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Enhancing Students' Engagement and Participation through Teachers' Oral Feedback in Basic-Level EFL Classrooms

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Abstract

This study aims to explore how different types of oral feedback provided by teachers enhance students' engagement and participation in EFL classrooms at the basic level. A qualitative research design was applied, using interviews as the tool for data collection. Three English teachers who have at least five years of experience teaching English were chosen purposefully from three different schools of Neelakantha Municipality, Dhading. In-depth interviews and follow-up discussions were conducted with the teachers. The findings indicate that positive and supportive feedback increases students' confidence and motivation. The feedback encourages them to take part in different activities, including classwork, homework, group work, and interactions. However, large classrooms, lack of teacher training, and time constraints to finish courses hinder equal opportunity for each individual to provide oral feedback. The study reveals that increased student participation in language learning through oral feedback contributes to the creation of an appropriate, supportive, and interactive learning environment. In contrast, excessive corrective feedback discourages learners from further engaging in learning

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activities. The study highlights the importance of interactive teaching practices, such as open-ended questioning, Socratic dialogue, and group discussions, in maximizing the usefulness of oral feedback in the learning process..

Keywords: Classroom interaction, motivation, oral feedback, student participation

Introduction

Feedback as a reaction to students' attempts and performance has long been recognized as an important aspect of education. Hattie and Timperly (2007) define feedback as a cornerstone of teaching and learning process, serving as bridge between instruction and learning outcomes by informing students about their progress and areas for improvement. Feedback goes side by side while teaching and learning in the classroom. It is a continuous process similar to learning. Specially, feedback is provided by agents such as teachers, peers, parents, and others to encourage learners to identify alternative strategies, correcting mistakes or clarifying their understanding of their performances. Nicol and Macfarlane-Dick (2006) state that feedback is information between present learning and expected outcomes. Students create internal feedback through involving various activities, assessing progress towards goals and being self- evaluator of themselves. Moreover, Shute (2008) emphasizes feedback as

a mechanism that changes learners' thinking and behavior to improve learning. Feedback plays a role as backbone in teaching and learning activities to make the learner more active, engaged, motivated, and self-directed. After getting feedback, students may feel positive to change their corrected actions. According to Vygotsky (1978), a child learns from the environment and the guidance or corrections of parents, teachers as well as peers. Lantolf and Appel (1994, p. 10) said, "The child only learns from interaction getting right feedback". The feedback helps to encourage students for doing good works. The feedback, in a teacher-student learning environment can be defined as "information given to learners which they can use to revise their interlanguage" (Ellis, 1999, p. 702). Thus, oral feedback can play an important role in creating supportive language learning environment.

Oral feedback is spoken comments provided by a teacher or another person to give immediate, timely, and specific information on performance or understanding. It allows for immediate clarification of misconceptions, and providing guidance for improvement in real-time. Mulliner and Trucker (2017) believe that oral feedback is generally easier to understand because of its interactive and co-constructed nature. Oral feedback promotes a sense of care for students' social well-being (McArthur, 2023) and coheres with recent developments in integrating audio, video, or screencast feedback with subsequent follow-up actions (Wood, 2023). Although time-consuming for teachers, oral feedback encounters merit consideration for integration within the curriculum and as an option within teachers' repertoires of feedback strategies. Kucukali (2017) mentions that opportunities for meaningful interaction, clarification, discussion, and negotiation between the students and the teacher provide greater chances for detailed and constructive oral feedback than written feedback, as students receiving written feedback cannot experience the negotiation process.

Further, Van Ha et al. (2021) mention that oral feedback is flexible when individual and the context is assumed. Oral feedback can be given in day-to-day practices that assess the student's knowledge and skill on particular concepts or areas of the learning subject. It is provided on the spot to change learners promptly. It also enables teachers to identify gaps in learning that needs immediate guidance and support. The teachers in the EFL classroom provide different types of oral feedback where the aim is to facilitate language development. Furthermore, it is purposeful that interactional process facilitates second language learning (Mackey, 2006). It connects input, internal capacities, selective particular attention, and output in productive ways (Long, 1996). Similarly, Lyster et al. (2013) state that oral corrective feedback plays a significant role for the facilitation that the teachers need to provide and promote continuing second language growth. Lyster and Ratna (1997) identify six different types which are classified into two categories: reformulation and prompts. Reformulations include recasts, and explicit correction. Both provide correcting way of saying certain word or sentence. On the other hand, prompts include variety of signals such as elicitation, meta-linguistics clues, clarification request, and repetition.

Oral feedback in EFL classrooms is not limited to correcting errors but can also appear in form of praising. Waring and Wong, (2009) mention that praising is often used in the absence of feedback where the students can respond or correct their saying. However, using a praise such as "very good" can also be a way of reinforcing a student's correct response which is equal to reinforcing correct comprehension of production of a language structure.

Oral feedback is essential for effective teaching and learning at the basic level. In the context of Nepal, although the national curriculum promotes formative assessment and oral feedback, as a long-time practitioner of EFL teaching, we have witnessed that many classrooms remain teacher-centered, leaving students passive without necessary feedback. Oral feedback, when given, is often limited or error-focused rather than promoting engagement and improvement of the learners. Despite its importance in boosting confidence, motivation, and meaningful learning. Limited research in Nepal has examined how oral feedback is practiced and how it affects student participation in English as a foreign language classroom. The systematic review of Qian et al. (2026) reveals that studies in the area of teachers' feedback have a geographical concentration in East Asia, small sample sizes, and a focus on higher education contexts. Thus, previous studies have not adequately examined how different types of teachers' oral feedback enhance student's engagement and participation in basic level EFL classrooms. Therefore, this study aims to explore how different types of oral feedback provided by teachers enhance student's engagement and participation in basic level EFL classrooms. The research

question of this study is 'How does oral feedback provided by teachers enhance students' engagement and participation in EFL classrooms at the basic level?'

Literature Review

This part of the study highlights the review of theoretical concepts for the foundation of the study, along with the empirical review to show the empirical evidence in the related issues.

Constructivist Learning Theory

The more interaction, the more knowledge is the common theme of constructivist learning theory. Vygotsky (1978) viewed that oral feedback helps students to share their problems with teachers so that problems can be easily solved during teaching and learning. Mostly, students perceive their teachers' oral feedback positively. Oral feedback has a sensitive dimension; students still realize to its positive effect on improving their achievement. Gredler and Shields (2008) argued that Vygotsky's constructivist theory is all about a systematic inquiry conducted by educators in authentic contexts to develop insight with reflective practice, and improve students' outcomes. Moreover, Ubbes and Ausherman (2022) believed that building relationships between people and their ideas through discussion and dialogue can lead to multiple perspectives and a deeper understanding of meaning-making when they put it in their own words orally as feedback.

Self-Determination Theory

Self-determination theory (SDT) explains that oral feedback is given for autonomous activities in the classroom. It is a supportive tool to the teacher as well as students to improve the activities in the teaching-learning process. It increases students' engagement as they can share their feeling, opinions, and problems with their teachers without hesitation. It promotes students participation in classroom activities through encouragement and motivation (Deci & Ryan, 2000). Recent developments in feedback, literacy theory says that effective oral feedback includes not only teacher input but also student's capacity to interpret and use it for improved activities. Carless and Boud (2018) took feedback as a crucial tool to both teachers and students for building a capacity to interact and engage in the activities inside and beyond the classrooms.

According to SDT, oral feedback is a backbone for the improving activities and increasing the participation of students during teaching-learning activities (Black & Wiliam, 2006). Observing these theoretical perspectives, it is clear that oral feedback plays a role of a key instructional strategy that fosters student engagement and participation in basic-level classrooms.

Student Engagement

Engagement in classrooms is possible through classwork, homework, interactions, question-answer, group work, pair work, speaking, reading, writing, responding, and so on. Bowden et al. (2021) provided four dimensions of engagement, namely affective, social, cognitive, and behavioral engagement. Extraordinary Schools Organization (ESO) (2016) highlighted that student engagement is fixated on the conviction that learning improves. There is a model about student engagement that have three aspects: conduct, cognitive, and full of feeling. Behavioral engagement incorporates students' active participation in learning activities as reflected in observable behaviors such as practicing in classroom discussion, following class rules, and completing assigned tasks. Student engagement supports to find out how the students feel about learning.

Student engagement is now considered to be an overarching 'meta-construct' in which an ecosystem of students, educators, service staff, and institutions interact to create enriching tertiary experiences (Junco, 2012; Kahu, 2013; Zepke, 2014). Student engagement theory focusses on the role of the environment in the growth experiences of students by energizing student participation through the implementation of effective teaching practice in the growing experience (Vygotsky, 1978). Through engagement in class, learners could experience better outcomes. It lifts the students' feelings of confidence and implementation. Thus, according to Tatar (2005), oral feedback is a way to enhance students' participation in the classroom. Thus, engagement in the classroom and oral feedback are interrelated. An active participation in class discussion encourages students to think critically (Adhikari & Pandey, 2025) that can be possible through oral feedback. As a communication form, students receive oral feedback from their teachers during engagements and activities in language learning process.

Empirical Review

Observational research in primary schools shows that oral feedback is widely used by teachers in evaluative forms. Karki (2011) reported that primary English teachers in Nepal provide positive comments to students, which increases the confidence level of learners. Learning outcomes may improve. Hassan and Harun (2021) put that oral feedback enhances learners' motivation and classroom involvement. Zhan's (2020) findings showed that positive, clear, and constructive oral feedback from the teachers help students engage in activities in classroom. Rahman and Ali (2023) also found that oral feedback encourages active participation among young learners. Rocca's (2010) findings revealed that oral feedback supports a strong relationship between teachers and students during teaching and learning.

Motbayonr et al. (2025) explore students' engagement with teachers' oral corrective feedback in an EFL classroom in Ethiopia. The finding of their study is that corrective oral feedback contributes to student engagement. Chen et al. (2011) identified positive relationship between oral feedback and student engagement. In the study, Roothoft (2014) finds out the importance of teacher's valued oral feedback, but the students were unaware of their practices and mainly used implicit recasts due to interrupting them affecting their emotions. Rydahl (2005) explored the issue on oral feedback in English classrooms. His study finds that oral feedback is most often used when the student makes errors. In their study, Marquez et al. (2023) found that using Work -In Class Assessment Tool (WICAT), teachers can improve students' learning outcomes through feedback.

Although different studies have been carried out in the field of feedback and student participation at the secondary and basic level, as per our review none of the research has concerned on enhancement of participation and engagement of students through oral feedback in context of Nepal. So, this paper seeks to fulfil research gap by exploring how oral feedback provided by teachers enhances students' engagement and participation in basic-level EFL classrooms.

Methodology

This study adopted a qualitative approach. Based on the purpose of this study, the qualitative research design is the most appropriate. It is useful for investigating the meaning participants give to a certain problem (Creswell & Poth, 2016), to collect, analyzing, and interpreting data. It is concerned with the perspectives of the participants, including what they think and why they hold certain views. Qualitative research design is flexible and credible for understanding participants' views, thoughts, and perceptions. Context-based understanding of people's thoughts, beliefs, and values is the primary concern of this methodology (Adhikari, 2024b). Adopting this approach, it helps to understand perception of teachers regarding oral feedback in EFL classrooms for the enhancement of student engagement and participation in EFL classrooms at the basic level.

The target population for this research were basic level English teachers of Dhading district. Three teachers were purposively selected from different schools in the district. Each teacher had at least five years of experience teaching English at the basic level and regularly used oral feedback to promote students' participation and engagement both inside and beyond the classroom.

We used semi-structured interviews and follow-up discussions with the teachers for the collection of information. We obtained consent from the teachers before visiting their respective schools. We prepared interview guidelines based on open-ended questions (Mahdi, & Saadany, 2013) relating to oral feedback for the enhancement of students' engagement and participation in EFL classrooms. After conducting interviews in person, we conducted telephone interviews for follow-up discussions until saturation was achieved.

We transcribed and translated the interviews. Then, we sent it for member checking. The final information gained from the participants was properly managed. After member checking, we coded and categorized for developing themes relating to the research objective. Following the thematizing process, a narrative analysis (Adhikari, 2024) was conducted under the themes that emerged. To maintain ethical considerations, the real identity of the participants was covered using pseudonyms (T1, T2, and T3) while presenting and interpreting the information.

Results

This section presents the findings of the study with a brief information of the participants. Based on in-depth interviews and follow-up discussions with the participants, we presented and analyzed the information under five different themes, respectively.

Brief History of Participants

T1 had the experience of teaching English in different schools for 12 years. She was a permanent English teacher, teaching English at a basic level in two different schools. She had been the English teacher at her current school for 10 years. She holds the bachelor's degree in major English. T2 had taught at the same school for 13 years. He was also the permanent English teacher. He had been teaching English as his core subject for 13 years at basic level. He completed the Master's degree majoring in English. T3 had been teaching English for seven years at basic level. She completed the Bachelor's degree in major English. All these teachers have a good a knowledge of oral feedback and its usefulness in classroom. They claimed that they are adequately practicing oral feedback in their classroom and beyond.

Engaging Students in Classroom Activities through Oral Feedback

Teachers in the classrooms are expected to be flexible and child-friendly to understand individual need and teach accordingly. In classrooms, there may be the variety of learners from different communities. They need to be encouraged with feedback after their attempts. In the interviews, we found all teachers aware of the importance of oral feedback to encourage students for further activities and participations. They had their own methods to provide oral feedback to increase the participation of the students in the classrooms. They provided very friendly environment and kept follow up activities and remedial classes after completion of every activity. T1 expressed:

I knew the importance of oral feedback. Oral feedback helps to increase confidence, participation, and responding to questions without hesitation. Oral feedback motivates my students to share their ideas and contribute actively to group discussions. I use different approaches such as puzzles, rhymes, and word games, and asking questions to engage students and make the classroom lively, especially at the beginning of classes. I follow these activities to keep my students active and engaged so that I can further encourage them with oral feedback continuously. (T1)

Puzzles, word games and question-and-answer are favorite activities of the students. So, they want to learn in different ways than traditional lecture methods. Here, for the active participation of the students, teacher uses oral feedback through a variety of activities to continue learning efforts of the students.

Oral feedback makes students more active and engaged in the activities in my classrooms practicing various methods like, think, pair and share, and group discussion. Through these methods, students share their ideas so that I can use immediate oral feedback by praising their correct answers and guiding them on their mistakes. This activity enhances students' achievement by promoting deeper understanding, improving communication skills, and encouraging active participation (T2).

Teachers find it easy to provide oral feedback in such student-centered activities where students at least participate in activities. They have chances for immediate correction, encouragement, and guidance on the responses of the students. Different aspects of language, such as grammar can be used to create situations where oral feedback is acceptable.

Students easily accept feedback while teaching grammar, pronunciation, and vocabulary. This is because they enhance speaking skill using corrective or descriptive oral feedback while engaged in grammar tasks. (T3)

Immediate oral feedback provides students with encouragement and motivation for further participation. The feedback provided by teachers in the classroom is fruitful to enhance the student's continued participation in activities. It shows that practicing oral feedback plays a crucial role to make students engaged in classroom activities.

Power of Specific Praise

Praising and encouraging students are core aspects of oral feedback, which are necessary and inevitable to make students active and energetic. Participants in the study accept that students are more encouraged through praise than reprimands.

Even a small, specific piece of positive feedback can significantly impact the student's self-belief. Using praise and encouragement as oral corrective feedback and prompting and questioning while teaching and learning English in classrooms at a basic level make classroom more interactive. (T1)

Once I praised a student for her small achievement, like completing a puzzle, she became so excited to do the next. She asked me to provide her with the next puzzle. She was often regarded as a quiet and lazy fellow in the classroom. (T2)

I often remember a day in a classroom. That day I cuddled a student and said, "You are not a man; you are really a king. You can do things easily that others cannot do". He responded promptly, "I found him excited to do the next thing when I praised him. He never stops doing the given tasks when he is praised." (T3)

T2 and T3 found positive oral feedback to be the most effective and reliable tool to increase the participation of students in activities. Students themselves cannot be ready and curious to know, search, and add more knowledge without support from teachers. They need special care with their tasks. Teachers have to promptly react to their work with praise. This helps the students continue their efforts. For this, verbal expressions from teachers matter.

We often use verbal expressions, such as well done, that's a very nice idea, very nice, wow, you did it, and you can do, to acknowledge students' efforts. Students responded more confidently when teachers appreciated their efforts rather than focusing on mistakes; a small piece of positive words made students very happy and encouraged for learning. (T2)

In my experience, corrective oral feedback such as direct correction orally, recasting, and elicitation helps students notice their errors and improve in time. In addition, it also develops their communicative competence by listening to our words that prompt immediate readiness for further endeavors. If we give written praise, they may not see it". (T3)

Teachers accept that students need individual care to praise their strengths and weaknesses through verbal expressions to encourage them to do things in classrooms. It is better to stimulate them through oral admiration that immediately arouses attention. The attention keeps them active for further engagement. Thus, oral constructive feedback maximizes students' participation in activities and promotes continuous engagement.

Oral Feedback as a Scaffolding in Language Learning

In EFL classrooms, language learning and student development are related to teachers' immediate feedback. For this, students' participation is needed. Without their involvement the teachers cannot provide feedback. The students' involvement is required to respond by the teachers. However, they do not always show readiness for doing the things. Teachers can change the situation by providing scaffolding through oral feedback.

In my class, there were some students who never took part in activities. I could not provide them with feedback orally. It was a problem. I changed that. I encouraged them regularly to participate in activities and do the given tasks. To do this, I often provided them with scaffolding. They slowly took part. Now, every time I provide them with feedback, they become happy and like to do other tasks immediately. (T1)

When I use verbal feedback orally, my students listen to me and respond to me at the same time. They can learn from my expressions. This becomes a kind of scaffolding for their learning. (T3)

All teachers had the same opinions regarding the impact of oral feedback on student participation. They provided feedback frequently, correcting and suggesting alternatives that become the scaffolding to create. They can reflect on our suggestions and respond promptly which enhances their speaking skills. They shared:

Frequent oral feedback helped students engage more actively in the classroom.

When we acknowledged students' responses verbally, it motivated them to participate more, learn actively, and share their confusions in the process of teaching and learning. (T1, T2 and T3)

This finding relates to Vygotsky's social interaction theory, which emphasizes that learning occurs through interactions. Experiences of the participants show that oral feedback acts as a scaffold that supports learners in improving their language skills. Scaffolding is useful to students who hesitate to begin interaction and who could not produce a correct response by their own efforts in the beginning.

Feedback: Causes of Student Confidence, Motivation and Demotivation

Student motivation and confidence are central aspects in teaching and learning. They have to perform their abilities in the classroom to be recognized. Teachers' motivation helps to increase students' confidence. T2 and T3 have long experience teaching English and providing oral feedback, but they were not sure what improve students' participation. After their experience, they got an idea regarding oral feedback.

I found that students who received daily oral corrective feedback from the teachers showed higher confidence and were more willing to participate in every activity. When I openly acknowledged their efforts, even when their responses were partially correct, they felt valued and respected. This reduced their fear of making mistakes and encouraged them to take risks in using the target language. As a result, such students were more willing to engage in speaking tasks, answer questions, and participate in discussions. (T3)

This reveals that the nature, tone, and delivery of oral feedback significantly influence learners' emotional and psychological readiness to participate in classroom activities. Due to teachers' strategies such as reformulation, prompting, and guiding, students were able to self-correct and improve their mistakes. This not only improved their participation but also developed their linguistic competence.

However, negative, harsh, and unclear feedback by the teachers demotivated students. When teachers focused on errors, students felt embarrassed, especially in front of their colleagues. This led to a fear of participation and speaking in the classroom, which discouraged them. Similarly, students were not able to identify their mistakes, correct their errors, and engage in activities. (T1, T2)

These experiences indicated that self-esteem, anxiety, and motivation are key factors in oral feedback. This emphasizes that feedback should not focus on errors but should aim to build students' confidence and motivation. Teachers' awareness of a student-friendly environment for active participation helps increase positivity towards students. When students participate actively, there are chances of oral feedback being given by teachers. The teacher's consideration of positive feedback supports motivating the students. On the contrary, negative feedback demotivates them.

Challenges in Providing Effective Oral Feedback

Although oral feedback is widely recognized to increase student's participation in EFL classroom and language development, all teachers reported that several challenges that limit its effective implementation in EFL classrooms.

Large class size is one of the major challenges of providing oral feedback in EFL classroom at basic level. We found it difficult to provide individual feedback to each learner. As a result, oral feedback is generalized rather than personalized. We only got the chance to interact with active and proactive students, while quitter student remains unnoticed. Unknowingly, due to large class sizes, these unequal opportunities happened in our classrooms; it obviously reduced equal participation. (T1, T2 and T3)

Teachers added another issue faced in their teaching phases: they implemented different strategies and provided verbal suggestions to students, but they were compelled to focus only on the syllabus rather than improving the students' weaknesses in language skills.

We were compelled to complete the prescribed syllabus on time rather than providing individual feedback to improve certain language skills. We are victims of an exam-oriented education system. This limited interactive classroom and reduced the time allocated for feedback. As a result, oral feedback becomes a secondary phenomenon, and student participation is minimized. (T1, T2, and T3)

Besides the large classroom, there appear to be several other aspects that limit the use of oral feedback. Providing feedback becomes a complicated task for the teachers when they did not get appropriate training on how to provide oral feedback to increase the participation of the students in teaching and learning. However, some trainings are provided which are not relevant to the need.

We were not adequately trained on how to provide constructive, balanced and student-centered oral feedback. Without proper knowledge of providing oral feedback strategies, we used traditional methods to evaluate students in the EFL classroom using simple praise and lower-level encouragement words. In this situation, feedback discourages the students which can negatively impact their confidence and motivation. (T1, T2 and T3)

Teachers revealed that the allotted time did not suffice for them to provide sufficient oral feedback which ultimately limits students' engagement. Due to the limitation of time, they could not provide the expected feedback individually.

Time limitation for providing individual feedback is another great challenge in providing oral feedback in the EFL classroom; periods are usually short, and teachers are assigned to achieve prescribed objectives. It creates unequal opportunities to the students for obtaining individual feedback. Only active and smart students got chances to obtain oral feedback, and weaker students remained in the shadows. (T1, T2, T3)

All teachers revealed that oral feedback plays an important role in enhancing students' participation in EFL classrooms; however, they do not have enough time to provide exposure to their students through oral feedback. The success of the feedback depends on its effectiveness and how it is implemented for individual students. A balanced approach, including encouragement, positive words, constructive correction, and interactive teaching practice with specific time management is essential to maximize the effectiveness of oral feedback in EFL classrooms, avoiding barriers or challenges.

Discussion

The findings of the study reveal that oral feedback supports a strong relationship between teachers and students during teaching and learning which is similar to the findings of Rocca (2010). Oral feedback is crucial for enhancing students' participation in basic-level EFL classrooms and promoting interactive teaching and learning. Adhikari (2026) believes, "Language teaching requires more interactive and dialogic techniques so that students can have chances to enhance their skills in using language sufficiently" (p.27). However, this study reveals that this is not always possible due to large class and time constraints for finishing courses.

Students' confidence, motivation, and active participation depend upon oral feedback given by the teachers during interactions and engagement of the students. Due to constructive oral feedback, the students can identify their real status in the use of language skills. Similar to the findings of the study, Li (2022) sees oral feedback as a powerful, immediate, and high-impact tool that enhances student

engagement by allowing for real-time interaction, clarification, and emotional support which affect students' listening and speaking skills. Further, the findings reveal that constructive oral feedback increases speaking fluency and curiosity. Connecting to theory of Vygotsky (1978), constructive oral feedback becomes a powerful motivator that encourages students to actively participate in various learning activities, overcome challenges, and improve their language skills with curiosity. It enables teachers to identify gaps in learning that need immediate guidance and support. Similar to the focus of self-determination theory, the findings show feedback as a crucial tool for both teachers and students for building a capacity to interact and engage in activities inside and beyond the classroom (Carless & Boud, 2018).

Among various types of feedback, the findings indicate that positive oral feedback is the most important in teaching and learning process. It includes praise and encouragement. Students who receive positive constructive oral feedback from their teachers are more interested in activities in EFL classrooms. This is similar to the view of Karki (2011), Lyster et al. (2013), and Waring and Wong (2009) who believe that praise and positive comments make students more engaged in the classroom. It helps to develop their overall language skills. However, these findings revealed that negative or over-corrective feedback discourages student motivation and confidence. This indicates that the emotional impact of oral feedback is as important as its instructional value.

Lantolf and Appel (1994) view that those involved in interaction and getting feedback in the classrooms, can learn properly. Similarly, findings suggest that we need an interactive classroom environment in which students can openly ask their questions and speak about whatever they know about the subject matter. Teachers who use different strategies such as open-ended questions, group discussion, and immediate feedback get more success engaging the students in activities willingly. While providing motivation and encouragement, teachers should be aware of the classroom (Junco, 2012; Kahu, 2013; Zepke, 2014). Teachers need to care about individual differences of each student and treat them accordingly. Otherwise, weaker students may get less chance to participate in activities.

The finding of Motbayonr et al. (2025) suggests that corrective oral feedback contributes to student engagement which is in consistent with the findings of this study. However, more corrective feedback may lead to demotivation when the students perceive feedback as an overrated action from the teachers. Chen et al. (2011) show a positive relationship between oral feedback and student satisfaction or engagement when the students perceive oral feedback as an instant suggestion made by their teachers. In a study, Roothoft (2014) finds the importance of teachers' valued oral feedback which resembles the findings of this study.

Ubbes and Ausherman (2022) believe that building relationships between students and their ideas through discussion and dialogue can lead to multiple perspectives and a deeper understanding of meaning-making when they put it in their own words orally as feedback. Findings of Fadzil and Said (2021) demonstrate that it is possible in improving students' language competence by listening to teachers' feedback. However, large class sizes, time constraints, pressure to complete the course on time, and lack of training were found while implementing oral constructive feedback. These challenges reduce students' participation and motivation in teaching and learning activities. For effective oral constructive feedback, teachers need to consider class sizes, the nature of students, and time constraints.

Conclusions and Implications

This study shows that teachers provide immediate corrections or suggestions and use praising words, aiming to make students more active and engaged in ELT classrooms. By using these oral feedback practices in the classroom, the teachers found that students were more interested and active to take part in activities in the classrooms. They accepted that their students expect oral feedback immediately after their involvement in activities so that they could improve their language skills. However, several challenges, including large class sizes, a lack of teacher training, insufficient instructional time, and pressure to complete the course on schedule, hindered teachers' immediate oral feedback practices. These problems should be addressed in a timely manner for better language acquisition and academic achievement of the students. Even though the study has been limited to only

in three schools, it highlights the expectation from the teachers to make the classrooms more engaged and active through their oral feedback.

The implication of this study is limited to the area of teachers' oral feedback within the engagement and participation of students at the basic level. In the course of developing language skills, students feel that teachers' feedback is important. This study did not explore the immediate responses of the students towards oral feedback in terms of their emotions and attitudes. From this study, we can infer that we should consider student-centered learning pedagogies to focus on students' interests, desires, and intelligence to enhance engagement and participation in EFL classrooms.

Further, the implications of this study address the ways the collaboration of teachers, peers, and individual students can encourage engagement and participation in classroom interactions and dialogues which enhance students' language skills. There is a dire need for engagement and activities in the classroom to promote agentic behaviours among the students (Adhikari, 2024a). Similarly, teachers' support and peers' support are other aspects to be considered in engaging students in teaching and learning activities. Thus, this study allows teachers to identify the necessary ideas to connect engagement and activities in basic-level ELF classrooms. Especially, the teachers and curriculum designers at the basic level can gain insight into the promotion of pedagogies that encourage student engagement and participation in the EFL context.

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