






Students' Perception of Teachers' Oral Corrective Feedback on Speaking Performance: A Case at A University in Vietnam

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Abstract

In the context of globalization and modernization, English is indispensable for Vietnam's engagement in global development. Nevertheless, a significant number of English language students are unaware of the obstacles and errors that they make when speaking. This study premises that speaking can be enhanced through teachers' feedback, particularly oral corrective feedback (OCF). Conducted both quantitatively and qualitatively through the tools of a questionnaire, interviews with students and teachers, and classroom observation, the current study aimed to investigate the perspectives of English-majored students regarding their teachers' OCF. The results reveal that students exhibit positive perceptions when provided with OCF on the errors made during their speaking performances. The interviews and class observations of both students and teachers highlighted a variety of strategies for delivering OCF that are well - suited to Vietnamese students in general and specifically tailored to the context of students at Thu Dau Mot University (TDMU). These strategies are based on the timing, categories of errors, and appropriate methods to give oral corrective feedback.

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Keywords: Oral Corrective Feedback, Perception, Strategies, English-Majored Students.

Introduction

Since English is crucial for Vietnam's global integration, it is taught from grades 3 to 12 and continues in college. Speaking skills are vital but often undervalued due to their challenges for students, leading to struggles in comprehension and communication (Harmer, 2001). Despite initiatives like the "Teaching and Learning Foreign

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Languages' project by the Ministry of Education and Training (2008), many educational institutions still face challenges in developing students' English fluency. Limited time, opportunities, and exposure for practicing speaking skills contribute to these challenges. Identifying difficulties and shortcomings is crucial for improving the language learning process. Additional barriers to students' acquisition of English as a foreign language include limited experience, normalization of error-making, fear of committing errors, and a range of influencing factors such as students-related characteristics, instructional strategies, curriculum design, and the learning environment. To develop their speaking abilities, it is essential to receive feedback from experienced individuals, receive feedback at suitable times, and use appropriate remedies for each type of error. By addressing these barriers, Vietnamese students can better integrate into the global community and contribute to the country's development.

Corrective feedback (CF) is a crucial educational approach for developing speaking abilities, as it helps students learn from errors and maintain accurate hypotheses. The current study emphasizes oral corrective feedback (OCF), which refers to teachers' or peers' responses to the erroneous utterances of foreign language students. Oral corrective feedback is vital because it goes beyond detecting errors and focuses on how errors can be handled effectively to improve learning outcomes. Investigating oral corrective feedback implies looking at how feedback is provided and received, with a focus on the role of interaction in the learning process (Phuong & Huan, 2018). This dynamic technique promotes active engagement, raises language awareness, and aids learners in internalizing the right forms more successfully. Oral corrective feedback increases communicative competence by allowing learners to refine their speaking abilities in authentic circumstances, making it a more practical and effective language development technique than error analysis, which is retroactive in nature (Alsolami, 2019). By researching types of feedback, timing, and methods to give feedback, educators can develop tailored approaches to meet individual needs, encourage active involvement, and avoid erroneous repetition or fossilization. This makes corrective feedback analysis more dynamic and learner-centered, resulting in skill development and greater comprehension (Pica, 2002).

This study premises that teachers need to adjust their feedback to enhance their students' speaking skills, creativity and flexibility. Students can also identify common errors and receive effective feedback from teachers to improve their speaking abilities. Equipped with the knowledge of common errors and effective feedback, students can elevate their speaking abilities. This understanding empowers foreign language students, including TDMU and Vietnamese students learning English as a foreign language, to actively engage in their own improvement by critically analyzing their own errors as well as those of their peers, thereby enhancing their speaking proficiency. Hence, to address the increasingly advanced requirements of society and the problems with speaking skills faced by students at Thu Dau Mot University (TDMU) and across the country, it is imperative to find solutions to improve these weaknesses.

There are a few studies that have investigated oral correctional feedback with respect to the Vietnamese teachers and students, such as Gitsaki & Althobaiti (2010) highlight errors as essential parts of language learning; Phuong & Huan (2018) and Patra et al. (2022) emphasize on repairing students' linguistic errors; Alsolami (2019) encourage self-correction taking OCF as a kind of feedback; Ranta & Lyster (2007) classified types of CF; Calsiyao (2015) emphasize on assessing errors in accordance with remediation needs; and Fu & Li (2022) examines the mixed-effects of fixed and random factors in CF. Hence, there is a dearth of studies on OCF strategies and students' perceptions of teachers' OCF. The effectiveness of OCF is significantly affected by student's perceptions and how teachers react to students' perspectives on OCF into account and incorporate them into their teaching strategies to achieve optimal learning. This study, therefore, fills this research gap and provides valuable insights into students' speaking errors and effective OCF strategies and students' perceptions of teachers' OCF.

Hence, as receiving CF from teachers becomes even more important, the objective of the study is to investigate students' perceptions of teachers' CF and strategies to give OCF based on both students' expectations and teachers' experiences. The current study, therefore, aims at (i) investigating students' perceptions of their teachers' OCF, and (ii) to demonstrating strategies that teachers use to provide oral corrective feedback to English-majored students at TDMU. To meet these objectives, the current study attempts to answer following two questions: (i) What are students' perceptions of teachers' OCF in speaking performances among English-majored students at Thu Dau Mot University? (ii) What are strategies for giving OCF on students' speaking performances at Thu Dau Mot University?

Literature Review

Theoretical Framework

Speaking and Errors

Speaking ability may be utilized as an indicator of a student's proficiency level by examining factors such as vocabulary, grammatical structures, fluency, pronunciation, and other linguistic and non-linguistic attributes, including psychological dimensions like anxiety and motivation. In Harmer's view (2001), speaking is a skill in which the speaker can use his language, knowledge, and information to prove his fluent speaking ability. This interactive process, including producing, receiving, and processing information, is determined by the context in which it occurs, which consists of the people themselves, the physical surroundings, and the rationale for speaking (Luoma, 2004). Speaking is generally defined as a skill that not only exhibits the speaker's competence via linguistic

and non-linguistic factors but also the capacity to generate, receive, and process information based on the speaker's situation. Gitsaki & Althobaiti (2010) highlight that errors are an essential part of language learning, reflecting students' efforts to produce the target language. These errors can be grammatical, lexical, or phonological, and can be categorized into two main types: formal and semantic. Lexical errors involve inappropriate use of vocabulary and can be divided into formal misselection, misformation, and distortion. Semantic errors, on the other hand, influence the meaning or interpretation of a word or phrase. Henry & Roseberry (2007) mention grammatical errors, which involve violations of language rules. James (2013) categorizes grammar errors into morphology and syntax ones. Nguyen (2007) defines errors in pronunciation as variations that hinder one communicator from comprehending the propositional substance of the other's utterances. Pronunciation errors are also vital, as students often make multiple mistakes to generate sounds with minimal errors.

Oral Corrective Feedback

Corrective feedback (CF) is a crucial aspect of teaching, alongside evaluative and strategic feedback. When learners utilize a term in a context to which it does not belong, or mispronounce words, or commit grammatical errors, it is vital for learners to receive corrective feedback (Phuong & Huan, 2018). Patra et al. (2022) categorize CF into written and oral forms, with written feedback involving regular teacher involvement and oral correctional feedback (OCF) focusing on repairing students' linguistic errors. Both types are essential for effective teaching and learning. Corrective feedback is classified based on its function. While input-providing feedback presents students with pre-existing accurate examples, allowing them to compare their performance with the correct answers, output-prompting feedback allows students to fix themselves, allowing them to improve their performance. Both types of feedback are essential for effective teaching and learning; however, OCF particularly refers to the feedback provided by teachers to rectify linguistic errors made by students during speaking activities. As stated by Alsolami (2019), OCF is generally non-evaluative in nature, as its purpose is to highlight a student's errors and encourage self-correction. OCF is a sort of feedback used by teachers to identify errors and assist students in correcting linguistic errors made during their spoken presentations.

Ranta & Lyster (2007) identified two main types of CF: reformulations and prompts, which are further divided into six types: recast, explicit correction, metalinguistic clue, elicitation, repetition, and clarification requests. Recast refers to teachers reformulating students' utterances without altering the meaning of their interpretation. Explicit correction is a form of OCF that emphasizes flaws and provides corrected versions of words or phrases, enhancing learning. Metalinguistic clue is another type of OCF that allows students to reformulate errors themselves. Elicitation is a form of vocal CF that elicits correction from the student, either implicitly or overtly, without providing the correct responses. Repetition is achieved by precisely repeating what the students have said while including intonation to emphasize the error. Clarification requests are a frequently employed method of providing OCF when teachers identify an error in a phrase or pronunciation during a speaker's performance.

OCF Strategies

Strategies for providing OCF are demonstrated to be reliant on numerous factors, including the types of errors which should be corrected, the timing of feedback, and how errors should be corrected. The CF providers must consider which errors should be addressed. There are two primary schools of thought: focused/selective/intensive CF, which focuses on a limited number of linguistic features, and unfocused/comprehensive/extensive CF, which covers a wide range of errors. Calsiyao (2015) emphasizes the importance of rectifying all errors to accurately assess remediation needs. Students may feel overwhelmed by the volume of errors and interpret their performance as a failure. Teachers who offer limited CF may allow students to focus on improving specific areas, but this may lead to students feeling insignificant or not making errors, potentially hindering future learning. The timing of CF is also crucial for the success of a CF strategy. Teachers face challenges in determining the right time to provide feedback, as it can diminish motivation, interrupt students, cause humiliation and trauma (Meunier & Muñoz, 2022). There are contrasting opinions on the effectiveness of immediate versus delayed feedback. In Fu & Li's (2022) study, mixed-effects studies assessing the impact of both fixed and random factors revealed that immediate CF was more beneficial to L2 development than delayed CF. The issue of how errors should be corrected is considered essential when the OCF procedure occurs. Pica (2002) recommends that teachers implement feedback that is more explicitly corrective in order to enhance its capacity to facilitate students' repair. The primary objective of oral corrective feedback should be students' self-correction, as recommended by a multitude of researchers, rather than the provision of predetermined responses to their errors. Teachers are frequently advised to offer students the chance to self-correct and, if that proves unsuccessful, to encourage other students to conduct the correction.

Previous Studies

Research on OCF has obtained significant attention worldwide, with studies showing that the effects of educational activities with CF are larger than those without CF. Both teachers and students appreciate the effectiveness of feedback, especially explicit corrections and metalinguistic feedback. Anaktototy & Latumeten (2022) found that students benefited from teachers' OCF on their achievement in class, and most valued OCF as part of the educational process. Li (2017) studied students' and teachers' beliefs regarding oral corrective feedback. The research found that 89% of students believed receiving feedback was significant. Anaktototy & Latumeten (2022) conducted a study on students' perceptions of oral feedback in an EFL classroom. The study

involved 130 10th-grade students and found that students prioritized oral feedback as it provided greater benefits for their learning. In another study, [Nguyen & Newton \(2019\)](#) studied teachers' and students' opinions on corrective feedback (CF) in pronunciation instruction in Vietnamese tertiary education. The research involved classroom observation, interviews, and video recordings. Teachers showed favorable attitudes towards CF, while students developed unfavorable attitudes when it was taught repeatedly. However, students anticipated explicit instruction from teachers to help enhance their pronunciation. The study emphasized the importance of incorporating CF in teaching pronunciation in EFL contexts, especially in Vietnamese tertiary education. [Van Ha, Nguyen, & Hung \(2021\)](#) studied the relationship between teachers' and students' beliefs in oral corrective feedback (OCF) in Vietnam. The study found that students valued OCF for their academic development, and all 24 teachers expressed a favorable opinion of OCF, integrating it into their instructional methodologies.

It can be revealed from literature review that the number of studies on Vietnamese students' perceptions of CF towards EFL is still very limited, even though OCF plays an essential role in helping students improve their language abilities. There is an even greater scarcity of research on university students' awareness of CF, particularly at TDMU. Regarding OCF-related studies, numerous investigations exclusively implement questionnaires and interviews, with almost no observational procedures. Among previous studies, only a few offer strategies for delivering OCF as most studies just display data clarifying perceptions and do not propose techniques to give effective oral corrective feedback which is ideal for study participants.

Methodology

Research Design

The study utilized a mixed method research design, employing both quantitative and qualitative approaches. The quantitative data was collected through a questionnaire, while the qualitative data involved conduct of one-on-one interviews with teachers and students and classroom observation.

Sampling

This study was conducted at TDMU, involving 205 English-majored sophomores. This sample size was determined using Yamane's formula ([1967](#)), which requires a minimum of 203 participants to achieve a reliability level of 95%. These students had similar learning environments and cultural backgrounds. The interviews involved 20 students who were randomly selected from the pool, and 5 teachers who had at least two years of English teaching experience and had been using oral corrective feedback for their students' speaking performances. The study involved the observation of ten classes taught by five teachers, with each class comprising approximately fifty students. The activities in each class typically encompassed lecturer-led instruction, student engagement in learning and giving feedback from both teachers and students. Due to the scope of the study, the observation was only limited to teachers' strategies in giving feedback and students' perceptions of teachers' OCF activities.

Instruments

The questionnaire, consisting of 20 questions with 5-scale Likert responses, was divided into four sections: students' requirements, students' proficiency, students' expectations, and students' preferences. Section 1 explored students' needs and the importance of OCF from teachers. Section 2 focused on students' perceptions of how lecturers should provide feedback based on their proficiency levels. Section 3 addressed expectations about the quantity of speaking errors that need to be corrected. Section 4 investigated students' preferences on kinds of OCF, types of errors that need to be corrected, and appropriate timing for correction. The questionnaire was sent through Google Form to 205 second-year English-majored students at TDMU for collecting data about their perceptions of teachers' OCF in their speaking performance.

One-on-one student interviews with 20 voluntary students conducted in English were employed to gain in-depth information related to students' perceptions of OCF. Each informant was required to answer five questions with reference to their perceptions of OCF, as follows: (1) Do you like receiving OCF for your speaking performance from your teacher? (2) What kinds of speaking errors do you expect to be corrected? (3) What kinds of OCF do you prefer to receive from lecturers? (4) What is your opinion about when lecturers should give OCF? (5) Do you like receiving OCF individually or in the whole class without showing who made those speaking errors?

Interviews with five experienced lecturers were undertaken to gather their perspectives on the OCF they used to address their students' speaking errors and to identify the strategies they employed for oral correction at TDMU. The interview focused on five key questions including: (1) What kinds of speaking errors do you often raise for corrective feedback? (2) What kinds of OCF do you usually use to correct students' errors in their speaking performance? (3) When do you usually give OCF, during or after students' speaking performance? (4) Do you give feedback to students individually or to the whole class without showing who made those speaking errors? (5) Does it have any other elements that you pay attention to when you give OCF to your students' speaking performance? Each student and teacher interview were conducted for approximately ten to fifteen minutes, with the time varying based on the length of the answers. For efficient use of the interview data collected, all meetings were

videotaped and re-examined with participants' consent. The authors assured all informants that their responses would be treated with strict confidentiality and utilized exclusively for research purposes.

The classroom observation was conducted in ten distinct classes, with each class lasting approximately fifty minutes. The authors observed the frequency of lecturers' teachers' OCF implementation, the types of errors corrected, when and how CF was provided, and students' attitudes towards CF. These class sessions were carefully recorded for studying purposes with full consent from the teachers.

Data analysis

All 205 responses from second-year students at TDMU were collected through Google Forms and analyzed using SPSS Version 20.0 for Windows. Data collected from the questionnaire survey were sorted and analyzed quantitatively using means, standard deviations, and percentages. The mean ratings for students' perceptions of teachers' OCF were based on a five-point Likert scale ranging from "strongly disagree" to "strongly agree". Responses from student and teacher interviews were recorded using the author's smartphone. After the data was collected, the authors employed Word for Windows to synthesize and analyze all the responses. Data collected from the observation checklist were analyzed by using the mean ratings for the frequency of teachers' CF implementation, the types of errors corrected, when and how CF was provided, and students' attitudes towards CF, which were based on a five-point Likert scale ranging from "never" to very "frequently".

Ethical considerations

Throughout the course of the research, the following standards of conduct were upheld: (i) No plagiarized material from other theses or related papers was used in the preparation of this thesis. All of the theories and papers were properly and completely extracted. (ii) The author consistently prioritized the dignity and welfare of our students. (iii) Aside from obtaining the students' consent to publish their real identities in the research report, all research data was kept anonymous throughout the study.

Results and Discussion

Quantitative Results from questionnaire

Table 1 exhibits two statements identified to represent students' attitudes towards teachers' OCF. The first statement received a high level of agreement ($M=4.58$; $SD=0.672$), with 81.6 % of the participants responding that they either agreed or strongly agreed with the statement. The second statement also gained a high level of agreement ($M=4.12$; $SD=0.806$), with 71.4% of the participants showing their agreement. These results indicate that a majority of students were interested in their teachers' OCF and OCF was believed to play an extremely essential part in improving their speaking performance

Table 1: Students' Attitudes Towards the Needs for Teachers' OCF.

Statements (n=205)	M	SD
1. Teachers' OCF is a necessary part to improve my speaking performance.	4.58	0.672
2. I like receiving OCF for my speaking performance from my teacher.	4.12	0.806

Table 2 presents analysis of responses on three statements. The first statement "Teachers should give CF to lower-level students more simply than to higher-level students" received a mixed response ($M=2.51$; $SD=0.938$), with 33.6% of the participants adopting a neutral perspective and 51.3% showing their disagreement or strong disagreement, indicating that most of the students objected to this view. The second statement "Teachers should provide more detailed CF for lower-level students than for higher-level students" received a relatively high level of agreement ($M=3.21$; $SD=0.925$). The highest level of agreement among questions was reported with the third statement, "Teachers should give CF to lower- and higher-level students at the same length" ($M=4.26$; $SD=0.850$).

Table 2: Students' Perception of The Need for Teachers' OCF Among Different Groups of Students.

Statements (n=205)	M	SD
1. Teachers should give CF to lower-level students more simply than to higher-level students.	2.51	0.938
2. Teachers should provide more detailed CF for lower-level students than for higher-level students.	3.21	0.925
3. Teachers should give CF to lower- and higher-level students at the same length.	4.26	0.850

Figure 1 presents students' expectations about lecturers' OCF, showing a relative difference in responses to different questions. While the statement "I expect all my errors in speaking will be corrected" received a mixed response ($M=3.25$; $SD=0.904$), with 46.5% of the participants having a neutral perspective and 33.7% showing their agreement or strong agreement, the statement "I expect teachers only give OCF on selected errors." received a high level of agreement ($M=4.3$; $SD=0.839$), with 70.5% of the participants responding that they either agreed or strongly agreed with the statement.

These results reveal that most students expressed their agreement about the certain number of errors that should be corrected by the lecturers.

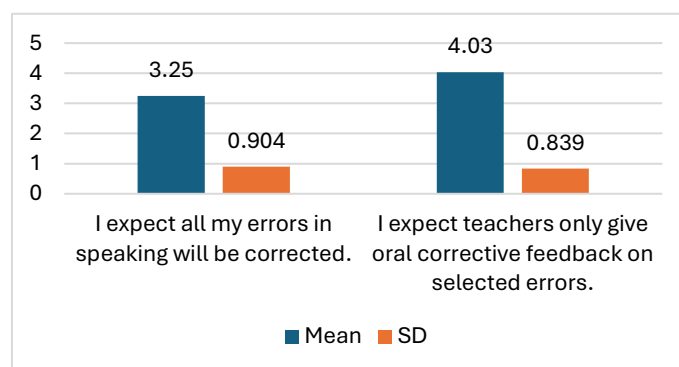


Figure 1: Students' Expectations About Teachers' OCF.

Table 3 summarizes the results of the survey examining students' preferences on types of OCF. While the statement about preference on clarification requests received the lowest level of agreement (M=3.44; SD=1.126), with 45.8% of the participants expressing their agreement, the statement about preference on metalinguistic clues received the highest level of agreement (M=4.36; SD= 0.787), with 78.2% of the participants responding that they either agreed or strongly agreed with the statement. The data indicated that students were passionate about metalinguistic clues, which provided students with not only correct forms of errors, but also linguistic information associated with these errors. The mean scores for recast, repetition, elicitation, and explicit correction were 3.47, 3.92, 4.12, and 4.19, respectively. These types of feedback were undoubtedly essential for students' learning experiences and should be considered in language teaching strategies.

Table 3: Students' Preferences on Types of OCF.

Statements (n=205)	M	SD
1. I prefer my teachers to repeat my utterance and replace my errors with correct forms without changing the meaning (recast)	3.470	0.915
2. I prefer my teachers to indicate my errors and provide the correct forms (explicit correction)	4.190	0.929
3. I prefer my teachers to give brief linguistic information about the errors so that I can self-correct them (metalinguistic clue)	4.360	0.787
4. I prefer my teachers to elicit my self-correction by pausing, using rising intonation, form of questions instead of providing me with the correct answers (elicitations)	4.120	0.751
5. I prefer my teachers to give me prompts self-correction by repeating exactly what I said with intonation to highlight my errors (repetition)	3.920	0.939
6. I prefer my teachers to give me opportunities to clarify my utterance by using questions like "What do you mean?" or phrase like "Excuse me", "I don't understand that point" (clarification requests)	3.441	1.126

Regarding preferences on types of errors that need OCF, a majority of students expressed their strong agreement for teachers correcting pronunciation errors (M=4.37, SD=0.714). Grammar errors were also identified as errors that needed to be corrected regularly, which received a high level of agreement (M=4.13; SD=0.83). The lowest mean score (M = 3.58, SD = 0.864) for vocabulary errors indicates that correction for these errors should also be needed. Figure 2 illustrates students' preferences on types of errors that need OCF.

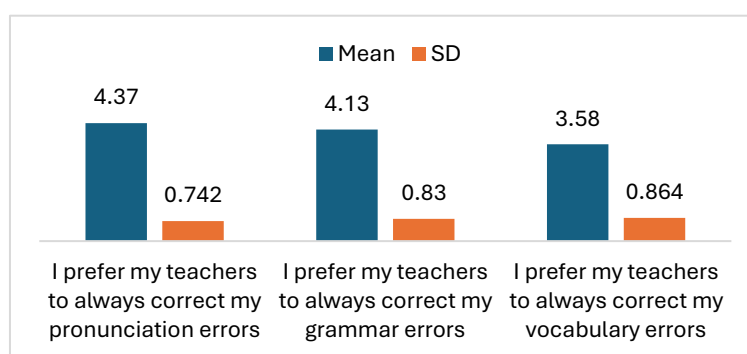


Figure 2: Students' Preferences on Types of Errors That Need OCF.

Regarding students' preferences for receiving OCF, it was revealed that students preferred receiving

feedback without knowing who made the errors, rather than receiving feedback individually and directly from teachers. While the statement "I prefer my lecturers to correct errors individually" received a mixed response (M=3.47; SD=0.812), with 33.4% of the participants adopting a neutral perspective and 54.2% showing their agreement or strong agreement, the statement "I prefer my teachers to correct errors in groups without revealing who made those errors" received a higher level of agreement than the previous statement (M=4.35, SD=0.714), with 79.3% of the participants responding that they either agreed or strongly agreed with the statement. Figure 3 presents students' preferences on the way they wish to receive OCF.

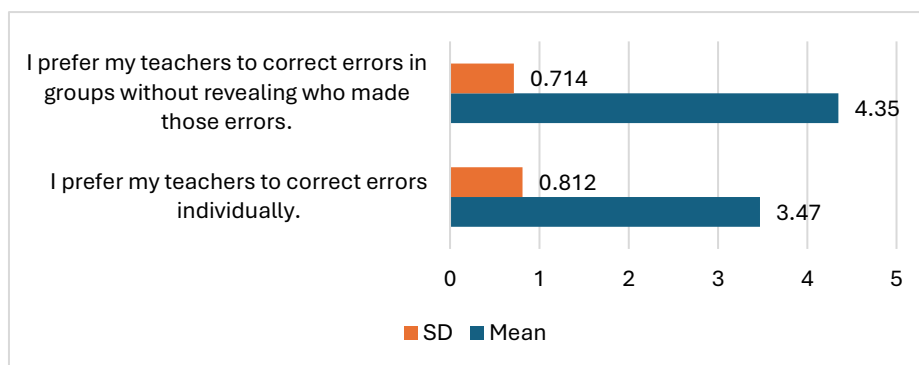


Figure 3: Students' Preferences on the Way They Receive OCF.

Regarding the timing of receiving OCF, the statement "I prefer my teachers to correct errors when I finish my speaking performance" received a mixed response, with 37 % of the participants adopting a neutral perspective and 59.3% showing their agreement or strong agreement. Meanwhile, the statement "I prefer my teachers to correct errors immediately when I have just made them" received a high level of agreement (M= 4.59; SD=0.622), with 82.7% of the participants responding that they either agreed or strongly agreed with the statement. It was undoubtedly believed that most students preferred immediate CF to delayed CF. Figure 4 presents these findings regarding students' preference on timings of OCF.

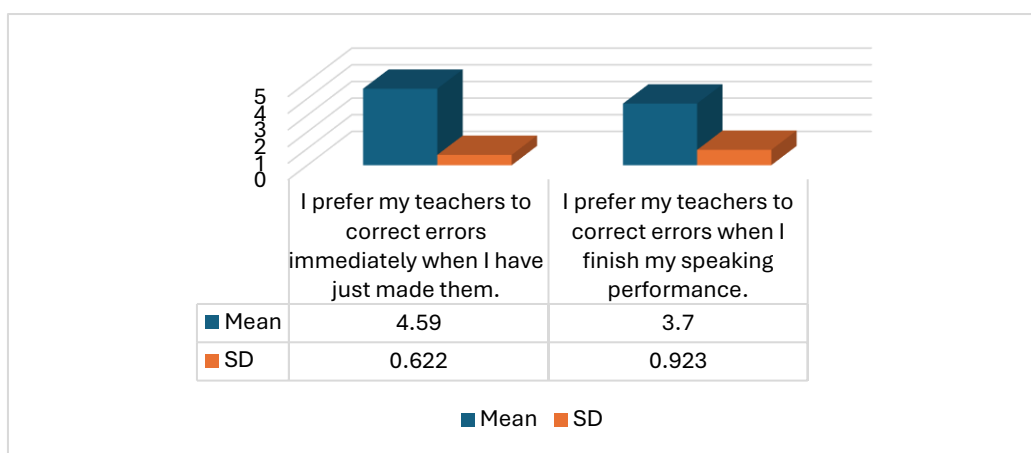


Figure 4: Students' Preferences on Timing of OCF.

Qualitative Results

Student Interviews

Most students preferred to receive OCF from their teachers regarding their speaking performances, as it assisted in the identification and enhancement of their weaknesses. Teachers who possess a wealth of knowledge and experience can assist students in enhancing their speaking confidence and language accuracy. One student expressed dissatisfaction with OCF, claiming that it caused him to feel anxious and judgmental. Written CF was his preferred method, as it enabled him to articulate his thoughts and emotions without the burden of concentrating on his errors. Students also maintained OCF was indispensable for enhancing their speaking confidence and language proficiency. The investigation indicated that teachers were expected to provide OCF on specific errors by most of the students. The process of rectifying all errors could be overwhelming and impede fluency. Students concentrated on these errors rather than determining whether they were significant or trivial. Focusing on specific errors reduced the time required to rectify trivial errors that did not impact the primary

content. One student found OCF to be the most suitable method for him, as it allowed him to concentrate on significant errors without experiencing the sensation of having delivered an unappealing speech with numerous errors. Another student expressed their disapproval of teachers' oral correction on specific errors, asserting that if teachers only provided corrective feedback on specific errors, students would not be able to determine whether they had a flawless speaking performance or they still had errors.

Metalinguistic clues were preferred by 10 students as they provided opportunities for self-correction and encouraged them to think about the rules or structures they should use. Explicit corrections were preferred by 6 students due to their reliability, clarity, and rapidity. Recast was also preferred for oral corrections since students felt more comfortable when lecturers corrected their errors without explicitly indicating where they made them. Repetition, which motivated students to correct their errors, and clarification requests, which allowed them to use their knowledge to self-correct, were also preferred by students. Students who preferred repetition felt more motivated and confident when they could correct their errors independently. They struggled to understand the intention of teachers to show them their errors if they did not express them clearly. In terms of the timing of lecturers' OCF, 15 out of 20 students expressed their agreement with the viewpoint that lecturers should give OCF immediately after their errors instead of waiting until the end of their speaking performance. Receiving corrective feedback at this time ensured that they could understand the correction about what they had just said and allowed them to correct errors promptly while the context was fresh in their mind. The other five students believed that receiving CF after finishing their speaking performance would be more beneficial. These students listed several reasons, such as the increase of their anxiety and the demotivation to keep on expressing their ideas if they had to receive feedback immediately, the focus on understanding and taking note of what they had learnt from their errors, and the coherence and fluency of their speech.

Teachers' Interviews

Four out of five teachers prioritized the correction of specific speaking errors over the overall correction of all errors. This was due to the apprehension regarding the potential to overwhelm students and disrupt the flow of communication. Teachers determined their corrections by evaluating students' proficiency and lesson objectives. Low-level students encountered difficulties in taking notes and rectifying all errors, which resulted in feelings of inadequacy and stress. One teacher desired to ensure that her students were meticulous in all aspects of their speech and to assist them in the resolution of fundamental communication contexts in a comprehensive manner. She provided feedback on all speaking errors rather than providing CF on specific errors. Responding to the question "What kinds of OCF do you usually use to correct errors in students' speaking performance?" most teachers shared that they used metalinguistic clues and explicit correction to correct errors in students' speaking performance. Metalinguistic clues helped students understand the underlying language rules and principles, why their initial attempt was incorrect, and how to correct those errors independently. This approach helps students understand and improve their speaking performance. Other teachers preferred metalinguistic clues for effective learning, as they helped students connect new and old knowledge quickly and learn logically. In addition to metalinguistic clues, 3 of 5 teachers expressed their preferences on the use of explicit correction, as it helped students realize the importance of correcting their answers immediately and avoid repeating errors. One teacher preferred student to recognize their errors and actively correct them through elicitation and repetition, promoting a more systematic learning approach.

Providing feedback immediately after errors was believed to be the best way to help students improve their speaking performance, as it helped them remember the correct form. Other teachers preferred to give feedback at the end of the speech, as it helped students speak more confidently and improved their fluency. This was especially important for students with high egos, who were shy or afraid of making errors. By not interrupting their performance, students could build a habit of speaking English and practice effectively conveying their ideas. When asked about how to give CF to students, individually or in the whole class without showing who made those errors, the majority of the lecturers expressed that they gave CF individually. Students' English levels differed from each other, and everyone made quite different errors, so they were afraid that the students would overwhelm with the errors they did not make. Some lecturers showed their perspectives on giving OCF to the whole class and not revealing errors makers. It not only helped students improve their performances by listening to other classmates' errors but also helped lecturers reduce workload. Some lecturers expressed that they would love to integrate both ways owing to their strengths and suitability for the lesson objectives.

All lecturers agreed that integration of positive and negative feedback should be taken into account. They explained that before indicating students' errors, showing students that lecturers appreciated all their efforts and progress would motivate them to continue practicing and improving. Students' gestures, eye contact, and their intonation were also elements that needed attention because lecturers could show their students tips to improve confidence in their speaking performance.

Classroom Observation

It was evident that OCF to students' speaking performances were very frequently given by the teachers in the observed classes. For these teachers, OCF played an important role, and they believed this type of feedback was effective for students. The findings of the observation indicated that the perceptions of students

regarding the OCF provided by the lecturers were relatively favorable, and most students enjoyed receiving CF. Students frequently express their contentment with the CF provided by the teacher ($M=3.9$; $SD=1.025$). In spite of students' different proficiency levels, with the same errors, teachers gave OCF to all students in the same way very frequently ($M=4.26$, $SD=0.914$). The results of the observation checklist revealed that most teachers only gave OCF on main errors ($M=4.03$; $SD=1.3$) instead of correcting all of them ($M=2.38$; $SD=1.067$). The focus of teachers' correction was on phonological errors, with the mean score of 4.14. Grammatical and vocabulary errors were also corrected, but with a lower frequency, which medians were 3.16 and 3.47, respectively.

In terms of the timing of CF, the employment of immediate CF was claimed to be ideal for most teachers and students. In teaching practice, instead of using OCF at the end of students' speaking performance, most teachers gave it immediately when errors were produced. Metalinguistic clues proved to be the most common use of OCF utilized by most teachers ($M=4.32$, $SD=0.763$), which were followed by explicit correction ($M=4.17$; $SD=0.892$), clarification requestions ($M=3.67$; $SD=1.078$), recast ($M=3.56$; $SD=1.116$), and elicitations ($M=3.16$; $SD=1.227$). In teaching practice, repetition was presented to be the type of CF that teachers used least with the lowest median ($M=2.74$; $SD=1.035$). Based on the results of observations, the authors highlighted that the majority of teachers preferred providing individual error correction rather than addressing errors to the whole class anonymously.

The classroom observations sought to understand students' preferences for receiving CF individually or in the whole class. Most students preferred being corrected in the whole class without showing who made errors, as they felt less pressured and could learn from their classmates' errors. Receiving individual feedback was believed to be better than receiving feedback in the whole class, as lecturers could identify individual errors and help students improve their speech skills. Receiving individual OCF allowed students to ask questions and clarify doubts privately, enhancing their learning experience.

Discussion

Regarding the first question related to students' perceptions of teachers' OCF in speaking performance, a majority of students exhibited a favorable perspective toward OCF from their teachers. This finding is in line with the research conducted by Tomczyk (2013), which analyzed 250 English language students, and with the investigation undertaken by Anaktoty & Latumeten (2022), which utilized a questionnaire to gather data from 130 tenth-grade students at Ambon's State High School. Both these studies highlighted the significance of corrective feedback in language acquisition and the advantages it provided for students in their speaking performance.

Most students concurred that teachers should correct a specific number of errors rather than providing corrections for all errors. Fluency could be impaired potentially by an overwhelming task of correcting all errors, as indicated by the responses of the students who participated in the interviews. CF on specific errors could allow students to allocate more time to concentrate on those errors rather than analyzing which errors were more significant. The current study findings are also consistent with Calsiyao's (2015) finding which suggested that a majority of students preferred to have significant errors corrected rather than all errors. Metalinguistic clues were also found to be the preferable form of CF among the majority of students since they facilitated self-correction and contributed to the learning process, which was also presented in previous research by Sheen (2006) and Van Ha et al. (2021). In contrast to the present study, Nguyen & Newton (2019) discovered that recast substantially impacted students' pronunciation development.

These results indicate that most students preferred to receive immediate CF rather than at the end of their speeches. They clarified that receiving CF immediately enabled them to comprehend the correction concerning their previous statement and promptly rectify errors while the context was still fresh in their minds. Brookhart (2008) reached the same conclusion, which showed that it was beneficial to provide OCF to students when they were experiencing misconceptions or had questions about the facts. The empirical and theoretical literature strongly supported the use of immediate CF over delayed CF in the context of OCF, as Quinn (2021) further stated.

Regarding the second question related to strategies for giving OCF on students' speaking performance, the study collected information on three types of strategies: kinds of errors to be provided with CF; kinds of OCF to be utilized; and the time when OCF be given. To the first type of strategy, kinds of errors to be provided with CF in speaking performance, it was suggested by most respondents that only important errors that directly affected listeners' understanding should be orally corrected. Both teachers and students believed that providing feedback for all errors could overwhelm students and degrade communication flow. These results are in contrast to those from Calsiyao's (2015) research, which emphasized correcting all errors to accurately assess the extent of need. Teachers expressed that giving feedback for all errors could make low-level students feel under pressure and diffident about their performance. A majority of teachers and students showed that providing feedback for a few key errors saved time and allowed students to focus on more important errors. Teachers must pay attention to certain errors, making their instructions and explanations simple to understand and avoid misleading students. For Vietnamese teachers who have been teaching English as a

foreign language at TDMU, clear instructions are necessary to correct speaking errors, including phonological, grammatical, and lexical errors to avoid misunderstandings.

The second strategy of the kinds of OCF to be utilized in students' speaking performance, metalinguistic clues were the preferable choice of the students because they provided opportunities for self-correction and encouraged them to think about the appropriate rule or structure. Explicit correction was also highly favored due to its reliability, clarity, and speed. Students believed that explicit correction helped them easily identify their errors and their correct forms. For both teachers and students, metalinguistic clues and explicit correction were considered to be the most suitable forms of feedback. Metalinguistic clues provided students with insights into why their initial attempt was incorrect and how to correct them independently. Explicit correction helped students understand how to correct their answers and avoid repeating errors. The current study found that students and English teachers at TDMU consistently used these two types of feedback in their teaching practices, which were consistent with their expectations and preferences.

Students also expressed their preference for feedback that was provided to the entire class, as it helped them learn from their own errors and those of their classmates without revealing the identity of the individual who made the error. Teachers were opposed to this strategy as they believed that students' English proficiency was varied, and they committed distinctive errors. Teachers believed that individual feedback helped prevent students from becoming overwhelmed by errors they did not commit. Some teachers supported students' view of giving CF to the entire class without disclosing error makers, as they could learn from classmates' errors. Additionally, for effective use of CF, teachers suggested combining positive and negative feedback. This approach would motivate students to continue practicing and improving by acknowledging their efforts and progress before pointing out errors. Teachers should pay attention to students' gestures, eye contact, and intonation, which may express their anxiety, and choose the appropriate type of CF, as well as consider whether giving oral correction individually or in the whole class is more appropriate for each situation.

The third strategy about the time when OCF to errors in students' speaking performance should be given, it was believed by most informants that oral fluency instruction was determined to be more effective with immediate CF rather than with delayed CF. Students at TDMU preferred immediate feedback as it allowed them to understand and correct errors promptly. Immediate feedback was perceived by several students as a source of anxiety and demotivation. In the lecturers' responses, students were more likely to remember and be aware of producing the correct form when the correction was provided promptly. Others argued that providing CF when students completed their performance could help them speak more confidently and improve their fluency. Although immediate feedback was more supported, delayed CF still played a crucial role in improving students' speaking performance. Teachers should coordinate the use of immediate and delayed OCF appropriately for different situations, types of errors, speech presentation forms, and lesson objectives.

Conclusion

The study arrived at a few conclusions. First, the study found out that it is essential to receive OCF from experienced individuals at the appropriate moment and implement the appropriate measures for each type of error to enhance students' speaking abilities. Second, educators must take into account students' perspectives on OCF and integrate them into their teaching strategies, as the efficacy of CF is contingent upon the student's perception. Third, it was also revealed that students showed positive attitude towards OCF from teachers, considering it crucial for the enhancement of their speaking abilities. Students expressed a preference for the correction of specific errors rather than addressing all errors, favoring feedback that included metalinguistic cues and explicit correction. They expected immediate feedback from teachers rather than after their performance. Strategies for addressing the type of errors, timing, and feedback methods were recommended. Teachers should restrict oral corrections to primary errors that impact audience comprehension and provide explicit instructions. A recommended combination of immediate and delayed feedback was suggested for students and lecturers at TDMU. The study also discovered that providing OCF immediately and in front of the entire class would be beneficial for both students and teachers.

TDMU teachers can use students' OCF perceptions, their knowledge and expertise to create efficient strategies. OCF not only enhances the efficacy of students' speaking but also alleviates their anxiety when receiving correction. The findings of the current study can serve as a valuable resource for other Vietnamese universities in developing more effective OCF procedures to enhance students' speaking skills. While the fundamental objectives of the present study have been achieved, certain limitations in scope remain. In future research, the authors hope to include a broader range of students beyond second-year students to facilitate comparative analysis. Teachers' OCF should be examined in group work, and peer feedback should be considered. The authors anticipate more research on students' non-verbal Vietnamese errors during speaking presentations. This will provide teachers with a comprehensive perspective, which will enable them to develop strategies for providing effective oral corrective feedback.

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