AN ANALYSIS OF SPOKEN FEEDBACK ON SPEECH PRESENTATIONS

WONG WOEI LING

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

2020

AN ANALYSIS OF SPOKEN FEEDBACK ON SPEECH PRESENTATIONS

WONG WOEI LING

THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

2020

UNIVERSITY OF MALAYA
ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: WONG WOEI LING

Matric No: TGB 140037

Name of Degree: MASTER OF ENGLISH AS A SECOND LANGUAGE

Title of Project Paper/Research Report/Dissertation/Thesis ("this Work"):

AN ANALYSIS OF SPOKEN FEEDBACK ON SPEECH PRESENTATIONS

Field of Study: DISCOURSE ANALYSIS

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work;
(2) This Work is original;
(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
(5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature Date: 23.8.2019

Subscribed and solemnly declared before,

Witness's Signature Date:

Name:

Designation:

AN ANALYSIS OF SPOKEN FEEDBACK ON SPEECH PRESENTATIONS

ABSTRACT

Evaluative feedback is often observed in the context of language classroom and are often dialogic. A general rule of thumb is that evaluative feedback represents largely "post-observation evaluation" which relies on performance-based criteria. For non-dialogic evaluative feedback, it usually dwindles down to written form such as appraisal reports. The domain of non-dialogic spoken evaluative feedback is a domain which remains untapped due to restrictions to such interaction platform. This discourse study aims to describe different aspects of how non-dialogic spoken feedback is managed among trained evaluators within a specific linguistic context based on the Discourse Analysis Model that defines the "who", "what" and "how". The participants of this study are a specific group of individuals who act in giving motivating and evaluative post-observation spoken feedback after speeches have been presented. Data is collected in the form of video recordings, field notes and simple follow-up interviews. Data analysis has shown that the concluding elements of a successful spoken feedback lie in the identification of members in a discourse community and understanding of their roles. With this it is seen there are distinctive ways words are associated with spoken feedback and how feedback is socially constructed and within a specific discourse community. Findings of this study are significant as the specific study of this particular linguistic event is generic and transferable to other learning or language contexts which could benefit in assisting and encouraging an individual to move forward and strive for excellence in presentations.

Keywords: spoken feedback, discourse analysis, speech presentations, discourse community

ANALISIS MAKLUM BALAS LISAN KE ATAS PERSEMBAHAN UCAPAN

ABSTRAK

Maklum balas yang bersifat penilaian merupakan amalan dialog yang biasa didapati dalam konteks pembelajaran bahasa. Maklum balas penilaian secara lazimnya mewakili "penilaian pemerhatian" yang berdasarkan kriteria-kriteria pencapaian yang tertentu. Maklum balas penilaian yang tidak bersifat dialog pula pada kebiasaannya dijumpai dalam bentuk penulisan seperti laporan penilaian tahunan. Domain maklum balas penilaian lisan tidak bersifat dialog merupakan domain yang kurang diterokai atas kekangan berlakunya interaksi sebegitu rupa. Kajian kualitatif wacana ini bertujuan mengenalpasti aspek-aspek yang berlainan penilai-penilai profesional dalam pembentukan maklum balas lisan tidak bersifat dialog berdasarkan model teori analisis wacana yang mendefinisikan "siapa", "apa" dan "bagaimana" dalam konteks linguistik yang tertentu. Komuniti wacana dalam kajian ini merujuk kepada kumpulan spesifik di mana individu-individu bertindak untuk memberi motivasi dan penilaian maklum balas berdasarkan pemerhatian ke atas persembahan ucapan. Data yang terkumpul adalah berbentuk rakaman video, nota lapangan dan temubual susulan secara ringkas. Analisis data menunjukan elemen-elemen penentu bagi kejayaan sesuatu maklum balas lisan yang berjaya, bergantung kepada pengenalan ahli-ahli komuniti dan pemahaman mereka terhadap peranan mereka. Dengan itu, didapati juga kewujudan cara-cara berlainan perkataan-perkataan berhubung kait dengan maklum balas lisan dan bagaiaman maklum balas dibina secara sosial yang berlaku di kalangan komuniti wacana yang spesifik. Dapatan kajian ini adalah signifikan memandangkan dapatan kajian ini bersifat umum dan boleh-pindah ke konteks pembelajaran atau konteks bahasa lain yang boleh membantu dan mengalakkan seseorang individu untuk maju ke hadapan di samping berjuang untuk kecemerlangan dalam persembahan ucapan.

Kata kunci: maklum balas lisan, analisis wacana, persembahan ucapan, komuniti wacana

ACKNOWLEDGEMENTS

My sincere thanks to all those who have put in thoughts, hands and prayers to make this a success. My heartfelt gratitude to my supervisor Dr Teoh Mei Lin who has shown much confidence in me and has never given up on me.

Mr Mohd Nor B Noh for all the undivided support and encouragement.

The entire Hornbill City Toastmasters Club who has made this possible. Without the club and its members this study would not exist, and the cooperation given is the best motivation. For that matter, special thanks to Dr Simon Botley for the professional assistance and Mr Dunstan Chan for the insightful feedback.

Last but not least, my pride to be one of University of Malaya's scholars and the collective guidance from the Faculty of Languages and Linguistics.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF SYMBOLS AND ABBREVIATIONS

DTM	:	Distinguished Toastmasters
DA	:	Discourse Analysis
TI	:	Toastmasters International

LIST OF APPENDICES

CHAPTER 1: INTRODUCTION

1.1 Introduction

It is generally accepted that any form of feedback is primarily descriptive or evaluative in nature (Jacobs, 1974). It is also common to come across the idea that "evaluative feedback" is for the benefit of human learning (Locke, Cartledge & Koeppel, 1968). Evaluative feedback is often observed in the context of language classroom, such as corrective feedback (Lightbrown & Spada, 1990; Erlam, Ellis & Batstone, 2013) to workplace appraisal (Mumby, 2005; Elicker, Levy & Hall, 2006; Goff, Edward Guthrie, Goldring & Bickman, 2014; Nicolaidou, Karagiorgi & Petridou, 2016) or even peer-coaching (Feldman, 1999; Fletcher & Mullen, 2012; Lofthouse, Leat, Towler, Hall & Cummings, 2010). More in-depth studies attempt to look at the effectiveness of such constructive comments, suggestions or criticisms in language learning classrooms (Chen, Thompson, Kromrey & Chang, 2011; Hawe, Dixon & Watson, 2008). A general rule of thumb is that evaluative feedback represents largely "post-observation evaluation" which relies on performance base criteria.

As such, it is not uncommon to spot "evaluative feedback" in dialogic interactions (Rivera-McCutchen & Scharff Panero, 2014; Charteris & Smardon, 2014). For example, a study that looks at the relationship between the evaluator and the person being evaluated via their interactive utterances (Strong & Baron, 2004) or how post-observation feedback is carried out via different speech acts in distinguished "phases" (Copland, 2010).

The non-dialogic "evaluative feedback" however, is largely, if not entirely presented in the form of written reports, such as those studies found among school leaders' (school principals) leadership development (Bickman, Goldring, De Andrade, Breda & Goff,

2012; Goff, Edward Guthrie, Goldring & Bickman, 2014; Nicolaidou, Karagiorgi & Petridou, 2016). Written evaluative feedback generally demonstrate diminishing complexity compared to "lexically dense" oral or spoken interaction (Halliday, 1994).

These previous studies seem to suggest that dialogic interactions account for spoken feedback and non-dialogic interactions account for written feedback, but unresolved issues remain. Written discourse such as those found in appraisal reports or academia corrective feedback demonstrates structural genre and text types enacting non-dialogic interactions. Spoken feedback, on the contrary, represents dialogic interactions that is highly interactive found in teacher talks, coach talks or appraisal interviews. This can be further explained with a continuum of the interactivity of feedback discourse; written feedback would represent the non-interactive, non-dialogic end with spoken feedback at the other end as interactive dialogic discourse (Person, Kreuz, Zwaan & Graesser, 1995).

If the notion of a continuum is adopted, the question of whether a non-dialogic spoken feedback is feasible and whether there exists a structure of such feedback becomes a possible research gap suitable for further investigation. Bearing this in mind, this research is grounded on the belief that non-dialogic spoken feedback represents a form of text type lying in between the very interactive dialogic discourse and the very structured, non-dialogic discourse. In fact, there are observed episodes of mentoring, peer evaluation and speech presentation sessions, where input is transmitted solely in a spoken and unidirectional manner.

Subsequently, this research is interested to look at spoken feedback, which is rarely studied in comparison to the widely studied written feedback. This research is also interested in addressing the visible difference of how spoken feedback is done by specific discourse community to the extent spoken feedback is widely accepted in comparison to

what previous studies describing the linguistic event as "fragile" and requires extreme effort.

1.2 Background of the Study

Numerous studies have been conducted on "feedback" mainly because it can be defined loosely as "information about … a person's performance of a task ... used as a basis for improvement" (Google, 2016). In the existing body of literature on feedback spans across from children to adults; from studies on parents' feedback (Alessandri & Lewis, 1993), corrective feedback in the classroom (Gamlem & Smith, 2013), and workplace supervision feedback (Fletcher & Williams, 2013).

Most of the studies on younger children focus on corrective feedback to shape intended learning outcomes. Even though this concept still holds true when it comes to adults, feedback for adults become more complicated especially when it involves speech act like politeness which is often taken as a form of convention. These previous studies are found largely in psychological, behavioral, and organizational studies tagging on "politeness" and "mitigation".

Linguistics studies on this particular topic, concurrently, offer pragmatic perspective such as how speakers often blur out the intention in "extreme linguistic obliqueness" (Wajnryb, 1998) to resort to high mitigating and low face-threatening speech act. Either way, "feedback" is a fragile and tense linguistic event.

Professional and trained speakers are observed to adopt a model of feedback, known as the "Sandwich Method" developed by a world renowned public speaking and leadership movement, Toastmasters International. The core of this feedback model is to provide motivating and evaluative feedback, where criticisms are "sandwiched" in between encouragements. Subsequently, the "Sandwich Method" is adopted across

different learning disciplines and has been reported to yield positive results (Clynes, & Raftery, 2008; Gigante, Dell & Sharkey, 2011; Dohrenwend, 2002). The "Sandwich Method" proposes the sequence of "sandwiching" areas for improvement between positive comments:

1. Positive comment – what has been done well
2. Area for improvement – area to work on
3. Positive comment – positive quality / performance / encouragement

Even so, the method is not spared of criticism where it is thought to be less useful in a supervisor-subordinate setting (Von Bergen, Bressler & Campbell, 2014). The main argument in the literature is the dilution of the "truth" (areas for improvement) by sandwiching it between the positive comments which is concurrently evidential in the previous mentioned linguistics studies of "politeness". These opposing perspectives present what scholars might have overlooked: the aspect of how to give feedback within the "sandwich" structure, rather than at the "sandwich" structure itself. The structure of a "Sandwich Method" is by far a detailed guide to provide "feedback" effectively. For example, how should a positive comment sound like? How should one address the area for improvement?

Docheff (2010) offers the use of "general statements" and "specific statements with information for a solution" as the approach in presenting positive comments and area for improvements. Docheff's (2010) suggestion is based largely on a longitudinal study by Gallimore & Tharp (1976) on Coach Wooden. A revisit to the extended qualitative data (Gullimore & Tharp, 2004) notes that positive comments are given "for a larger purpose" and that specific statements on area for improvement create "opportunities to teach".

These studies incidentally comment on the superficial level of the discourse of "feedback" (Docheff, 1990; Docheff 2010), accentuating the need to probe further into what constitutes the content of a "feedback" even within the "sandwich" itself.

1.3 Problem Statement

In their research, Le & Vásquez (2011) illustrated the kind of constructive feedback a mentor can offer with some attempts to look closely on the kind of strategies these mentors employed. Unfortunately, the study reverts ultimately still, to interactive utterances causing a truncated discourse that is less than ideal in identifying patterns of "what" has been said for a constructive feedback. Or, research that gives pivotal focus on pedagogical knowledge, content expertise and interpersonal capabilities (Kowal & Steiner, 2007) of a mentor (who coaches), but never on the linguistics aspects of what has been transcended in the course of providing a feedback.

It is imperative that a deeper understanding of feedback from the linguistic perspective could contribute to the development and growth more effectively. This is because previous studies have already confirmed the effects of feedback on development and growth; feedback from parents affect the expression of shame among young children (Alessandri & Lewis, 1993) and also how perceived positive reinforcement and nonthreatening feedback to those felt empowered at the workplace were rated higher in performance (London, Larsen & Thisted, 1999). Yet, it is also evident that this linguistic event is somewhat face threatening and would usually lead to what Wajnryb (1998) termed as "pragmatic ambivalence", where linguistic function is highly mitigating in delivering messages in a way more susceptible to acceptance.

Consequently, it helps to look closely on how spoken feedback is done without excessive "white-washing" to retain the genuine purpose of the feedback. As the primary

motivation of this study is to take a linguistic perspective in discourse analysis for non-dialogic spoken feedback, the study identifies the larger context, big "D" Discourse and small "d" discourse (Gee, 2014). Big "D" Discourse refers to "group of individuals who act in giving motivating and evaluative post-observation spoken feedback" while the small "d" discourse analysis - the analysis of "how" and "what" is said when one gives a non-dialogic spoken feedback.

1.4 Research Objectives

The main objective of this discourse analysis study is to look at different aspects of how non-dialogic spoken feedback is conducted by professionally trained evaluators, where:

1. feedback is given in the context of providing "guide and support" to help someone in his/her continuous personal as well as professional development (Fletcher, 2000).
2. feedback content and its success are based on the argument grounded in the belief that "what is said" and "how it is said" (Gee, 2014).
3. feedback is hypothesized to be constructed in a similar fashion across the community of "evaluators" where knowledge in providing feedback is formulated through shared assumptions or conventions (Fairclough 2001).

1.5 Research Questions

To attain the research objectives, this study seeks to answer the following research questions:

1. What are the common practices in constructing non-dialogic spoken feedback among trained evaluators?

2. How do experienced speech presentation evaluators construct their non-dialogic spoken feedback differently from the less experienced speech presentation evaluators?

1.6 Significance of the Study

The fundamental assumption in this study as a discourse study emerges from the proposal that knowledge of particular language use is formulated through shared assumptions or conventions (Gee, 2014; Fairclough 2001). Based on this assumption, it is theorized that by analyzing the instance of a particular linguistic system, we shall be able to note repeated grammatical patterns (Halliday & Mattiessen, 2013). This description of the composition of grammatical patterns based on the compilation of particular linguistic instance allows future testing of the proposed model, such as those in dialogic interactions. The proposed model could benefit different linguistic events whenever a spoken feedback is commanded; for example, peer evaluation, peer observation, appraisal observation, teacher's talk and the like. This current study also presents a possibility in the extension towards the direction of genre-based analysis study that would benefit in modelling better coaching and mentoring framework specifically in providing feedback.

1.7 Scope of the Study

The current study focuses primarily on spoken text, restricting and limiting the study in many ways. This study does not include report on non-verbal communication such as hand gestures, movement or eye gaze and their impacts on oral evaluative feedback. Such limitations raise doubt on whether non-verbal communications alter the interpretation of the message in any way. However, it is the main concern of the current study to suggest what are the compositions of a successful spoken feedback, particularly in relation to the role of a speaker in providing feedback, what he or she says and how he or she says it.

Furthermore, purposeful sampling from one particular club limits the generalizability of the study. Although the feedback process is considered standard practice for clubs all over the world, there are no empirical evidence to show insignificant variances between different clubs. One likely argument is that cultural differences may influence language use (Kashima & Kashima, 1998) and pose possibility in steering a change in rhetorical distributions of an oral evaluative feedback.

1.8 Summary

This initial chapter introduces the background of the study and naturally presents the direction of the study. This chapter also highlights the issue and the need of current study to describe a linguistic model of realization for post-observation evaluative feedback.

The next chapter focuses on the underlying theoretical framework for the discussion of the context and language use in spoken evaluative feedback. In this study, Discourse Analysis serves as both theoretical framework and analytical framework to describe the discourse community member, distinctive ways words are associated with spoken evaluative feedback and how evaluation is socially constructed and occurs within a specific discourse community.

Following that, research design and method employed in this study will be discussed in Chapter 3. The chapter details the identification of research setting, participants, pilot study, data collection method and data analysis method. In this study, data or corpus refers to the compilation of spoken evaluative feedback transcriptions. The corpus is built by video recording different spoken evaluative feedbacks and then broadly transcribed.

Chapter 4 illustrates how collected feedback corpus is analyzed in two perspectives: first, the context of the linguistic event which includes the element of "who" and "what"

of spoken evaluative feedback and; second, the language use found in the linguistic event detailing the "how" of spoken evaluative feedback.

Based on the result findings in Chapter 4, Chapter 5 then describes the features of spoken evaluative feedback discourse. In this chapter, the researcher aims to present a linguistic model for practical post-observation spoken evaluative feedback. The final chapter of this study will summarize the whole study and offers future research direction.

1.9 Operational Terms

1. Discourse community

   Swales (1990) defines discourse community as a group of people who share the same goals and purposes, and use communication to achieve these goals. In this study, discourse community refers to Toastmasters International paying members. This particular group of paying members form clubs around the world and are introduced to the purpose of the movement – "to be the first-choice provider of dynamic, high-value, experiential communication and leadership skills development" (Toastmasters International, 2016). New members are also inducted and pledge "to attend club meetings regularly", " to prepare all … speech and leadership projects … [based] on projects in the … manuals", "to provide … helpful, constructive evaluations".

2. Evaluator

   Evaluators in this study refer to peers or club members who are assigned either voluntarily or randomly to evaluate a fellow member delivering a speech. It is suggested by the program evaluators should be someone who has delivered the same speech before. Evaluators are usually informed earlier regarding their roles in a particular club meeting. Members who are being evaluated are encouraged to discuss beforehand with evaluators for a fairer and more

constructive evaluation. Evaluators will strive to adhere to evaluate a member delivering his or her speech according to the speech project objective spelt in the manual (a guideline).

3. Communicative track

Toastmasters International movement offers two educational tracks for its paying members: the communicative track and the leadership track. The communicative track is a series of speech projects spelt in manuals aiming to develop an individual's public speaking skills. Communicative track starts with the basic stage of Competent Communicator, where members have to complete a 10-speech project manual. Each speech project is detailed with specific objectives focusing on developing specific public speaking skill.

Once a member has completed Competent Communicator stage, he or she may proceed to Advanced Communicator Bronze, Advanced Communicator Silver and finally Advanced Communicator Gold. For each of these three stages, members need to complete 2 advanced speech manuals.

Figure 1.1 Toastmasters International training tracks

4. Speech manual

Speech manuals are guidelines for toastmasters' members when delivering specific speech. Each manual presents a compilation of 5 speech projects a member has to complete, except for Competent Communicator manual which has 10 speech projects. Speech projects are chapters in the manual that spell the title, speech objectives, given time, notes and examples, guides and an evaluation page where peer evaluators can utilize.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In this chapter, the review of literature review focuses on the underlying theoretical framework used in this study. It provides a discussion of the context and language use in spoken evaluative feedback.

The study adopts a Discourse Analysis approach as the theoretical as well as the analytical framework to describe the discourse community member, distinctive ways words are associated with spoken evaluative feedback and how evaluation is socially constructed and occurs within a specific discourse community.

2.2 Theoretical Framework

This study aims to describe one particular language use in context which is significant in its immediate application – non-dialogic spoken feedback for speech presentation. Discourse Analysis (DA) is often "context-specific", thus often defined differently by different theorists (Hogan, 2013). Also, DA is "the study of language in its contexts of use and above the level of the sentence" (Flowerdew, 2013; Gee & Handord, 2012; Schiffin, Tanner & Hamilton, 2000).

However, with such a broad definition of "language in use" (Gee, 2014), which could cover from casual conversation to legal debate, it is challenging to assign a "single stable definition" (Hogan, 2013) or reduce it to a "single theory or method" (van Djik, 1977). In fact, DA can be defined differently when adopted as the theoretical framework in diverse disciplines (Schiffin, Tanner & Hamilton, 2015).

In this chapter, previous studies on spoken feedback will be reviewed based on a DA

model proposed by Gee (2014). The first part of this section is dedicated to the adopted phrase of "spoken feedback" in this study. The second part of the section is set out to argue how the Big "D" Discourse / small "d" discourse DA model is adapted for current study in relation to those reported in the previous studies.

2.2.1 Spoken Feedback

The "feedback" discourse is a discourse unique to its own, due to the practicality and the many application of feedback across different disciplines. Defined narrowly, "feedback" serves as a corrective tool for the benefit of human learning. However, in reality, feedback functions more than that.

The current study views "feedback" as a discourse of its own and constitutes the macro structure, where it is subdivided into two mediums of communication - written and spoken. Such categorization is the result of a generic summarization to previous studies where almost all of them falling into one of the categories.

First of all, written feedback is the most common study especially corrective feedback in learning context. These written feedback or corrective feedback are usually addressed in the context of a classroom, a formal use of the language.

Previous studies on written feedback or corrective feedback covers a wide array, from linguistics study on the generic structure of a written corrective feedback (Ellis, 2008) to educational study on the implication of such feedback on learners (Bitchener, 2008). In fact, Bitchener and Ferris (2012) had conducted a thorough review of such work and written corrective feedback is often termed as Corrective Feedback (CF).

Through the many literature of CF, it is the main interest of current study to break the convention that seemingly suggests only written feedback serves the purpose for the

benefit of human learning. Just as how language can be used formally and informally to perform targeted linguistic tasks, so can spoken feedback act similarly like written feedback despite linguistic density and complexity.

The current study adopts the term "spoken feedback" instead of "oral feedback", "verbal feedback" or just simply "feedback" found in previous studies. Oral feedback in previous studies are still very much related to CF where the focus is often in the classroom settings (Lyster & Saito, 2010; Rollinson, 2005). Some of the oral feedback are related to organizational training and human resource development (Falchikov, 1995; Elnicki, Layne, Ogden & Morris, 1998).

These previous studies on oral feedback do not define or focus on the linguistics perspective in the studies but rather on perceptions and effects of spoken feedback on performance or outcomes. These previous studies also often report the challenges one has to face when conducting these "oral feedback", although the significance of having "oral feedback" is necessary to achieve intended outcome.

Nonetheless, there are some previous studies which attempt to look at the spoken feedback from the linguistics perspective instead of the conduct and application of spoken feedback for organizational improvement. These studies often use the term "verbal feedback" (Chaudron, 1977; Sinclair & Coulthard, 2013). Mainly, "verbal feedback" in these previous studies look at it as an interactional linguistic event.

Linguistics studies tend to focus more on how meaning is constructed socially through interaction. This includes looking at the semantics, pragmatics and even discourse of "verbal feedback". These previous studies distinguished themselves from written feedback or CF by acknowledging that "verbal feedback" is informal language use (Kassim & Ali, 2010; Sutton, 2012). In the light of this, the scope of these studies include

turn taking, framing, non-verbal linguistics features, and so on.

The main interest in these studies is to defend that "verbal feedback" helps to advocate learning if it is done following certain linguistics "rules" and timeline. Even so, this does not help in explaining linguistic event where spoken feedback becomes non-interactional and challenges the concept of "verbal feedback" as the bigger branch of the feedback discourse.

The identified phenomena of this study is a unique situation of spoken feedback, which falls at the less interactive continuum of the spoken feedback. It is therefore crucial to identify a place for such discourse as the discourse community members are a huge number of 358,000 members and they come from 143 countries all over the world (toastmasters.org).

The current study is significant especially when DA stresses the importance of any linguistic event as a social event. Spoken feedback in this study is a socially constructed linguistic product / outcome. Also, the use of "verbal feedback" in previous studies is often deemed as informal in comparison to "written feedback" (Kassim & Ali, 2010; Sutton, 2012). This is in favor to the assumption made in this current study that "spoken feedback" should be made the other bigger branch in the discourse of feedback next to "written feedback". Subsequently, spoken feedback becomes more inclusive and could contain both dialogic and non-dialogic feedback.

2.2.2 Discourse Analysis Model

In spite of the ambiguous nature of DA, discourse analysts seem to agree to two crucial components that makes a valid discourse study – "language" and "context" (Flowerdew, 2013; Gee, 2014; Schiffin, Tanner & Hamilton, 2000). To ease in comprehension, discourse analyst Gee (2014) distinguished these components by introducing the

memorable Big "D" Discourse (context) and small "d" discourse (language).

The notion of big "D" sets a larger context (society or groups of people resuming significant identities through shared values and linguistic acts) for the analysis of small "d" discourse – the analysis of language in use. Pursuant to this view, this study intends to look at the macro structure of the context where spoken feedback is given and how this is done through the use of language in specific manner.

This study identifies the larger context, big "D" Discourse as "the discourse of feedback". The small "d" discourse of this study which looks at the language in use is explained by identifying the group of individuals who shared the same values and conventions in the act of giving feedback, on how they socially construct a spoken feedback with distinctive ways in associating words to achieve the said purpose.

2.2.2.1 The Big "D" Discourse

This section discusses in length the notion of big "D" discourse as the "context" of language use. This particular discussion derives from the general perspective that DA is the study of language use in context. The identification of "context", or the macro element of the discourse forms the justification in selecting the particular language event by a specific group of individuals.

First of all, the notion of big "D" discourse refers to "distinctive ways (with) words associated with distinctive identities and activities" (Hacking cited in Gee, 2015). Flowerdew (2013) provides examples in explaining that big "D" Discourses are "specific ideas" or "specialized knowledge" used by a particular social group such as "the discourse of environmentalism, the discourse of neoliberalism or the discourse of feminism".

This study also embarks on the notion of big "D" Discourse by defining the larger

context as social group specific – a group of professionally trained individuals in providing spoken feedback.

The approach taken to define and analyze the spoken feedback discourse in this study is very similar to how DA would approach a written feedback discourse. This is because a spoken discourse is often considered to be less organized due to the reciprocal exchange between the speaker and the listener (Cook, 1989). However, the principal definition of "feedback" in this study places it at the non-reciprocal end of a spoken text.

The idea of "feedback" in this study shares significant features of typical written discourse such as non-dialogic, organized and structured as it is a "prepared speech" following a generic structure familiar to the discourse community. Spoken feedback in this study is considered "prepared" because evaluators are engaged in an observation, jot down their thoughts and organize their ideas, before they give spoken feedback in front of an audience.

It is by this definition that "feedback" in this study are not treated and analyzed for frames, turn-taking, discourse markers or speech acts which are common in most studies on feedback (Tannen, 2012). Rather, "feedback" is interpreted in terms of how specific discourse community members socially construct a spoken feedback through distinctive ways.

In addition to this, the specific definition of discourse in this study also fences off spoken feedback given in dialogic interactions (Rivera-McCutchen & Scharff Panero, 2014; Charteris & Smardon, 2014) especially those involving coaching and training. Spoken feedback in current study only involves the evaluator giving a spoken feedback for an uninterrupted period of time, typically between 2.5 to 3.5 minutes.

Subsequently, as mentioned in the earlier section, this particular linguistic event is unique and special in comparison to the conventional way of how spoken feedback is defined.

2.2.2.2 The "Context" Element

In this study, the "context" element is seen in two-folds: of what Halliday (1999) termed as "context of culture" and "context of situation". By definition, "context of culture" views language as a system while "context of situation" stresses the importance of linguistic instance.

Table 2.1 Definition for context of culture and context of situation

Term	Context of Culture	Context of Situation
Context	System	Text
Language	As a form of reflection	As a form of action
Language function	The construal of experience into a theory or model of reality	The enactment of social relationships and social processes

The main objective of this study is to describe the use of language which is applicable to the "context of culture", however it is not possible to commit to this huge and daunting task due to the limitation in terms of resources and time. The obvious reason is that interpretation of "culture as a system of higher-level meanings" (Halliday, 1978) includes the vast environment constituting meanings including but not limited to language, paralanguage, facial expression, voice quality, timbre, tempo and other human systems

of meaning (Halliday & Mattheissen, 2013).

What seems to be more viable and practical is to gather evidence based on one of the various contexts of situations within the domain of the context of culture. Coincidently, this study adopts the deductive approach of study in the attempt to come to a conclusion of a particular discourse. It is established on the idea that this study on one of the context of situations which can be replicated for future studies would contribute to the understanding of the bigger context of culture.

(a) ***Context of Culture***

The notion of "Context of culture" stresses that language is a signaling system made up of lexical items and grammatical categories (Halliday, 1999). This is a definition which suggests that "language" is a finite set system. By studying and analyzing the elements in this finite set system, it would then lead to a logical conclusion based on reasoning.

Halliday (1999) also advocates that language in context of culture is seen to construe experience into a theory or model of reality. This study sees context of culture to be of wider scale where "experience" is the depiction of language use in providing feedback, which includes all discourse community that practice or act in giving feedback, be it written or spoken.

Along this definition, written feedback is the most widely studied "experience" in providing feedback, mainly because human learning is evidence in multiple disciplines. These studies provide insight on how written feedback could essentially help human to move forward in continuous development. For example, research on school leaders' (school principals) leadership development appraisal reports (Bickman, Goldring, De

Andrade, Breda & Goff, 2012; Goff, Edward Guthrie, Goldring & Bickman, 2014; Nicolaidou, Karagiorgi & Petridou, 2016).

Following that, is the study on spoken feedback which is usually the center of discourse study in the communication domain. The specific "experience" of giving feedback therefore, is a convention shared by groups of people to communicate more effectively. In other words, different communities of "evaluators" have "shared conventions about how to use and interpret language" in order to provide spoken feedback when completing a communicative task (Gee, 2014).

It is therefore notable when these different communities of "evaluators" agree unanimously on the linguistic event of giving spoken feedback as a "fragile and tensed" linguistic event (Wajnryb, 1998). These previous studies documented in the literature unceasingly suggest that the linguistic event of providing feedback demands extreme communicative skill.

Most of the time, previous studies focused on describing how the linguistic event of providing feedback is done through high mitigating and low face-threatening speech act (Wajnryb, 1998). To the extent that sometimes it becomes an "extreme effort" to avoid direct confrontation (giving advice, giving honest feedback) (Strong & Baron, 2004). Alternatively, previous studies also described the use of "slippery language" (Wajnyrb, 1998) or hedges to "sugar the pill" (Hyland & Hyland, 2001). It is important to note that these previous studies do not look at uninvited or unexpected feedback but rather feedback is always expected though not always received well.

Nonetheless, the depiction of such "experience" does not fully address how delicate this linguistic event can be especially in the case of the current study. This is mainly because previous studies represent discourse communities of different social-cultural

background from the current study.

The main critique on existing speech act, politeness or discourse strategies in giving spoken feedback is that existing studies' focus is of individualism, a vast difference from the Asian culture which is often associated to collectivism or group identity (Matsumoto, 1989; Mao, 1994) in this current study. Hence, there exists possibilities that discourse community in current study may behave in parallel or differs from the "experience" of discourse communities presented in the previous studies. Preliminary observations do suggest that the linguistic event of giving feedback is not a generic practice of the society.

It is worth noting that such observation does not happen only to the linguistic event in the study but also at the wider context of situations involving the society as a whole. One of the examples is when professional support team of different District Education Offices across the nation faced rejection, resistance or avoidance during school visits (collective responses from different social media groups, group chats, and undocumented interviews).

In this study, the specific discourse community is identified and the discourse community members represent a group of individuals who are professionally trained to provide spoken feedback. This discourse community is familiar and practices the linguistic event of giving feedback which somewhat represents discourse communities in previous studies. Even so, it is still too risky to leave cultural influence out of the discussion in total despite the universal claim of related underlying principles.

(b) ***Context of Situation***

The definition of the larger context of culture in current study or specific "experience" in providing a feedback makes it inevitable in including both dialogic and non-dialogic interactions. Dialogic spoken feedback is a popular research topic which is often found

to cut across disciplines; for example parents' feedback (Alessandri & Lewis, 1993), teacher's feedback in the classroom (Gamlem & Smith, 2013), or appraisal feedback by the supervisors (Fletcher & Williams, 2013).

For the effort of giving post-observation spoken evaluative feedback as a concerted situation - is a non-dialogic interaction. This is because spoken feedback is known to differ from the written feedback as having increased complexity or lexical density (Halliday, 1994).

However, giving spoken feedback in a concerted situation reduced its complexity or lexical density especially when it is done with a specific generic structure in mind. The proposal of post-observation spoken evaluative feedback in this study is very much a concerted non-dialogic interaction following a formulated method.

As such, it makes the spoken feedback a one way "spoken text". It becomes non dialogic and involves very little to almost nil interaction; it is through this "spoken text" that the activity of "evaluators" is projected and analyzed.

Evaluative spoken feedback in this study is spoken with a specific purpose in mind. In general, feedback is primarily descriptive or evaluative in nature (Jacobs, 1974). It can be defined loosely as "information about … a person's performance of a task... used as a basis for improvement" (Google, 2016). Feedback is also described to be "judgement made on a performance" (Nunn, 2001). These definitions of "feedback" in turns address the two main different objectives of providing spoken feedback - to provide information for further improvement and to instigate judgement.

These two different objectives of providing spoken feedback markedly highlight how previous studies might have just focused on one of the objectives in providing spoken

feedback which is to instigate judgement; for example supervisory feedback (Wajnryb, 1998; Váquez, 2004; Hooton, 2008; Roberts, 1999; Waite, 1993; Waring, 2007; Copland, 2010).

As mentioned earlier, the linguistic event of providing spoken feedback is often reported to be challenging which is in contrast to the discourse community of this study who are professionally trained speakers. This argument is posed along the fact that spoken feedback in previous studies are conducted by professionals within professional supervisory settings by a mentor or a supervisor.

Secondly, feedback is expected in these linguistic events similar to the chosen discourse community of this study. The only difference is that these previous studies present a power-relation where a superior is often involved.

Nonetheless, one particular study (Waring, 2007) reported spoken feedback among peers which eliminates the power-relation element from spoken feedback. Even so, this particular study reported difficulties in achieving "asymmetry between participants" where spoken feedback is not well received. As a result, this particular study presents an interesting entry point to current study as such phenomena is not observed among the chosen discourse community members.

2.2.2.3 The small "d" discourse

It is believed that the "context" element bound current study to focus on the content of "feedback" enacted linguistically. The notion of big "D" discourse is then illustrated through the close study of small "d" discourse, the analysis of language use. This is based on the assumption that "evaluators" are behaving in the same way when providing post-observation evaluative spoken feedback, that grammatical patterns or the "language" element can be elicited from their speech (Flowerdew, 2013).

2.2.2.4 The "Language" Element

The identified issues of spoken feedback can be addressed at the macro level of "context" which includes cultural differences and the specific objective of giving feedback. However, language meaning is socially constructed and occurs within a context. Henceforth, the analysis of language use of this particular linguistic events requires smaller and more specific data set for viable explanation. In this study, this is done via three perspectives of "who" says it, "what" is said and "how" it is said (Gee, 2014).

(a) ***"Who" says it***

The perspective of "who" says it is crucial, especially when the study of feedback discourse cuts across multiple disciplines. This gives rise to the many different portrayals of the role of "evaluators". Despite the two different objectives in providing feedback, the constant feature of spoken feedback remains in the act of "observing" before "giving feedback".

The discourse community in this particular study is selected purposefully, where a group of people assumes a collective identity. Subsequently, this community of "evaluators" is expected to have shared common belief and value that the act of giving feedback is to encourage positive growth and development of an individual through gathered information. Their role is clearly specified and stated in the training program as:

> *"... to provide honest reaction in a constructive manner to the person's efforts, using the evaluation guides provided. ... not a judge or an authority (but) ... simply giving .. an opinion, nothing more. This opinion should mention ... areas where (the person) could*

improve, and specific recommendations for improvement"

(Toastmasters International, 2011).

In addition, members of this particular discourse community is trained to give spoken feedback. Even so, as time goes by, discourse community members would have evolved their language use in this linguistic event with "experience". The "experience" of initial training of following a proposed evaluative feedback method is enhanced through the "experience" of multiple sessions of actually providing spoken feedback if the discourse community members remain in the community for a significant amount of time.

Most of the previous studies have reported the linguistic event of providing feedback as a challenging task (Wajnryb, 1998; Váquez, 2004). This is perhaps in relation to the "shared assumptions or conventions" of the discourse community these studies have left out. It also means that participants in these previous studies might not expect a feedback and this becomes the cause of the problematic nature of feedback (Jefferson & Lee, 1992).

However, in one of the previous studies, it is reported that spoken feedback is not very well received despite it is expected in peer tutoring sessions. The study dedicated an argument where participants could be more receptive to spoken feedback if they could "reconfigure" their roles (Waring, 2007).

In other words, participants in the study might have failed to see themselves playing the role of a discourse member who shares the convention of providing feedback to another fellow discourse member, leading to an unsuccessful linguistic event.

(b) ***"What" is said***

"What" is said in a spoken feedback has a lot to do with the specific purpose of a spoken feedback. As of the two main objectives of spoken feedback that makes the

boundary of the linguistic event, the purpose of spoken feedback in this study is for the benefit of "improved performance". This is also true in relation to the specific role of the "evaluators" in the chosen discourse community.

Previous studies also seem to suggest how specifically a feedback can help in "improving performance" is closely knitted to the purpose of giving a feedback (Docheff, 2010; Gullimore & Tharp, 2004). However, the proposed solution remained superficial at the semantic level such as "general statement", "specific statement".

Therefore, the analysis of "language" element should also include how these semantics are actually constructed in comparison to the proposed structural "Sandwich Method" of spoken feedback. The "Sandwich Method" illustrates the feedback framework as:

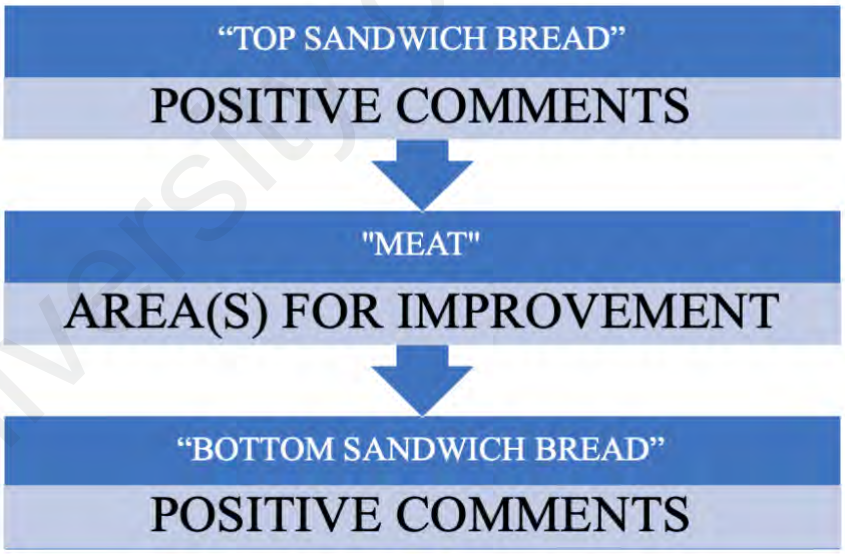

Figure 2.1 The "Sandwich Method" of the Feedback Model

In the light of this, "what" is said for a spoken feedback does not contained itself to the rigid generic structure of the "Sandwich Method". This is because the generic structure of the "Sandwich Method" is introduced as a very straightforward and linear

structure. While discourse members gain "experience" over time, the content of "what" is said in a spoken feedback might shift from the initial rigid and structural framework of the feedback method.

This presumption is based on the findings of previous studies. For example on "augmented feedback" (verbal feedback in the context of motor skills learning), it is reported that more experienced coaches give more in-depth feedback while demonstrating more complex instructional knowledge (Tan, 1996; Turolla, Robazza & Morandi Baroni, 1999; Bortoli, Betoll, Messina, Chiariotti & Robazza, 2010). Similarly, more experienced teachers are also reported to be able to provide wider-ranged and varied spoken feedback (Junqueira & Kim, 2013).

In sum, DA on the spoken feedback has to be attained from one of the elements as in looking closely how evaluators of different "experience" might give their spoken feedback.

(c) ***"How" it is said***

Spoken feedback in this study is done following a specific method training engaged by the discourse community members - the "Sandwich Method". Mainly, the method proposes the sequence of "sandwiching" areas for improvement between positive comments.

The act of "sandwiching" is slightly different from how usually feedback is done through mitigation (Wajnryb, 1998) such as those mentioned in previous studies. It is also different from avoidance by blurring the linguistic functions through "slippery language".

In this study, the act of "sandwiching" projects more of a structural degree of freedom in saying what has to be said in the most acceptable way to the individual. Besides, this particular method which is introduced initially to the discourse community members might change based on their emerging "experience" while staying true to the shared belief and value of the discourse community.

Within this proposed structural method (the Sandwich Method), the argument of how spoken feedback can actually help in "improving performance" is incomplete unless specific discourse strategies are lifted as examples of how an evaluation is socially constructed and occurs within a specific discourse community. This boils down to the need to look at how "experience" affects evaluators of the discourse community and whether or not they change their ways of providing spoken feedback.

2.3 Conceptual Framework

The present study is largely based on the work of Paul Gee's Big "D" and small "d" notion of discourse analysis. The conceptual framework is an attempt to explain this through a proposed framework which is named "Small Data Synthesis Framework".

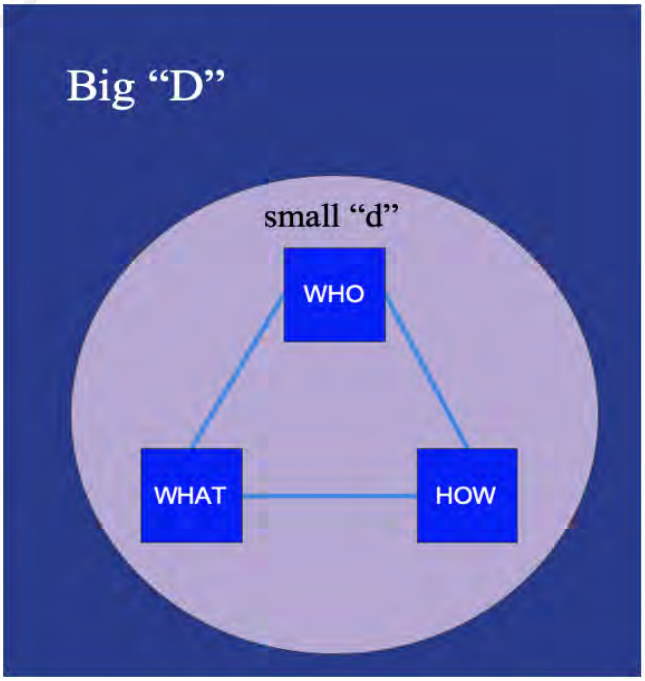

Figure 2.2 Small Data Synthesis Framework

This study intends to explain the discourse of spoken feedback by looking at how different perspectives relate and react with each other to form a general perspective. These different perspectives address the "who", "what" and "how" elements of the linguistic event of providing spoken feedback.

The underlying principle of this inductive approach stems from the long-tailed data theory, where small sets of data are representative and accessible to analysis (Lindstorm, 2016). These small sets data are subject to inferences in providing the "bigger picture" or form the big data. Although this theory is initiated by technology data analysis, its concept is applicable to current study.

The different perspectives of "who", "what" and "how" are small data that, when put together depicts a specific "spoken feedback discourse". In the case of sufficient collection of numerous bodies of "discourse", they become the small "d" discourses that make up the big data of "feedback discourse".

2.4 Summary

This chapter focuses on the underlying theoretical framework for the discussion of the context and language use in spoken evaluative feedback. In this study, Discourse Analysis serves as both theoretical framework and analytical framework to describe the discourse community member, distinctive ways words are associated with spoken evaluative feedback and how evaluation is socially constructed and occurs within a specific discourse community. The conceptual framework of this study illustrates how collected data can be analyzed in Chapter 4.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter details the current study's research design and argue the rationale for participant selection. Research design and participant selection are crucial elements in the study as they determine the context of language use through the identification of a specific discourse community.

In addition, approach to data analysis will also be highlighted through the description of a pilot study to mirror framework presented in the previous chapter. This chapter ends with a highlight on ethical considerations adopted in current study.

3.2 Research Design

This study is qualitative in nature as it uses the Discourse Analysis approach. Data obtained is mainly spoken feedback from a group of evaluators and interview data with some of the presenters.

3.2.1 Setting

This present study is context specific which sees the selection of a specific toastmasters club, where the researcher had served as Club President from August 2016 - July 2017. The club is purposefully chosen because of ease of accessibility. On top of that, all club members know the researcher personally and thus have given their consent and support to the researcher for data collection. Club members gave their consent to be videoed and interviewed throughout the course of multiple meetings.

In addition, the selected toastmasters club meets every fortnightly in a permanent location. There are altogether 3 clubs within the vicinity (under the same “area”), but

another two clubs are “dying” clubs with less than 6 members. “Dying” clubs usually do not schedule meetings and even when a meeting is conducted, procedures will be simplified due to the lack of attending members to play different roles in a meeting. Subsequently, the other two clubs within the same area have not held any meeting for the past 6 months.

The chosen club for this study is an active English speaking toastmasters club with an average of 24 attending members for each meeting. The selected club has about 50% active members with more than 5 years continuous membership at the time of data collection. This selection criteria is important as Toastmasters programme is an international programme where club members are not obliged to remain in one club and this leads to membership fluidity.

Membership fluidity brings about change in the ratio between older members (more than 5 years continuous membership) and new members. This ratio is considered crucial since one of the research questions looks at how evaluators construct their spoken feedback differently based on the amount of time they are involved with the Toastmasters programme. The cut off period in categorizing the evaluators is 5 years - the amount of time needed for a member to complete all speech manuals in obtaining the highest achievement award, Distinguished Toastmasters (DTM).

3.2.2 Participants Selection

Participants of this study are active members from an English speaking toastmasters club with more than 20 years of history. Subsequently, there is a limitation to the amount of speech presentation allowed for every meeting. The average number of speech presentation and evaluation for each club meeting for the past 6 months is 4.

The participants demographic information is obtained through the club centralized control panel online. Here, the panel contains sensitive personal data. However, the use of this information for this particular study is communicated to all the club members earlier on.

For this study, the researcher extracts only information on the length of membership and gender. The average membership length for all potential participants is 9 years, a sustainable amount of time to allow these participants to be familiar with the speech projects and the relevant evaluative technique proposed by TI.

Although gender as a social construct definitely affects linguistic choices of an individual (Maltz & Borker, 1982; Sheldon, 1990; Andersen, 1984), it is not the interest of this study to include this particular variable. It is believed that under the proposed "sandwich" technique, feedback given will act in accordance to the "Sandwich Method" framework regardless of gender. Nonetheless, information on the participant's gender has been included in the case of deviation.

All participants in the current study are evaluators randomly assigned by the host of the meeting and the researcher has not interfered with the process of selection. As such, the selection of an evaluator becomes random and there are cases where club members are captured in the data as speech presenter and speech evaluator.

Due to the random selection of participants, the description for all participants involved can only be done after the collection of all video recordings. The full description of all the participants involved constitute the "who" of discourse analysis model and will be discussed in detail in the following chapter.

3.2.3 Pilot Study

To facilitate the study, a pilot study was carried out during an in-house workshop for a newly chartered club on “Sandwich Method" to collect data using video recording, short interviews and field notes. The newly chartered club is an in-house club, meaning it is a club for an existing company / organization. As a result, participants of this in-house workshop were employees from different departments within an organization, where the test speaker is evaluated by both her supervisors and subordinates.

The researcher used a camcorder on top of the in-house camcorder on the day itself and recorded the post-observation spoken evaluative feedback only. The researcher also used field notes to jot overall observation and feedback points to the test speaker. At the end of the workshop, the test speaker was interviewed to determine her hierarchical relationship with the 5 evaluators. As Limberg & Locher (2012) put it, the hierarchical differences and the rapport between co-workers would often trigger resistance. Questions on whether feedback given was acceptable to her were asked as well.

The pilot study was conducted under very controlled environment where all the participants were given a template to construct their spoken feedback. The main objective of this workshop is to help build new members of a newly chartered club to construct spoken feedback for future meetings. 5 spoken feedback were recorded and analysed.

Preliminary data analysis of this pilot study confirmed the structural framework of “Sandwich Method” proposed by TI is cascaded truthfully to all TI members. As the training provided participants with a structural framework - constructive feedback “sandwiched” in between positive feedback, all 5 feedback collected mirrored each other. Also, another obvious example is how all 5 feedback synchronously end with “I look forward to the (your) next speech”.

Nonetheless, positive feedback of all 5 evaluators appears to lack focus and covers a wide array of aspects including voice quality, volume, facial expression, stance and speech content in contrast to aspects the researcher picked up when listening to the speech presentation.

First, this is due to the lack of specific speech objective for the purpose of this workshop as test speaker was required to "just deliver a speech". As a result, new members absorbed all the positive qualities scattered throughout the whole speech presentation and provided positive feedback using generic statements. On the other hand, as an experienced member, although the researcher picked up the same positive qualities, the researcher's field notes recorded the confidence and poise of the speaker which was not mentioned by any of the 5 evaluators.

The speaker did not speak very fluent English and struggled to speak with minimal grammatical errors that would not hinder one's comprehension. However, the speaker demonstrated high level of confidence as in, she was at ease speaking in front of a fairly big crowd (about 30 participants). She did not fidget or show any sign of uncertainty and hesitation. Consequently, her speech sounded convincing and sincere.

Nevertheless, the aspect of speaker confidence was constructed in a different way by the 5 evaluators through explicit praise to the speaker's effort in completing the speech presentation in front of an audience in a single statement without further elaboration.

In giving suggestions for improvement, all 5 evaluators limited their inputs to different ideas on how the speaker should move and gesture. The substance for constructive feedback focused a lot on aspects that appealed to evaluators visually.

In contrast, the researcher noted fair portrayal of stance and gesture for a new member. Thus, the researcher picked up the length of pauses and hesitations (sometimes repetition) in the speech presentation which was oblivious to all 5 evaluators instead as an area the new member can work on. Although pauses and hesitations are natural to speeches, they are defined as "speech clutches" in TI. The main idea of having an "Ah-counter" in every meeting is to have someone who would try to note all unnecessary pauses and hesitations before making a brief report to help fellow members in eliminating or minimizing unnecessary pauses and hesitations especially in prepared speech.

In short, the pilot study showed how data can be collected and analyzed. The pilot study also revealed the need for a triangulated data collection and analysis. Video recording and evaluator's speeches can be transcribed and analyzed. As the evaluators in this pilot study are skewed towards the "less experienced" evaluators, there is a need to consult a second source of data, which is the vetting of the transcribed "text" with an "experienced" evaluator, in this case the researcher herself. This vetting process is helpful in answering the second research question where evaluators' experience is seen to influence the way a constructive feedback can be constructed.

3.3 Data

Data in this study refers to "texts". These are broad transcripts of video recorded sessions of evaluators giving post-observation spoken evaluative feedback. On top of the broad video transcriptions, other "texts" include short interviews (chat messages) and field notes.

Broad video transcriptions in this study is done using simple online transcribing tool – Transcribe. This is a free online tool which presents audio/video file integrated with a text editor on the same screen. The tool allows single button pause / play and timestamp

insertion. The average time to transcribe a video recording is 60 minutes, especially when multiple rewinds and slower speed are acquired for slurred, unintelligible speech.

All broad video transcriptions are then tagged for analysis. Data in this study constitutes the "what" and "how" aspects of the discourse analysis model. Discussion on how participants involved in relation to the data provides answers to the research questions stated in Chapter 1.

3.3.1 Rater reliability

All broad video transcriptions are sent to another expert coder for confirmation and to increase rater reliability. The expert coder is a credible professor specializing in corpus linguistics with experience in lecturing and researching on corpus linguistics.

In addition, the expert coder is also a member to the Toastmasters programme, which makes him a fellow member of the discourse community. This arrangement is done so that expert coder represents a member of the discourse community who is familiar with the shared conventions of how non-dialogic spoken feedback is constructed. However, the expert coder is only involved in the tagging of the communicative functions of the broad video transcriptions.

For this purpose, pilot study is being tagged separately by the researcher and the expert coder without particular mention or adoption of analytical framework. All five transcribed spoken feedbacks are tagged for communicative functions. Prior to tagging, both the researcher and the expert coder had an agreement to include specific definition to specific communication functions used in tagging.

Some taggings are easily identified and their fitting functions are tagged accordingly. However, both coders had some discussions and arguments to come to consensus, especially in defining specific communicative function of certain expression.

3.3.2 Data Collection

Qualitative approach on data collection provides a platform for the researcher to be "the primary instrument for data collection and analysis" (Merriam, 2009: 15). The main data collection is from video recording where the researcher had attended the educational training meeting for 6 months consistently. Altogether the data collected are 25 spoken feedbacks from 11 meetings which are later transcribed into texts.

Participant observation is the primary method of the anthropologists (deMunck & Sobo, 1998), however it has also been gaining popularity in other fields of study. Participant observation allows the researcher to learn about the activities of the people under her study in the natural setting through observing and participating in those activities (Kawulich, 2005).

Bernard (1994) stresses the importance of having rapport within a community and to blend in so that its members will act naturally. As the immediate past club President and also a good standing member of the said club for more than 3 years, participant observation has the edge over other forms of data collection.

All observation is prolonged observation (Cohen & Crabtree, 2006) where the researcher attended each meeting fully. All feedback sessions are video recorded which are then transcribed and compiled into a "corpus". Short interviews were conducted with the speakers at the end of each meeting. In addition, field observation was recorded in detail.

The researcher set aside time to complete the field notes after each educational training meeting. The information documented include the meeting date, venue, number of attendants, speech title, evaluator name and the description of each evaluation speech given during a particular meeting. The field note also include a brief reflection of the researcher in line to the observed speeches and its evaluation.

Prior to data collection, all participants are briefed about the research objectives and the data collection process. The researcher does, however, sent a gentle reminder to the participants earlier on the day of video recording. Before each meeting on Wednesday night, the researcher studied the meeting program sent out on Monday. From there, the researcher identified the participants involved and sent them a gentle reminder.

The meeting program layout is done by the master of ceremony of the night, hence the selection of participants is random. There is also no fixed number of participants for each meeting, as the total number of speeches for a meeting night is decided by the master of ceremony as well. On the meeting night, the researcher set up camcorder prior to the meeting. No more briefing is done, and researcher proceed with the recording of all evaluations happening on the night.

These video recordings are transcribed and vetted with two other types of data: short interview with participants (submit through WhatsApp or email) and researcher's field notes. The analysis of video transcription is often vetted with short interviews carried out after the meeting.

However, there were cases where short interview failed to solicit any information from the participants (no comment, minimal comment). When this happened, the researcher used field note to detail the observation. The researcher's field note also served as the

perspective of a “more experienced speaker” or “less experienced speaker”, depending on the subject to challenge some of the suggestions and constructive feedback.

3.4 Ethical Considerations

Kubanyiova (2013) paints the general landscape of ethics in research on language and interaction through three core principles, namely respect for persons, beneficence and justice.

1. Respect for persons

   An elaborated briefing detailing the purpose and procedure of this study was conducted in the presence of all active club members. All participants were informed of their roles and contributions. Each participant indicated his/her willingness to participate by providing a written informed consent. Participants were allowed to withdraw, stop, terminate or change their minds in the course of the study. The participants were not obliged to participate in the study, and this shall not affect their opportunities to conduct their speech projects or leadership projects in the club. The video recordings would be masked if a participant expresses his/her interests in keeping his/her identity anonymous. All transcripts materials were coded and no actual name was revealed.

2. Beneficence

   The participants were given some forms of token in appreciation of their time and effort. The researcher paid for the participants' door fee (RM15 for each meeting) as an honorarium to their participation in the study. The participants were also assured that the researcher's field notes and observation can be solicited by the participants should they intend to have their evaluative sessions be recorded as partial fulfillment of their leadership track.

3. Justice

The result of the study shall emerge as a contribution from the selected club as a whole rather than the effort of an individual.

3.5 Summary

This chapter illustrates the research design of this study, particularly how data is collected and the approach used in data analysis. The next chapter presents how analysis is done in two aspects; "context" and "language".

CHAPTER 4: RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter provides the results of the data analysis and discussion of the findings. The analysis of the study starts with specific profiling of all 14 evaluators involved in the act of giving spoken feedback.

As proposed in previous chapters, one of the dependent variables in the "context" and "language" of spoken feedback is the discourse community members. The close study of each member is to find patterns specifically between the less experienced and more experienced speakers. In addition, information from this analysis is also used to verify "what" and "how" spoken feedback is done.

Next, the analysis of the study works on video transcriptions. There are a total of 25 video recordings and all these recordings are transcribed verbatim according to Jefferson's (2004) transcription convention. These transcriptions serve as annotated data which are cross validated with short interviews and researcher's field notes to help in explaining what had been observed in the feedback sessions. As this study adopts the concept of Small Data Synthesis framework (Chapter 2), this approach of using broad transcriptions allows "a limited but useful access to the phenomena discussed in an analysis" (ten Have, 1999:78).

The initial work of data analysis for video transcriptions include tagging all the video transcriptions according to their communicative functions based on the "Sandwich Method": to suggest and to encourage. However, in the process of tagging it is found that there are significant communicative functions emerging with notable frequencies. As

a result, all tagging is listed with specific definitions (see Appendix 1). This particular data analysis sees an emerging spoken feedback framework constructed upon the bare-bone "Sandwich Method".

Finally, high frequency communicative functions are extracted for a comparison between the less experienced and more experienced speakers; specifically on how particular communicative functions are articulated between different speakers.

These three aspects of data analysis is supported with extracts from short interviews and the researcher's field notes whenever necessary. Short interviews are chat messages and sometimes undocumented verbal interviews. These inputs are relatively short and serve as verification to what is captured in the video transcriptions. The field notes on the other hand plays an alternative input to either the speaker or the evaluator in relation to "experience".

Data analysis in this chapter then ends with a discussion of how these three aspects answer the two research questions posed in Chapter 1.

4.2 RQ 1: What are the common practices in constructing non-dialogic spoken feedback among trained evaluators?

The discussion of "common practices" in constructing non-dialogic spoken feedback among trained evaluators include close analysis of small data "who", "what" and "how" spoken feedback is constructed in this particular linguistic event.

4.2.1 "Who" says it?

First of all, common practices of constructing non-dialogic spoken feedback are found among a group of discourse community members. Discourse community of the current study is a professional group of people who are trained for leadership and public speaking skills. This particular group of professionals are paying members of a worldwide training program name Toastmasters International.

This international organization operates based on four core values - integrity, respect, service and excellence in different parts of the world. For every group of members who meet regularly, they form a club. The operation of the club is subjected to the manuals issued by the organization headquarters.

In this study, these paying members will be referred to as discourse community members. Analysis of the discourse community members are largely based on the researcher's field notes and short interviews conducted with them.

The analysis focuses more on how effective a discourse community member in using the structural feedback model of "Sandwich Method" when giving spoken feedback. There are altogether 14 discourse community members who are video recorded based on their assignment by club officers for each meeting.

In the linguistic event of providing spoken feedback, it is spelt as one of the criteria for a member to advance in their leadership track as early as the second leadership project. Therefore, members are expected to be evaluated and evaluate others. Every spoken feedback is done according to task objective(s) listed in the program manuals. As a result, discourse community members are expected to be familiar with the concept of providing spoken feedback.

For new members, it is likely that they would have attended workshops on how to provide post observation evaluative spoken feedback based on the "Sandwich Method" conducted by the club. The obvious difference between members is the number of years they are engaged with the program.

The range for number of years spent in the program for these discourse community members is 1 - 26 years, a huge difference of 25 years. This is a significant factor to be considered when analyzing spoken feedback gathered in this study as discourse community members who spend longer time in the program would normally go through numerous cycles of training and administrative position.

The length of discourse community members involvement in the program also strengthens their familiarity with the spoken feedback model as they would have joined and trained for contests or become trainers for new members. A summary of the basic profile of the discourse community members involved in this study is shown in the table below:

Table 4.1 Summary of basic profile of the discourse community members

Participant	Age	Membership length (in years)	Program involvement
F1	52	10	Participant F1 is a defending champion to the Speech Evaluation Contest. She is an Australian who has migrated to Malaysia and she has been members to three different clubs. She is married to a Chinese and thus familiar with the socio-cultural background of the society.
F2	39	10	Participant F2 is a local who has taken part in numerous speech contests. Her highest achievement includes semi-final World Public Speaking Championship in the United States. She runs a center training children in public speaking.
F3	45	5	Participant F3 is not a new member to the club, but she does not attend club meetings regularly due to work commitment. She is local and runs a center teaching little children and she focuses more on developing her leadership track.

Table 4.1 Continued

F4	52	3	Participant F4 is a new member to the club. She is local and extremely shy. She speaks very softly and she has taken great effort in her attempts to complete all her speech projects.
F5	47	2	Participant F5 is a new member from another club and she is local. However, she visits the club every meeting as she feels she needs to improve on her language proficiency.
F6	43	6	Participant F6 is the researcher herself, a local. She develops on her leadership track rather than the communicative track. She has held numerous offices in the program including at the district level (between countries). She has completed all the program projects and achieved the highest recognition award of Distinguished Toastmasters (DTM).
F7	25	1	Participant F7 is a fresh law graduate and a new member to the club. She is a local but spends a significant period of time in Australia. Due to her profession, she is eloquent in her speech. She is very eager to learn and she attends the club meetings regularly.

Table 4.1 Continued

M1	70	26	Participant M1 is the advisor to the club. He lives half his live in England and he has been involved in the program for 26 years. In the course of his involvement, he has chartered new clubs, held offices, won contests and conducted trainings. He has achieved the highest recognition award of Distinguished Toastmasters (DTM).
M2	36	8	Participant M2 is a new member to the club, but not a new member to the program. He is a local and he lapsed his membership before, but his attendance is very consistent in this particular club. He has completed all this projects and achieved the highest recognition award of Distinguished Toastmasters (DTM).
M3	48	10	Participant M3 is a local club member who does not attend club meetings regularly. He has achieved his highest recognition award of Distinguished Toastmasters (DTM).

Table 4.1 Continued

M4	35	3	Participant M4 is a new member to the club as he has lapsed his membership before. He is local and he is an accountant turned lecturer. He is always particular about numbers. He is also particular about details and specific instructions.
M5	36	1	Participant M5 is a very new member to the club. He is a local and fairly shy. He wishes to develop his public speaking skills as he is a doctor. He does not attend club meetings regularly due to his work schedule.
M6	35	2	Participant M6 is a new member and he is a foreigner. He is a Bangladeshi and he is in Malaysia on professional visa. He is a barrister. He is eager and interested in developing his communicative track.
M7	54	4	Participant M7 is a local banker. He is not a new member and he attends club meetings regularly. However, he progresses slowly in both his leadership and communicative tracks.

4.2.2 "What" Is Said

Another small data to consider for common practices in constructing non-dialogic spoken feedback is "what" the discourse community members say. In this study, discourse community members are equipped with the knowledge of a structural feedback model from "Sandwich Method".

Evaluators and participants are generally aware of the specific purpose of "spoken feedback". Hence, most of the time every discourse community member would adhere and follow closely what is required of a task project. The task objectives are very straightforward and represent closed-ended statements. Some of the task objectives in this study are as follows:

1. To begin speaking before an Audience
2. To discover speaking skills you already have and skills that need some attention
3. Select an appropriate outline which allows listeners to easily follow and understand your speech
4. Make message clear with supporting material directly contributing to that message
5. Use appropriate transitions when moving from one idea to another
6. Create a strong opening and conclusion
7. Select a speech topic and determine its general and specific purposes
8. Strive not to use notes

To provide spoken feedback, it is fairly easy for evaluators to compare their observation to the task objectives. In the case of checking off the list, "evaluation" stops short at just providing judgement of performance and would not be able to attain intended

outcome of providing information for improvement. As a result, all discourse community members who share this belief and value, therefore strive to provide substantial information for a fellow discourse community member to work on.

To analyze "what" is said, all video recordings are transcribed and treated like "texts". In general, the empirical study of spoken discourse is often materialized through the study of frames, turn-taking, discourse markers and speech acts (Tannen, 2012). Nonetheless, these bottom up approaches to spoken discourse analysis is different from current study in the aspect of "degree of exchange".

Cook (1989) pinned this idea down as a continuum; with one end "reciprocal" and the opposite "non-reciprocal". Spoken discourse is often considered to be less organized due to the reciprocal exchange between the speaker and the listener. However, spoken feedback in this study is "non-reciprocal" as the evaluators are given time to present their spoken feedback without disruption.

"Spoken feedback" in this study shares significant features of typical written discourse such as non-dialogic, organized and structured according to "Sandwich Method". It is by this definition that "spoken feedback" in this study are not treated and analyzed for frames, turn-taking, discourse markers or speech acts.

Reciprocal ---------- Non-reciprocal

(Spoken) (Written)

Figure 4.1 Degree of reciprocity between spoken and written discourses

On the contrary, video transcriptions in this study forms the "corpus" of the study. The total recorded video time is 80 minutes 18 seconds with the average time of 3:12 minutes. The corpus size is 12958 words, with the average spoken feedback length of 518 words.

Table 4.2 Video transcriptions tagging for evaluators

EVALUATORS		
Code	Duration (in minutes)	Word count
E3M2	3:16	627
E4F1	2:35	434
E5F2	3:13	536
E6F3	3:00	405
E7M3	3:00	454
E8M2	2:28	463
E9M1	3:57	660
E10M1	2:43	574
E11F2	2:57	510
E12F2	2:57	505
E13M2	2:24	540
E14M2	2:45	562
E15F6	3:27	631
E19F6	3:21	620
E20F6	2:59	589
E23M2	3:40	640
E1F4	4:03	440
E2F5	2:57	268

Table 4.2 Continued

E16M6	5:13	721
E17M4	3:20	475
E18M5	3:24	421
E21F7	2:35	547
E22M7	3:05	411
E24M7	3:38	458
E25M4	3:21	467

Next, these video transcriptions are tagged for communicative functions analysis and these communicative functions are segmented accordingly. These segments represent the actual generic structure of the spoken feedback. Although the flow of feedback in "Sandwich Method" is somehow retained (Positive comments → Area for improvement → Positive comments), it becomes more complex with more emerging communicative functions. Emerging communicative functions of the video transcriptions is presented in the table below.

Table 4.3 Tag frequency of communicative functions in the corpus

SEGMENTATION	COMMUNICATIVE FUNCTIONS	(n = 25)	
		TAG	%
Introduction	1: Greeting	10	40%
	2: Introduction	13	52%
Description / Reconstruction	3: Discuss Objectives	15	60%
	4: Discuss Assignment	8	32%
	5: **Description**	**23**	**92%**

Table 4.3 Continued

Positive evaluation	6: Introduce Evaluations	8	32%
	7: **Positive Evaluation**	**25**	**100%**
Recommendation	8: Introduce Recommendations	15	60%
	9: **Make Recommendations**	**23**	**92%**
	10: Made Recommendations (Details)	15	60%
Encouragement	11: Give Encouragement	5	20%
Summary	12: Make Summation	7	28%
	13: General Statement	12	48%
Encouragement	14: Looking Forward to Next Assignment	17	68%
	15: Call for Applause	5	20%
Others	16: Personal Involvement	10	40%
	17: Personal Story	2	8%
	18: Evaluative Question-Answer	5	20%
	19: Situational Comment	3	12%

Three specific communicative functions are found to be flagged with high occurrence or high frequency. These three communicative functions are: positive evaluation (100%), description (92%), and making recommendations (92%).

First of all, this finding indicates that the linear structure of the "Sandwich Method" is altered based on the shared belief or common value of the discourse community members, where describing actions and performances that are observable represents a part of

providing information needed for improvement and is often intertwined with positive evaluation. As spoken feedback in this study is conducted based on specific task and the main reference for both speaker and evaluators are standardized manuals issued by the organization headquarters. The task objectives are usually presented in closed ended statements that serve as a checklist to observable manner of a member. The checklist is straightforward and non-judgmental as there is no scoring or degree of how well a member demonstrates the mastery of a skill.

As a result, the spoken feedback in current study is only descriptive and the focus is on providing information for improvement (Jacobs, 1974). This focus shift draws evaluators' attention to observe what is done, what is not done alone without emphasizing how "good" one is as "good" is comparative and relative (Mulder & Ellinger 2013). Some of the examples are shown in the excerpts below:

> F4: "You did not use any note… which is a very good job… okay, for the purpose of this project is to get to the point."

> M2: "When you start your opening, you immediately use the stage, you actually master the stage. And when you come up you actually portray an aura of confidence."

> F5: ". Though you are doing your ice breaker, you speak clearly and you stress your point very clearly that is can be understood by the audience."

> F2: "...his speech was so very informative. You certainly did not hold back or know the details, the terms, the criteria, the requirement of getting a a loan."

F3: "His speech is very organized… You have to agree with me on that....he has a proper introduction. And his introduction was very catchy, he asked a question... he post a question…"

M3: "And you started this project objective is you have a structure, ah, organize your speech. You have a opening, body and conclusion. And I also believe that you've achieve all that tonight. Beautifully."

These excerpts concur with what the researcher noted where discourse community members meeting their task objectives is concerned. All these members achieve task objectives which are announced by the evaluators prior to the speech presentations. Task objectives are those underlined feedback given by the evaluators.

Secondly, in addition to making recommendations for areas for improvement, an emerging communicative function of making recommendations in detail is tagged in 15 transcriptions (60%). Even though this is not high occurrence or high frequency evidence, it shows that discourse community members generally believe that "to evaluate" is to provide adequate information for a fellow member to improve.

In providing extra information for improvement, there is no distinct disparity between experienced evaluators and less experienced evaluators. This is similar to what previous studies' report on how there is no observed significant differences in the amount or frequency of given feedback between experienced and less experienced coaches or teachers (Bortoli, Betoll, Messina, Chiariotti & Robazza, 2010; Junqueira & Kim, 2013).

However, participants do comment on the coherent structure of spoken feedback given by experienced evaluators in comparison to the less experienced evaluators. Examples of how recommendation with support is given are as follows:

F4: “so about… thing for improvement. Because this is a new topic. So, some of us might not be able to get the point on that… so… I encourage you to speak a bit slower… yeah… slower pace so that people can catch more info on it… And then… You have to… like pause between your speech…and aaa…I would also like to advise you to have eye contact with the audience of both side instead of just focusing on the front…and also… can move around the stage… instead of just standing”

F2: “The first one, make more eye contact with your audience. Try to engage them in your speech, because you had a really interesting story to tell. A story from your own life which is very authentic. And people want to know more who you are, so make that connection with them. And secondly, get straight into your speech. Rather than saying "so the topic of my speech is ..". Um. M2 had already announced the topic of your speech twice and it's on the program. So when you do that, you actually minimize the impact of your opening line.”

F1: “So I think here there are a few areas that you can work on. Number one, where the slides are concerned. I think it would be good to use larger: text. Ar, some of us here are above the age of fifty. Right? So um we might have difficulty reading or looking with at what's on your slides. And the other thing which I would recommend would be to use more pictures, because some of the earliest slides, you have more pictures but subsequently there were mostly words. So, it was very wordy. Now, being very informative is an advantage. At the same time, it can also be a disadvantage because it look like you were trying to cramp too many things into some of those slides. Right? So instead of doing that, my recommendation would be for you to focus perhaps on a certain area of, you know, applying for a house loan and simplify your content. To make it easier for

> your audience to retain what you were trying to convey. And finally to make it also more, um, to narrow your focus even more, your five Cs. Just now you had all the five Cs in one slide then you took a while to explain that. I think it would be more helpful if you were to um create a slide for each C. So there's Character, one slide. Another C, um, what was that? Conditions right? So another slide. So that would probably help us to pay more attention to you, and also to retain what you were saying."

This particular observation is noted in the researcher's field notes as "difference in providing spoken feedback between experienced and less experienced evaluators". Evaluator F4 is a less experienced evaluator while evaluators F1 and F2 are regular evaluators in the meetings. They are also regular contestants who trained hard to win. What the researcher as an experienced evaluator noted was that experienced evaluators showed the tendency to give spoken feedback in a very coherent manner although they might not adhere rigidly the proposed structural model of "Sandwich Method". The cohesiveness in presenting the spoken feedback is observed through explicit discourse markers such as the use of proper sequence connectors, and or logical connectors.

In fact, short interviews with participants show remarks from new and less experienced members that they find spoken feedback from experienced evaluators is more helpful and "easier to follow".

> P1 (over undocumented verbal interview): "F1 is champion, of course she evaluates well … she has three points for me to improve …"

> P3 (over chat message): "I think we all like F1 and F2's evaluation. And M1 also. They have points we know how to follow."

P7 (over chat message): "yes, people like M1, F1, F2, and even you can give good evaluation, helpful advise and suggestion for us to improve."

P12 (over undocumented verbal interview): "their (experienced evaluators) evaluation is very clear and easy to follow. Sometimes we don't know what the evaluator wants us to do."

Previous studies carried out with more experienced teachers in providing corrective feedback has also reported that more experienced teachers are able to provide wider-ranged and varied spoken feedback (Junqueira & Kim, 2013). It is evidential that experienced evaluators in current study talk and provide spoken feedback from various angles instead of just speed, eye contact, stance and the likes. Some of the aspects mentioned include how to increase speech impact, the use of visual aids, improve on speech coherence and cohesion, which are richer in content.

This adds "flesh" to the barebone structural feedback model - the "Sandwich Method". Close analysis of the tagged video transcriptions showed that spoken feedback in this study is a speech with an opening, body and conclusion. The structure of this spoken feedback (a speech) embodies the skeletal structure of positive comments → area for improvement → positive comments. It is categorized into 8 distinct segments that constitute a complex speech structure as shown below:

1. Introduction
2. Description / reconstruction
3. Positive evaluation
4. Identify issue

5. Recommendation

6. Encouragement

7. Summary

8. Encouragement

This particular speech structure also suggests that the first "sandwich bread" of positive comments is thinning out with more focus given to the description and recommendation as information for improvement. Besides, the second "sandwich bread" of positive comments are also to be found evolved into more like encouragement rather than just "positive comments". This observed phenomenon is a result of how spoken feedback is firmly established based on task objectives.

4.2.3 "How" It Is Said

Last but not least, the common practices of how non-dialogic spoken feedback are also portrayed through the small data of "how" discourse community members construct structural spoken feedback based on the "Sandwich Method".

Previous studies on spoken feedback commonly referred to the act of providing spoken feedback as a fragile and delicate linguistic event to be handled with care (Wajnryb, 1998; Váquez, 2004; Hooton, 2008; Roberts, 1999; Waite, 1993; Waring, 2007; Copland, 2010). Subsequently, it becomes extremely difficult for peers to achieve "asymmetry among participants" (agreement on what is presented through a spoken feedback) even when spoken feedback is expected (Waring, 2007). It is an act to "mitigate" via "slippery language" (Wajnryb, 1998), "sugar coating" (Hyland & Hyland, 2001).

This is a huge contrast to what has been observed in the current study, where spoken feedback is carried out among peers with fair amount of acceptance. This significant difference between previous studies and this study is the varying purposes of spoken feedback.

It is also visible here that spoken feedback has to be "descriptive and evaluative" (Jacob, 1974) in order to be effective. Discourse community members in this study are mainly trained to be very descriptive when giving a spoken feedback. The minuet difference is to determine "descriptive" feedback and "reconstruction" of the project.

A "descriptive" feedback details the extent or degree of performance, while "reconstruction" of the project merely recounts the sequence of events. A "descriptive" feedback is pivotal input or point of reference for improvement. In the previous section, data analysis showed that only 60% of the spoken feedback have substantiate "descriptive feedback" and not "reconstruction of the project". When this is validated against video transcriptions and researcher field notes, even the most experienced evaluator can sometimes caught up in "reconstructing the project" instead of providing "descriptive spoken feedback".

The reason why this is worth discussing is that "reconstruction of project" are empty in providing feedback. It does not contain rich and in-depth discussion of how one can move on from his or her status quo. As a result, it creates tension and worsen if the person giving such feedback is a supervisor. Previous study (Váquez, 2004) detailed exactly how "being objective" by just recording exactly what happened has resulted in extreme effort to exercise "politeness" in order for feedback to be "constructive".

Whereas spoken feedback in this study embarks a different purpose by not just limiting oneself to being "objective" and merely recording what had happened, but also to provide

additional information for the benefit of human learning. This is because it is easy for one to overdo it and becomes aloof. The sense of detachment would then lead to the shift of focus in the spoken feedback to be more "evaluative". By "describing a feedback", evaluators show that they are engaged, and or part of the process to help one to improve. The success of spoken feedback in this study is very much grounded in this shared belief and value of the discourse community.

As mentioned earlier, spoken feedback in this study is highly descriptive in the attempt to provide adequate information for fellow discourse community members to improve. With this specific purpose in mind, spoken feedback in this study is very low on "threats" and power relation but high in motivating one to advance forward.

Another notable difference is how these spoken feedback are not "mitigating", "slippery" or even "sugar-coated". Rather, spoken evaluation is also conducted with the specific purpose of helping a fellow discourse community member to develop and grow. Generally, this is done with careful reference to the task objective.

For example in the following excerpt, M2 pointed out the room for improvement for the ending, which is not really part of the task objective. He then quickly dismissed the issue and reassured P12 that he has achieved his task specific objectives.

> M2: "and the conclusion in in my opinion, is that it's a bit is is kinda hanging there. I just feel it's hanging there. It's um you are not asking the audience to take a stand or I don't even know your stand is. Like your you are informing. But for this project objective you've achieve, you have achieved it, which is to organize your speech."

Other examples of how evaluators link their spoken feedback to the task objective(s) are as follows:

> F3: "P6 is … P6 is supposed to deliver a speech which give general and specific purpose. So for me-, not for me, he has achieved that objective. Because his general purpose is to inform us that- ... is to inform… alright… and his specific purpose is-... Is that buying something cheap does not mean that it is cheap… and it can be expensive... alright?"

> F1: "In your speech, you have two objectives. Firstly, to begin speaking before an audience. Secondly, to discover speaking skills you already have and those that need some attention. First question, did P12 begin speaking before an audience? Well, he did. And he did so very confidently … Did he discover speaking skills he already has? Well, indeed he did. He actually have some very advance speaking skills. He use a rhetorical question. He added in some dialogue into his speech. He had very appropriate body language. And was very confident as well."

Nonetheless, there was an incident where a discourse community member did not achieve the task objective(s), experienced evaluator suggested plausible cause of the issue and continue to provide information for improvement.

> M1: I think P9 is also as confused as me, as far as ... The reason why I say this is this, I mean, I just been given this I read it on about 2 minutes before the meeting starts, was that: I think the assignment is supposed to be just a story as an opener. That's means that's an attention grab, then we expect a speech. Yes, I'm saying. But, ah P9 obviously did not know, uhm that's supposed to be that, I also could not find, I was reading through it. So, we expecting a speech and this

particular story is supposed to be just merely the attention grab of a speech. Not a speech in itself, alright? So having said that, Toastmasters is not always right. Because they ask ah P9 to do a 5 to 7 minute speech at a story. Now, in order to have 5 to 7 minute opening story as an attention grab, your speech have to be about one hour long. You understand. Because so the really if you want it to be just merely a starter, it should be only about 2 minutes story, but she has to tell a 5 to 7 minute story. So let's look at the story itself, forget about what this says. P9 told a very good story. So let's ah evaluate you on that, it's very good story.

This particular excerpt is crucial as it is a case of deviation, since there are no other video transcriptions which recorded a failed task objective. In this particular excerpt, M1 is an experienced evaluator, the advisor of the club. It is obvious to him that P9 has deviated from the project. However, M1's focus is then to provide information for improvement on "storytelling" for P9 rather than the missed task objective(s).

It is common for evaluators to just address whether or not a task objective has been achieved. However, experienced evaluator who provided spoken feedback for another experienced participant would not just stop short at stating the obvious. Rather, spoken feedback of the evaluator would focus on highlighting how task objective(s) could be achieved better if the experienced participant could work on specific areas. For example:

F2: "To begin with, let's let us go back to the objective of his speech. The objective of his speech is to select visual aids which are appropriate to enhance his message. Yea? So when you were speaking, um, the question that I was asking was first did it enhance our understanding? Did it help with retention?

Did it help with the audience's attentiveness when you presented with ah your speech?"

These guiding questions serve as a basis of information for improvement, in making a good speech even better. In fact, researcher field note did not consider all the questions posed by F2 as the researcher is a less experienced evaluator in comparison to F2. And a short interview with P10 had the participant remarked that these were what he had overlooked when he was preparing for his project. The spoken feedback has helped to draw his attention to details.

4.3 Research Question 2: How do experienced evaluators construct their spoken feedback differently from the less experienced evaluators?

Second research question emerges from close analysis of the aspect of "who" in research question 1. It has been discussed briefly (in relation to "what" and "how") in the previous section that experienced evaluators and less experienced evaluators give spoken feedback differently. There is a need to address why such difference exists.

In the light of this, participants who have spent 5 years or more in the program are categorized as "experienced evaluators" and the rest as "less experienced evaluators". The ratio between "experienced evaluators" and "less experienced evaluators" in this study is coincidentally 1:1.

Table 4.4 Distribution chart of "experienced evaluators" and "less experienced evaluators"

Evaluators	Participants
Experienced	F1, F2, F3, F6, M1, M2, M3
Less experienced	F4, F5, F7, M4, M5, M6, M7

Out of the 25 video transcriptions, 16 (64%) are from experienced evaluators and 9 (36%) from less experienced evaluators. This is mainly because experienced evaluators such as F2, F6, M1 and M2 attend the meetings regularly and since they have completed speech projects (some several cycles), they are usually not involved in attempting speech projects any more. Less experienced evaluators are mostly new members. They are usually engaged in completing speech projects in almost every meeting they attend.

4.3.1 Experienced evaluators

In the Toastmasters International program, there are two tracks of development: the leadership track and the communicative track.

The leadership track requires a member to begin giving spoken feedback as early as the second project spelt in the manual. It is possible for a member to complete one project for each meeting they attend.

For experienced members who have attended meetings for more than 5 years, they would have completed all the required leadership projects, repeated them or even attended and given training on how to provide spoken feedback based on the structural feedback model of "Sandwich Method". In completion of the leadership track in parallel to the

communicative track, the highest award of the organization is Distinguished Toastmasters (DTM).

4 out of the 7 experienced evaluators (57.1%) have achieved the DTM status. 3 of the more experienced evaluators (42.8%) have not completed the leadership track as they have not served at the district level as officers. However, all of the 7 more experienced evaluators have served at the club level as committee members or club officers. This particular information is evident that all 7 experienced evaluators are well versed with the structural feedback model and could have adopted the model when providing feedback not less than a hundred times.

On top of the organizational award, there are also contests held annually where Discourse members (Big "D" Discourse that refers to the Discourse Community of the program worldwide) compete with other members from all over the world. 5 of the experienced evaluators (71.4%) have taken part in contests before at numerous levels, with two of them (28.6%), F1 and F2, advancing to the highest level to compete at the world level.

The contests become an anchor for these experienced evaluators to train and practice to win. This is a crucial aspect to be included in this study as these experienced evaluators are then able to provide spoken feedback under pressure and speak with substance within the given timeframe. The trainings they partook in the past provided them with adequate skills to quickly organize and structure their spoken feedback.

The close study of the discourse community members also look at their language proficiency. This is determined not by their academic qualification, but rather their ability to speak in the target language to get the intended message across.

Analysis of the discourse member proficiency also paints a general idea which is linked closely to "what" would they say, and "how" they would say it. In addition, more fluent and, or affluent new discourse community members would quickly learn and identify these more experienced evaluators.

Although there is no mention of personal preferences, it is the courteous act for the club to try to arrange for a preferred evaluator. Some of the discourse members who received spoken feedback from these experienced evaluators justify their preferences in the short interviews below:

> P9: (field note) … I would definitely choose M1 or F2 as my evaluator for tonight's topic. I do not think the others understand the topic of "fascism", something that is so abstract and the vocab range is huge.

> P4: (undocumented interview) I think I like F2 to evaluate me. She is very good and she won many contests.

> P12: (undocumented interview) Sometimes M1 gave knowledgeable input you know. Like I would want to know how to improve. And someone who can appreciate my speech.

In the light of this, the analysis also attempts to look at the background of these experienced evaluators briefly, particularly their professions to explore the possible contributing factors to their proficiency. All these experienced evaluators are professionals, with 5 of them (71.4%) who are involved either directly or indirectly with education or training.

Besides, these 5 experienced evaluators are proficient speakers of English and four of them consider themselves as native speakers of the language (first language / mother

tongue is English). Their claim stems from the fact that F1 is an Australian, M1 is a Malaysian who had resided in England for more than 30 years and F2, F6 are Malaysians who come from English speaking background. F3 is a frequent and fluent user of English.

The other two are managerial level personnel for banking and real estate property (M2 and M3). Both M2 and M3 had attained DTM and both are involved with fair amount of leadership roles in the program (Club President, Area Director, District Director).

M3 has the tendency to code switch to another language when providing spoken feedback, and this complicates comprehension especially among discourse community members from other countries:

> P12: (undocumented interview) What is that? What is he saying at the end of the evaluation? [in reference to "rumah masih ada"] and what is "terus"?

It is the same for M2 who could converse in English but mainly Malaysian English. P11 and P12 are in the country on a working permit. English is not their first language and they spent substantial length of time in Britain studying law and practicing law. As a result, they are often affected by M2 and M3's feedback and need to seek for clarification. On one particular incident, P11 was less than satisfied with the feedback given to P12. He made the following comment:

> P11: (undocumented interview) … what do you think, M6? Do you think he (M2) gave good evaluation? I mean he has so many grammar mistakes …

4.3.2 Less experienced evaluators

Toastmasters International is a very hands-on program, where new discourse community members often learn by watching how things are done and then do it themselves over sessions of practice.

The less experienced evaluators in current study are found to be engaged with the program ranging from 1 to 4 years. The short range of number of years involved with the program also confirms that most of these less experienced evaluators have not gone through the full cycle of training.

Nevertheless, the composition of this particular group of evaluators is interesting as some of them are very proficient users of English (F7, M6). These two new discourse community members are practicing lawyers and they both have spent more than a decade in Australia and England. They consider themselves as native speakers of English. However, the only two video transcriptions by these two less experienced evaluators show similar spoken feedback features that are found among other less experienced evaluators: going over designated time frame and narrower scope of spoken feedback.

Less experienced evaluator M6 talked for 5:13 minutes, almost 2 minutes over the designated 3:30 minutes time frame (maximum). It was his first spoken feedback and the result of lack of time training is visible. M6 did provide some very "descriptive" feedback, nevertheless the ability to provide a compact and impactful spoken feedback in a concise manner (time bound) is absent. On top of that, M6's feedback is also rather narrow and cliché. This is similarly found in F7's feedback.

> M6: "... the structure of any speech, any kind of speech is that you must have a, let's start with an introduction, main body and a conclusion. And I think you

have that … Structure wise, it's good. What else was good? I would say .. Now three things when come to presentation. You have to use good structure when you're doing your presentation. You need three things, vocabulary, body language and vocal. Vocabulary was good, I think. I could understand. Not too much of technical terms, I can understand, so it was really good. Body language? I'll come back to that later. But still ok. And the good thing about vocal, it's clear. You are not whispering and you are not too loud, so everybody could hear …"

F7: "... Her speech is on introducing herself to the club and to learn the basic structure to give a public speech. Although we all know P2, I'm sure we all know her a little bit better tonight. She definitely has a structure, but she gave us more information about herself. For example, her many roles in her family. I, before this I only know she is married, but I do not know she is a grandmother and so on, now I know. Secondly, I think P2 has demonstrated the kind of positivity and attribute of a good speaker. She is vivacious and her confidence is reflected even in her title, "The Great Me". I mean this is not something everyone could do. …"

In fact, this kind of repeated spoken feedback on structure, vocabulary, stance and vocal are found in the spoken feedback of the other less experienced evaluators too. The difference between the other 5 less experienced evaluators are their inability to sometimes compose their spoken feedback with proper diction. For example, F5's feedback on P11.

F5: "I like the way you do your introduction. Is a very proper. With some… Phrases in front and then it will flow a bit. You pause, then you begin describing yourself from the early childhood and also how does your mother want you to be and then you describe a little bit more to your teenagers Well you are very-…

your speech is very well prepare. I like your speech. Though you are doing your ice breaker, you speak clearly and you stress your point very clearly that is can be understood by the audience. And your speech also have a-…your structured well… have-...your definite opening body and the conclusion…and you speak without using notes…yeah... well done…I like it. I… you are very much better than me when I do my CC1."

F5 had frequently found herself out of words to describe or convey her message. Her omission of words in her spoken feedback hampers comprehension, particularly P11, where she is a fluent law lecturer.

It is evident from previous studies that speaker experience has an impact on feedback (Tan, 1996; Turolla, Robazza & Morandi Baroni, 1999; Bortoli, Betoll, Messina, Chiariotti & Robazza, 2010; Junqueira & Kim, 2013). It is reported that experienced evaluators tend to be more specific, more verbal, more varied and have wider ranged feedback, less "evaluative", provide feedback in relation to previous feedback, more knowledgeable thus giving more in-depth feedback.

In his study, Tan (1996) was reported that there were no significant differences in terms of the frequency of the given spoken feedback, and this is not the case for the other previous studies and in this current study.

First of all, "time is gold". Current study sees how experienced evaluators compact their evaluation in the event of speaking within given time frame. Or, it is possible that experienced evaluators in this study are more eloquent and proficient speakers, hence they speak at a faster rate. This is validated with the researcher's field notes where almost every experienced evaluator provided at least three recommendations, or suggestions for

improvement in their spoken feedback. This is a contributing factor to the more lengthy word count of the experienced evaluators' "corpus".

However, it is also interesting to note that these experienced evaluators were able to provide all these information within the given time (2 - 3 minutes). More experienced evaluators were also recorded to have less hesitations and pauses. Their spoken feedback mirrors a prepared speech and therefore the richer content.

On the other hand, less experienced evaluators are observed to match up to the amount or frequency of "positive comments" from those experienced evaluators. However, their recorded time is much longer with fewer word count. This indicates that less experienced evaluators speak a much slower rate. Although proficiency might be one crucial factor, it is also possible that less experienced evaluators are constantly rearranging and preparing for their spoken feedback.

Positive comments from both experienced evaluators and less experienced evaluators do not differ significantly in terms of occurrence frequency. That is, both experienced and less experienced evaluators strive to pack in 3 areas for improvement following the training they receive by the organization. In fact, "positive comments" from evaluators tend to evolve into subsidiary communicative functions that provides a lot more information to identify what has been achieved like what has been discussed in RQ1.

Be that as it may, experienced evaluators still provide spoken feedback in a distinctive manner in comparison to less experienced evaluators. This is discussed in four main aspects as follows:

1. In-depth knowledge spoken feedback

Participant M1 is the oldest discourse community member in this study and he is the advisor to the club. It is obvious that his spoken feedback differs from the rest of the evaluators. His spoken feedback comes with substance and he could address different scenarios based on his experience and knowledge. His spoken feedback on excellent speech and speech that did not meet the task objective will be discussed.

M1's spoken feedback for P11 - a very eloquent law lecturer did not address superficially whether or not P11 has achieved the task objective. Instead, he addressed her ability to deliver great speeches and highlight her strengths:

> M1: "You see when we join Toastmasters we we join at different level right? Some of us are already very good. Some of us are kind of basic. But that that's not the point. the point is that you just want to be better than you are. You see. We always believe that tomorrow you will be better than you are today. That's the philosophy of Toastmasters. And P11 is one those people who started at the top is that We start at the bottom … ordinary mortal like us start at the bottom. And we have to work our way up. She starts at the top so she just have to work higher then higher from there on … I I really like the speech for many reasons. Let let me just say it. One. Firstly the language. You notice that the language very descriptive, very flowery and very vivid. And the and and the very wide range of words being used. And so she is already one up on that. You know. Many of us have to use the dictionary when we write our speech. She obviously kind of rattle all these fantastic words coming in."

For this particular evaluation, the researcher had not been able to identify any recommendations or suggestions for improvement, although positive comment remains more or less the same. M1 gave two suggestions: to continue practicing and to use more inclusive language:

> M1: "How do you get become better? Many ways but of course (some of us). Firstly, you can become better by doing more speeches. The more and of course you can be better because Mani you're at the platform up there. Body language will comes in as you do more. Alright? And so it become more natural. Maybe language be aware of this … try to use more inclusive language rather than my advice to you. It it that that sounds very er you know paternalistic right. My advice to all of us maybe we all you know more inclusive language."

In addition, M1 gave a very encouraging feedback to P9 when she did not manage to address the task objective. He had decided to ditch the project manual by stating that "Toastmasters (the organization) is not always right", something which not many are bold enough to query. It appears as a challenge to authority and most of the time discourse community members never question the organization at all.

> M1: … So let's look at the story itself, forget about what this says. P9 told a very good story. So let's ah evaluate you on that, it's very good story.

M1's decision to focus on evaluating the "storytelling" skill P9 demonstrated required him to be equipped with such knowledge first. His

decision to switch at the very last minute proves the need of in-depth knowledge for such a stint in spoken feedback.

2. Varied and wide-angled spoken feedback

The communicative path of Toastmasters International program requires all discourse community members to start with 10 basic speeches for "Competent Communication". The communicative skills involved are:

1. Speaking in front of an audience
2. Organize the speech
3. Prepare speech based on general purpose and specific purpose
4. Select right words and sentence structures
5. Work on body language and stance
6. Work on voice volume, pitch, rate and quality
7. Support points and opinions with facts, examples and illustrations
8. Select and use visual aids at ease
9. Use logic and emotion to persuade an audience

Inspire an audience These 10 basic communicative skills are usually addressed during spoken feedback, especially among less experienced evaluators. For experienced evaluators, their spoken feedback are usually seen to be more varied. The main reason is that perhaps they have completed advanced manuals, hence they are introduced to wider angle of how a speech can be improved.

Evaluator F2 is both an experienced speaker and an experienced evaluator. Her highest achievement was semi-final world public speaking

championship where she competed against ninety over contestants from all over the world. She trained hard for the contest, as a result, her evaluation is usually different from the other evaluators.

Evaluator F2 pays attention to specific details on how one can improve. She has the tendency to break task objectives into manageable small steps which one could follow using a series of questions. For example:

> F2: "The objective of his speech is to select visual aids which are appropriate to enhance his message. Yea? So when you were speaking, um, the question that I was asking was first did it enhance our understanding? Did it help with retention? Did it help with the audience's attentiveness when you presented with ah your speech?"

Instead of just talking about the selection of visual aids (as in choosing a PowerPoint presentation over a chart board display and so on), she proposed the speaker to look at the purpose and accentuated the concept of "enhancing one's message with visual aids".

3. The less "evaluative" evaluation

One of the emerging communicative functions found in the spoken feedback corpus in this study is "personal involvement or personal story". This is where "getting personal" comes into pictures.

In some of the examples, it is observed that evaluators started to throw in their own stories or experiences as a form of assurance in their spoken feedback. For example F2 in her spoken feedback about how P11 could leverage on his interesting story to make his speech more engaging.

F2 used her own self as an example to enhance and assure P11 that his story is indeed interesting. This alternative took a lighter path in providing feedback which appears to be less "evaluative".

F2: "The speech P11, was really a snapshot of your early life hood with your mother. But that early life is continuing on and as a mother myself, I could really identify with her quite a lot. Um, every time my son doesn't answer his phone, I always, you know as a mother, I think oh my God he's dead. So that that's how mothers are. But I remember being a teenager like you and not really wanting my mother to know where I was … Try to engage them in your speech, because you had a really interesting story to tell. A story from your own life which is very authentic. And people want to know more who you are, so make that connection with them."

4. Feedback in relation to previous feedback

The success of spoken feedback in this study is largely due to the bonding and close knitted relationship between discourse community members. Some of them have been meeting regularly every fortnight and the friendship grows over time. These discourse community members meet outside club setting as well. Consequently, discourse community members are generous in encouraging each other, be there for each other.

Evaluator M2 is a member who is "there all the time". He would stand in for any missing role and would show his support to fellow discourse community members. One of his spoken feedback recorded his evaluation on P8's consecutive speeches. It was a coincidence and he was not the mentor for P8. However, his consecutive spoken feedback has given P8 adequate input for improvement.

M2: "I was there when your first speech, and I'm here for your second speech, and I'm looking for for your more speech in the future."

M2's spoken feedback becomes more focused and specific as he would know what P8 has achieved and what she has to continue to work on. This is different from less experienced evaluators who are usually irregular in attending meeting. They do not know fellow discourse community members well enough to keep track of their development and growth in speech presentation.

4.4 Summary

The analysis and discussion of data in this chapter identify some important findings which concur with the conceptual framework. In this study, discourse community members assume shared belief and value, thus behaving in a recognizable pattern in providing spoken feedback. This spoken feedback is successful, since validation through short interviews with participants are positively marked. Spoken feedback in this study is successful as the focus of spoken feedback shifts from being "evaluative" to being "descriptive". There appears to be no significant difference between experienced evaluators and less experienced evaluators in terms of spoken feedback frequency but experienced evaluators are more resilient in providing in-depth, varied and coherent spoken feedback.

CHAPTER 5: CONCLUSION

5.1 Introduction

This concluding chapter discusses the impact of the current study in relation to the features of a spoken feedback discourse, in a descriptive and evaluative manner. Results and findings of the study given in the previous chapter are drawn as supportive evidence to the arguments put forth in this chapter. This discussion helps to project a future direction of similar studies in the field.

5.2 Impact of The Study

The current study has originally emerged as a research to address the research gap between how spoken feedback is treated as a "fragile" linguistic event in previous studies and how spoken feedback is fairly well accepted by the specific discourse community of the Toastmasters Clubs.

Findings in this study suggest that the success of spoken feedback is found to be closely related to the specific features of a feedback. A feedback is said to be "descriptive" and "evaluative" in nature (Jacob, 1974). Previous studies on feedback are commonly corrective feedback which carry more weight on the "evaluative" nature of feedback. As such, there exists a possibility that spoken feedback can quickly turn into a judgmental tool which evokes emotional reactions and triggers resistance (Kluger & DeNisi, 1996).

5.2.1 "Descriptive" Spoken Feedback

To move away from the conventional belief that feedback is "evaluative" and "judgmental", spoken feedback needs to focus on magnifying the "descriptive" nature of feedback. This gives the idea that spoken feedback is primarily done for human learning,

in providing adequate information for one to work on for improvement. Such a paradigm shift allows spoken feedback to be given with practical inputs.

It does not necessarily mean spoken feedback has to only record exactly what happened to be "descriptive", as claimed by previous studies (Váquez, 2004). It takes more than just being a mechanical recorder to be "descriptive" which can easily be done using a media recording device at any given time.

5.2.2 "Who", "What" and "How"

Findings in this study confirms the importance of having "shared assumptions or conventions" (Fairclough, 2001) for discourse community members to associate themselves with expected roles. A discourse community represents an "ideology" (Van Dijk, 2006) which holds a group of people together through expected speech acts and pragmatics.

The discourse community in this study holds the shared assumption that every individual can be trained to be better with the help from fellow members. This ideology is superimposed onto the act of providing adequate information for fellow members to work on continuous improvement. Bearing this in mind, spoken feedback can be well received even when evaluators are not sugar-coating hard cold facts of one's flaws if the act of providing spoken feedback is a "convention" to the discourse community.

However, the incident of ill-received peer tutoring feedback in Waring's (2007) study where feedback is expected suggests that it is not just the collective identity of the discourse community members that would contribute to the success of the linguistic event. In fact, the communication of the "ideology" of providing adequate information for a fellow discourse member to work on continuous improvement can only be materialized via "words" of the evaluators.

These “words” are vehicles to materialize the descriptions of one’s performance and give areas for improvement. In this study, this is distinguished between the experienced evaluators and the less experienced evaluators. Within the shared convention and as the output of the same training program, the skeletal framework of the feedback model are retained.

As such, there are no significant difference between the structure and the amount of spoken feedback given. The only significant difference lies in the richer content and more in-depth discussion of spoken feedback given by the more experienced evaluators.

Therefore, a crucial factor for a discourse community member to assume an expected role is the total amount of time / period he / she spent in the discourse community. The longer a discourse community member remains in the said community, the more one gets encultured to its conventions. Providing feedback or receiving feedback becomes relatively “easy” with the proposed structural feedback model, or that they rise above the structural feedback model and act to provide feedback more critically within the boundary of the shared assumption. Either way, discourse community members would always act in accordance to their expected roles confined to the shared convention of the discourse community.

The skeletal structure of the feedback model introduced to the discourse community members also appear to get “fleshier” as the discourse members stay in the discourse community for an extended period. The skeletal structure eventually evolved into a generic structure of a “speech” - with the head, body and conclusion. The skeletal structure of the feedback model (positive comments → areas for improvement → positive comments) remains in the body of the “speech”. Nonetheless, the modification of the skeletal structure is the act of fleshing out positive comments to include “descriptions”.

By blurring out and assimilating "descriptions" and "positive comments" on top of the "sandwich bread", it helps discourse community members to set goals and be focused on the status quo. This assimilation is almost certain to happen with the recorded occurrence frequency at 92%.

However, in the event of discussing how to be descriptive, it is important to make distinct that being descriptive does not mean "reconstructing" the linguistic event of providing spoken feedback. A lot of these "descriptions" are additional information from the more experienced evaluators. The act of "reconstructing" is similar to how previous study claimed to be "reporting objectively what happened", and it could lead to dissatisfaction when one is only shown the raw and ugly amplified flaws, instead of being shown how one could actually improve.

The bottom section of the "sandwich bread" of the spoken feedback is "positive comments" evolving into different forms of "encouragement". This part of the "bread" appears to be thinner than the top part. This is mainly because more experienced evaluators shift their focus to fatten up the "meat" (recommendation or suggestion), and sometimes there was little to no "encouragement". Then again, the shared convention here is "to encourage a fellow discourse community member to speak again", thus the phrase "looking forward to your next speech" is found in 17 spoken feedback in the data (68%).

In addition to this, for all the identified areas for improvement, there are recommendations / suggestions given by both experienced evaluators and less experienced evaluators. All these acts of fleshing out the skeletal feedback model resulted in the spoken feedback having a lot of information in this study.

In the light of this, there is limited room for "evaluation" where a judgment is passed on. This constitutes another essential factor of a successful linguistic event in providing spoken feedback in addition to the definition of discourse community members' roles. As the discourse community members assume their roles according to the shared convention, the realization of the linguistic event becomes evidential with distinctive ways "words" are associated.

5.3 Significance of the study

The findings in this study is useful as they are applicable and practical. Most previous studies on spoken feedback are confined to corrective feedback in classroom settings. This study confirms that spoken feedback and its perspective from discourse analysis suggests a much wider discipline.

First of all, it keeps up with newer trends which organizational management adopts in line with the concept of "coaching" in the recent years. The idea of "coaching" could only work when the focus shifts from the procedural and segmented process in a coaching session to what and how "coaches" identify their roles in order to function in the linguistic event of giving spoken feedback.

Specific features such as how discourse community members think and act determine what and how they provide a spoken feedback is essential for a successful coaching session. This can be further applied to post-observation conferences, such as those training sessions that emphasize practicum in the industry.

The current study provides an alternative view to how spoken feedback could be as functional as written feedback if not more powerful, in contrast to most previous studies which often cite spoken feedback as "informal". Spoken feedback is considered to be informal if it is not documented or documented in the accepted norm of a written

feedback. Nonetheless, the impact of a spoken feedback could be more farfetched than a single report or written feedback.

The "formula" to a successful spoken feedback based on proposed conceptual framework in Chapter 2 is then summarized into the following 3 main key points:

1. Identify and address the role of discourse community members
2. Provide additional information for improvement instead of passing judgement
3. Speak like an "experienced" discourse community member

5.4 Limitations of the study

In the event of discussing effective and impactful spoken feedback, this study is offering insights to a very specific discourse community. It is believed that this study could be replicated for any other identified discourse community who practices the said structural feedback model.

It is expected that the "who", "what" and "how" of the discourse analysis will remain constant as these discourse communities are all operating under one organization and with the same ideology. Even so, comparisons between different socio-cultural norms which is possibly a contributing factor might alter the result of study. The suggestion of this comparison derives from the observation in this study where participants are of various socio-cultural backgrounds.

There are evidences of code switching, expectation of one's fluency, or even catching on one's humor. In fact, in the field notes, it was noted that native speakers might demonstrate higher threshold in language demand compared to the non-native speakers.

Furthermore, paralinguistic features are omitted from this current study, when the close analysis of the data reveals that participants had been using paralinguistic features to compensate for their lack of verbal repertoire in their spoken feedback. It is therefore interesting to look at how paralinguistic features could make or break a spoken feedback.

5.5 Summary

This study started off as an attempt to explore and explain why spoken feedback is highly successful within a particular discourse community in comparison to what previous studies had reported.

A review of the literature highlights the issue of overlooking the two specific characteristics of spoken feedback: "descriptive" and "evaluative". The salient pattern of failed spoken feedback reported in previous studies is often due to the loop-sided objective when spoken feedback is given.

As a matter of fact, previous studies had also indicated that spoken feedback becomes difficult in the event that it is "uninvited" (not expected). In the case where it is expected, still, being evaluative does not help in aligning interlocutors "asymmetrically". The examples drawn from this study proposes that successful spoken feedback often begins with the intention to provide additional information for one to work on for continuous improvement.

Analysis of the collected data in this study also confirms that although discourse community members might not differ greatly despite the amount of time they spend in a particular discourse community, their spoken feedback become more in-depth and richer in content. This particular finding is crucial as pertinent patterns of spoken feedback among the more "experienced" discourse community members could be a reference point for new members of a discourse community.

The limitation of this study also presents feasible opportunities for future studies. It is hoped that inputs and findings from this study may contribute to the body of knowledge in the field of discourse analysis on spoken feedback.

REFERENCES

Alessandri, S. M., & Lewis, M. (1993). Parental evaluation and its relation to shame and pride in young children. *Sex roles*, *29*(5-6), 335-343.

Andersen, E. S. (1984). The acquisition of sociolinguistic knowledge: Some evidence from children's verbal role-play. *Western Journal of Communication (includes Communication Reports)*, *48*(2), 125-144.

Bernard, H. R. (1994). *Research methods in anthropology: qualitative and quantitative approaches* (2nd Ed.). Walnut Creek, CA: AltaMira Press.

Bickman, L., Goldring, E., De Andrade, A. R., Breda, C., & Goff, P. (2012). Improving Principal Leadership through Feedback and Coaching. *Society for Research on Educational Effectiveness*.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of second language writing*, *17*(2), 102-118.

Bitchener, J., & Ferris, D. R. (2012). Written corrective feedback in second language acquisition and writing. Routledge.

Bortoli, L., Bertollo, M., Messina, G., Chiariotti, R., & Robazza, C. (2010). Augmented feedback of experienced and less experienced volleyball coaches: A preliminary investigation. *Social Behavior and Personality: an international journal*, *38*(4), 453-460.

Charteris, J., & Smardon, D. (2014). Dialogic peer coaching as teacher leadership for professional inquiry. *International Journal of Mentoring and Coaching in Education*, *3*(2), 108-124.

Chaudron, C. (1977). A Descriptive Model of Discourse in the Corrective Treatment of Learners' Errors. *Language learning*, *27*(1), 29-46.

Chen, Y. H., Thompson, M. S., Kromrey, J. D., & Chang, G. H. (2011). Relations of student perceptions of teacher oral feedback with teacher expectancies and student self-concept. *The Journal of Experimental Education*, *79*(4), 452-477.

Clynes, M. P., & Raftery, S. E. (2008). Feedback: an essential element of student learning in clinical practice. *Nurse Education in practice*, *8*(6), 405-411.

Cohen, D. & Crabtree, B. (2006). Qualitative Research Guidelines Project. Retrieved online at http://www.qualres.org/HomeFiel-3650.html

Cook, G. (1989). *Language teaching: discourse.* Oxford University Press.

Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education*, 26(3), 466-472.

deMunck, V. C. & Sobo, E.J. (Eds) (1998). *Using methods in the field: a practical introduction and casebook.* Walnut Creek, CA: AltaMira Press.

Docheff, D. M. (2010). Theory into Practice: Feedback: The Key to Effective Coaching, Strategies: *A Journal for Physical and Sport Educators*, 23:6, 34-35, DOI: 10.1080/08924562.2010.10590902

Docheff, D. M. (1990). The feedback sandwich. *Journal of Physical Education, Recreation & Dance*, *61*(9), 17-18.

Dohrenwend, A. (2002). Serving up the feedback sandwich. *Family practice management*, *9*(10), 43-50.

Elicker, J. D., Levy, P. E., & Hall, R. J. (2006). The role of leader-member exchange in the performance appraisal process. *Journal of Management*, *32*(4), 531-551.

Ellis, R. (2008). A typology of written corrective feedback types. *ELT journal*, *63*(2), 97-107.

Elnicki, D. M., Layne, R. D., Ogden, P. E., & Morris, D. K. (1998). Oral versus written feedback in medical clinic. *Journal of general internal medicine*, *13*(3), 155-158.

Erlam, R., Ellis, R., & Batstone, R. (2013). Oral corrective feedback on L2 writing: Two approaches compared. *System*, *41*(2), 257-268.

Fairclough, N. (2001). *Language and power*. Pearson Education.

Falchikov, N. (1995). Peer feedback marking: Developing peer assessment. *Innovations in Education and training International*, *32*(2), 175-187.

Feldman, J. (1999). *The Coach in Context: Building School Capacity through External Facilitation.* Center for Collaborative Education, Boston, MA.

Fletcher, C., & Williams, R. (2013). *Appraisal, feedback and development: Making performance review work*. Routledge.

Fletcher, S. (2000). *Mentoring in schools: A handbook of good practice*. Psychology Press.

Fletcher, S., & Mullen, C. A. (Eds.). (2012). *Sage handbook of mentoring and coaching in education*. Sage.

Flowerdew, L. (2013). Corpus-based discourse analysis. In *The Routledge handbook of discourse analysis* (pp. 200-214). Routledge.

Gallimore, R., & Tharp, R. (2004). What a coach can teach a teacher, 1975-2004: Reflections and reanalysis of John Wooden's teaching practices. *The Sport Psychologist*, *18*(2), 119-137.

Gamlem, S. M., & Smith, K. (2013). Student perceptions of classroom feedback. *Assessment in Education: Principles, Policy & Practice*, *20*(2), 150-169.

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. Routledge.

Gee, J. P., & Handford, M. (Eds.). (2013). *The Routledge handbook of discourse analysis*. Routledge.

Gigante, J., Dell, M., & Sharkey, A. (2011). Getting beyond "good job": how to give effective feedback. *Pediatrics*, *127*(2), 205-207.

Goff, P., Edward Guthrie, J., Goldring, E., & Bickman, L. (2014). Changing principals' leadership through feedback and coaching. *Journal of Educational Administration*, *52*(5), 682-704.

Google. (2016). Define: feedback. Retrieved online: 20th February 2016.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Hodder Arnold.

Halliday, M. A. K. (1994). 4 Spoken and Written Modes of Meaning. *Media texts, authors and readers: A reader*, 51.

Halliday, M. A. K. (1999). The notion of" context" in language education. *Amsterdam Studies in the Theory and History of Linguistic Science Series 4*, 1-24.

Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. Routledge.

Hawe, E., Dixon, H., & Watson, E. (2008). Oral feedback in the context of written language. *Australian Journal of Language and Literacy, The*, *31*(1), 43.

Hogan, P. C. (2013). *Narrative discourse: Authors and narrators in literature, film, and art*. The Ohio State University Press.

Hooton, N. K. (2008). The design of post-observation feedback and its impact on student teachers. *Professional encounters in TESOL*, 24-41.

Hyland, F., & Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of second language writing*, *10*(3), 185-212.

Jacobs, A. (1974). The use of feedback in groups. In A. Jacobs & W. E. Spradlin (Eds.), *The Group as an Agent of Change* (pp. 408–448). New York: Behavioral Publications.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. *Pragmatics and Beyond New Series*, *125*, 13-34.

Jefferson, G., & Lee, J. R. E. (1992). The rejection of advice: Managing the problematic convergence of a "troubles-telling" and a "service encounter." In P. Drew & J.

Heritage (Eds.), *Talk at work* (pp. 521–548). Cambridge: Cambridge University Press.

Junqueira, L., & Kim, Y. (2013). Exploring the relationship between training, beliefs, and teachers' corrective feedback practices: A case study of a novice and an experienced ESL teacher. *Canadian modern language review*, *69*(2), 181-206.

Kashima, E. S., & Kashima, Y. (1998). Culture and language the case of cultural dimensions and personal pronoun use. *Journal of Cross-Cultural Psychology*, *29*(3), 461-486.

Kassim, H., & Ali, F. (2010). English communicative events and skills needed at the workplace: Feedback from the industry. *English for Specific Purposes*, *29*(3), 168-182.

Kawulich, B. B. (2005). Participant Observation as a Data Collection Method [81 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 6(2), Art. 43, http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430

Kluger, A., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254–284.

Kowal, J., & Steiner, L. (2007). Instructional Coaching. Issue Brief. *Center for Comprehensive School Reform and Improvement*.

Kubanyiova, M. (2013). Ethical debates in research on language and interaction. In C.A. Chapelle (Ed.), *The encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

Le, P. T. A., & Vásquez, C. (2011). Feedback in teacher education: Mentor discourse and intern perceptions. *Teacher Development*, *15*(4), 453-470.

Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching. *Studies in second language acquisition*, *12*(04), 429-448.

Limberg, H., & Locher, M. A. (Eds.). (2012). Introduction to advise in discourse. *Advice in discourse* (Vol. 221). John Benjamins Publishing.

Lindstorm, M. (2016). *Small Data: Como poucas pistas indicam grandes tendências*. Harper Collins Brasil.

Locke, E. A., Cartledge, N., & Koeppel, J. (1968). Motivational effects of knowledge of results: A goal-setting phenomenon?. *Psychological bulletin*, *70*(6p1), 474.

Lofthouse, R., Leat, D., Towler, C., Hallet, E. and Cummings, C. (2010). *Improving coaching: evolution not revolution*. National College for Leadership in Schools and Children's Services, Nottingham.

London, M., Larsen, H. H., & Thisted, L. N. (1999). Relationships between feedback and self-development. *Group & Organization Management*, *24*(1), 5-27.

Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in second language acquisition*, *32*(2), 265-302.

Maltz & Borker, 1982: A cultural approach to male- female miscommunication. In *Language and Social Identity*, Cambridge University Press.

Mao, L. R. (1994). Beyond politeness theory: 'Face' revisited and renewed. *Journal of pragmatics*, *21*(5), 451-486.

Matsumoto, Y. (1989). Politeness and conversational universals–observations from Japanese. *Multilingua-Journal of Cross-Cultural and Interlanguage Communication*, *8*(2-3), 207-222.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

Mulder, H. R., & Ellinger, D. A. (2013). Perceptions of quality of feedback in organizations: Characteristics, determinants, outcomes of feedback, and possibilities for improvement: Introduction to a special issue. *European Journal of Training and Development*, *37*(1), 4-23.

Mumby, D. K. (2005). Theorizing resistance in organization studies A dialectical approach. *Management communication quarterly*, *19*(1), 19-44.

Nicolaidou, M., Karagiorgi, Y., & Petridou, A. (2016). Feedback-based coaching towards school leaders' professional development: Reflections from the PROFLEC project in Cyprus. *International Journal of Mentoring and Coaching in Education*, *5*(1), 20-36.

Nunn, R. (2001). '*Language learning across boundaries-Negotiating Classroom Rituals*.' (Online) Retrieved 20 August, 2010 from http://www-writing.berkeley.edu/TESL-EJ/ej18/al.html.

Person, N. K., Kreuz, R. J., Zwaan, R. A. & Graesser, A. C. (1995). Pragmatics and pedagogy: Conversational rules and politeness strategies may inhibit effective tutoring. *Cognition and instruction, 13*(2), 161-188.

Rivera-McCutchen, R., & Scharff Panero, N. (2014). Low-inference transcripts in peer coaching: a promising tool for school improvement. *International Journal of Mentoring and Coaching in Education*, *3*(1), 86-101.

Roberts, J. (1991). *Face-Threatening Acts and Politeness Theory: Contrasting Speeches from Supervisory Conferences.* Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT journal*, *59*(1), 23-30.

Schiffrin, D., Tannen, D., & Hamilton, H. E. (2000). *The Handbook of Discourse Analysis.* Wiley Blackwell.

Sheldon, A. (1990). Pickle fights: Gendered talk in preschool disputes. *Discourse Processes*, *13*(1), 5-31.

Sinclair, J., & Coulthard, M. (2013). Towards an analysis of discourse. *Advances in spoken discourse analysis*, 7-40.

Strong, M., & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: Suggestions and responses. *Teaching and teacher education*, 20(1), 47-57.

Sutton, P. (2012). Conceptualizing feedback literacy: knowing, being, and acting. *Innovations in Education and Teaching International*, *49*(1), 31-40.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Tan, S. K. (1996). Differences between experienced and inexperienced physical education teachers' augmented feedback and interactive teaching decisions. *Journal of Teaching in Physical Education*, *15*(2), 151-170.

Tannen, D. (2012). Discourse Analysis–What Speakers Do in Conversation. *Linguistic Society of America*.

Tannen, D., Hamilton, H. E., & Schiffrin, D. (Eds.). (2015). *The handbook of discourse analysis* (Vol. 1). Malden^ eMA MA: Wiley Blackwell.

Ten Have, P. (2007). *Doing conversation analysis*. Sage.

Toastmasters International. (2016). *Club Leadership Handbook*.

Turolla, M., Robazza, C., & Morandi Baroni, R. (1999). Il feedback nella relazione didattica: Confronto tra insegnanti esperti e principianti di ginnastica artistica [Feedback in the instructional setting: Comparison between expert and novice artistic gymnastic teachers]. *Educazione Fisica e Sport nella Scuola*, *159*(160), 12-20.

Van Dijk, T. A. (1977). *Text and Context*. London-New York: Longman.

Van Dijk, T. A. (2006). Ideology and discourse analysis. *Journal of political ideologies*, *11*(2), 115-140.

Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. *Linguistics and education*, 15(1), 33-58.

Von Bergen, C. W., Bressler, M. S., & Campbell, K. (2014). The sandwich feedback method: not very tasty. *Journal of Behavioral Studies in Business*, *7*, 1.

Waite, D. (1993). Teachers in conference: A qualitative study of teacher-supervisor face-to-face interactions. *American Educational Research Journal*, *30*(4), 675-702.

Wajnryb, R. (1998). Telling it like it isn't—exploring an instance of pragmatic ambivalence in supervisory discourse. *Journal of Pragmatics*, 29(5), 531-544.

Waring, H. Z. (2007). Complex advice acceptance as a resource for managing asymmetries. *Text & Talk*, *27*(1), 107-137.