. Afraid, it is uncomfortable. Also, [I feel] embarrassed [when the teacher points out my mistakes]"*. She later added, *"… I tend to think [negative] things."*

According to Astrid (2023), students who indicated higher levels of anxiety displayed negative attitudes toward feedback. On the other hand, students who had lower writing anxiety showed more eagerness to receive feedback. In this study, nevertheless, both groups (HI and LI) revealed that they experienced the uncomfortable feeling of getting feedback from their teacher. Since the study mainly focused on the qualitative elements of feedback perception, measurement of students' anxiety levels was not conducted. A possible explanation for the finding might be that the HI students did not experience any anxiety as the LI students did during the feedback session. However, their ability to manage their anxiety caused them to perceive it differently. Aiming to gain better skills and knowledge in writing somehow made them able to cope with their anxiety. Furthermore, since their anxiety has a strong relation to their motivation, these students learned that they got more information about things to do to improve their ability by participating in the feedback activity actively.

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4.2.2 Teacher-related factors

a.   Teacher personality and relationship with students

Students from HI and LI groups mentioned the characteristics of teachers that can help them see feedback and feedback-related activities as positive input and experience. S1 described his teacher's characteristic that made him comfortable asking for feedback: "*The point is just to be open. Don't be too assertive. Sometimes when I see a lecturer who is quiet, doesn't talk much. Then it's like... Not in keeping with the current trends. I already [feel] reluctant.*"

S2 added another teacher's personality characteristic that helped her perceive feedback-related activity as a beneficial experience. She said, *"… there are some lecturers that are easy for us to get along with; for example, the lecturer allows us to find out. Well, some [lecturers] seem like they do not [welcome our questions]… Being indifferent."*

S4 declared one trait he expected from a teacher to help him feel at ease during feedback sessions in writing instruction, *"…be sociable, familiar." He then labeled the experience of dealing with teachers who behaved coldly during class: "It is too strange, especially if the lecturer is cold."*

Regarding teacher-student relationships that support better feedback perception, S6 explained, *"[The teacher] just be enthusiastic. For example, the teacher says it has to be like this [how to write]. Like this, ah. Do you understand, S6? If you don't understand, ask again. So, even though not all of the teacher's words are [about] things I did well, I feel enthusiastic [too]."*

From the interview excerpts above, students' perceptions toward the teacher's feedback were firmly attributed to the teacher's personality traits and the relationship he/she has with their students. Showing openness and being welcome to students' questions are central to shaping students' positive perceptions. It does not mean that the teachers have to sugar-coat everything by saying only the good things, especially when giving undesirable comments is necessary to improve their writing. Furthermore, the teachers must maintain good rapport with their students. Particularly when students might feel vulnerable due to unexpected commentaries about their writing performance and skills, the harmonious relationship between teacher and students can help students feel at ease and supported. Teachers can indicate their good intentions by showing excitement to support the students by giving essential feedback. When the students sensed that enthusiasm, they are more likely to view feedback positively. This finding is in accordance with Gonzalez et al. (2007), who believed that the success of oral feedback depends heavily on teachers' interpersonal skills.

b.   Intonation and facial expressions

Although S7, from the LI group, stated that his lecturer talked in a supportive manner, he described that particular intonation would make him even more unwilling to receive feedback, "*when the intonation is not pleasant to hear… Sometimes people do not…, it is not that they don't accept what is being said, It is just the way [the message was] delivered. [When it is not pleasant, they are] not [showing] wisdom*."

In agreement with his ideas on how intonation influenced how students value feedback, S6 explained, "*It is not just about the bit of a high or low voice, but the teacher doesn't sound like she's angry at us*."

Discussing the teacher's facial expression, S3 described, "*Because the teacher spoke while smiling. [Teacher] did not show... Like she did not like it [when I made errors]. It is just normal*."

S1 also stated that there was an expression that would make him uneasy: *"… when [the lecturer has] a killer [unfriendly] face [facial expression]."*

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One possible interpretation of the above-mentioned interview excerpts is that teacher's intonations and facial expressions while delivering feedback affect how HI and LI students perceive it. Lipnevich et al. (2014) stated that teachers need to make sure that they provide high-quality feedback and communicate it clearly. Furthermore, teachers need to talk in a manner that shows understanding toward students' errors and lack in their writing performances, helping shape their views toward feedback in general. This finding indicates that the tone and approach of teacher feedback can significantly affect students' confidence and willingness to revise their work. In addition, teachers need to be aware of their facial expressions while giving feedback to their students.

5.   CONCLUSION

This study is designed to uncover the difference in students' perception of oral feedback provided by teachers in EFL classes and the underlying factors behind their perceptions. The analysis of interviews indicated conflicting ideas about how they valued and perceived the feedback. Students largely considered it as an important insight to help them notice the areas that they needed to work on to be better in writing. However, both groups showed differences in how they perceive and act upon confusing or unclear commentaries. When HI students recognized its role as supporting inputs, the LI groups argued that it was a series of criticisms that the teachers made to the writing they had created.

Some factors contributed to the variations in students' perceptions. Students' motivation and their ability to deal with anxiety played a significant role in shaping their perceptions. Teachers also had the power potential to determine students' perceptions. Not only the teacher's personality and capacity to maintain good rapport with their students but the skills to deliver feedback in a supportive way and keep friendly facial expressions are also found to be crucial.

Teachers should be more aware of how they incorporate feedback into their classroom instruction by having a deeper understanding of how students value, perceive, and comprehend feedback. Further research is suggested to explore other aspects of students' perceptions toward oral feedback for EFL writing, such as the role of classroom dynamics and culture.

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