

Intrinsic Feedback vs. Extrinsic Feedback on Developing Oral Fluency and Self-Concept of Iraqi English (EFL) Students

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Abstract

This study mainly examines internal and external feedback on Iraqi EFL learners' oral language ability and self-concept development. Researchers tested the research questions, followed the statistical procedures of the situation, and arrived at thoroughly prepared statistical results. After *t* test analysis and interpretation of mean differences, the mean of verbal fluency in the external feedback group attracted much more attention than the verbal fluency of students receiving internal feedback. However, the same story does not apply to the development of self-concept in both groups. The self-esteem average of students who received external feedback is slightly lower than the average of students in the internal feedback group. The self-perception of students who received internal feedback in class changed over time and they became more confident students with their own self-image. They felt more independent than before.

Keywords: intrinsic feedback, extrinsic feedback, speaking ability, oral fluency, speaking assessment rubrics, self-Concept

1. Introduction

1.1 The Problem

It should be noted right at the outset that the researcher's interest in the speaking skills led her to set out a study to investigate the effect of different types of feedback on the fluency and self-concept of Iraqi EFL learners. Speaking, Oral Fluency in particular in this research context, is complex and it is one of the most challenging issues for both teachers and students and developing this skill is of vital importance in EFL programs. Florez (1999) believes that speaking is a priority for most learners of English. "Unlike reading, speaking or listening activities, speaking requires some degree of real time exposure to an audience" (Ur, 1996, P. 121). Evidently, from among the four language skills speaking seems to be of high importance. In fact, when someone claims to know a language, it most probably means that he can speak that language rather than being able to understand or read content in that language. According to Ur (1996), speaking in language learning is equal to knowing everything in that language and this is a confirmation seal on the importance of speaking skill while learning a language. The two major components of speaking are fluency and accuracy. When a learner is confronted with the skill of speaking, he is expected to cover both factors of fluency and accuracy. Teachers should adopt appropriate ways to help learners develop their speaking proficiency. Learners learn a language through interaction and negotiation (Richards, 2006) which can possibly take place in the context of feedback and might help learners develop their speaking fluency and gain self-concept is through providing the EFL learners with feedback. However, a review of the previous studies on feedback types on oral production (e.g., Faqeih, 2012; Hesami, 2013; Margolis, 2010; Moghadam, & Ghafournia, 2017; Rabehi Salima, 2014; Swanson, 2010; Villalobo, 2010; Wafa, 2012) and self-concept (e.g., Al-Hebaish, 2012; Ali, & Khowaja, 2015; Bretxa, Comajoan, Ubalde, & Vila, 2016; Clement, Dornyei, & Noels, 1994; Edwards, & Stewart Roger, 2015; Keeley, 2014; Kiil Molberg, 2010; Kubo, 2007; Ming Helen, 2013; Noels, Pon, & Celement, 1996) reveals that, not many studies, to date has investigated the effects of Intrinsic feedback vs. Extrinsic feedback on developing self-concept and oral fluency of Iraqi intermediate EFL learners. Therefore, the present study aims at investigating the effect of intrinsic feedback and extrinsic feedback on the speaking fluency and self-concept of Iraqi EFL learners.

1.2 Significance of the Study

The findings of the current study might be beneficial for language learners, teachers and material developers in the field as it will hopefully shed light on the possible contributions intrinsic feedback and extrinsic feedback may have on the oral fluency. As for language learners, they will find out about the importance of feedback and how it can possibly help them get more fluent in speaking. Regarding teachers, the results of the study will provide them with possible insights into the nature of feedback and teaching and learning of spoken language. Moreover, the findings of this study can pave the way for providing teachers with a more comprehensible picture of the contributions different types of feedbacks may expedite the improvement of oral fluency and self-concept. Furthermore, the findings of the study will have contributions for the extrinsic educators and material developers to help teachers develop their awareness regarding the types of feedback in extrinsic education programs and in the materials designed for the students, respectively.

1.3 Relevant Scholarship

We as a whole encounter the impact of criticism in our lives and in our work. We are informed that we can't leave our vehicle in a specific space, and we pick to go somewhere else. Our understudies let us know that they don't figure out a point we have made in class and we track down one more approach to making sense of it. We get officials' remarks on a paper submitted to a diary, we make corrections also, resubmit it. These are natural instances of ordinary input and our reactions. Criticism is an ordinary piece of our lives; it is universal. Assuming it appears to work so typically thus routinely, why then does it give off an impression of being so irksome in higher and proficient schooling? How can it be that understudies gripe more about criticism than practically any others parts of their courses? Is the thing we are doing so off-base, or are there different clarifications of what is quickly turning into an emergency of concern? For a long time, scientists and professionals have been looking at how data introduced to research about their presentation on a topic might influence the process of learning (Black and William, 1998; Lipnevich and Smith, 2018). Criticism was taken into revealing settings from the business (William, 2018), and the first definitions alluded to criticism as data from a result that was circled once again into the framework. Throughout the long term, definitions and speculations of criticism advanced, and researchers in the field keep on aggregating proof confirming criticism's key job in understudy learning.

To furnish the pursuer with a concise verifiable outline, we will begin from the mid twentieth 100 years and believe Thorndike's Law of Effect as a crux of research (Thorndike, 1927; Kluger and DeNisi, 1996). Skinner supporting logical positivism can likewise be considered as antecedents to what the field presently sees as educational input (William, 2018). Further, the worth of developmental appraisal, as it is currently known, was first elucidated by Benjamin Bloom in his fundamental 1968 article, in which he depicted the advantages of offering substitutes' customary criticism on their learning through homeroom developmental evaluations.

Blossom portrayed explicit methodologies instructors could involve to carry out developmental appraisals as a component of customary homeroom guidance, both to further develop understudy learning, to decrease holes in the accomplishment of various subgroups of understudies, and to assist educators with changing their guidance (Bloom, 1971). Consequently, expanding thoughts of Scriven (1967) who proposed the division of developmental and summative assessment, Bloom merits the recognition for presenting the idea of developmental appraisal (Guskey, 2018). Significantly, the appearance of mental and constructivist speculations began to change the general way to deal with input (Panadero et al., 2018), with scientists moving from a solid thought of criticism as "it is finished to the understudies to change their way of behaving" to "it ought to give data to the understudies to process and build information." So, in the late seventies and a large portion of the eighties, there was a push to examine the kind of input that would be generally advantageous to understudies' learning. Despite the fact that the principal distributions were vigorously affected by behaviorism (for example Kulhavy, 1977), toward the finish of the 80s there was an instructive push to transform input into open doors for learning (e.g., Sadler, 1989). It was in the nineties when the "new" learning speculations acquired significant foothold in mental and instructive speaking on criticism. Around that time, mental models of criticism were grown like the ones by Butler and Winne (1995) and Kluger and DeNisi (1996). These speculations zeroed in on mental processes that were vital to the handling of input, and the instruments, through which criticism impacted mental cycles and understudies' resulting conduct, were too investigated. The central issue in the advancement of the field, in any case, was Black and Wiliam (1998) distribution of their topical survey that facilitated and reshaped the field of developmental appraisal. The primary message of their survey still remains: across educational settings evaluation ought to be utilized to give data to both the student and the educator (or other informative specialist) about how to further develop learning and educating, with criticism being the fundamental vehicle to accomplish it. This thought may appear to be straightforward however it is neither completely executed nor adequately coordinated inside the summative elements of appraisal (Panadero et al., 2018). Following twenty years following Black and Wiliam's (1998) distribution, a ton of

headway has been made, with homeroom appraisal speaking being combined with learning hypotheses like self-managed learning (Panadero et al., 2018), mental burden (Sweller et al., 1998), and control-esteem hypothesis of accomplishment feelings (Goetz et al., 2018; Pekrun, 2007). In the current survey we don't plan to dig into these voluminous strands of exploration, however we urge the peruser to lead future investigation to develop these. As the field of developmental appraisal and criticism was advancing, researchers were formulating input models to portray cycles and components of criticism. As a general rule, these models have gotten both more complete and centered, portraying more unambiguous mental cycles (Narciss and Huth, 2004), understudy reactions to criticism (Lipnevich et al., 2016), the setting (Evans, 2013), and instructive parts of criticism (Carless and Boud, 2018; Hattie and Timperley, 2007; Nicol also, Macfarlane-Dick, 2006). As opposed to the before origination where "criticism was finished" to the understudy, in the latest models the student isn't just at the focal point of the input process, however is currently a functioning specialist that doesn't as it were process criticism, yet answers it, can produce it, and gets criticism mastery to draw in with it in further developed ways (Shute, 2008; Stobart, 2018). Moreover, a ton is known about the most effective method to include understudies in the production of criticism either as self-feedback (Andrade, 2018; Boud, 2000) or intrinsic input (Panadero et al., 2018; van Zundert et al., 2010), and what key components impact understudies' utilization of criticism (Winstone et al., 2017; Jonsson and Panadero, 2018). Because of the progressing expansion of models, hypotheses, and strands of exploration, presently might be a crucial point in time to look at the most persuasive models furthermore, speculations at present used by specialists and extrinsics. It will assist us with thinking about how the models have developed and what the fundamental improvements in our originations of criticism are later many years of examination. In the ongoing audit we did exactly that. Through a thorough multi-step process we chose, depicted, what's more, thought about 14 conspicuous models and speculations as of now talked about and used by specialists in the field. Our point was to give a manual for scientists for choosing the most reasonable model for outlining their examinations, as well as to give the newbies to the field with a beginning stage to the key hypothetical methodologies and portrayals of criticism instruments. We chipped away at two surveys at the same time. In the ongoing one we center around the portrayal of the fourteen included models, reaching inferences about definitions and supporting proof. In the subsequent audit (Panadero and Lipnevich, 2021) we look at typologies of input and examine components of the included models, proposing an integrative model of criticism components: the MISCA model (Message, Implementation, Students, Context, and Agents).

1.4 Research Questions and Hypotheses

This study seeks to investigate the following research questions:

Q1: Do intrinsic feedback and extrinsic feedback positively and significantly affect and change the oral fluency of Iraqi EFL learners differently?

Q2: Do intrinsic feedback and extrinsic feedback positively and significantly affect and change the self-concept of Iraqi EFL learners differently?

The researcher formulated six null-hypotheses in line with the above-mentioned research questions:

H01: NO reliable difference exists between the Oral Fluency of students who receive Intrinsic feedback in their classroom.

H02: NO reliable difference exists between the Oral Fluency of students who receive Extrinsic feedback in their classroom.

H03: NO reliable difference exists between the self-concept of students who receive Intrinsic feedback in their classroom.

H04: NO reliable difference exists between the self-concept of students who receive Extrinsic feedback in their classroom.

H05: NO reliable difference exists between the impacts of intrinsic feedback vs. extrinsic feedback on improving Oral Fluency of EFL learners.

H06: NO reliable difference exists between the impacts of intrinsic feedback vs. extrinsic feedback on improving self-concept of EFL learners.

2. Method

2.1 Participants

The recruited participants of the current study were 107 Iraqi male and female intermediate EFL learners learning in their intact classes in two different schools in Iraq, in the city of Babylon. The researcher resorted to purposeful sampling technique to recruit and select the participants to this study. To select the subjects of the study, the

investigator spoke to classes in two schools in Iraq and achieved the cooperation of four classes. Classes held, 32 males and 34 female EFL learners in the square one of the study. The participants' age ranges from 18 to 23. Apparently, to confirm that the two groups were not considerably various having to do with their overall ability. To this aim, the inquirer employed the PET test to homogenize the participants of the study who bore traits identical to those of study.

2.2 Data Collection Tools (Instruments and Materials)

To achieve the purposes of the current study, the following instruments and materials will be utilized:

2.2.1 Speaking Pretest and Post-test

To make sure that the two groups were not significantly different in terms of speaking fluency prior to the main study, the researcher used the speaking scores from the PET speaking section as described in section 3.3.1. To examine the effect of treatment types on the speaking fluency of the participants, the researcher gave the participants in both groups a speaking test from another version of PET as post-test.

2.2.2 Fluency Measurement Scale

Fluency in the present study was measured as the speech rate calculated as words per minute and syllables per minute.

2.2.3 Intrinsic and Extrinsic Feedback Checklist

In order to provide feedback on the participants' speaking performance a feedback checklist was devised. The checklist used in this study will be developed drawing on Dornyei (2003). Dornyei (2003, p. 52) maintains that "borrowing questions" from established instruments is one of the sources based on which researchers can choose the items intended for their studies. Dornyei believes that scales and items that have been used previously have most probably been piloted and the chances are that they possess the required quality. Along the same lines, the items included in the checklist developed for the purpose of this study will be borrowed from previously-constructed rubrics which help learners or raters assess learners' speaking performance. Moreover, the researcher reviewed the previous literature related to the factors important in speaking performance and tried to identify the elements based on which feedback can be provided for speaking. Additionally, a team of experts consisting of two MA holders in TEFL helped the researcher choose the items to be included in the checklist.

Some examples of the items in the checklist will be:

- (1) Use of a variety of vocabulary
- (2) Use of a variety of structures
- (3) Sticking to the aims of the task
- (4) Appropriate Pronunciation

After constructing the first draft of the checklist, in order to assure its appropriateness in the current research context, the checklists were piloted. The first draft was piloted on 20 students with characteristics the same as participants of the study to gain insights in terms of the choice of vocabulary items and grammar used in the checklist. This checklist was used by both the extrinsic and students to provide extrinsic feedback and intrinsic feedback in the two experimental groups, respectively.

2.2.4 Self-concept Questionnaire

Self-concept in the present study was measured by administering a questionnaire developed by Helen (2013) measuring linguistic self-concept (See appendix A). According to Helen (2013), "the questionnaire is divided into four parts- English use anxiety in class (#1-4), English use anxiety (#5-8), satisfaction with English proficiency (#9-12) and self-evaluation of English language ability (#13). As Helen states, the design of the questionnaire was adapted from the one developed by Kormos and Dörnyei (2004) by extracting the relevant items related to the self-concept factor. To make sure that the questionnaire was appropriate for the context of the present study it was piloted on 30 non-participants having characteristics similar to those of the main study and Cronbach's Alpha was run on the scores.

2.2.5 Raters

In order to rate the participants' Oral fluency, the researcher invited two experienced raters, Master's degree holders in TEFL and EFL instructors in Iraq. The raters were provided with speaking scoring rubrics of PET to make sure that they followed the same scales and rubrics to score the speaking fluency. The researcher ran a 2-hour meeting with the raters to discuss the rubrics and the related scales and criteria.

2.3 Procedure

Firstly, the researcher chose two intermediate groups of participants based on convenient sampling. These two groups were put into two experimental groups randomly. Initially, PET was piloted on 30 participants having similar characteristics to those of the main participant and Cronbach's Alpha was run to assure that the test was appropriate for the target participants. Then, the researcher administered PET to the two groups to make sure that they were not be significantly different in terms of overall language proficiency as well as speaking (oral) fluency. To this aim, two independent samples t-tests were run on the PET scores as well as the speaking fluency scores of the participants in both groups prior to the main study. Next, the self-concept questionnaire was given to the participants to fill out. Having assured that both groups were homogeneous in terms of overall language proficiency and Oral fluency, the researcher started administering the treatment in the two experimental groups. To this end, in one of the experimental groups based on the devised checklist feedback were provided by the extrinsic and in the other feedback were provided by the students (Intrinsic feedback).

Before, conducting the study in an introductory session, the researcher gave the feedback checklist to the participants in the intrinsic feedback group and elaborated on all the items in the checklist. Initially, the researcher briefed the participants on the objectives of the study and aims of data collection and then gave them the designed checklist. The checklist was discussed item by item for the participants and some examples were also provided to clarify how the students should provide feedback to their teachers. In line with the procedure mentioned above, the researcher in some practice tasks were given feedback to some learners for their speaking performance for more clarification. At the end of the treatment, both groups took part in the speaking fluency post-test and the self-concept questionnaire, the results of which were used to explore the research questions as well as finding a tentative solution to the problem via hypotheses conceived.

3. Results

3.1 Data Analysis (Descriptive and Inferential Statistics)

Initially, the researcher ran PET test to all invited participants. Though, to select homogeneous candidates in the start of study, she devised z-score analysis. +1 SD and below -1 SD were considered as the outliers, so she omitted them. Seventy-seven participants were finally selected to partake in the study. To make sure that the PET reading test was reliable, the researcher employed Cronbach's Alpha and obtained the reliability index of .870, reported in Table 1.

Table 1. Reliability Statistics for PET test

Cronbach's Alpha	N of Items
.870	30

Table 2 below indicates the detailed analysis of the score obtained out of PET test administration.

Table 2. Descriptives

	Sex	Statistic	Std. Error	
Selected participants based on Z-score +1 and -1	Mean	17.5882	.87255	
	95% Confidence Interval for Lower Bound	15.8130		
	Mean	19.3635		
	Upper Bound			
	5% Trimmed Mean	17.7418		
	Median	18.0000		
	Variance	25.886		
	1.00	Std. Deviation	5.08782	
	Minimum	8.00		
	Maximum	24.00		
	Range	16.00		
	Interquartile Range	10.00		
	Skewness	-.186	.403	
	Kurtosis	-1.295	.788	
	Mean	19.0000	.90027	
	95% Confidence Interval for Lower Bound	17.1639		
	Mean	20.8361		
	Upper Bound			
	5% Trimmed Mean	19.0556		
	Median	20.5000		
	Variance	25.935		
	2.00	Std. Deviation	5.09269	
	Minimum	11.00		
	Maximum	26.00		
Range	15.00			
Interquartile Range	10.50			
Skewness	-.361	.414		
Kurtosis	-1.378	.809		

3.2 Test of Normality

Table 3 below, depicts the results from two well-known tests of normality, namely the Kolmogorov-Smirnov and the Shapiro-Wilk Tests.

We can see from the Table that for the "male and female" selected participants, PET test results were normally distributed. How do we know this? If the Sig. value of the Shapiro-Wilk Test is greater than 0.05 then the data is normal. If it is below 0.05 then the data significantly deviate from a normal distribution. As indicated in the Table, the Sig. value for both male and female students who took the PET test are .32 and .37 which prove that the data is normally distributed; therefore, we will have met the assumption of normality which allows us to go on with the rest of the statistical analyses.

Table 3. Tests of Normality

	Sex	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
PET test result for the selected participants based on Z- score +1 and -1	1.00	.142	34	.32*	.918	34	.24*
	2.00	.160	32	.37*	.895	32	.25*

a. Lilliefors Significance Correction

To depict normality graphically, the researcher used the output of a normal Q-Q Plot. If the data are normally distributed, then the data points will be close to the diagonal line. If the data points stray from the line in an obvious

non-linear fashion, then the data are not normally distributed. The Q-Q plots below the data is normally distributed.

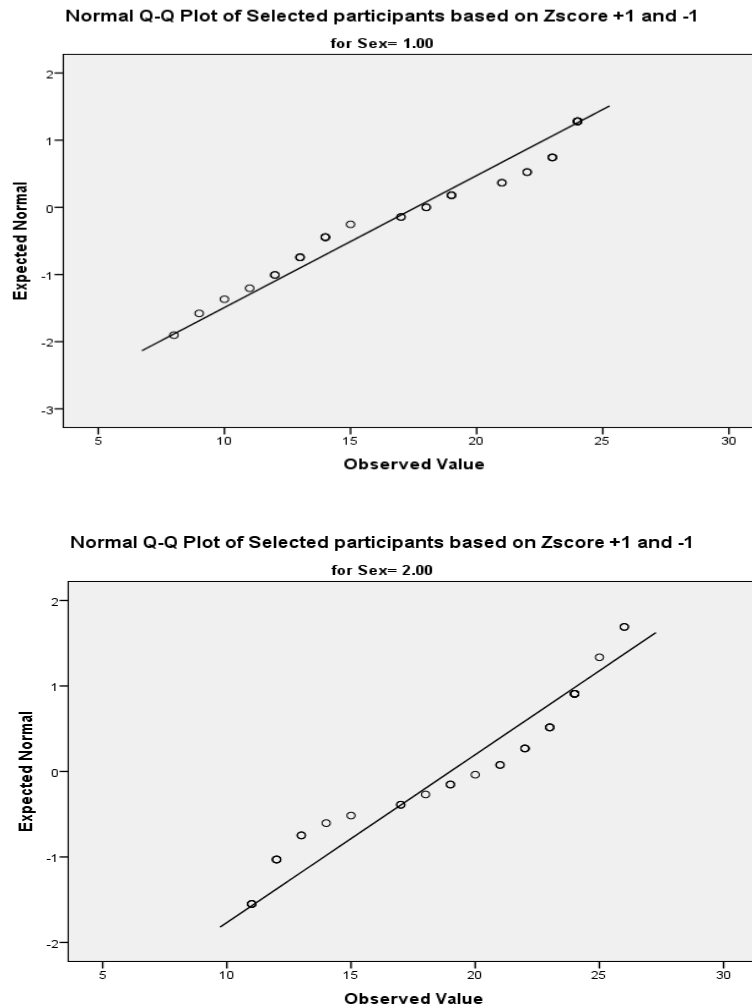


Figure 1.

The following Levene Statistic Table indicates that the participants were homogenous at the start of the study.

Table 4. Selected participants based on Z-score +1 and -1

Levene Statistic	df1	df2	Sig.
.198	1	66	.998

3.3 Paired-Samples t Test

The paired t-test, also referred to as the paired-samples t test or dependent t test, is used to determine whether the mean of a dependent variable (e.g., weight, anxiety level, salary, reaction time, etc.) is the same in two related groups (e.g., two groups of participants that are measured at two different "time points" or who undergo two different "conditions"). Specifically, we use a paired samples t test to determine whether the mean difference between two groups is statistically significantly different to zero.

In this study, the researcher decided to find out if intrinsic feedback and extrinsic feedback as the two independent variables would change the oral fluency and self-concept. Two similar intact groups were selected and treated based on extrinsic feedback and intrinsic feedback.

To run the analysis, the related assumptions of dependent variable as being ratio by nature, independent variable consists of two categories, the existence of significant outliers, and normality distribution are met in advance, therefore, we can move further and employ paired-samples t test.

3.4 Interpretation and Hypothesis Testing

As can be seen, SPSS produces many different Tables. The first important one in this t test analysis is the Descriptive Statistics Table shown below. This Table is very useful as it provides the mean and standard deviation for the two different dependent variables, i.e., self-concept and oral fluency that have been split by the independent variable. In addition, the Table also provides "Total" rows, which allows means and standard deviations for groups only split by the dependent variable to be known. The first step is to find out the mean differences among the two groups in dealing with oral fluency and self-concept. Table 5 below shows such differences.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test for Oral fluency in Intrinsic feedback group	38.5821	67	5.79223	.70763
	Pretest for Oral fluency in Intrinsic feedback group	31.0149	67	4.14324	.50618
Pair 2	Post-test for Oral fluency in Extrinsic feedback group	40.6716	67	4.60365	.56243
	Pretest for Oral fluency in Extrinsic feedback group	30.8507	67	4.23997	.51800
Pair 3	Post-test for Self-concept in Intrinsic feedback group	3.4179	67	.78140	.09546
	Pretest for Self-concept in Intrinsic feedback group	2.3134	67	.89119	.10888
Pair 4	Post-test for Self-concept in Extrinsic feedback group	3.0149	67	1.03708	.12670
	Pretest for Self-concept in Extrinsic feedback group	2.2388	67	.90603	.11069

As indicated in the Table, the mean indices of Posttest in both oral fluency and self-concept are more than their pretest counterparts. In terms of correlation between the pairs, we can refer to Table 6 to figure out that the performances of the pairs are quite related. The differences are shown graphically in the figure below.

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post-test for Oral fluency in Intrinsic feedback group & Pretest for Oral fluency in Intrinsic feedback group	67	.387	.001
Pair 2	Post-test for Oral fluency in Extrinsic feedback group & Pretest for Oral fluency in Extrinsic feedback group	67	.534	.000
Pair 3	Post-test for Self-concept in Intrinsic feedback group & Pretest for Self-concept in Intrinsic feedback group	67	.487	.002
Pair 4	Post-test for Self-concept in Extrinsic feedback group & Pretest for Self-concept in Extrinsic feedback group	67	.390	.004

In the final phase of the analysis we take a close look at the t values of the pairs in both groups. Table 7 shows the obtained t values.

Table 7. Paired Samples Test

		Paired Differences			95% Confidence Interval		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Mean	Error of the Difference Lower	Upper			
Pair 1	Post-test for Oral fluency in Intrinsic feedback group - Pretest for Oral fluency in Intrinsic feedback group	7.5671	8.32525	1.01709	5.5364	9.5978	7.440	66	.000
Pair 2	Post-test for Oral fluency in Extrinsic feedback group - Pretest for Oral fluency in Extrinsic feedback group	9.8209	7.74778	.94654	7.9310	11.710	10.376	66	.000
Pair 3	Post-test for Self-concept in Intrinsic feedback group - Pretest for Self-concept in Intrinsic feedback group	1.1044	1.18237	.14445	.81607	1.3928	7.646	66	.000
Pair 4	Post-test for Self-concept in Extrinsic feedback group - Pretest for Self-concept in Extrinsic feedback group	.77612	1.30059	.15889	.45888	1.0933	4.885	66	.000

By a closer look at Table we can come up with the following results. In pair 1, posttest for oral fluency in Intrinsic feedback group - Pretest for Oral fluency in Intrinsic feedback group, we find out that the students in posttest had a better oral fluency than their pretest. Since the t value is 7.44 with the corresponding sig. value of .000, we can safely reject the 1st null hypothesis which holds that there is no difference between the oral fluency of those students who receive intrinsic feedback in their classroom.

In pair 2, posttest for Oral fluency in extrinsic feedback group - Pretest for Oral fluency in extrinsic feedback group, we find out that the students in posttest had a better oral fluency than their pretest. Since the t value is 10.37 with the corresponding sig. value of .000, we can safely reject the 2nd null hypothesis which holds that there is no difference between the oral fluency of those students who receive extrinsic feedback in their classroom.

In pair 3, posttest for Self-concept in Intrinsic feedback group - Pretest for self-concept in Intrinsic feedback group, we find out that the students in posttest had a better self-concept than their pretest. Since the t value is 7.65 with the corresponding sig. value of .000, we can safely reject the 3rd null hypothesis which holds that there is no difference between the self-concept of those students who receive intrinsic feedback in their classroom.

In pair 4, posttest for Self-concept in extrinsic feedback group - Pretest for self-concept in extrinsic feedback group, we find out that the students in posttest had a better self-concept than their pretest. Since the t value is 4.89 with the corresponding sig. value of .000, we can safely reject the first null hypothesis which holds that there is no difference between the self-concept of those students who receive extrinsic feedback in their classroom.

In order to approve or disapprove of the last two null hypotheses, the researcher runs another paired samples t test between the two groups who receive intrinsic-feedback and extrinsic feedback. This time these two feedbacks are compared to discover that which one could be more effective in developing and improving both self-concept and oral fluency. Table 8 shows the mean score of the four groups. As we can see, the mean score of oral fluency in

extrinsic feedback group is more than its counter group with intrinsic feedback. The same story is not true for the development of self-concept in both groups. As we can see, the mean score of the self-concept of extrinsic feedback group is a bit less than that of the mean score of the students in intrinsic-feedback group. Overall, we can conclude that intrinsic feedback is weaker than extrinsic-feedback in developing and improving oral fluency ability, while intrinsic feedback is stronger than extrinsic feedback in building up self-concept. This might have some psychological reasons which could pave the grounds for an extensive research.

Table 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest for Oral fluency in Intrinsic feedback group	38.5821	67	5.79223	.70763
	Posttest for Oral fluency in Extrinsic feedback group	40.6716	67	4.60365	.56243
Pair 2	Posttest for Self-concept in Intrinsic feedback group	3.4179	67	.78140	.09546
	Posttest for Self-concept in Extrinsic feedback group	3.0149	67	1.03708	.12670

In terms of correlational analyses between the pairs, we can refer to Table 9 below to figure out that the performances of the pairs are correlated passively. The correlation indices between oral fluency tests is .622 and the self-concept questionnaire is .398 which shows that the tests used in this research are reliable and the common variance between the two sets of score is high.

Table 9. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest for Oral fluency in Intrinsic feedback group & Posttest for Oral fluency in Extrinsic feedback group	67	.622	.000
Pair 2	Posttest for Self-concept in Intrinsic feedback group & Posttest for Self-concept in Extrinsic feedback group	67	.398	.019

To analyze the final test, we should refer to Table 10 below. By a closer look at Table 10, we can approach null hypotheses 5 and 6.

In pair 1, the oral fluency in two groups are compared. As indicated in the Table the t value is 3.6 enough to reject the 5th hypothesis which holds that there is no significant difference between the oral fluency of those students who receive intrinsic feedback and extrinsic feedback in their classroom. We can conclude that extrinsic feedback is more effective in developing oral fluency skills of the EFL students.

In pair 2, self-concept in two groups is compared. As indicated in the Table the t value is 2.82 enough to reject the 6th null hypothesis which holds that there is no significant difference between the self-concept of those students who receive intrinsic feedback and extrinsic feedback in their classroom. We can conclude that intrinsic feedback is more effective in building up self-concept in EFL students.

Table 10. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest for Oral fluency in Intrinsic feedback group - Posttest for Oral fluency in Extrinsic feedback group	2.08955	4.64736	.56776	3.22313	.95597	3.680	66	.000
Pair 2	Posttest for Self-concept in Intrinsic feedback group - Posttest for Self-concept in Extrinsic feedback group	.40299	1.16852	.14276	.11796	.68801	2.823	66	.006

The detailed finding and suggestions will be presented in the next chapter.

4. Discussion

By carrying out this research, the inquirer changed her viewpoint and academic stance concerning feedback in classroom, because she attempted multifarious research maneuvers and strategies to find out how such feedback may change the learning and teaching outcomes in Iraqi EFL contexts. In this chapter, the researcher delineates the impact of intrinsic feedback and extrinsic feedback on the students' oral fluency and self-concept. This study is by nature a two-fold study, which covers both a macro study on teaching professionalism and micro study of learning development. The inquirer, to approve of her claims, piloted the research questions, followed the situation specific statistical procedures, and came up with the statistical results elaborated comprehensively in chapter four. In this chapter, the researcher also summarizes the investigation procedure along with the findings based on the results and later mentions the pedagogical implications of the study. In the final section, she provides the readers with some suggestions for further study. To refresh the reader's memory, the inquirer would like to mention the problem under investigation once more. The present study was carried out particularly to find solutions to the problem of this study. As stated in chapter, inappropriate extrinsic feedback and intrinsic feedback of young learners studying English in Iraqi language schools' contexts has created some serious problems while developing their oral fluency and building up their self-concept especially when they are supposed to be assessed. Subsequently, they have proven to show poor oral fluency and self-concept in and outside classroom contexts. The two experimental groups were taught through the core concepts of intrinsic and extrinsic feedbacks along with the regular oral fluency programs. Based on the statistical analyses, participants in extrinsic feedback group significantly outperformed those participants in intrinsic feedback group in developing oral fluency.

5. Conclusion

Based on what we can read and understand from the inferential statistics Tables table reflected in chapter 4 and the results obtained, the researcher has come up with the following conclusions and findings:

The students who received intrinsic feedback in the classroom and had interaction with the other students in class, turned into better speakers since their oral fluency was more improved after the treatment phase.

The students who received extrinsic feedback in the classroom and had constructive extrinsic interaction in class, turned into better speakers with much more fluency after the treatment phase.

As proved in chapter 4, the self-concept of those students who received intrinsic feedback in classroom has changed over time and they turned into more confident students with their own self-concepts. They felt more autonomous than before.

As proved in chapter 4, the self-concept of those students who received extrinsic feedback in classroom has also changed over time and they turned into more confident students with a better sense of authority.

By a closer look at the t Table in chapter 4 and the comparison of the mean scores, the researcher found that the mean score of oral fluency in extrinsic feedback group is much more eye-catching than the oral fluency of those students who received intrinsic feedback. However, the same story is not true for the development of self-concept in both groups.

As indicated earlier in chapter 4, the mean score of the self-concept of students who received extrinsic feedback is a bit less than the mean score of the students in intrinsic-feedback group.

Overall, we can conclude that intrinsic feedback functions weaker than extrinsic-feedback in developing and improving oral fluency, while intrinsic feedback is stronger than extrinsic feedback in building up self-concept. This might have some psychological reasons which could pave the grounds for an extensive research.

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