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Preferred Oral Corrective Feedback Strategies: Insights from Pre-Service Teachers in a Philippine State University

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Abstract. This study investigated the preferred oral corrective feedback (OCF) strategies of Filipino ESL preservice teachers at a Philippine State University. Grounded in Krashen's Input Hypothesis, it aimed to identify learners' preferences to improve language instruction. A mixed-methods approach was employed, involving 192 preservice teachers from six academic majors—Mathematics, English, Science, Social Studies, Technology and Livelihood Education, and Elementary Education—enrolled in a Purposive Communication course. Data was gathered through surveys and interviews using a 6-point Likert scale, where 1 indicated strongly disagreement and 6 strongly agree. Quantitative analysis involved ANOVA to compare preferences across majors and T-tests to assess gender-based differences. Thematic analysis was applied to qualitative responses. The study identified the most preferred OCF strategy during oral examinations and examined whether preferences differed by academic major or gender. Results showed that private

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feedback was most preferred, with no statistically significant differences across majors or genders. These findings highlight the value of individualized feedback and may help educators and policymakers develop more learner-centered language teaching approaches. Previous research also emphasizes the influence of learners' proficiency levels on feedback preferences, reinforcing the need to tailor corrective strategies to individual needs for more effective instruction.

Keywords: oral corrective feedback; pre-service teachers; Filipino ESL learners, Krashen's input hypothesis; language instruction; purposive communication

1. Introduction

Corrective feedback can cause divergent reactions depending on the learner's perception. While some may find it offensive, it may motivate learners to improve performance. In education, the value of feedback is highly divergent from student to student, depending on how they perceive and internalize it. This study focuses on pre-service teachers in the Philippines and explores the perceptions regarding oral corrective feedback (OCF) in an ESL learning situation. Specifically, it examines how they prefer receiving OCF during speaking tasks and ascertains if their academic major or specialization exerts an impact on their reception and response toward such feedback.

The perspectives on OCF of pre-service teachers in a Philippine State University are crucial during their formative stage of professional development. Unlike in-service teachers, pre-service educators are actively engaged in structured training where their pedagogical beliefs are still evolving (Mateus et al., 2021). Understanding their OCF preferences at this stage helps tailor teacher education curricula to develop effective feedback strategies. Their ongoing training makes them more receptive to varied feedback mechanisms since beliefs are often more malleable compared to in-service teachers (Reynolds & Teng 2021), and structured feedback is crucial for their reflective practice and professional growth (Nduagbo & Casale, 2023).

Furthermore, the unique socio-cultural landscape of the Philippines significantly shapes pre-service teachers' perceptions and preferences regarding OCF. Deeply ingrained cultural values such as *hiya* (shame or embarrassment) and profound respect for authority figures critically influence communication patterns within educational settings (Lasquety-Reyes, 2016). These concepts may lead pre-service teachers to prefer indirect or private feedback to avoid a 'loss of face' or discomfort (Nunez, 2024) and may cause hesitation in overtly expressing preferences or questioning feedback, impacting their open reception of OCF (Del Valle, 2022). As a predominantly collectivistic society, understanding these cultural nuances is essential for developing OCF practices that are pedagogically effective and culturally sensitive for Filipino pre-service teachers.

In oral corrective feedback, the teacher directly corrects errors in the students' spoken language. It is a pedagogical process whereby learners comprehend and

rectify their mistakes to effectively learn a language. For ESL learners, OCF fosters fluency and accuracy in communication. Corrective feedback is a kind of teacher response that changes, judges, or questions the learner's utterances (Alzubi et al., 2022). Some studies have found that OCF may, however, negatively affect learners' emotions and confidence, especially when perceived as judgmental or overly critical (Gaffar et al., 2024; Hartono et al., 2022). Conversely, other research highlights its positive role in reinforcing learning and boosting motivation when delivered supportively (Syakira & Nur, 2022). Preferences for OCF also vary between students and instructors, reflecting differing attitudes toward feedback styles and timing (Gaffar et al., 2024).

Although OCF is of great interest worldwide, its application to speaking is underdeveloped, especially in the Philippines. Most studies on OCF focused on written feedback, which left a gap in the study of oral feedback practices. Specific challenges to Filipino learners include pronunciation (Calsiyao, 2015). Bulusan et al. (2019) mentioned that there should be consistent pronunciation, accent, and intonation feedback throughout their entire academic career. Interestingly, learners are generally open to OCF, acknowledging its critical role in language learning (Paul & Al-Mamun, 2023). Calsiyao (2015) identified the preferred type of OCF for Filipino ESL learners as recasts, explicit corrections, and explanatory feedback for pronunciation errors.

Unlike prior Filipino OCF studies that focused primarily on error types like pronunciation (Calsiyao, 2015), this study addresses a contextual gap by investigating OCF preferences in relation to academic specialization and feedback timing—areas that remain underexplored in the Philippine ESL context. Furthermore, this study seeks to contribute to theoretical innovation by linking OCF preferences to teacher identity formation and classroom dynamics, expanding beyond the traditional focus on input theory.

This approach aims to provide deeper insights into how pre-service teachers' evolving professional identities influence their reception and use of corrective feedback in ESL settings.

This study explores the preferred oral corrective feedback (OCF) strategies among pre-service teachers, who are Filipino ESL learners at a Philippine State University.

Specifically, it seeks to answer the following questions:

- What are the demographic profiles of the respondents in terms of:
 - a) Gender.
 - b) Major/Specialization?
- What are the preferred OCF strategies among first-year pre-service teachers during oral examinations?
- Is there a significant difference in the preferred OCF strategies based on;
 - a) Gender.
 - b) Major/Specialization?
- Why do first-year pre-service teachers prefer certain types of OCF strategies over others?

- What is the preferred timing of OCF among first-year pre-service teachers (e.g., during the oral examination vs. after the oral examination)?

2. Literature Review

The studies reviewed have evaluated various literature on learner preferences and perspectives regarding oral corrective feedback (OCF) strategies in language learning. This is particularly relevant for pre-service teachers, specifically Filipino ESL learners in a Philippine State University. This review focuses on literature addressing language learners' perceptions of CF within teacher education contexts, identifying prevailing trends, points of convergence, and contrasting findings.

Muslem et al. (2021) employed a mixed-methods design to examine how fourth-semester English education students perceived CF in speaking classes. Most students agreed that CF improves speaking skills—an essential competency for future teachers. Similarly, metalinguistic explanation as part of written corrective feedback not only corrected errors but also improved higher cognitive engagement and better learning outcomes among EFL learners (Bozorgian & Yazdani, 2021). Tang (2023) emphasized the value of metalinguistic feedback and the importance of balancing explicit correction with recasts. This balance is crucial, as different learners benefit from varied types of CF.

These differing preferences may be influenced by the learners' goals and learning environments. Learners in academically rigorous or exam-oriented contexts may prefer explicit correction for its clarity and directness, while those in communicative or task-based environments may find recasts or self-correction less disruptive and more aligned with fluency-focused goals.

Additionally, learners with higher proficiency levels may benefit more from feedback that promotes reflection (like metalinguistic cues), whereas beginners might rely on straightforward corrections. This aligns with Maawa and Ortega-Dela Cruz's (2019) observation that integrated CF disrupts communication less than holistic CF; thus, maintaining classroom flow is an important factor in communicative teaching environments. These variations suggest that learner characteristics and contextual factors are important variables to explore when examining CF preferences.

Alsolami (2019) observed that ninth-grade students viewed CF positively, with many recognizing its role in error detection and self-correction. This supports the view that CF facilitates learning rather than serving as a form of punishment. Similar findings emerged from Mulyani et al. (2022), who noted that students believed CF improved their speaking abilities. Kartchava et al. (2020) investigated the alignment between pre-service teachers' beliefs and classroom practices and discovered inconsistencies: while many teachers expected to correct numerous errors, they ultimately addressed fewer in practice, though the types of errors targeted remained consistent.

Yanggara (2020) emphasized the importance of CF on pronunciation and vocabulary, noting students' desire for more focus on these areas, which teachers often overlook. Wiboolyasarin et al. (2022), in a study of Thai EFL learners, found that feedback preferences depended on proficiency levels; younger learners preferred private corrections, while advanced learners valued explanations and self-correction opportunities. These findings reinforce that CF preferences are shaped not only by pedagogical factors but also by learner characteristics such as age, language proficiency, and confidence.

Zheng and Yu (2018) indicated that more advanced learners may feel empowered to engage with metalinguistic feedback, while less experienced learners may feel more secure with private or indirect corrections that lessen public embarrassment. Such findings highlight the significance of investigating how variables like age, proficiency level, or other demographic factors may lead to differing preferences among learners, potentially revealing distinct patterns within specific learner groups.

Finally, Duklim (2023) surveyed students in a Southern Thailand university, showing a strong preference for teacher-led feedback over peer or self-correction. This reflects a cultural inclination toward directive instruction and highlights the need to understand the educational setting when applying CF strategies. Similarly, in Southeast Asian contexts like the Philippines, cultural norms such as respect for authority, avoidance of public shame, and the value placed on teacher expertise may also influence a preference for direct yet respectful CF from instructors over more collaborative or student-led approaches. The variations across studies based on cultural and educational backgrounds further underscore the importance of exploring how specific demographic or contextual factors, such as gender or academic major, might influence the observed preferences for OCF within a particular learner population.

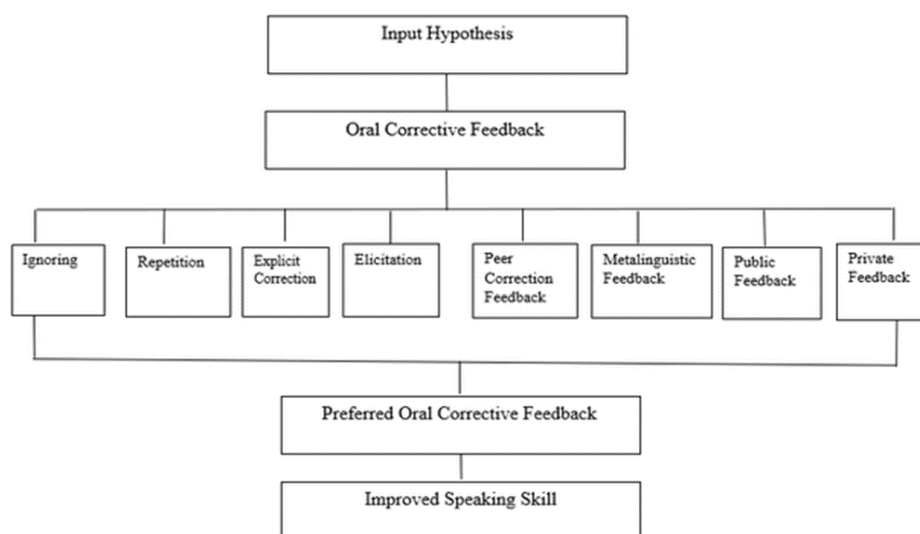


Figure 1: Conceptual Framework

This study is grounded in Stephen Krashen's input hypothesis, formulated in 1985, a widely recognized theory of second language acquisition, to examine whether variations in oral corrective feedback (OCF) approaches can support Filipino ESL learners in improving their speaking skills. The input hypothesis proposes that language acquisition occurs when learners receive comprehensible input—language that is slightly beyond their current level of competence, referred to as “i+1.” The conceptual framework of the study is presented in Figure 1 and illustrates the relationship between the input hypothesis and the preferred OCF strategies. It suggests that effective OCF should align with Krashen's theory by providing immediate, clear, and comprehensible feedback that addresses learners' speaking errors. Such feedback is expected to be both understandable and constructive without overwhelming the learner.

3. Research Methodology

3.1 Research Design

The researchers employed a mixed-method approach, combining quantitative and qualitative methods within a descriptive research design, to explore the preferred oral corrective feedback strategies among Filipino ESL pre-service teachers. This descriptive design systematically observes, collects, and analyzes both numerical and non-numerical data to accurately portray the variables.

The mixed-method component leverages the complementary strengths of quantitative surveys and qualitative interviews, offering a comprehensive understanding of complex educational phenomena (Creswell & Plano Clark, 2018). This data triangulation, where qualitative insights validate and elaborate upon quantitative findings, enhances the study's credibility and depth, leading to a richer understanding that maximizes methodological strengths and mitigates limitations (Regnault et al., 2018).

3.2 Research Respondents

The respondents comprised 192 first-year pre-service teachers from a state university in Cebu. These students represented various majors including Mathematics, English, Science, Social Studies, Technology and Livelihood Education, and Elementary Education. All respondents were enrolled in a course related to Purposive Communication during the data collection period. The researchers employed a complete enumeration sampling technique. All members of the targeted population voluntarily participated in the study.

3.3 Research Instruments

Data collection relied on two instruments. The first, a closed-ended questionnaire adapted from Wiboolyasarin et al. (2022), comprised eight evaluative statements measured on a 6-point Likert scale ranging from 'strongly disagree' (1) to 'strongly agree' (6). It contained two sections: one eliciting demographic data such as gender and academic specialization, and another assessing preferences across various types of OCF.

To check the validity and reliability of the instruments, Cronbach's alpha was utilized for the survey instrument while expert validation was conducted for the

interview guide. Cronbach's alpha of the survey was 0.583 which indicates moderate reliability (Koo & Li, 2016). For the qualitative part, validation was conducted by three expert evaluators. Questions were evaluated based on the relevance of the interview questions to the study objectives.

The second instrument, a researcher-constructed interview guide, consisted of open-ended questions designed to further explore the preferences of pre-service teachers regarding corrective feedback. This tool aimed to identify teachers' preferences directly. Simultaneously, an online Google Forms survey gathered data on the types of oral corrective feedback preferred by first-year pre-service teachers.

3.4 Research Procedure

The research began by securing permission from the supervising teacher. First-year pre-service teachers majoring in Mathematics, English, Science, Social Studies, Technology and Livelihood Education, and Elementary Education, enrolled in Purposive Communication at a state university in Cebu were invited to participate. A total of 192 participants took part in the study.

Data collection started in October 2024 under the researcher's supervision, using a semi-structured questionnaire containing both closed and open-ended questions via Google Forms. This approach allowed respondents to express their preferences and experiences regarding oral corrective feedback (OCF). Participants were briefed to ensure clarity and consistency in their responses and assured of full confidentiality.

Open-ended responses collected through Google Forms were exported to Microsoft Excel for organization and analysis. The researcher manually reviewed and coded each response by identifying key ideas and grouping similar concepts into themes. Data saturation was considered achieved when recurring themes consistently appeared across the responses. This qualitative analysis complemented the quantitative findings, providing deeper insights into students' preferences for OCF across different specializations.

3.5 Statistical Treatment

The collected data were analyzed using various statistical treatments with the assistance of a statistician to ensure reliable and accurate results. Frequency count identified the number of respondents in each category, while percentage described their proportion compared to the total. The mean was computed to determine the average value, and the standard deviation measured data variability. ANOVA (Analysis of Variance) compared the means of three or more groups, while the T-test analyzed the differences between two groups. Thematic analysis was employed for qualitative data to interpret recurring themes and patterns, enabling deeper understanding of the subjects involved (Nowell et al., 2017).

4. Results and Discussion

This comprises the analysis, presentation, and interpretation of the findings resulting from this study.

Table 1. Gender Distribution

Gender	Frequency	Percentage %
Female	165	85.94
Male	27	14.06
Total	192	100.00

From the results, the gender distribution of the study indicates that the majority of participants in the study are women at 85.94% (n = 165) and males constitute 14.06% (n = 27), respectively. This means that most women dominate the educational programs or settings under study, hence a reflection of the field or specialization under study, where females may be in the majority. The World Economic Forum (2017) report suggests that gendered career paths often result in women dominating certain fields, such as education. Previous studies have noted that gender composition in academic environments can influence students' career choices and academic preferences (Zölitz & Feld, 2018).

Thus, the high representation of female respondents suggests that findings from the study are largely representative of their experiences, preferences, and perceptions, but the male perspective, though included, will be underrepresented due to the sample size. This imbalance will need to be considered while interpreting the overall results so that the preferences and perceptions captured may skew toward what is commonly observed among female students. Subsequent studies should consider attaining a balance between genders so that better insight may be gained about how gender might influence the feedback preference and perception. It is pertinent for educators and policymakers to adopt gender-sensitive approaches to implementing oral corrective feedback.

Table 2. Education Specialization

Program	Frequency	Percentage %
BEED	38	19.79
BSED Major in English	28	14.58
BTLED Major Home Economics	35	18.23
BSED Major in Mathematics	29	15.10
BSED Major in Science	33	17.19
BSED Major in Social Studies	29	15.10
Total	192	100.00

The results of the distribution of the program indicate a representative population of respondents in terms of different educational programs. Among the respondents, the program with the highest number is the BEED program with 19.79% or n = 38 participants. This is followed by the BTLED Major in Home Economics, 18.23% (n = 35), and the BSED Major in Science, 17.19% (n = 33). Other programs include BSED Major in Mathematics and BSED Major in Social Studies,

each with 15.10% (n = 29), and BSED Major in English, which accounts for 14.58% (n = 28).

The distribution is fairly balanced across the programs, and no program predominates in the sample; however, BEED and BTLED have a slightly higher participation rate. In this manner, the distribution ensures that the findings reflect the views of students coming from various specializations and hence can better give an idea of what their preferences and perceptions might be about oral corrective feedback. While small variation in sample sizes of some programs may lead to small biases, this could not be ignored when drawing a general conclusion.

It calls for differentiated feedback approaches aimed at countering the specific academic and pedagogical contexts of every specialty represented. Individuals tend to gravitate toward career options that align with their expectations and improve their living standards (Cavus et al., 2015). Therefore, making the right career decision is critical. An incorrect decision regarding the selection of specialization may result in an irrevocable loss of resources, including time, energy, and effort (Singh et al., 2020).

This emphasizes the importance of taking into account program-specific dynamics when assessing student preferences and perceptions, as these can be influenced by the distinct characteristics and demands of each specialization. It calls for differentiated feedback approaches aimed at countering the specific academic and pedagogical contexts of every specialty represented. For example, students in BEED programs may need feedback that is focused on the practice of foundational education, while science or mathematics students may need feedback strategies that are focused on technical accuracy and problem-solving.

Table 3. Oral Corrective Feedback

Oral Corrective Feedback	Meaning	Mean	Standard Deviation	Verbal Interpretation
Ignoring	The teacher disregards the error that a student has made intentionally.	2.13	1.11	Disagree
Repetition	The teacher repeats the student's incorrect utterance with a doubtful voice.	2.78	1.16	Somewhat disagree
Explicit Correction	The teacher states clearly that the error happened while the student was speaking. The correct version is also given.	4.41	1.19	Agree
Elicitation	The teacher elicits an accurate model from the student by asking questions.	4.18	0.882	Somewhat agree
Peer Correction	The teacher asks the students to correct each other.	3.84	1.14	Somewhat agree
Metalinguistic Feedback	The teacher explains grammatical usages or comments on the student's	3.62	1.11	Somewhat agree

	incorrect utterances without explicitly providing the correct form.			
Public Feedback	The teacher provides feedback to the student in front of others in public (e.g., in the classroom).	3.75	1.20	Somewhat agree
Private Feedback	The teacher provides feedback to the student one-on-one or in private	5.20	0.882	Strongly agree
Overall		3.74	1.08	Somewhat agree

Legend: 1.00-1.82 = strongly disagree; 1.83-2.66 = disagree; 2.67-3.50 = somewhat disagree; 3.51-4.33 = somewhat agree; 4.34-5.17 = agree; 5.18-6.00 = strongly agree

The results on oral corrective feedback indicate students' diverse preferences and perceptions, requiring subtle and flexible strategies in educational environments. The study identified eight types of OCF, with varying effectiveness based on context, delivery, and individual learner characteristics.

Private Feedback was reported as the most effective ($M = 5.20$, $SD = 0.882$), rated "Strongly Agree." This highlights the importance of personal correction when a student feels supported and protected from public embarrassment (Brookhart, 2017). Theories of psychological safety in learning suggest that reducing anxiety and building trust enhance engagement and performance. Dewi (2015) found that students uncomfortable with public feedback still welcomed private correction, especially after their performance, making them feel at ease. Correcting a student during performance may add pressure and distract them. Similarly, Explicit Correction ($M = 4.41$, $SD = 1.19$), rated "Agree," emphasizing students' appreciation for clarity and directness. Learners benefit from knowing immediately what was wrong and how to fix it, reinforcing explicit instruction, especially for foundational learners (Shahab & Saeed, 2004).

Interactive feedback strategies like Elicitation ($M = 4.18$), Peer Correction ($M = 3.84$), Metalinguistic Feedback ($M = 3.62$), and Public Feedback ($M = 3.75$) were rated "Somewhat Agree." These methods stimulate critical thinking, encourage collaboration, and promote reflection. However, their effectiveness varies with context and student disposition. Not all students are comfortable with public correction or peer evaluation. Wiboolyasarin et al. (2022) observed that Rajabhat students preferred private feedback, echoing the view of UoPeople (2024) that learners engage more during individual interactions.

Kartchava et al. (2020) also noted that public acknowledgment of mistakes may undermine learner confidence. While high-level learners may prefer public feedback, less skilled students opt for private correction to avoid embarrassment. Therefore, feedback strategies should be adapted to class dynamics and emotional comfort (Dung, 2024). Low-rated approaches included Ignoring ($M = 2.13$, $SD = 1.16$) and Repetition ($M = 2.78$, $SD = 1.16$), marked "Disagree" and "Somewhat Disagree", respectively. Ignoring mistakes denies students learning opportunities, and repetition without explanation may cause frustration (Conti, 2025).

The overall mean rating of 3.78 (SD = 1.09), rated as "Somewhat Agree," suggests a generally positive view of OCF. However, the variation in ratings shows that context matters. Public feedback may work in open-discussion settings, but not for shy students. Similarly, peer correction promotes collaboration but should only be used if the classroom environment supports it. These findings emphasize the need to consider cultural, emotional, and contextual factors in feedback delivery.

Table 4. Significance of Oral Corrective Feedback to Gender Distribution

	Gender	<i>t</i>	<i>p</i>	Decision	Remarks
Repetition	F 2.78	0.0406	0.841	Fail to Reject Ho	Not
	M 2.77				Significant
Explicit Correction	F 4.40	0.1141	0.738	Fail to Reject Ho	Not
	M 4.48				Significant
Elicitation	F 4.17	0.2735	0.604	Fail to Reject Ho	Not
	M 4.26				Significant
Peer Correction	F 3.80	2.0457	0.160	Fail to Reject Ho	Not
	M 3.07				Significant
Metalinguistic Feedback	F 3.58	1.8204	0.186	Failed to Reject Ho	Not
	M 3.89				Significant
Public Feedback	F 3.59	4.0480	0.053	Fail to Reject Ho	Not
	M 4.15				Significant
Private Feedback	F 5.21	0.0953	0.759	Fail to Reject Ho	Not
	M 5.15				Significant

Table 4 shows that the result of the T-test conducted to check the difference of their preference based on gender had a 95% confidence level or level of significance at 0.05. Statistical results show that Ignoring ($p = 0.080$), Repetition ($p = 0.841$), Explicit Correction ($p = 0.738$), Elicitation ($p = 0.604$), Peer Correction ($p = 0.160$), Metalinguistic Feedback ($p = 0.186$), Public Feedback ($p = 0.053$), and Private Feedback ($p = 0.759$) have p -values equal to or greater than 0.05, leading to acceptance of the null hypothesis. This means these methods don't seem to have a notable effect when examined along gender lines.

For example, although peer correction and elicitation can enhance collaboration and participation, their lack of significance may mean these techniques are perceived as less individualized or emotionally unresponsive to some gender groups. Public feedback can encourage discussion but may be seen as threatening or counterproductive, particularly in sensitive settings. This suggests selecting appropriate feedback strategies aligned with students' emotional and cognitive needs is important.

These results aligned with Sepehrinia and Mehdizadeh (2018), who highlighted the duality of oral corrective feedback – that while there is a cognitive advantage to feedback such as elicitation, it could ignore the affective domain. Additionally, Olivares-Cuhat and Zimotti (2023) stated that regardless of teachers' gender, beliefs, and practice, they should understand the importance of empathy and consider effective criteria for correcting learners.

According to research from the University of New South Wales (2024), inconsistency in learning arises when teachers correct some and ignore others. This affects the learning experience, as students miss the opportunity to be corrected. These findings also contradict Sanako (2024), who concluded peer corrective feedback was effective in language development and encouraged interaction where learners provide and receive feedback from one another.

Contrary to Bao and Wang (2023), various oral corrective feedback methods were frequently used and preferred by teachers, especially recasting or repetition. Some preferred elicitation as it results in higher learner repair, though they did not compare other methods such as metalinguistic feedback, explicit corrections, and clarification. Additionally, the study stated teachers strongly disagreed with correcting all student errors. Despite evidence of improvement with OCF, they did not want to be compelled to correct all mistakes. The insignificance of ignoring and repetition suggests they should be used minimally.

Table 5. Significance of Oral Corrective Feedback to Education Specialization

OCF	<i>F</i>	<i>P</i>	Decision	Remarks
Ignoring	1.59	0.173	Fail to Reject Ho	Not Significant
Repetition	1.81	0.120	Fail to Reject Ho	Not Significant
Explicit Correction	1.69	0.146	Fail to Reject Ho	Not Significant
Elicitation	1.72	0.138	Fail to Reject Ho	Not Significant
Peer Correction	1.86	0.110	Fail to Reject Ho	Not Significant
Metalinguistic	1.09	0.373	Fail to Reject Ho	Not Significant
Public Feedback	1.36	0.246	Fail to Reject Ho	Not Significant
Private Feedback	1.53	0.189	Fail to Reject Ho	Not Significant

Kartchava et al. (2020) argued that the difference in the opinion on the preference of OCF amongst pre-service teachers may be attributed to the nature of their course. These views, however, may be changed through teacher training and seminars, as supported by Wasserman and Migdal (2019). Zhang et al. (2025) emphasized that more explicit forms of oral corrective feedback, such as elicitation and metalinguistic feedback, led to higher rates of learner uptake and repair. This suggests that explicit feedback strategies may be more effective for promoting language acquisition by encouraging active learner participation.

Meanwhile, Sanosi (2022) found that student-teachers of Education Majors and Social Studies believed that, to improve students' abilities and skills, it is necessary to use feedback in written form, both in paper and electronic medium as it does not disrupt the lesson flow and lessens the burden on the affective aspect of the student.

Another important point to consider is the importance of Elicitation and Metalinguistic Feedback which underlines the importance of interactive and reflective approaches to error correction. Elicitation, which elicits students to generate correct responses themselves, fits well with constructivist learning theories and is particularly useful in specializations emphasizing problem-solving or critical thinking, such as mathematics or science education (Sanako, 2024).

Likewise, Metalinguistic Feedback, which offers indirect error correction through grammatical explanation, fosters deeper language comprehension and analytical skills, which are valuable for students in linguistically intensive fields such as English or social studies education. It is shown to be effective because of its output-triggering nature, meaning it emphasizes the results when doing the OCF (Hashemian & Farhan-ju, 2018). These results show that educators should adapt feedback strategies to the specific requirements and nature of each specialization.

Table 6. Preferred Type of Oral Corrective Feedback

Part	Key Themes	Initial Codes
Preferred Type of Oral Corrective Feedback	- Personalized Strategies - Constructive Correction Strategies	- Private Feedback - Explicit Correction - One-on-One Feedback - Trust Building - Confidentiality

Table 6 points out that the students had a liking for two overarching themes: Personalized Strategies and Constructive Correction Strategies. Supporting codes such as Private Feedback, Explicit Correction, and One-on-One Feedback indicated that students want feedback they find 'personal' and 'focused.' Further, codes such as Trust Building and Confidentiality signaled that students appreciated feedback likely to create a safe learning climate. According to Koenka and Anderman (2019), personalized feedback can improve student motivation and achievement by addressing individual needs. For example, students remarked,

"Private feedback because it allows me to ask questions to the teachers without distraction from my classmates and fear that I might be judged for not knowing." S1

"I prefer to have private feedback between me and my teacher, due to the reason that I am a sensitive person and I don't want to feel embarrassed in front of my classmates or to anyone if my teacher provides public feedback." S2

"I prefer private feedback because it is more comfortable and less embarrassing. It will allow me to focus on improving without being afraid that others might judge me." S3

This aligns with the Private Feedback code, highlighting that students feel more comfortable when they can ask questions in a private setting. This is supported by Ananda et al. (2017), who stress the importance of having private corrective feedback. Giving individual feedback allows teachers and students to have focused conversations to maximize corrections and improvements. Similarly, the Constructive Correction Strategies theme, especially Explicit Correction, was also highly favored. As students explained,

"The Explicit Correction, because it states clearly and precisely without making the student feel scared or disappointed." S4

"I prefer Explicit Correction as it makes me able to recognize my mistake instantly. Allow me to correct my errors and avoid making the same mistake next time." S5

"I prefer explicit corrective comments because they highlight my flaws and help me understand proper form." S6

This feedback emphasizes students' preference for direct, clear corrections, and clear action guidelines to help them understand and learn from their mistakes. Altmiller et al. (2018) agreed, stating that constructive feedback improves skill development and confidence. However, Sepehrinia and Mehdizadeh (2018) argued that explicit feedback could make students cautious about making mistakes and less likely to speak up. Trust Building and Confidentiality emphasize maintaining a safe relationship between a teacher and student, reducing the potential for embarrassment when receiving feedback.

Table 7. Preferred Timing of Correction

Part	Key Themes	Initial Codes
Preferred Timing of Correction	- Respectful Feedback - Contextually Appropriate Timing	- Thought Completion -Uninterrupted Expression - Real-Time Correction - Reflective Learning - Context Sensitivity

The table above summarizes what students appreciate about the timing of OCF in terms of two key themes: Respectful Feedback and Contextually Appropriate Timing. Initial codes such as Thought Completion and Uninterrupted Expression suggest that students appreciate feedback because it allows them to think before being corrected. Meanwhile, Real-Time Correction, Reflective Learning, and Context Sensitivity underscore the need for timely feedback that is immediate and relevant, so learning is optimized without disrupting communication. Most students like OCF, which respects their speaking process and is strategically timed for maximum effect. As many students stated:

"I prefer to be corrected after speaking so that I can express my thoughts fully without being interrupted, which will help me maintain my train of thought." S7

"After speaking, because I would not like to be interrupted when I am speaking, as it would scramble the idea I have in my mind." S8

"I prefer to be corrected after speaking, since I believe that correcting someone while they're still speaking is informal and somewhat rude." S9

This reflects the theme of Respectful Feedback, which helps students avoid interruptions, allowing them to complete ideas before receiving corrections, boosting their confidence and helping the flow of communication. Related themes like Thought Completion and Uninterrupted Expression suggest the delayed feedback helps students recognize and correct mistakes independently. This result is supported by Lu et al. (2021), who stated that corrective feedback should be delayed allowing students to recognize their mistakes and engage in self-correction. However, Zhu and Wang (2019) found that students in Macao and Mainland China's educational settings did not favor delayed feedback because of the "text-centered and input-based" nature of the English learning process (Alkhamash & Gulnaz, 2019). Conversely, some students stated:

"I prefer being corrected while I am speaking so that I can rephrase what I have said during the conversation." S10

"For me, I prefer to be corrected while speaking. This helps me become more aware of my language mistakes and improve my overall accuracy." S11

This illustrates the importance of Contextually Appropriate Timing, particularly Real-Time Correction, where errors are addressed immediately for clarity, and opportunities for Reflective Learning, where students analyze and understand their mistakes in a broader context. This is consistent with Zhu and Wang (2019), who observed that students often prefer immediate feedback. Balancing these preferences requires sensitivity to context. Delayed feedback may suit fluency-based activities; immediate correction may fit accuracy-focused tasks.

Table 8. Perceived Impact of Oral Corrective Feedback

Part	Key Themes	Initial Codes
Perceived Impact of Oral Corrective Feedback	- Transformative Learning through Supportive Feedback	- Skill Enhancement
	- Error Awareness and Emotional Response Responsibility	- Psychological Safety - Continuous Growth - Self-Reflection - Emotional Resilience

Table 8 showcases students' perceptions of oral corrective feedback (OCF) centered on two major themes: Transformative Learning through Supportive Feedback and Error Awareness and Emotional Response Responsibility. Initial codes like Skill Enhancement and Continuous Growth highlight the developmental benefits of OCF – improvement in students' linguistic abilities and their attitude toward growth. Others, like Psychological Safety and Emotional

Resilience, point to the role of supportive feedback in creating a safe space for learning from mistakes.

"It helps me identify areas of improvement, while positive feedback will motivate me." – S12

"I believe oral corrective feedback helps me improve by showing my mistakes right away. It also builds my confidence as I learn to do better next time." – S13

These reflect Transformative Learning through Supportive Feedback, which motivates students to improve. Monteiro et al. (2021) found that encouraging classroom settings increase openness to correction and promote self-development without undue stress. Constructive feedback in positive environments boosts behavioral engagement and school belonging, helping students view criticism as growth opportunities and reducing emotional overwhelm.

"Well, I think the impact of oral corrective feedback on me is that it can help me to avoid those mistakes from happening in the future." – S14

"Oral corrective feedback helps me remember my mistakes better and avoid repeating them. It also pushes me to improve and speak more accurately." – S15

Students see OCF as affecting both learning outcomes and emotional responses to mistakes. Heriansyah and Marhaban (2021) observed that students view OCF as vital for language learning and a growth mindset. This aligns with Transformative Learning via Supportive Feedback, showing how constructive feedback supports both proficiency and personal development. Bao and Wang (2023) found that ESL students preferred metalinguistic hints and verbal correction, suggesting that clear and encouraging feedback builds awareness and resilience.

"It can make me more confident in speaking English, it can also improve my communication skills." – S16

"The impact of the oral corrective feedback for me is it made me realize my grammatical errors when speaking English." – S17

This supports the idea that Psychological Safety encourages engagement with feedback. In respectful environments, students respond more positively. Suryoputro and Amaliah (2016) noted that OCF boosts error awareness and motivation. McClintock et al. (2022) emphasized clear expectations, autonomy, and frequent feedback in fostering a psychologically safe space. Without this, students feared mistakes and avoided speaking. In contrast, safe environments make students more active and responsive (Nhac, 2021).

5. Conclusion

Investigating its effectiveness, most studies underscore that context critically shapes the outcomes of oral corrective feedback (OCF). Students value feedback that promotes clarity, confidentiality, and opportunities for active engagement. As such, no single type of OCF fits all learners. The results of this study showed no significant differences in OCF preferences based on gender and specialization, supporting the idea that respectful and well-delivered feedback can be applied broadly. A key preference noted by respondents was for private corrective feedback, which they viewed as more respectful and less threatening. Additionally, timing and tone were emphasized as essential, as they foster mutual respect, reflection, and meaningful learning. These factors collectively highlight the importance of OCF in building a supportive learning environment.

Despite its contributions, this study acknowledges limitations. The sample had a significant gender imbalance (85.94% female), which may skew results toward female perspectives. Furthermore, the study was limited to one Philippine state university, affecting the generalizability of the findings. Future research should involve more diverse samples across multiple institutions and explore how cultural factors shape OCF preferences. Understanding how feedback is interpreted across different cultural and academic contexts could inform more effective, inclusive, and context-sensitive teaching strategies.

6. Implication

The results imply that while oral corrective feedback is generally accepted by students, educators must be thoughtful and deliberate in its delivery. Feedback should be adaptable to the individual and academic needs of learners, as preferences may vary depending on context and learner characteristics, even if no significant differences by gender or specialization were found. This suggests that respectful and clear feedback strategies can be applied broadly but should be tailored to different learner profiles and academic disciplines to maximize effectiveness.

For example, students in communication-focused majors may benefit from more fluency-oriented feedback, while those in linguistics or language education might prefer detailed metalinguistic explanations. Importantly, the potential impact of feedback is significant; inappropriate delivery could cause misunderstanding or demotivation, hindering learner development. Therefore, teachers should ensure feedback promotes clarity, supports improvement, and fosters a positive learning environment.

Furthermore, future longitudinal or classroom-based follow-up studies are recommended to assess how learners' perceptions and responses to oral corrective feedback evolve over time and in practical settings such as throughout a semester or academic year, providing deeper insights into its long-term effectiveness and informing more refined instructional practices.

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9. Appendix

Research Instrument

The study aims to understand these preferences to enhance the teaching strategies employed by educators in ESL speaking classes.

Scale: 1 - strongly disagree 2 - disagree 3 - somewhat disagree 4 - somewhat agree 5 - agree 6 - strongly agree

Oral Corrective Feedback			Likert Scale					
Type	Definition	Example	1	2	3	4	5	6
Ignoring	The teacher disregards the error that a student has made intentionally	Student: I loving English. Teacher: (silence)						
Repetition	The teacher repeats the student's incorrect utterance with a doubting voice.	Student: One of my hobbies are bird watching. Teacher: are? (with a high intonation)						
Explicit Correction	The teacher states clearly that the error happened while the student was speaking. The correct version is also given.	Student: I am interesting at history. Teacher: No, you should say, "I am interested in history."						
Elicitation	The teacher elicits an accurate model from the student by asking questions.	Student: Animal experimentation is a highly emotion issue. Teacher: How do we say "emotion" as an adjective?						
Peer Correction	The teacher asks the students to correct each other.	Student: I am not doing anything. Teacher: Can you help me correct Sam's error, Anna?						
Metalinguistic Feedback	The teacher explains grammatical usages or comments on the student's incorrect utterances without explicitly	Student: Last night I go to the movie. Teacher: When something happened or existed before the present time,						

	providing the correct form.							
Public Feedback	The teacher provides feedback to the student in front of others in public (e.g., in the classroom).							
Private Feedback	The teacher provides feedback to the student one-on-one or in private							

Qualitative Interview Questions

1.	What type of oral corrective feedback do you prefer? And why?
2.	When do you prefer to be corrected: During or after speaking?
3.	What do you think is the impact of oral corrective feedback on you?