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EFL University Teachers' Perspectives on Oral Corrective Feedback in their Classrooms

A Dissertation submitted to the Department of English in Partial Fulfillment of the Requirements for a Degree of Master of Arts in Applied Linguistics

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Abstract

This study aims to explore Libyan EFL university teachers' perspectives on the use of oral corrective feedback (OCF) in response to students' speaking errors. It intends to identify the types of OCF commonly used during speaking activities and investigates the challenges teachers face when providing such feedback. To achieve these aims, the study employed a mixed-methods research design, gathering quantitative and qualitative data through questionnaires and semi-structured interviews. Participants from the Department of English, University of Zawia, were selected using convenience sampling, and quantitative data of the questionnaire were analysed using descriptive statistics and qualitative data of the interview were analysed using thematic analysis. The findings reveal that teachers hold positive views toward OCF and regard it as an essential component of language teaching. Moreover, recasting and explicit correction emerged as the most frequently used feedback types, while other types were applied depending on the classroom context and instructional objectives. Teachers' feedback choices were found to be influenced by several factors, including the students' personality, age, and proficiency level. The findings also show that teachers face several challenges as they deliver oral feedback to their students. Some of these challenges are time constraints, large class sizes, and the difficulty of balancing fluency and accuracy during speaking activities. The study concludes that oral corrective feedback is a valuable pedagogical tool; however, its effectiveness depends on several factors, such as teachers' ways of delivering oral feedback, students' levels, and others. Based on these findings, the study provides some recommendations for teachers, students, and the educational institutions to improve oral feedback practices in EFL classrooms.

Declaration

I, Marwa Al Taher Eshkal, hereby declare that the work presented herein is an original work done by me and has not been published or submitted elsewhere for the requirements of a Master's degree. Any literature data or work done by others and cited within this dissertation has been given due acknowledgement and listed in the reference section.

Marwa Al Taher Eshkal

Signature:

Date:

Dedication

I dedicate this work to my father and my mother, to my dear brothers and sisters, and also to Mohamed, Baraa and Lojain.

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First and foremost, I would like to express my deepest gratitude to Allah, the Almighty, who has made this work possible and facilitated its completion.

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List of Abbreviations

EFL:	English as Foreign Language
MLA:	Modern English Association
OCF:	Oral Corrective Feedback
ZPD:	Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter provides an overview of the present study, which explores EFL university teachers' perspectives on oral corrective feedback (OCF) in classrooms at the University of Zawia. It examines the different types of OFC employed during speaking, and the challenges teachers encounter as they deliver OCF to their students. This study begins by presenting background of the study, followed by statement of the research problem. It then outlines the aims and research questions that guide the study. In addition, the study's significance is highlighted, along with a brief description of the methodology used to address the research questions. Finally, the chapter concludes with an outline the structure of the study.

1.1 Background of the Study

Oral Corrective Feedback stands as a pivotal instructional strategy in teaching English as a Foreign Language (EFL), particularly due to its profound impact on developing students' speaking proficiency. Defined as the responses teachers provide to learners' erroneous spoken utterances (Ellis, 2009), OCF plays an essential role in bridging the gap between learners' current oral output and target language norms. In the context of speaking—a skill that demands simultaneous attention to grammatical accuracy, lexical choice, pronunciation, and fluency under communicative time pressure. OCF acts as an immediate scaffolding tool. By addressing errors as they occur during real-time oral production, OCF not only helps learners refine their linguistic accuracy but also significantly boosts their fluency and overall communicative confidence, making it an indispensable component of effective speaking instruction.

The necessity of OCF in the speaking classroom is firmly grounded in the nature of the language acquisition process itself. As Corder (1967) posits, making errors is a natural and inevitable part of language learning, serving as a starting point for acquiring linguistic knowledge. Without these errors, learners would struggle to identify their developmental gaps in vocabulary, pronunciation, or grammatical structures. Since speaking is often the most challenging skill for EFL learners due to its spontaneous, real-time nature, it naturally generates a high frequency of errors. Accordingly, teachers can utilize OCF to transform these

inevitable speaking errors into immediate, valuable learning opportunities, helping learners notice their weaknesses and actively work toward self-improvement.

OCF can manifest in various forms, including explicit correction (directly providing the correct form), recasts (rephrasing the error without direct indication), elicitation (prompting self-correction), and metalinguistic clues (providing comments about the error's nature) (Lyster & Ranta, 1997). The selection of a particular type generally hinges on contextual factors such as the teaching environment, the nature of the error, and the learner's proficiency level. The flexibility of these techniques further underscores OCF's importance as a dynamic tool for enhancing learners' spoken performance.

Numerous studies have examined the effectiveness of OCF in language learning, confirming its positive impact on learners' overall performance (Li, 2010). However, these studies also reveal variations in implementation, the types employed, and the challenges teachers may face in classroom settings. While these findings are valuable, the majority were conducted in Western, Asian, or other Arab contexts. Therefore, it remains unclear whether these results can be directly generalized to the EFL setting in Zawia, where distinct classroom dynamics and institutional factors may significantly influence the practice and efficacy of OCF. This highlights the need for context-specific investigation.

1.2 Problem Statement

Based on the researcher’s experience as an EFL student at the University of Zawia for several years, it was observed that oral corrective feedback played an important role in improving students’ speaking performance and language development. At the same time, it appeared that providing oral corrective feedback was not always easy for teachers, as they had to make decisions about when and how to correct students’ oral errors during classroom interaction. These observations motivated the researcher to investigate EFL teachers’ perspectives on oral corrective feedback. Additionally, they raised the question of what specific challenges teachers encounter when providing such feedback in the classroom.

In the Libyan context, particularly at the University of Zawia, it has been observed that speaking skills remain a challenging area for many EFL students. Despite the importance of oral corrective feedback in addressing this issue, previous studies have investigated OCF from different perspectives. However, little attention has been paid to university teachers'

perspectives on the use of different OCF strategies. Moreover, the challenges they face when providing this feedback remain largely unexplored, particularly at the University of Zawia. Investigating these aspects is important for gaining a better understanding of teachers' feedback practices and for supporting more effective speaking instruction in the Libyan EFL context.

Furthermore, while international research has highlighted various factors that may influence the effectiveness of OCF, it remains unclear what obstacles, if any, teachers at the University of Zawia encounter in providing oral corrective feedback in their particular teaching environment. The lack of empirical evidence regarding teachers' practices, preferences, and perceived challenges leaves a critical gap in understanding how to improve speaking instruction and support teacher development at the University of Zawia. This study, therefore, seeks to address this gap by providing a comprehensive exploration of OCF practices and perspectives at the University of Zawia.

1.3 Aims of the Study

This study aims to explore Libyan EFL university teachers' perspectives on using oral corrective feedback in response to students' speaking errors and mistakes. It also seeks to identify the types of oral corrective feedback that teachers commonly use in the classroom during speaking activities. Furthermore, the study aims to investigate the challenges that teachers face when providing oral corrective feedback, in order to gain a deeper understanding of their practical experiences and the factors that influence their feedback choices.

1.4 Research Questions

The study aims to answer the following questions:

1. What are Libyan EFL university teachers' perspectives on using oral corrective feedback in response to their students' speaking errors and mistakes?
2. What are the types of oral corrective feedback used by Libyan EFL university teachers in response to their students' spoken errors and mistakes?
3. What challenges do teachers encounter as they provide oral corrective feedback to their students?

1.5 Significance of the Study

Understanding EFL teachers' perspectives and practices regarding oral corrective feedback is essential for improving the quality of speaking instruction in Libyan universities. By exploring how teachers view and apply OCF, this study can offer valuable insights that help educators refine their feedback strategies to better support students' oral language development. Furthermore, identifying the challenges teachers encounter when providing feedback can guide the development of practical solutions, thereby enhancing the overall teaching and learning process. The findings may also serve as a useful reference for teacher's training programmes and curriculum developers seeking to align feedback practices with classroom realities. Ultimately, this study might contribute to ongoing efforts to improve EFL speaking instruction within the Libyan higher education context.

1.6 Research Methodology

This study adopts mixed methods research design to collect data because both qualitative and quantitative methods would help deeper understanding of the topic investigated. Creswell (2014) stated that mixed methods research is "an approach to inquiry that collects, analyzes, and integrates both quantitative and qualitative data in a single study or a series of studies to provide a deeper understanding of the research problem"(p.2). The quantitative data were collected using a questionnaire while the qualitative data were collected using an interview. The questionnaire consists of closed-ended questions that cover the main aspects of the topic addressed in the study. The interview mainly addresses the challenges that teachers face when they provide oral corrective feedback. The participants of this study were EFL university teachers from the University of Zawia, Faculty of Arts. They were selected using a convenience sampling technique due to its practicality and ease of access to participants. A total of nine semi-structured interviews were conducted with both male and female teachers. In addition, the questionnaire was administered to 28 participants.

The quantitative data of the questionnaire were analysed using descriptive statistical techniques, which were employed to systematically summarize and organize the data into tables. On the other hand, the qualitative data of the semi-structured interviews were examined using thematic analysis. This method involved carefully reviewing the participants' responses

to identify, analyze, and interpret recurring themes thereby providing a deeper understanding of the teachers' perspectives

1.7 Outline of the Study

This study is organized into five chapters. This first introductory chapter provides a comprehensive overview of the study, including the background, problem statement, research aims, significance of the study, and a brief overview of the methodology.

Chapter Two presents a review of the relevant literature and theoretical framework related to oral corrective feedback). It covers the concept of feedback, oral corrective feedback, its types, and relevant previous studies related to this study.

Chapter Three is concerned with detailing the research methodology. It outlines the research design, context of the study, participants and sampling, Data collection tool, piloting the study, moreover, the collection procedure, ethical consideration and data analysis.

Chapter Four presents and analyzes the findings of the study. It explains the analysis of both the quantitative data obtained from the questionnaire and the qualitative data obtained from the semi-structured interviews.

Chapter Five discusses the findings in relation to the research aims and previous literature, concludes the study, and provides recommendations based on the research outcomes.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of the literature related to corrective oral feedback in language learning. It begins with a historical overview of the concept of feedback, followed by various definitions of feedback and a discussion of teacher feedback in language learning. After that, it examines corrective feedback within the language learning context, with a particular focus on oral corrective feedback (OCF). Moreover, it explores the relationship between oral corrective feedback and second language acquisition theories. The different types of oral corrective feedback are also discussed. Furthermore, the chapter addresses the effectiveness of providing oral corrective feedback in the EFL classrooms. Finally, it reviews some relevant previous studies to provide a foundation for the current research.

2.1 Historical Overview of Feedback

The term feedback has been widely discussed across various disciplines, including psychology, education, and language learning. In psychology, behaviorism highlighted the significance of feedback on learning. For instance, Skinner (1954) emphasized the role of reinforcement, where feedback influences behavior modification and learning outcomes. In education, feedback became a key element in educational theories that emphasize learning and development. One of the most influential theories in education that discusses the importance of feedback in learning is Vygotsky's (1978) Sociocultural Theory. This theory proposed the concept of the Zone of Proximal Development (ZPD). According to Vygotsky, learners can benefit effectively from instructional support or scaffolding when teachers or more knowledgeable individuals provide feedback to help them progress from their current level to a higher level. By the late 20th century, linguists began exploring the role of feedback in the field of Second Language Acquisition (SLA). They emphasized the role of corrective feedback in language learning. For instance, researchers like Long (1996) and Schmidt (1990) highlighted its effectiveness in improving linguistic accuracy. They claimed that the interactive nature of feedback is mainly related to error correction and encouragement of self-regulation in learning. In the language education context Feedback is categorized into many types. Oral corrective feedback is one of these types that is considered a basic teaching mechanism helping learners improve their language skills. As it is seen, over time, feedback has evolved from a

simple corrective tool to a complex teaching strategy that shapes learners' development and performance (Hyland, 2006).

2.2 Definition of Feedback

Feedback is considered a significant support provided by teachers to help students improve their learning outcome. It has been an area of interest for many educators and researchers as it plays a key role in knowledge retention and skills acquisition, especially in the language learning context. Sadler (1989) highlighted that feedback enables learners to close the gap between their current performance and the desired learning goals. Later, Lightbown and Spada (1999) defined feedback as any explicit or implicit response given to learners regarding their language progress. For instance, when a learner says, “He go to school every day,” the teacher may provide explicit feedback by saying, “He goes to school every day,” or implicit feedback by reformulating the learner’s utterance as, “Yes, he goes to school every day.” These definitions emphasize the role of feedback in providing learners with information about their performance and supporting them in achieving their learning goals.

The concept of feedback was further developed by Nicol and Macfarlane-Dick (2006), who emphasized that effective feedback supports students in taking control of their own learning by helping them monitor and regulate their performance. Hattie and Timperley (2007) defined feedback as information provided by teachers about aspects of learners’ performance or understanding. In addition, Brookhart (2008) stated that feedback is information given to learners about their performance relative to learning goals and intended to improve their future performance. Similarly, Ellis (2009) stated that feedback refers to the teacher’s response to learners’ production to help them develop their language performance. He also explained that teachers’ feedback plays a key role in pushing students forward. According to Ellis (2009), many studies have indicated that feedback significantly influences learner engagement, as students who actively respond to feedback show greater improvements in their linguistic accuracy.

More recent perspectives have continued to emphasize the active role of learners in using feedback to improve their learning**.** Carless and Boud (2018) conceptualized feedback as a process through which learners understand information about their performance and use it to enhance the quality of their work. According to the Education Endowment Foundation (EEF),

feedback provides information about learners' performance and helps them understand the achievement of their learning goals or outcomes. More recently, Oxford Learner's Dictionaries (2020) defines feedback as "advice, criticism, or information about how good or useful something or somebody's work is" (Oxford Learner's Dictionaries, 2020).

Based on these definitions, feedback in the present study is defined as an instructional process through which learners receive information about their learning performance in relation to their learning goals, which helps them understand their strengths and weaknesses and improve their future learning performance.

2.3 Teacher Feedback in Language Learning

Teachers' feedback is the foundation of the language learning process in the EFL classroom. It conveys instructions given by teachers to help students obtain the necessary knowledge, avoid mistakes, and help them achieve their goals (Hattie & Timperley, 2007). Teachers' feedback can be provided in a verbal or written form, depending on the learning situation and the learner's needs (Ellis, 2009). Therefore, teacher feedback plays a key role in clarifying learners' performance and supporting their progress. It can also contribute to learner engagement by encouraging students to actively respond to and make use of the feedback they receive. This highlights the importance of providing effective and appropriate feedback to students. However, when feedback is not provided appropriately, it may have negative effects on learners (Hattie & Timperley, 2007).

Furthermore, with the different types of feedback, the teacher has a great responsibility in choosing the appropriate type of feedback for the student at the appropriate time. In the context of education, especially in second language learning in the classroom, it is important to focus on and understand teachers' perceptions and practices about feedback. Teachers' feedback in language Learning is categorized into two types: oral feedback and written feedback. Oral feedback is considered one of the most common types of feedback used by EFL teachers in the classroom (Ellis, 2009; Lyster & Ranta, 1997).

Teachers communicate oral feedback to students during and/or after oral activities. This type of feedback allows for immediate clarification and correction of spoken language errors, fostering real-time learning and improvement. Oral feedback is communication by which students receive implicit or explicit feedback from their teachers about their performance or

ask for clarification (Ellis, 2009) Written feedback involves corrective comments to clarify something or provide corrections on a student's written work. Written feedback is not immediate, and the student can refer to it when needed as this type allows students to address linguistic errors and provides detailed explanations about them, and improves writing skills and knowledge.

2.4 Corrective Feedback in Language Learning

Corrective feedback is direct or indirect comments provided by teachers to help students foster their foreign language learning in the classroom. Direct corrective feedback occurs when the teacher explicitly identifies the learner's error and provides the correct form. In contrast, indirect corrective feedback occurs when the teacher indicates that an error has occurred without providing the correct form, thereby giving the learner an opportunity to identify and correct the error independently. For example, if a learner says, "*She go to school every day*," a teacher may provide direct corrective feedback by saying, "*She goes to school every day*," whereas indirect feedback may involve repeating the learner's utterance with questioning intonation, such as, "*She go to school every day*?" to encourage self-correction.

According to Ellis and Sheen (2011), "Corrective feedback refers to the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language" p.595. According to the Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching (2021), corrective feedback is the process of error correction, where the objective is usually to facilitate improvements in a learner's fluency and accuracy.

Nassaji and Kartchava (2021) highlight the role of corrective feedback as a pedagogical tool aimed at providing learners with information about their language use, directing them toward more accurate and native-like language production. The importance of CF lies in using feedback to support learners by guiding them to correct language errors while learning a foreign language. Schmidt in 1990 emphasizes the importance of corrective feedback in his Noticing Hypothesis. He stated that corrective feedback is a powerful tool that inspires learners to notice their mistakes, avoid them next time, and enhance their language learning performance. Moreover, in support of Schmidt's claim, Long (1996) confirmed that interaction between students and teachers through corrective feedback is likely to support students. Apparently, corrective feedback plays a significant role in improving the language in two

aspects; it improves efficiency in clarifying the student's mistakes and fluency when using the feedback to develop spoken language. Corrective feedback has two important forms: written corrective feedback and oral corrective feedback. The main issue of this study is the oral corrective feedback. Therefore, the following sections will provide more information about it.

2.5 Oral Corrective Feedback.

ESL/EFL teachers employ Oral Corrective Feedback OCF to provide oral communication, addressing errors students make while speaking in real time. The use of OCF is vital to ensure that learners can use the target language effectively. Providing such feedback can support EFL students and address their errors. As one of the most powerful strategies that have a positive effect on language learning, oral corrective feedback (OCF) provides learners with immediate opportunities to reflect, self-correct, and modify their language use in real-time (Ellis, 2017; Lyster & Ranta, 1997; Sheen, 2011)

Unlike written feedback, OCF enables learners to engage in natural correction, reinforcing both accuracy and fluency simultaneously (Lyster, Saito & Sato, 2013). It is defined by Chaudron (1977, p. 31) as "any reaction of the teacher which transforms, disapprovingly refers to, or demands improvement of the learner's utterance". Likewise, Zale (2014) defined oral corrective feedback as a direct and immediate exchange between teachers and students that can influence students' learning performance, emotions, and feelings. He also stated that this type of feedback is more commonly used in speaking classes compared to other subjects. As Alsolami (2019) explains, basic language skills are acquired through practice, thereby, providing oral corrective feedback accelerates the language learning process and always strengthens different learning concepts such as pronunciation. According to Oliver and Adams (2021), OCF is an oral response to an error that a language learner has made. Oral corrective feedback is often given in the form of spoken sentences, describing the learner's various weaknesses as well as highlighting strengths.

Oral corrective feedback is usually provided as a healthy reaction to learners' work and generally facilitates language learning improvement (Sobhani & Tayebipour, 2015). This type of Feedback can also be given in the form of a grade or percentage that determines the learner's level of achievement in language learning. Corrective oral feedback can facilitate the acquisition of the target language and help learners develop their spoken language. As many

studies indicated, the effectiveness of corrective feedback does not lie in correcting or clarifying the learner's error, but instead it aims to promote self-correction. According to Sanavi and Nemati (2014), corrective feedback is not meant to teach the learners' pronunciation and phonetics in the target language, however, it aims at promoting self-correction. In conclusion, Oral corrective feedback (OCF) provided by teachers in EFL classrooms plays a crucial role in helping learners recognize and correct errors in their spoken language.

2.5.1 Oral Corrective Feedback and Second Language Theories

Second Language theories stressed the key role that Oral Corrective Feedback (OCF) plays in facilitating language learning development. According to Skinner's Behaviorist Theory (1957), language learning is mainly shaped by environmental factors such as parents, relatives, and peers. Behaviorists claim that learners acquire a language by imitating spoken input from their surroundings, and their responses are simulated through reinforcement. They believe that language is a behavior that is formed by positive reinforcements and is increased by its recurrence. Positive reinforcement involves providing verbal interaction and rewards to encourage desired behavior. Regardless of the criticism directed at this theory, the behaviorist view emphasizes the role of oral positive communication and feedback in facilitating language acquisition and learning development. In the context of ESL and EFL, several teaching methods, such as the Audio-Lingual Method (ALM), have been influenced by the behaviorist perspective, emphasizing repetition with immediate oral feedback as a crucial tool for facilitating ESL/EFL learner development (Richards & Rodgers, 2001)

The nativist school led by Chomsky (1959) attributed language learning and learner errors primarily to internal cognitive processes rather than external influences. Nativists, such as Krashen (1982), argue that explicit correction is of little importance, instead emphasizing the role of comprehensible input. However, in his Acquisition-Learning Hypothesis, he insisted on the significance of meaningful communication in the classroom. Additionally, Krashen advocates for rich comprehensible input and implicit oral feedback, such as recasts, "where teachers naturally reformulate learners' errors without interrupting communication" (Jiang, 2016).

Jean Piaget's Theory of Cognitive Development (1936) focused on understanding how children's thinking evolves from birth to adolescence and explained how people integrate or modify their linguistic knowledge in response to feedback. Piaget identified two key mechanisms involved in this process: assimilation and accommodation. Assimilation occurs when individuals integrate new experiences into their pre-existing cognitive structures, while accommodation includes modifying those structures when new knowledge does not fit within existing knowledge (Ravinder, 2017). The concepts of assimilation and accommodation shed light on how learners integrate or modify their linguistic knowledge in response to feedback.

Moreover, from a sociocultural perspective, Vygotsky's sociocultural Theory (1978) underlines the role of social interaction in language learning. Vygotsky advocates for the concepts of scaffolding and the Zone of Proximal Development (ZPD). According to him, learners acquire knowledge better when they interact with more knowledgeable individuals of the language than they are, such as a teacher who supports learners to continue to progress. Vygotsky's theory emphasizes the crucial role of teachers' oral feedback in communication which serves as a scaffolding technique that helps learners advance from their current level to a higher level of proficiency.

Michael Long's Interaction Hypothesis (1983,1996) also sheds light on the significance of oral corrective feedback in language learning. He posits that language proficiency develops through immediate interaction and communication (Gass & Selinker, 2008). Long underscores the role of input, interaction, and output in second language learning, emphasizing error correction and modification in creating comprehensible communication that facilitates learners' language acquisition and learning. Similarly, error analysis theory, introduced by Stephen Corder in 1967, focused on analyzing learners' errors to understand the underlying processes of language learning. According to error analysis theory, the acquisition of a first language occurs independently of other languages, whereas learning a second language is often influenced by the first language. (Corder, 1967). This theory highlighted the vital role of oral corrective feedback as a strategy to address learners' specific challenges related to errors and mistakes that occur in the second language acquisition process.

In conclusion, several language learning theories highlight feedback in general and oral correction in particular as a crucial element for acquiring and learning a second or foreign

language. Each of these theories has explained the role of oral correction differently. While behaviorism supports accurate direct correction and repetition, nativists, such as Krashen, place less emphasis on explicit correction and emphasize comprehensible input and meaningful communication rather than direct correction. Likewise, the Interaction hypothesis highlighted the importance of implicit feedback in facilitating language learning. Sociocultural theory clearly emphasizes the role of corrective feedback from teachers or peers in helping learners progress in acquiring a second or foreign language. A balanced approach that integrates implicit and explicit oral feedback. Indeed, oral corrective feedback has either direct or indirect influence on promoting second/foreign language acquisition effectively.

2.5.2 Types of Oral Corrective Feedback

There are six distinct types of Oral Corrective Feedback (OCF) that teachers commonly employ in language learning contexts. These types of feedback serve as vital techniques by teachers to facilitate the process of second/foreign language acquisition and to help learners notice, understand, and correct their language errors (Lyster & Ranta, 1997) ultimately facilitating the process of second language acquisition. The six types include recast, explicit correction, clarification request, elicitation, repetition, and metalinguistic feedback. Their application varies depending on specific teaching and learning contexts.

A. Recast

One of the most commonly used forms of oral corrective feedback (OCF) is the recast, which is defined as the teacher's reformulation of all or part of a student's utterance, correcting the error while maintaining the original meaning (Lyster & Ranta, 1997). Unlike explicit correction, this technique involves the teacher implicitly rephrasing the learner's mispronounced or incorrect response to shape the correct form, without explicitly identifying or addressing the error. For instance, if a student says, "*She go to school yesterday*," the teacher might respond naturally, *oh, she went to school yesterday*? That's nice. thereby providing the correct past tense within the flow of conversation. This implicit correction process allows the learner to focus more on fluency through natural learning rather than overt correction (Lyster & Ranta, 1997). Regarding its effectiveness, research has indicated that recasts can significantly enhance English language learning among EFL undergraduate students, particularly in areas such as pronunciation, grammar, and vocabulary (El Ghazi & Brigui,

2023; Riasati, 2022). According to Alqahtani and Mubarak (2023), recasts are effective in improving EFL learners' oral accuracy because they provide immediate and natural correction without disrupting communication. Importantly, research indicates that recasts are particularly effective for learners at an intermediate or higher proficiency level, as these students possess sufficient linguistic awareness to notice the discrepancy between their erroneous output and the teacher's correct reformulation. This indirect feedback reduces anxiety and encourages more language practice, as it allows learners to notice their errors and self-correct in a less challenging way. In sum, recasts serve as an effective implicit technique that balances error correction with natural communication, making them a valuable tool in EFL classrooms.

B. Explicit Correction

Explicit correction refers to the clear provision of the correct form of a linguistic error within the learning context. In this type of oral corrective feedback, teachers point out the mistake or error explicitly and provide the correct response to a student directly (Lyster & Ranta, 1997; Kagimoto & Rodgers, 2007). For instance, a student may say, “I like potatoes,” but pronounce the word “potato” incorrectly as /ptata/. In this case, a teacher may provide explicit corrective feedback by saying, “The correct pronunciation is ‘potato’.” The teacher directly encourages the student to correct the error by offering the correct form of the linguistic error.

Ellis, Loewen, and Erlam (2006) reported that explicit feedback, especially when accompanied by metalinguistic explanations, was more effective in encouraging both immediate and long-term corrections by learners than implicit feedback. Similarly, Roothooft and Breeze (2016) pointed out that Spanish EFL learners preferred explicit correction, viewing it as the most effective method for their language learning. Miller and Pan (2016) found that explicit feedback had a modest positive impact on language learning in second language classrooms, but it remained unclear whether these effects resulted in long-term language acquisition.

Explicit correction is often effective, particularly for beginner and lower-level learners, as it provides a clear and direct model of the target form. Teachers may rely on this type of corrective feedback because it supports the development of learners’ linguistic accuracy by drawing their attention explicitly to errors and providing the correct form. Moreover, a recent study conducted by Azam, Mohd Sobri, and Paridaluddin (2024) pointed out that explicit correction was a highly influential oral corrective feedback strategy in enhancing students’

speaking accuracy. The study, which involved 340 ESL university students, demonstrated that most students preferred this type of feedback because it clearly highlighted their errors and provided immediate corrections.

C. Clarification Requests

Clarification requests are considered one of the important types of oral corrective feedback, as they prompt learners to restate or clarify their utterances. They are typically used when there is a misunderstanding, ambiguity, or a lack of clarity in the learner's utterance. The purpose of this feedback strategy is to encourage learners to reflect on their language use and adjust their utterances accordingly (Lee, 2013, p. 218). Lyster and Ranta (1997) defined clarification requests as a type of feedback that indicates that a learner's previous utterance may have been incorrect or unclear without directly identifying the specific error. This type of feedback can encourage learners to notice problems in their language production and attempt to self-correct. Previous studies have also suggested that clarification requests can contribute to the development of grammatical accuracy over time, particularly among intermediate learners (Ammar & Spada, 2006; Ammar, 2008; Sato & Lyster, 2012).

This type can also promote learners' active engagement in classroom communication by encouraging them to reconsider and reformulate their utterances. Acarol's (2024) study in Turkey revealed that learners' use of clarification requests was mainly influenced by two factors: (a) challenges related to language knowledge and proficiency, and (b) issues related to focus and motivation. The study demonstrated that students often relied on clarification requests when they experienced difficulties in comprehending or expressing ideas accurately. These findings highlight the value of clarification requests in helping learners recognize difficulties in their language use and become more actively involved in the communication process. Moreover, Saswati (2022) found that clarification requests can encourage learners to self-correct their errors and support their speaking accuracy in EFL classrooms.

D. Elicitation

Elicitation is defined as the direct elicitation of "the correct form from a learner by asking questions, by pausing to allow a learner to complete the teacher's utterance, or by asking learners to reformulate the utterance" (Lee, 2013, p. 219). In other words, elicitation, as a type of oral corrective feedback, prompts learners to identify their errors and make efforts to correct

them independently rather than receiving the correct form directly from the teacher. For example, if a student says, "Yesterday I go to the university," the teacher may respond, "Yesterday I…?" This prompt encourages the student to notice the error and produce the correct form, "Yesterday I went to the university." In this case, the teacher elicits the correct form from the learner rather than providing the correction directly. Ayouni and El-Sukny (2022) stated that most teachers relied on elicitation to guide students in recognizing and correcting their errors rather than providing a ready-made correction. Their findings highlight the pedagogical value of elicitation in promoting learner autonomy and enhancing grammatical accuracy in spoken language. Thus, this type of feedback encourages learners to analyze their errors and produce the correct form themselves.

Elicitation is also considered a beneficial oral corrective feedback strategy because it actively engages learners in noticing and repairing their own errors, thereby promoting greater language awareness and improving speaking accuracy. According to Saswati (2022), "elicitation effectively prompts learners to self-correct their errors, thereby enhancing their speaking accuracy and engagement in EFL classrooms" (p.45). Therefore, elicitation encourages learners to reflect on their language production and actively participate in the process of self-repair during oral communication.

E. Repetition

Repetition is the fifth type of oral corrective feedback. This type involves the teacher repeating a learner's incorrect utterance, usually with a change in intonation to emphasize the error. This strategy helps learners notice their mistakes without directly providing the correct form. According to Dabaghi and Büyükbay (2010), repetition is a form of oral corrective feedback in which the teacher repeats a learner's incorrect utterance, often by adjusting the intonation to draw attention to the error. For example, if a learner says, "*She go to school every day*," the teacher may repeat the utterance with emphasis on the incorrect form: "*She go to school every day*?" The change in intonation draws the learner's attention to the error and may encourage them to self-correct without the teacher providing the correct form directly.

The use of repetition-based feedback can help foreign language learners correct themselves during classroom interactions and contribute to improving accuracy in their language skills (Dabaghi & Büyükbay, 2010). Repeating a student's incorrect utterance with deliberate

intonational emphasis can draw the learner's attention to the error and encourage them to identify and correct their own interlanguage mistakes. Lyster and Ranta (1997) found that repetition was used less frequently than some other types of oral corrective feedback. However, repetition can encourage learner-initiated repair by prompting learners to notice problems in their utterances and attempt to correct them.

Oral repetition feedback can significantly help learners improve their speaking accuracy. Students who received oral repetition feedback showed greater improvement in correcting their speech errors than those who did not receive this type of feedback (Büyükbay & Dabaghi, 2010). Similarly, a recent study by Gaffar et al. (2024) found that oral repetition feedback was an effective strategy for improving EFL learners' speaking accuracy and confidence. The study, which involved 50 Indonesian vocational students, found that the use of repetition as corrective feedback enabled students to notice and self-correct their errors, leading to improvements in pronunciation, grammar, and fluency.

F. Metalinguistic Feedback

Metalinguistic feedback contains comments, information, or questions related to the well-formedness of a learner's utterance without explicitly providing the correct form (Lyster & Ranta, 1997). It is another type of oral corrective feedback that draws learners' attention to the linguistic nature of their errors and provides metalinguistic information or clarification to help them recognize and correct these errors independently. When learners make an error in grammar, vocabulary choice, pronunciation, or other linguistic aspects, the teacher provides information or a clue related to the nature of the error rather than directly providing the correct form. For instance, if a student says, "She go to school every day," the teacher may respond, "Do we use 'go' with 'she' in the present simple tense?" or "What do we add to the verb with the third-person singular?" This technique guides the learner toward recognizing the error and producing the correct form independently.

The use of metalinguistic feedback has been widely recognized for its effectiveness in EFL and ESL instruction. This type of feedback encourages deeper reflection and fosters learner autonomy, as suggested by Panova and Lyster (2002). They further emphasized its role in improving accuracy and promoting long-term retention, particularly in grammar classroom contexts. Similarly, Wang (2021) revealed the significance of metalinguistic cues in promoting

the frequency and success of learner responses. The study also indicated that although metalinguistic feedback can effectively enable learners to notice errors and attempt correction, its overall impact may depend on how it is applied.

In conclusion, Oral Corrective Feedback (OCF) plays a vital role in boosting language learners' ability to identify and correct their linguistic errors. The six types identified by Lyster & Ranta, (1997) -recast, explicit correction, clarification request, elicitation, repetition, and metalinguistic feedback- can, individually or collectively, contribute to the successful language learning process. By implementing these feedback techniques properly and effectively, ESL/EFL teachers can establish more responsive and reflective learning environments that support both linguistic accuracy and learner autonomy. Teachers need to understand the distinct functions of each feedback as it enables them to tailor their approaches to meet the specific needs of their learners and facilitates a more effective language acquisition process.

2.6 Teacher Perspectives and Practices of Oral Feedback

Understanding teachers'perceptions and classroom practices concerning oral feedback are shaped by several internal and external factors. Understanding these factors helps explain the diversity in how Oral Corrective Feedback (OCF) is provided across different educational contexts. Previous studies have demonstrated that the implementation of OCF reflects both teachers' personal beliefs and practices of their classrooms (Gurzynski-Weiss; 2016; Ha, 2023). Based on the findings from previous literature, the variables that affect the provision of OCF can be grouped into two main categories: teacher-related factors and classroom-related factors.

2.6.1 Teacher-Related Factors

A set of internal features concerning the teachers themselves affects the quality and quantity of OCF. One of the most powerful is the belief system of teachers concerning the learning of a language. These beliefs, as indicated by Farooq (2015), have a profound effect on how feedback is given in the classroom. Although some teachers are convinced that correction as you go along is essential for language acquisition, others consider not correcting during a communicative activity and learners will be more confident and fluent. Borg (2003) advocated "experience and background of teachers as an important factor likely to influence the correction practices of teachers". That is, teachers often bring to their classrooms their own

learning (both from courses and in other contexts of life), and their own experience of having learned languages. This, in turn, influences the provision of OCF in terms of quality and quantity.

Experience is also an important factor in teachers' confidence and competence to deliver OCF. Experienced teachers are in a more rewarding position to identify errors and provide error correction, while less experienced teachers might be less confident when doing so. Knowledgeable teachers are also better at tailoring their feedback to the specific needs of learners.

The ability to speak the language is also a critical factor. More proficient teachers of the target language can usually diagnose learner errors and provide more correct and meaningful corrections. Lower proficiency learners, however, might find it difficult to notice or respond to errors in a meta-linguistically correct way (Lyster & Ranta, 1997). This can result in missed learning opportunities or misguided feedback.

The educational aims determine OCF provision, as well. Ellis (2009) argued that teachers who focus on fluency in the classroom might refrain from correcting to not inhibit the flow of communication. In contrast, teachers with the goal of developing grammatical accuracy in learners tend to provide explicit and form-focused feedback. Thus, a teacher's intended aim for a particular lesson determines the quantity and quality of feedback that the teacher provides.

2.6.2 Classroom-Related Variables

Alongside teacher-related factors, several classroom-related factors affect the delivery of OCF. One possible factor is *Student Personality*. Students differ in the amount of self-confidence, anxieties and openness to feedback. In addition, research has shown that personality differences play a significant role in how students respond to oral corrective feedback (Lemak, 2023; Manuhutu et al., 2025). Specifically, students with shy or anxious personality types tend to be more easily discouraged by corrective feedback (Lemak, 2023), while introverted students may experience higher levels of apprehension when receiving such feedback (Manuhutu et al., 2025).

The Size of the Class is also a factor. It is hard to give personalized feedback when you have a class of 30 kids. Teachers have the impossible task of dealing with many children and little

time or resources. Ahangari and Amirzadeh (2011) indicated that EFL teachers in overcrowded classrooms tend to resort to global feedback and are reluctant to give exact corrections and OCF might not lead to the accuracy and fluency required for learning and language development.

Time Constraint is another important factor influencing feedback practices. Teachers are also time-stressed a lot of the time and the pressure to get through the syllabus can take away from student-centered learning to expectations of getting the lessons done in enough time. According to Ha and Murray (2021), teachers often express concerns about the timing of feedback and the possibility of disruption to the flow of students' speech. For reasonableness in the practical context, such as the duration of teaching or the number of students, OCF should be selective. That is, teachers must decide which are the most relevant mistakes to correct and, in practice, they usually only correct those that are essential for ensuring understanding within the time allowed. In addition, the curriculum's structure and the need to address a broad amount of material in a short time frame reduce such opportunities to provide in-depth feedback and cause teachers to engage in a more selective OCF process.

The Language Level of the Learner is also an important factor that affects the teacher's choice of both types, frequencies, and provision technique of OCF. According to Ellis (2009), indirect feedback is more useful with advanced learners who are able to analyse the errors on their own while beginners need more support. Furthermore, research carried out by Kaivanpanah (2015) on Iranian EFL learners indicated that high proficiency individuals responded well to self-repair feedback, contrary to low proficiency.

In conclusion, the way teachers perceive oral feedback and the way they implement it in their classrooms are deeply influenced by a range of individual and contextual variables. By exploring these influencing factors, we gain a clearer understanding of why oral corrective feedback may vary significantly among teachers, even within similar teaching environments.

2.7 Previous Studies

Several studies have investigated the perceptions of both teachers and learners regarding oral corrective feedback (OCF) within English as a Foreign Language (EFL) setting. Some of these studies will be presented in the following paragraphs

Tran and Nguyen (2020) explored the perceptions of college instructors in the Mekong Delta region of Vietnam about oral corrective feedback in speaking classes. Based on questionnaire data, their findings showed that most teachers viewed OCF positively, although some regarded it as optional due to concerns about learners' response to feedback. Among different types of feedback, elicitation was the most preferred method.

Likewise, Nhac (2022) conducted a mixed-method study involving 425 students and 13 teachers at a Vietnamese higher education institution. The study revealed a strong consensus on the importance of OCF in language learning. Both students and teachers valued metalinguistic feedback, and preferred immediate correction for grammatical and lexical errors, whereas explicit correction and recasts were favored for phonological mistakes. Despite acknowledging the effectiveness of immediate feedback, both groups showed a preference for delayed corrective feedback.

In Turkey, Öztürk (2016) investigated OCF practices through classroom video analysis and teacher interviews at a university. The research identified recasts and explicit corrections as the most commonly used feedback types. Experienced teachers tended to rely more on recasts, while novice teachers frequently employed clarification requests. The study also noted that some teachers avoided correcting certain errors to maintain classroom flow or to prevent negative emotional impacts on students.

In Mexico, Méndez and Cruz (2012) examined the perceptions and practices of EFL instructors regarding OCF using interviews and questionnaires. Their descriptive study indicated that teachers generally held positive attitudes toward OCF, but some viewed it as optional due to concerns about students' feelings. Unfocused corrective feedback and implicit strategies were dominant in practice. Furthermore, instructors preferred to provide feedback themselves rather than encouraging peer correction, and self-correction was the least favored method.

Within the Libyan context, Salama (2018) investigated students' attitudes toward written corrective feedback. This study was conducted at Ajelat College of Education with 24 students. The data of this study collected by questionnaire showed that students had generally positive views, particularly favoring assessment feedback. Understanding these attitudes is valuable for improving instructors' feedback strategies.

Similarly, Elsherif (2005) explored the academic writing difficulties of Libyan postgraduate students and their perceptions of tutors' written feedback at Newcastle University. The research highlighted challenges such as critical thinking, accurate opinion expression, organization, and referencing. Causes included limited academic input, lack of experience, first language interference, and vocabulary gaps. Despite these difficulties, students highly valued tutors' feedback and utilized it to enhance their writing. The study emphasized the need for modern pedagogical approaches in Libya to better support academic writing development.

Additionally, a recent study conducted by Issuisi and Alshoushan (2023) at the Faculty of Education in Qasr Ben Ghashir examined the effects of teachers' positive and negative feedback on EFL students' speaking abilities. Using quantitative questionnaires with 41 students and 12 teachers. The results demonstrated that positive feedback greatly motivated students and improved their speaking performance. Moreover, students preferred feedback tailored to their individual needs to help them overcome speaking challenges.

Previous studies have addressed different aspects of oral corrective feedback, including its effectiveness, types, learners' preferences, and its role in developing language skills. However, the existing literature appears to provide limited evidence regarding teachers' perspectives and practices concerning oral corrective feedback in their classrooms at the University of Zawia. Therefore, the present study aims to address this gap by investigating EFL teachers' perspectives and practices regarding oral corrective feedback at Zawia University.

2.8 Summary of the Chapter

This chapter reviewed the key concepts and literature related to feedback in English language learning, with particular emphasis on oral corrective feedback as the main focus of the present study. It first provided a historical overview of feedback and discussed the definition of feedback in general. Also included teacher feedback in language learning and corrective feedback in language learning, leading to a more specific discussion of oral corrective feedback. The chapter also explored the relationship between oral corrective feedback and second language acquisition theories, highlighting how different theoretical perspectives have contributed to understanding the role of corrective feedback in language learning. Furthermore, the chapter discussed the main types of oral corrective feedback, including recasts, explicit correction, clarification requests, elicitation, repetition, and metalinguistic feedback. In

addition, it examined teachers' perspectives and practices regarding oral corrective feedback, focusing on teacher-related factors and classroom-related factors that may influence the use of corrective feedback. Finally, the chapter reviewed relevant previous studies related to oral corrective feedback and its use in language learning, highlighting the findings and research gaps that provide a basis for the present study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter outlines the methodological procedures followed in this study. It begins with a description of the research design and explains the mixed-methods approach adopted in the study, including the quantitative and qualitative methods used to collect and analyse the data. It then describes the context in which the study was conducted, followed by a discussion of the participants and sampling procedures. The participants involved in both the questionnaire and the semi-structured interviews are presented. Moreover, the chapter discusses the data collection tools used in the study, namely, a closed-ended questionnaire and a semi-structured interview. The piloting of the study is then described to explain how the research instruments were evaluated before the actual data collection. In addition, the data collection procedures are presented, including the procedures followed in administering the questionnaire and conducting the interviews. The chapter also addresses the ethical considerations followed throughout the research process. Finally, the methods used to prepare and analyse the quantitative and qualitative data are explained.

3.1 Research Design

According to Creswell and Plano Clark (2007), research design refers to the procedures for collecting, analyzing, interpreting, and reporting data in a research study. As John W. Creswell (2014) states, mixed-methods research is “an approach to inquiry that collects, analyzes, and integrates both quantitative and qualitative data in a single study or a series of studies to provide a deeper understanding of the research problem” (p.2). In the present study, the researcher adopted a mixed-methods research design combining quantitative and qualitative data collection. The use of this approach was justified by the need to obtain both breadth and depth of data. The quantitative aspect of the study was addressed through the use of a questionnaire. This tool was chosen due to its effectiveness in collecting a large amount of data in a relatively short period.

In addition to the quantitative data, the researcher collected qualitative data through semi-structured interviews with English language teachers at the University of Zawiya. This method was chosen due to its flexibility and its ability to provide deeper insights into the participants' perspectives and experiences. Bryman (2006), who analysed 232 mixed-methods studies, found that one of the primary rationales for combining quantitative and qualitative methods is triangulation, which can enhance confidence in research findings. He also reported that the questionnaire and semi-structured interview were among the most commonly combined data collection tools in mixed-methods research. Consistent with these findings, the present study employed both a questionnaire and semi-structured interviews to achieve triangulation and strengthen the validity of the results. Therefore, the researcher employed both methods in a complementary manner to obtain a comprehensive and in-depth understanding of the research problem.

3.2 The Context

Polit and Beck (2017) define context as the environment, circumstances, or situation in which a phenomenon occurs and that may influence how the phenomenon is experienced. Thus, context clarifies the place and the conditions that frame the design and implementation of the study. The context of this study was the Department of English, Faculty of Arts at the University of Zawiya. This department offers a BA program in English Language, which requires students to complete eight semesters to obtain a Bachelor's degree in English. The department is staffed by qualified teachers who hold Master's and PhD degrees. Therefore, the study includes participants with different academic qualifications, which provides variation that can contribute to obtaining broad and in-depth data. According to Yin (2018), taking context into consideration is important for gaining a deeper understanding of the possible effects that the study location may have on the research findings.

3.3 Participants and Sampling

According to Dörnyei (2007), participants are the people who are selected to take part in a study and whose responses form the basis of the research findings. Similarly, Creswell (2014) defines participants as individuals who take part in a research study and provide the necessary data through interviews, questionnaires, or observations. In this study, the participants were

teachers from the Department of English Language at the Faculty of Arts, the University of Zawiya. The study included (28) teachers who participated in the questionnaire and (9) teachers who participated in the semi-structured interviews. The participants were a mixed group of males and females with different academic qualifications.

When conducting any study on a specific population, researchers always aim to obtain as large a sample as possible for the research. However, due to the difficulty of doing so, a sample is selected as a subset of the original population in order to conduct the study. According to Dörnyei (2003, p. 54), a sample is "a subset of the population that is representative of the whole population." He further defines the population as "the group of people whom the survey is about." Convenience sampling was used in this study to recruit participants for both the questionnaire and the semi-structured interviews. This sampling technique was selected because it allowed the researcher to recruit teachers who were easily accessible and available during the data collection period, while also allowing the data to be collected efficiently within a limited time frame and with fewer resources. The questionnaire was sent by the researcher to the private group of the department of English Language teachers and was completed by 28 teachers. From among the teachers who responded to the questionnaire, nine teachers were selected to participate in the semi-structured interviews. Seven interviews were conducted face-to-face, while two interviews were conducted via WhatsApp calls. Accordingly, the target population of this research consisted of teachers from the Department of English Language at the Faculty of Arts, the University of Zawiya, while the sample consisted of the 28 teachers who responded to the questionnaire, including the nine teachers who also participated in the semi-structured interviews.

3.3.1 Participants of the Questionnaire

The questionnaire was completed by 28 teachers of Department of English, both males and females. The number of female participants was 19, while the number of male participants was 9.the teaching experience of the participants was range from 2 years to 11 years (see table 3.1) Overall, the participants' characteristics demonstrate a generally high level of teaching experience, which strengthens the credibility of the study, as the strong presence of experienced teachers contributes to more informed and reliable perspectives regarding the use of oral corrective feedback.

In terms of academic qualification, the results reveal variation among participants in their postgraduate degrees. 20 teachers reported holding a Master's degree, while 8 participants indicated that they hold a PhD. This distribution reflects a group of participants with different levels of academic advancement within postgraduate education. Finally, the questionnaires were distributed over a period of approximately four weeks.

Table 3.1: Participants of the Questionnaire

	Number of participants	**Gender**	**Scientific degree**	**Experience**
EFL Teachers	28	Male= 9 Female= 19	MA =20 PhD=8	0 to 2 y = 1 3 to 5 y = 6 6 to 10 y = 2 More than 11 y = 19

3.3.2 Participants of the Semi-Structured Interviews

A total of 9 participants were involved in the semi-structured interviews, consisting of 3 males and 6 females. Out of these, seven interviews were conducted face-to-face in one of the English Department classrooms, whereas 2 interviews were conducted online due to the unavailability of the participants for in-person meeting. In addition, the interviews were conducted over a period of approximately two weeks.

Table 3.2: Participants of the semi-structured Interviews

	Number of participants	Gender	Scientific degree
EFL Teachers	9	Male= 3 Female= 6	MA= 8 PhD =1

3.4 Data Collection Instruments

The data for this study were collected through a closed-ended questionnaire and semi-structured interviews. The following sections provide detailed information about the data collection tools used in this study and explain how these Instruments were applied.

3.4.1 Closed-Ended Questionnaires

The questionnaire is considered one of the most widely used instruments in data collection in research studies. According to David Nunan (2002, p. 231), a questionnaire is "an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects." Similarly, Abid Hussain (2022, p. 211) defines a questionnaire as "a set of common questions laid out in a standard and logical form to record data from respondents." In addition, questionnaires are considered useful tools for collecting structured data from respondents through standardized questions.

The items of the questionnaire were developed based on the literature review and previous studies related to oral corrective feedback (OCF).In this study, closed-ended questionnaires were the main data collection instrument. A closed-ended questionnaire is a data collection tool that provides respondents with a fixed set of answers from which they choose. As defined by Paul J. Lavrakas (2008, p. 97), "a closed-ended survey question is one that provides respondents with a fixed number of responses from which to choose an answer. It is made up of a question stem and a set of answer choices (the response alternatives)."

The questionnaire consisted of five sections, including a section on demographic information, and included 28 closed-ended questions covering all aspects of the topic under investigation. The sections dealt with different aspects of oral corrective feedback. The first section focused on demographic information, including gender, years of teaching experience, and qualification. The second section, entitled "The Perceptions of Oral Corrective Feedback (Aim 1)," dealt with teachers' perceptions of oral corrective feedback. The third section, entitled "Practices of Oral Corrective Feedback," focused on teachers' practices, including the frequency, timing, and types of oral corrective feedback used. The fourth section, entitled "Challenges in Providing Oral Corrective Feedback," addressed the challenges teachers face when providing oral corrective feedback. It was designed using Google Forms, and was sent as a link via WhatsApp.

3.4.2 Semi-Structured Interviews

Semi-structured interviews are a qualitative data collection tool in which the interviewer prepares a set of guiding questions in advance to obtain the required information, while still having the flexibility to ask additional questions or further inquiries during the interview. As

Rubin and Rubin (2012) said that the main questions are prepared in advance, but the interviewer is free to ask follow-up questions to clarify and explore the participant's answers. The design is flexible and adaptive (Rubin & Rubin, 2012). In addition, Patton (2015) emphasizes that although a pre-set list of questions forms the backbone of a structured interview, the researcher is at liberty to investigate unanticipated points, expand on participant answers, and adjust the flow of the interview to capture richer data. To obtain rich and in-depth data regarding the topic, a semi-structured interview composed of ten questions was designed. The interview questions were developed based on the literature review and previous studies related to oral corrective feedback (OCF). The interview primarily aimed to investigate the various challenges faced by teachers when delivering oral corrective feedback in the classroom.

3.5 Piloting the Study

According to Neuman (2013), a pilot test is "a trial run of the research procedures, where researchers conduct a small-scale version of the study to identify potential problems, refine the research design, and ensure the validity and reliability of the data collection instruments. Therefore, (5) hard copies of the questionnaire were sent to teachers from the English Language Department in order to evaluate the questionnaire and ensure that all questions were clear and served the intended purpose of the research. In addition, the researcher took the participants' comments and feedback into consideration, and based on their suggestions, the wording of two questions was modified.

Piloting a semi-structured interview is considered an essential step in a research study. It helps the researcher obtain questions that can give richer and more in-depth data related to the research topic. In addition, piloting allows the researcher to evaluate the clarity and effectiveness of the interview questions before conducting the actual interviews. Through this process, unclear or weak questions can be identified and improved to ensure that they successfully collect data relevant to the research problem and objectives. Furthermore, piloting may reveal missing aspects or important issues that were not initially included in the interview questions. According to Maxwell (2013), "Piloting an interview is an essential tool for assessing the relationship between the questions and the research objectives. It reveals the gap between what the researcher thinks they are asking, and what participants actually understand.

This alignment is the core of the interview's face and procedural validity." With all these advantages that the researcher gains during the piloting process, it also functions as a practical experience for the researcher. Through this experience, the researcher not only refines and improves the interview questions, but also develops important skills such as active listening, effective communication, and the ability to respond flexibly to participants' answers. Furthermore, it enables the researcher to follow unexpected but meaningful directions during the interview, which may ultimately lead to richer and more valuable data. Therefore, the researcher sent the questions to three teachers for their review and evaluation, and they were fully approved. After that, the researcher conducted a pilot interview with two university teachers, and the questions were clear and effective.

3.6 Data Collection Procedures

After ensuring the validity and reliability of the questionnaire, the researcher sent the questionnaire link to the supervisor, who is a member of the English language department teachers' group at the university. The questionnaire was shared in the group several times to encourage teachers to respond. In addition, the researcher visited the department more than once and personally asked the teachers to complete the questionnaire. The questionnaire was distributed on 20th June 2026 to the English Language department teachers' group, which consisted of 42 teachers. However, only 28 teachers responded to the questionnaire over a period of four weeks.

A total of nine English as a Foreign Language (EFL) teachers from the English Language department, University of Zawia participated in the interviews. All interviews were conducted in English. However, the duration of the interviews varied according to the participants' responses. The shortest interview lasted approximately 10 minutes, while the longest interview lasted around 27 minutes. Seven interviews were conducted face-to-face in university classrooms, whereas two interviews were carried out online through WhatsApp calls. The interview process took approximately two weeks, beginning with the first interview on 29th of March and ending with the final interview on 12th of April 2026.

Before conducting the interviews, the researcher obtained a permission from the Head of the Department to collect data and received the participants' consent to record the interviews for accurate analysis. The participants were not asked to mention their names in order to maintain

confidentiality. At the beginning of each interview, the researcher welcomed and thanked the participants for agreeing to take part in the study. Then, the researcher provided a sheet containing the interview questions and asked them one by one. The participants responded in a clear and comfortable manner and provided rich and detailed information relevant to the study.

3.7 Ethical Considerations

Ethical considerations in research are essential to ensure that studies are carried out with integrity, honesty, and respect for participants. Researchers are expected to secure informed consent, protect confidentiality, and reduce any possible harm or discomfort experienced by participants (Bryman, 2016). Furthermore, Ritchie and Lewis (2003) argue that ethical considerations are not merely an initial stage of gaining access to data, but an ongoing responsibility. Their framework emphasizes not only protecting participants from harm but also ensuring that the research design itself is ethically sound—meaning the methodology chosen must be capable of answering the research question, as poorly designed research that wastes participants' time is itself unethical.

Accordingly, the purpose and objectives of the questionnaire were clearly explained to the teachers. They were informed that all data collected through the questionnaire would be used solely for the purposes of this study and that all information provided would be kept strictly confidential. The teachers were also informed that completing the questionnaire would normally take approximately 15 to 20 minutes. Furthermore, they were assured that their participation was voluntary and that they had the right to withdraw from the study at any time without any consequences.

Moreover, the researcher obtained permission to conduct the interviews from the Head of the Department. All participants were fully informed about the purpose and procedures of the interviews, and their privacy was strictly protected. Furthermore, no participant was required to provide their name, and the researcher ensured that all responses would be used exclusively for academic purposes related to this study. With the participants' prior consent, the interviews were audio-recorded to ensure the accurate documentation of their responses.

3.8 Data Analysis

After collecting the quantitative data from the questionnaire and the qualitative data from the semi-structured interviews, two main methods were used to analyse the collected data. First, the quantitative data obtained from the questionnaire were prepared and analysed by the researcher. The analysis was based on the number and percentage of participants' responses. Descriptive statistics were used to analyse the quantitative data of the questionnaire. Descriptive statistics are used to summarize and describe the main features of a set of data (Creswell & Creswell, 2018). In this study, the frequencies and percentages of the participants' responses were calculated to describe the questionnaire results. The results were then presented in tables and reported in the findings chapter.

Regarding the qualitative data which obtained from the semi-structured interviews were analysed by the researcher using thematic analysis. Before the analysis, the researcher listened to the recorded interviews several times and accurately transcribed their content. Each interview was then saved in a separate file to facilitate the analysis process. Thematic analysis is a method for identifying, analysing, and reporting patterns or themes within qualitative data (Braun & Clarke, 2006). In this study, thematic analysis was conducted through five steps. First, the researcher familiarized herself with the data by listening to the recorded interviews several times and reading the transcripts carefully. Second, the researcher generated initial codes by identifying relevant and meaningful information in the transcripts. Third, the researcher searched for potential themes by grouping similar codes and identifying patterns across the participants' responses. Fourth, the researcher reviewed and defined the identified themes to ensure that they accurately represented the data and were relevant to the research questions and objectives. Finally, the researcher organized and presented the main themes and findings in the findings chapter. The results of the qualitative analysis were then presented and discussed in the findings chapter.

3.9 Summary of the Chapter

In this chapter, the researcher presented the methodological procedures adopted in the study. It described the mixed-methods research design, which combined quantitative and qualitative approaches, as well as the context in which the study was conducted. The chapter also discussed the participants and sampling technique used in the study, including the participants

involved in the questionnaire and the semi-structured interviews. Furthermore, the data collection tools, namely the closed-ended questionnaire and the semi-structured interview, were presented, along with the procedures followed to pilot the study. The data collection procedures followed in collecting the questionnaire and interview data were also described. In addition, the ethical considerations followed throughout the research process were addressed. Finally, the chapter explained how the quantitative and qualitative data were prepared and analysed using descriptive statistics and thematic analysis. Overall, the chapter provided a clear overview of the methodological procedures followed in conducting the study.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter provides analysis of both quantitative and qualitative data collected through questionnaires and semi-structured interviews. Firstly, It presents how quantitative data of the questionnaire are analysed using descriptive statistics, then it presents the findings of the questionnaire. After that, the chapter introduces the steps followed to analyse the qualitative data of the interview. Following this, the findings of the interview are presented.

4.1 Quantitative Data Analysis (Questionnaire)

The data were collected using Google Forms which is a highly efficient online platform for data collection and analysis, offering a simple and rapid approach to handling research data. The data collected in this study were automatically stored in an online spreadsheet, which facilitated the process of data analysis for the researcher. These data were analysed using descriptive statistical methods. Descriptive statistics refer to a set of methods used to calculate, describe, and summarize research data in a clear and meaningful way (Vetter, 2017). In this study, this method was used to organize the collected data and present them in tables for easier interpretation.in order to provide a clear understanding of the dataset.

4.2 Findings of the Questionnaire

The questionnaire findings are presented into three sections. The first section highlights teachers' perceptions of Oral Corrective Feedback, while the second section presents teachers' practices in using corrective feedback. The final section focuses on the challenges that teachers face while providing Oral Corrective Feedback in English as a Foreign Language (EFL) classroom. In general, these sections provide a comprehensive understanding of teachers' views, practices, and challenges regarding the use of Oral Corrective Feedback in EFL classrooms.

4.2.1 Teachers' Perspective of Oral Corrective Feedback

Table 4.1 presents the participants' responses to eight items of the questionnaire regarding the perspectives of English language teachers who teach English at the University of Zawia on Oral Corrective Feedback.

Table 4.1 Teachers Perspectives of Oral Corrective Feedback

No	Questionnaire items	Strongly agree (N) (%)	Agree (N) (%)	Neutral (N) (%)	Disagree (N) (%)	Strongly disagree (N) (%)
1	Correcting students' oral errors is an essential part of my teaching role	5 17.9%	16 57.1%	3 10.7%	2 7.1%	2 7.1%
2	Oral corrective feedback helps improve my students to improve their speaking accuracy over time.	7 25%	17 60.7%	4 14.3%	0	0
3	Oral corrective feedback can discourage students and hinder their fluency.	1 3.6%	9 32.1%	6 21.4%	7 35.7%	2 7.1%
4	Teachers need to correct all oral errors made by students	4 14.3%	5 17.9%	3 10.7%	13 46.4%	3 10.7
5	The primary goal of oral corrective feedback should be to encourage communication, not just achieve grammatical accuracy.	9 32.1%	16 57.1%	0	0	3 10.7%
6	I feel confident in my ability to provide effective oral corrective feedback	5 17.9%	18 64.3%	3 10.7%	1 3.6%	1 3.6%
7	The type of error (grammar, pronunciation, vocabulary) should determine if and how it is corrected.	4 14.3%	17 60.7%	6 21.4%	1 3.6%	0
8	I consider the student's personality and confidence level before correcting them	6 21.4%	13 46.4%	5 17.9%	4 14.3%	0

The findings revealed that the majority of teachers (75%) believe that correcting students' errors is necessary and represents an essential part of their role in the teaching process. Likewise, 85% of the teachers stated that Oral Corrective Feedback positively contributes to improving students' language accuracy. In contrast, (32.1%) indicated that corrective feedback may negatively affect students' fluency. This implies that teachers must strike a delicate balance between enhancing accuracy and maintaining fluency during oral practice, a finding that underscores a key pedagogical dilemma in the application of oral corrective feedback.

The participants also asked whether they should correct all oral errors during classroom interaction or not. More than half (57%) disagreed with the idea. This finding suggests that many teachers believe excessive correction may not always be beneficial. Instead, they may prefer selective correction -based on the importance of the error and the context of the learning situation. Despite this, 9 teachers, representing 32% of the participants, emphasized the

importance of correcting all errors made by students through the use of one form of Oral Corrective Feedback or another. This indicates that a considerable number of teachers view error correction as an essential practice that helps students recognize their mistakes and improve their language performance more effectively. When The participants were asked about the purpose of Oral Corrective Feedback**.** (85%) confirmed that the main purpose of using Oral Corrective Feedback is to support and encourage communication rather than focusing only on grammar and the grammatical accuracy of the language. This finding suggests that most teachers view oral corrective feedback as a communicative tool that helps students express themselves more effectively and participate actively in classroom interaction.

The majority of the teachers (82%) reported that they feel fully confident in their ability to provide effective Oral Corrective Feedback during classroom interaction. This result indicates that most teachers believe they possess the necessary skills and experience to deliver corrective feedback appropriately and effectively. In addition, at the next item, more than half of teachers (75%) stated that it is important to identify the type of error and determine the appropriate way to correct it. This finding reflects teachers' awareness that different errors may require different corrective feedback. Also, regarding students' personalities and self-confidence, (65.8%) of the participants, stated that these factors should be taken into serious consideration, as they may influence the way Oral Corrective Feedback is delivered to students. In conclusion, the results of this section show that teachers generally have positive perceptions of Oral Corrective Feedback, considering it an important tool for improving students' language accuracy. However, their views also indicate a need for balance, as many prefer selective correction to avoid affecting the importance of considering students' confidence and individual differences when providing feedback

4.2.2 Practices of Oral Corrective Feedback

This section presents an analysis of teachers' responses to the questionnaire questions related to their practices of Oral Corrective Feedback. The responses were organized into four main parts. The first part examines the extent to which teachers use Oral Corrective Feedback in their teaching practices. The second part addresses the types of errors most frequently corrected by teachers. The third part focuses on the timing of providing corrective feedback. The fourth

part explores the different types of Oral Corrective Feedback strategies employed by teachers, as well as the factors they take into account when providing feedback.

a. Frequency of Oral Corrective Feedback Use during Speaking Activities

Table 4.2: Frequency of Oral Corrective Feedback Use during Speaking Activities

	Questionnaire Items	Almost always (N) (%)	Often (N) (%)	Sometimes (N) (%)	Rarely (N) (%)	Almost never (N) (%)
9	I provide oral corrective feedback during speaking activity	(5) 17.9%	(7) 25%	(14) 50%	(1) 3.6%	(1) 3.6%

The statement aimed to examine the frequency of using oral corrective feedback during speaking activities. The results revealed that (50%) of the participants reported that they sometimes provide oral corrective feedback. This indicates that teachers use corrective feedback, but not consistently, during classroom interaction. Moreover, (25%) stated that they often provide oral corrective feedback, while 17.9% reported that they almost always do so. This suggests that a considerable number of teachers tend to use corrective feedback frequently during speaking activities. On the other hand, only a very small percentage of teachers reported limited use, with 3.6% stating that they rarely provide oral corrective feedback and another 3.6% indicating that they almost never use it. This shows that only a minority of teachers tend to avoid providing feedback during speaking tasks.

b. Types of Errors corrected by teachers

Table 4.3: Types of Errors Corrected by Teachers

Questionnaire Items		Grammatical errors (N) (%)	Pronunciation errors (N) (%)	Vocabulary word choice (N) (%)	Pragmatic errors (N) (%)	Correct all types equally (N) (%)
10	Types of errors, I frequently correct	(7) 25%	(10) 35.7%	(6) 21.4%	(5) 17.9%	(14) 50%

The findings reveal that teachers vary considerably in their focus when providing oral corrective feedback. Exactly half of the respondents (50%) reported that they correct all error types equally, while the other participants chose some specific categories, as shown in the table. Since the survey allowed participants to select more than one error type,, pronunciation

errors receive the most attention, with (35.7%) of teachers focusing on them more frequently than other error types. This percentage declines when it comes to grammatical errors, as only (25%)of participants indicated that they often prioritize correcting grammar rules. Vocabulary errors were identified as a priority by (21.4%) of the respondents. Interestingly, pragmatic errors were the least attended to, with just (17.9%) of teachers stating that these should be the primary focus of correction. While a considerable proportion of teachers adopt an equal error correction approach, a larger combined percentage lean toward selective focus particularly on pronunciation. This variation suggests that teachers' corrective strategies are largely shaped by their instructional priorities and pedagogical beliefs.

c. Time of Providing OFC

Table 4.4: Time of Providing Oral Corrective Feedback

	Questionnaire Items	immediately after the error is made	after the students finish their Utterances	At the end of the activity	It depends on the activity and type
11	The time I most often provide corrections	(6) 21.4%	(2) 7.1%	(4) 14.3%	(16) 57.1%

The results revealed that the majority of teachers (57.1%) reported that the timing of correction depends on the type of activity and the nature of the error, indicating a flexible, context-sensitive approach. In contrast, 21.4% of the teachers stated that they prefer to provide correction immediately after an error is made, regardless of its type suggesting a strong focus on real-time error detection. Meanwhile, few participants (14.3%) indicated that they deliver feedback at the end of the activity in a summary session, which reflects an attempt to maintain the flow of communication during speaking tasks. Finally, a small minority (7.1%) reported that they provide feedback after students finish their individual turns. These findings suggest that most teachers adopt a flexible, context-dependent approach to error correction timing, while a minority prioritize either immediacy or delayed feedback based on their instructional goals.

d. Types of Oral Corrective Feedback Used by the Teachers The following six items were designed to examine how frequently teachers use different types of oral corrective feedback techniques. Participants were asked to respond using a frequency scale to indicate their typical practices.

Table 4.5: Types of Oral Corrective Feedback Used by the Teachers

	Questionnaire Items	Always (N) (%)	Often (N) (%)	Sometimes (N) (%)	Rarely (N) (%)	Never (N) (%)
12	Recast: Repeating the student's incorrect utterance correctly without highlighting the error. (S: "He go to school." T: "He goes to school.")	(7) 25%	(11) 39.3%	(7) 25%	0	(3) 10.7%
13	Explicit Correction: Clearly indicating an error and providing the correct form. (S: "He go..." T: "That's incorrect. You should say 'he goes.'")	(6) 21.4%	(7) 25%	(7) 25%	(5) 17.9%	(3) 10.7%
14	Clarification Request: Indicating a misunderstanding to prompt self-correction. (T: "Sorry, what do you mean?")	(5) 17.9%	(4) 14.3%	(19) 67.9%	0	0
15	Meta-linguistic Feedback: Providing comments, hints, or questions about the rules. (S: "He go..." T: "Remember the present simple rule for the third person.")	(6) 21.4%	(6) 21.4%	(10) 35.7%	(4) 14.3%	(2) 7.1%
16	Elicitation: Prompting the student to self-correct by pausing or using a questioning tone. (S: "He go..." T: "He...?")	(6) 21.4%	(5) 17.9%	(15) 53.6%	(2) 7.1%	0
17	Repetition: Repeating the student's error with rising intonation to highlight it. (S: "He go..." T: "He go?"	(4) 14.3%	(4) 14.4%	(13) 46.4%	(7) 25%	0

Recast focused on the use of recast as an oral corrective feedback technique, which involves reformulating the student's incorrect utterance without directly highlighting the error. The results revealed that more than half of teachers (65%) reported that they often use this technique. This indicates that recast is widely preferred among teachers, possibly because it allows for error correction in a subtle and non-threatening way. In addition, (25%) of the teachers reported that they sometimes use recast. When combined with those who indicated that they often use this technique, it becomes clear that the majority of teachers rely on recasting in their classroom practice. On the other hand, only a few of teachers (10.7%) reported that they never use this technique. This indicates that recast is generally accepted and widely applied, with very few teachers choosing to avoid it. The following item focused on the use of explicit correction as an oral corrective feedback technique. The results revealed that a considerable number of teachers (46.4%) reported using this technique, with many indicating that they employ it either often or always. Despite the high percentage of teachers who reported frequent use of recasts in the previous item, the findings of this item show that explicit

correction is also widely used. This suggests that teachers do not rely on a single corrective feedback strategy; rather, they tend to employ a variety of techniques depending on the teaching context and learners' needs. However, The second item focused on the use of explicit correction as an oral corrective feedback technique. The results revealed that a considerable number of teachers reported using this technique, with many indicating that they use it either often or always. Despite the high percentage of teachers who reported frequent use of recast in the previous item, the findings of this item show that explicit correction is also widely used among teachers. This indicates that teachers do not rely on a single corrective feedback technique; rather, they tend to use a variety of strategies depending on the teaching context and learners' needs. On the other hand. A number of teachers (28.7%) reported limited use of explicit correction or may avoid it. This suggests that while explicit correction is valued for its clarity, some teachers may perceive it as confrontational or demotivating for learners.

Moreover, the use of clarification requests as an oral corrective feedback technique. The results show that the majority of teachers reported using this strategy to some extent. Specifically, more than half of the participants (67.9%) indicated that they use it sometimes, while)17.9%(reported that they always use it, and (14.3%) stated that they use it often. Notably, none of the teachers reported that they never use clarification requests. Clarification requests are a type of feedback in which the teacher indicates a misunderstanding and prompts the learner to clarify their meaning or reformulate their response. Overall, these findings indicate that clarification requests are a commonly employed strategy among teachers, with most using them selectively

In addition, the findings of meta-linguistic feedback revealed that most teachers use this type of feedback from time to time. Specifically, 10 teachers (35.7%) reported that they sometimes use it, while (42,8%) of teachers indicated that they use it either always or most of the time. On the other hand, only a small number of teachers (21.4%) presented that they do not use this type of feedback. In conclusion, meta-linguistic feedback is used by most teachers to some extent, reflecting its role in enhancing learners' grammatical awareness and self-correction.

The findings indicate that elicitation is widely used among teachers. Specifically, (21.4%) reported that they always use this strategy, and (17.9%) stated that they often use it. In addition, the majority of teachers (15, 53.6%) indicated that they sometimes employ elicitation. In

contrast, only 2 teachers (7.1%) reported that they rarely use it, and none of the teachers (0%) indicated that they never use this type of feedback. Therefore, this type of feedback has a high use encourages learners to actively participate in correcting their own errors and promotes greater engagement in the learning process.

The final technique is repetition as an oral corrective feedback type. The results show that 14.3% of teachers reported that they always use this strategy, while another 14.3% indicated that they often use it. The majority (46.4%) stated that they sometimes employ repetition, whereas 25% reported that they rarely use it. Notably, none of the participants (0%) indicated that they never use this technique. This reveals a clear contrast: while repetition is used by all teachers to varying degrees, a considerable minority (25%) rarely use it, suggesting that it is not a primary strategy for many, despite its universal presence in their corrective feedback repertoire

e. Teachers' Consideration when Deciding to Correct an Oral Error

Table 4.6: Teachers' Considerations when Deciding to Correct an Oral Error

Questionnaire Items		The type of Error	The focus on the lesson/activity	The individual student personality and confidence	The frequency of the error
18	What I primary consider when deciding to correct an oral error	(9) 32.1%	(5) 17.9%	(6) 21.4%	(8) 28.6%

This statement examines the primary considerations teachers take into account when deciding whether to correct an oral error. The results indicate that teachers' responses are relatively balanced across the different options. However, the majority of participants (32.9%) focused on the type of error as a major consideration when deciding to correct, while, 28.6% stated that the frequency of the error whether it is a common mistake or a one-time slip is the main factor affecting their decision. Following that, (21.4%) reported that the individual student's personality and confidence level are important considerations for them. Finally, (17.9%) of teachers indicated that the focus of the activity or task is the primary factor guiding their decision to correct an oral error. This distribution suggests that while error type is the most influential factor, teachers also weigh other contextual and learner-related variables, indicating

that their corrective decisions are guided by multiple, interrelated considerations rather than a single dominant criterion.

4.2.3 Challenges in Providing Oral Corrective Feedback

The following section focuses on the final part of the questionnaire, which addresses the challenges faced by teachers in providing oral corrective feedback. Overall, the questions were designed to cover different aspects in order to obtain comprehensive data and gain a clearer understanding of what occurs in the classroom. All items in this section are measured using a scale that indicates the level of difficulty or challenge.

Table 4.7: Challenges in Providing Oral Corrective Feedback

	Questionnaire items	Not a challenge (N) (%)	A minor challenge (N) (%)	Moderate (N) (%)	challenge (N) (%)	A significant challenge (N) (%)
19	Lack of time during the lesson to provide individual feedback	(2) 7.1%	(6) 21.4%	(4) 14.3%	(9) 32.1%	(7) 25%
20	Fear of demotivating students or damaging their confidence	0	(7) 25%	(2) 7.1%	(13) 46.4%	(6) 21.4%
21	Large class sizes make it difficult to address all errors	(1) 3.6%	(1) 3.6%	(2) 7.1%	(15) 53.6%	(9) 32.1%
22	Difficulty in deciding which errors to correct and which to ignore	(6) 21.4%	(5) 17.9%	(5) 17.9%	(8) 28.6%	(4) 14.3%
23	Uncertainty about the most effective type of oral corrective feedback for a given error or student.	(5) 17.9%	(5) 17.9%	(9) 32.1%	(6) 21.4%	(3) 10.7%
24	pressure to cover the curriculum, leaving little room for feedback.	(2) 7.1%	(7) 25%	(4) 14.3%	(12) 42.9%	(3) 10.7%
25	Balancing the need for accuracy with the need for fluency.	(2) 7.1%	(5) 17.9%	(3) 10.7%	(13) 46.4%	(5) 17.9%

The findings of the lack of time during lessons as a potential challenge to providing individual feedback. The results indicate that this issue is perceived as a challenge by more than half of the teachers (57.1%), with most respondents identifying it as either a challenge or a significant challenge. In contrast, 28.5% of the participants considered it to be either not a challenge or only a minor one. This suggests that time constraints remain a key issue affecting teachers'

ability to provide personalised and meaningful feedback to their students. In conclusion, while a minority of teachers do not view time as a barrier, the majority perception confirms that time constraints constitute a significant impediment to the provision of effective individual feedback, highlighting an urgent need for institutional attention and support.

Also, participants expressed fear of demotivating students or damaging their confidence when providing OCF. Overall, the findings indicate that most teachers (65.8%) perceive this as either a challenge or significant challenge. While less than half (25%) stated it as a minor challenge. However, none of the teachers considered it to be not a challenge, highlighting the importance of caring for the personality of the learners and individualized corrective feedback in the classroom.

Moreover, large class size is a factor that makes it difficult to address all students' errors. The findings indicate that the majority of teachers (85%) perceive this as a challenge. These answers highlight that large class size constitutes a significant challenge for teachers, as it limits their ability to effectively address all students' errors and provide individualized corrective feedback within the constraints of classroom time.

The following point focuses on the difficulty teachers face in deciding which errors to correct and which to ignore at a given moment during classroom interaction. The results reveal a divided perspective among teachers: a number of respondents (42.9) perceived this as either a challenge or significant challenge, while a nearly equal number (40.3%) considered it to be either not a challenge or only a minor one. This variation in responses may be attributed to differences in teaching experience, as more experienced teachers may find it easier to make such decisions effectively in real time.

About teachers' uncertainty in selecting the most effective type of oral corrective feedback for specific errors or learners. The results revealed a relatively balanced distribution of responses. (32.1%) reported that this issue represents either a challenge or significant challenge. Similarly, (32.1%) perceived it as a moderate challenge. In contrast, (34.9%) considered it to be either a minor challenge or not a challenge at all. This balanced pattern of responses suggests that teachers vary in their level of confidence when choosing appropriate feedback strategies.

The findings of the pressures associated with covering the curriculum as a potential challenge to providing feedback. The results indicate that (62.5%) of the teachers perceive this issue as

either a challenge or a significant challenge. In contrast, (37.5%) consider it to be either a minor challenge or not a challenge. This suggests that curriculum-related pressures may limit teachers' ability to allocate sufficient time for providing effective and individualized feedback.

Teachers also asked about the challenge of balancing the need for accuracy with the need for fluency during classroom interaction. The findings indicate that the majority of teachers experience difficulty in achieving this balance. Specifically, more than half (64.3%) reported this issue. In contrast, a few (25%) indicated that this is either a minor challenge or not a challenge for them. This difference may be attributed to variations in teaching approaches or instructional priorities, as some teachers may adopt strategies that allow them to integrate both accuracy and fluency more effectively. Overall, the results highlight the complexity of managing oral corrective feedback in a way that supports both linguistic precision and communicative flow. In conclusion, the findings of this section reveal that teachers face several challenges when providing Oral Corrective Feedback

4.2.4 Summary of the Questionnaire Findings

The main findings of the questionnaire can be summarized as follows:

1. Teachers generally valued OCF but did not view correction as necessary for every oral error. Their responses suggest a preference for selective rather than automatic correction.
2. Teachers' decisions about OCF were largely context-dependent. They considered factors such as the type and frequency of errors, the focus of the activity, and students' personality and confidence when deciding whether, when, and how to provide feedback.
3. Teachers used a variety of OCF types, with recasts being particularly prominent. This indicates that teachers did not rely on a single corrective feedback technique in their classroom practices.
4. Teachers faced several challenges in providing OCF, particularly those related to classroom conditions and maintaining a balance between accuracy and fluency. Large class sizes, limited time, curriculum demands, and concerns about students' confidence affected their ability to provide corrective feedback effectively.

Overall, these findings indicate that teachers hold generally positive perceptions of oral corrective feedback and recognize its importance in improving students' language performance. However, some variations in their views suggest that the use and impact of corrective feedback may depend on different teaching priorities and classroom contexts.

4.3 Qualitative Data Analysis (Semi-Structured Interview)

After conducting nine semi-structured interviews focused on the challenges and difficulties faced by English language teachers at University of Zawia in providing oral corrective feedback, The collected data were analysed using thematic analysis. Thematic analysis is considered an effective qualitative method for identifying and organizing significant patterns within a dataset. According to Braun and Clarke (2006), thematic analysis is "a method for identifying, analyzing, and reporting patterns (themes) within data" (p. 79). Similarly, King (2004) defines it as "a method for identifying and interpreting recurring patterns or themes in qualitative data" (p. 256). This approach enabled the researcher to systematically examine the data and highlight the most relevant themes emerging from the participants' responses.

- **Getting Familiar with the Data**

Firstly, the qualitative interview data were transcribed personally. This involved listening to the recorded audio and writing down the content by hand. Following transcription, the data were reviewed and read through several times to gain a deep understanding and to grasp the underlying meanings within the information. As Braun and Clarke (2006, p. 87) state, "Familiarization with the data involves reading and re-reading the data, and noting down initial ideas." This process enabled the researcher to become thoroughly familiar with the data.

- **Generating the Initial Codes**

In the next step, the researcher organized the data into smaller meaningful segments and assigned codes to each part. According to Miles, Huberman, and Saldaña (2014), "coding is the process of identifying segments of data that are meaningful in relation to the research questions" (p.5). Moreover, Braun and Clarke (2006, p. 88), "codes identify a feature of the data that is relevant to the research question." After that, similar codes were grouped together under broader themes. This process aimed to identify patterns, facilitate interpretation of the

data and gain a clearer understanding of the research findings. However, Braun and Clarke (2006, p. 89) explained, this phase involves "sorting different codes into potential themes"

- **Looking for Themes**

In qualitative research, a theme is defined as a pattern of shared meaning across a dataset that captures an important aspect of the research question. Themes are not merely summaries of participants' responses; rather, they are interpretive constructs developed by the researcher through careful coding and analysis. As Boyatzis (1998) explains, "a theme is a pattern present in information that, at a minimum, describes and organizes possible observations and, at a maximum, explains aspects of a phenomenon." Similarly, Miles, Huberman, and Saldaña (2014) define a theme as a pattern of shared meaning organized around a central concept or idea.

Therefore, after generating the initial codes from the data, these codes were systematically grouped and organized under broader themes based on their similarities and relevance to the research questions. In total, six subthemes were identified and categorized under 2 main themes. Each theme represents a central pattern in the data, while the subthemes provide more detailed insights into specific aspects of participants' responses.

- **Theme Review and Alignment**

To ensure the accuracy and credibility of the analysis, each subtheme was carefully reviewed and refined. This process is consistent with the principles of rigorous thematic analysis, as highlighted by Guest, MacQueen, and Namey (2012), who emphasize that systematic theme development and review are essential to ensure that themes accurately represent underlying data patterns. Similarly, Farias, Dutra-Thomé, and Koller (2021) propose a structured approach to theme formulation, in which each theme must be logically derived from the data and carefully examined for internal consistency before finalization. In line with these approaches, the researcher revisited all subthemes to confirm their coherence, clarity, and alignment with the research questions, to make sure that each theme meaningfully reflects participants' responses.

- **Naming the Themes**

After reviewing the data and identifying the subthemes, similar patterns were grouped together under broader themes, and at this stage careful attention was given to the process of naming each theme. The researcher ensured that each theme title was meaningful and closely related to both the data and the corresponding subthemes. As Braun and Clarke (2013) emphasize, theme names should be concise, clear, and reflective of the core meaning of the data; therefore, each theme in this study was labeled in a way that accurately represents the patterns identified within the dataset.

- **Data Reporting**

This stage represents the final phase of the analysis, where the researcher begins writing and presenting the findings in a structured manner. At this point, the analysis is transformed into a coherent narrative that brings together the identified themes, research questions, and relevant literature. This narrative is supported by illustrative examples from the data to clarify and strengthen key points. As Creswell (2013) emphasizes, the final qualitative report should present themes in a way that creates a coherent and compelling narrative, weaving together findings with participants' voices to reflect the richness of the data. Moreover, Saldaña (2016) states that the final written report should integrate themes into a unified narrative that captures the essence of participants' experiences and presents findings in a way that is both analytically sound and engaging for the audience. Therefore, this stage focuses on interpreting and connecting the themes in a meaningful way that clearly addresses the research questions and highlights the significance of the findings.

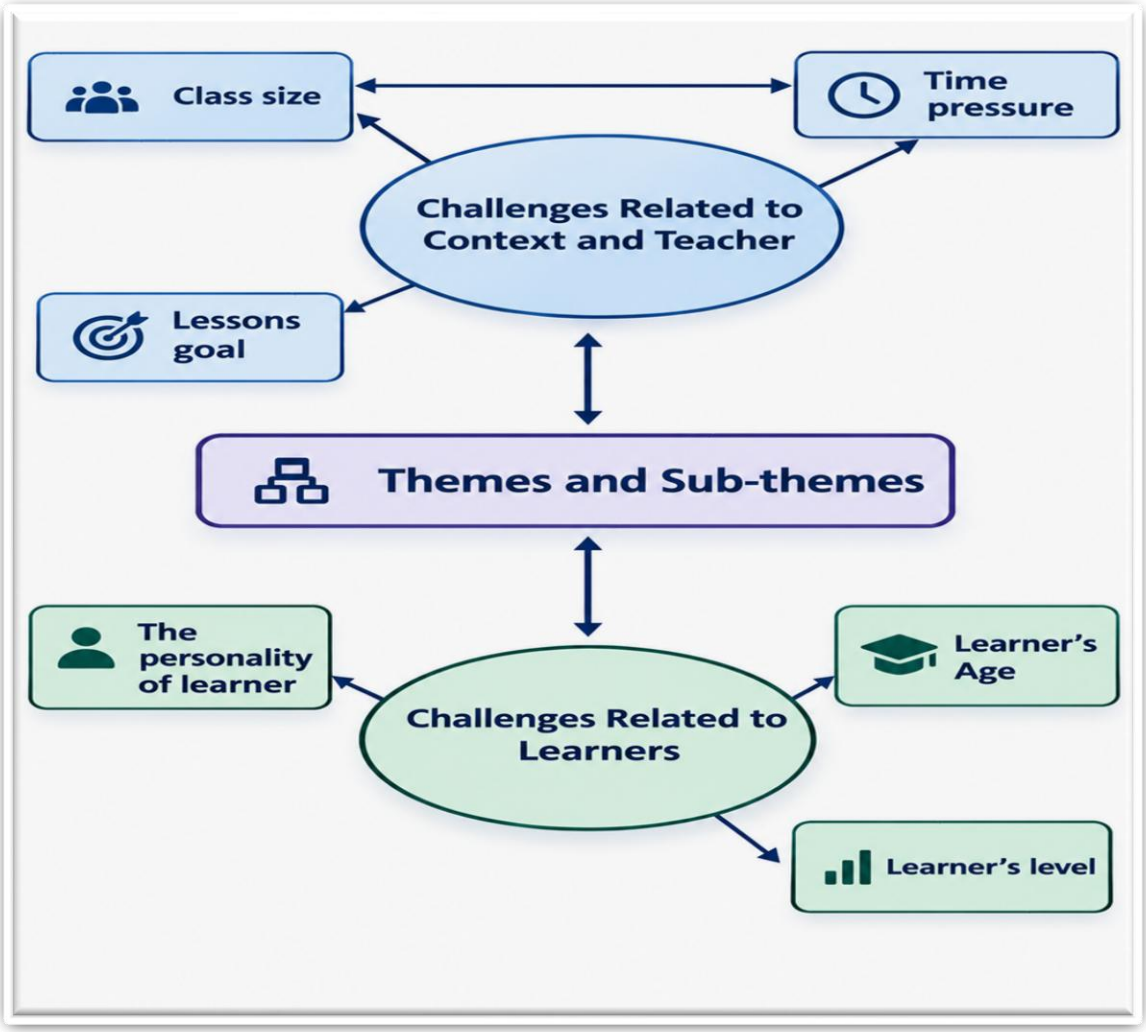


Figure 4.1: Themes Identified through Interviews with Participants

4.4 Findings of the Interview

The results were divided into 2 main themes, each of which includes 3 subthemes. These were derived from the data collected from the recorded interviews conducted with nine participants. To ensure participants' anonymity and adhere to ethical research principles, the researcher used codes instead of real names ،referring to them as T1, T2 … T9. Accordingly, the following provides a detailed analysis of the challenges teachers face when providing oral corrective feedback

4.4.1 Challenges Related to Context and Teacher

The interview data revealed that teachers face difficulties when providing oral corrective feedback, due to a number of factors that influence their decisions. These factors were categorized into three main subthemes: these factors are examined in turn: the first addresses the impact of classroom size on the teachers' ability to monitor and respond to individual learner errors; the second considers the role of time pressure and its effect on the frequency and depth of corrective interventions; and the third explores how the specific objectives of each lesson shape the type and timing of feedback provided

A. Classroom Size

All teachers agreed that large class size has a significant impact on providing oral corrective feedback (OCF) and on the teaching process in general. T1 stated that *"the most challenging part, it's not the student personality, but the number of the classroom because sometimes it is something very hard to deal with."* Similarly, T5 said that *"the most significant barrier for providing oral corrective feedback is the large number of students."* Overall, the results highlight that large class size is one of the main barriers affecting the effectiveness of OFC in the classroom.

In addition, 3 out of 9 teachers indicated that it is very hard to make a group work in the class because the large class sizes can create challenges in providing OFC. T4 stated*, "When I work with my students in group activities, I usually ignore mistakes during the task and provide corrections at the end of the class. This means that I give delayed oral corrective feedback"* Moreover, T1 said, *'When I taught conversation last semester, I split them into groups and listened to them speak. I couldn't stop all the students at once, so I gave them feedback after the task was completed."* In essence, the data consistently demonstrate that large class sizes represent a significant barrier to effective oral corrective feedback, limiting both the frequency and the immediacy of teacher intervention.

B. Time Pressure

Time pressure was one of the educational factors that prevent teachers from applying oral corrective feedback effectively. Two out of nine teachers stated that time pressure affects them when providing oral corrective feedback to students. As T6 and T9 mentioned, the summer semester often affects their teaching because it is a relatively compressed semester with a fast pace. T6 explicitly stated*, "Time pressure always affects my way of providing oral corrective*

feedback," emphasizing that the limited time in each session forces her to prioritize content delivery over detailed error correction. She added that she often finds herself opting for immediate, brief recasts rather than more elaborate feedback strategies, simply because there is no room for extended discussions or multiple correction cycles. T9 echoed a similar concern, noting that the accelerated schedule leaves little space for thorough follow-up on persistent errors, which she believes hinders long-term student improvement.

On the other hand, the other seven teachers believed that the available time is actually appropriate and sufficient for teaching. They argued that effective time management and clear lesson planning allow them to integrate corrective feedback naturally without disrupting the flow of the class

C. Lessons' Goal

The interview data revealed that lesson goals play a significant role in shaping teachers' decisions regarding the provision of oral corrective feedback. The majority of participants (7 teachers) indicated that their choice of whether to provide correction, as well as the type of feedback used, depends largely on the objectives of the lesson. As T1 said, *"It depends on what I'm teaching, so to say I'm teaching syntax and it makes a pronunciation mistake, I will not concentrate that much."* In addition, T4 said, *"To be honest, when I correct students, I mainly focus on the lesson goals because they are a major factor for me. If the lesson focuses on fluency, I prefer not to concentrate on grammatical, syntactic, or other linguistic errors. Sometimes, I also avoid correcting pronunciation mistakes because I do not want to interrupt the students."*

That clearly explains that the lesson is a main factor that affects the teacher. However, T7 argued this point. This participant said, *""I try to correct most of the students' mistakes, even if they are not related to the lesson goals. For example, when I teach writing and a student makes a pronunciation mistake, I still correct it because we are here to help students learn all aspects of the English language"* Therefore, this teacher emphasizes the importance of addressing all types of errors to support overall language development.

On the other hand, T3 has a different belief, *"okay. First of all, I never, never correct a student when they make a mistake."* After the researcher discussed with him that there are many types of mistakes and there are many types of Oral corrective feedback. The participant explained

that *"all the mistakes do not need to be corrected especially in a direct way, and sometimes I used indirect ways to correct them".* Overall, teachers held differing views regarding the role of lesson goals in providing oral corrective feedback; while some considered them a key factor guiding their correction, someone paid less attention to the lesson goals and One participant preferred to avoid corrections, especially the direct ones.

4.4.2 Challenges Related to Learners

The findings showed 3 main learner-related factors that affect how teachers give oral corrective feedback based on what the participants said. The first and most common factor is student personality and also the proficiency of language and the age of the students or the manner effect on providing overall corrective feedback.

A. The personality of Student

Seven teachers said it is very important to think about whether a student is shy or confident. They explained that correction should be done in a way that encourages students and keeps them motivated to learn the language instead of making them feel bad. For example, T1 told the researcher about this situation that *"There was once I corrected the students, and he told me that I don't need to correct him, he doesn't care"* T1 said, *'that's happened because I corrected a student without anger and without focusing on the student's personality."*

While 2 of 9 teachers explained that the personality of students is not a big factor, T 7 emphasized the importance of making mistakes in the learning process, stating that *"students should understand that learning cannot happen without errors."* According to this teacher, mistakes should not be seen as something shameful, but rather as a natural and necessary part of developing language skills. Moreover, T2 said, *"I don't care a lot about the personality of students because my main goal is to teach them, to explain to them what is the mistake and how can the students correct it. "*However, those participants explained that their students generally respond to this approach in a normal and accepting way.

Overall, the findings reveal a clear difference in teachers' beliefs regarding the role of Students' personality in oral corrective feedback. While the majority of teachers consider affective factors such as shyness and confidence as essential elements that should guide the way correction is delivered, a smaller group prioritizes the instructional aspect of feedback over individual differences. Despite this divergence, both perspectives ultimately aim to

facilitate learning and improve students' language development, suggesting that teachers' approaches to corrective feedback are shaped by a balance between pedagogical goals and classroom realities.

B. The Age of Student

Another factor related to students is their age, and most participants explained that age plays a crucial role in shaping the way teachers provide oral corrective feedback. Teachers reported that younger students often require more gentle, supportive, and encouraging forms of correction in order to maintain their motivation and avoid discouragement, whereas older students tend to be more mature and emotionally stable, which allows teachers to use more direct and explicit correction without negatively affecting their willingness to participate. As T5 stated, *"I have taught the first semester and I have taught the seventh semester, and the way that you deal with students as a teacher is completely different because the age is different and also the level of the students is different,"* which suggests that teachers adapt their corrective feedback strategies according to students' developmental stage, since age influences their emotional response, classroom behavior, and acceptance of correction. Similarly, T4 emphasized this difference by stating that *"it's completely different when you deal with different ages of students, and it's really a factor you need to care about,"* further confirming that age is an essential factor that teachers consider when providing feedback, as it requires them to adjust their interactional style and level of sensitivity to match learners' needs. Therefore, considering age is seen as essential for creating an effective and supportive learning environment.

C. The Level of Student

In addition, language proficiency level was also identified as an important factor influencing oral corrective feedback practices. Six out of nine participants explained that students with lower proficiency levels usually require more guidance and explicit correction, whereas higher-level students may benefit more from indirect feedback that encourages self-correction. As T8 stated, teachers therefore take the student's language level into consideration when deciding how and when to provide feedback, ensuring that correction is both appropriate and effective for facilitating learning. T2 stated that *"within the same classroom, there is often a significant variation in students' levels, and that this is not a major problem as long as it is taken into consideration."* She emphasized that such differences should be carefully addressed

by the teacher. In addition, T9 explained that *"this requires a lot of effort, as teachers need to adjust their way of dealing with each student according to their individual level."*

4.4.3. Summary of the Interview Findings

The qualitative data presented in this study were derived from a series of interviews conducted with nine participants including both male and female teachers who shared their diverse perspectives and classroom experiences. The main findings of the semi-structured interviews are presented in the following points:

1. Teachers' provision of OCF was strongly influenced by classroom and instructional conditions. Large class size was a major barrier to providing immediate, individualized feedback, while time pressure and lesson objectives also shaped when and how teachers corrected errors.
2. Teachers did not follow a single approach to correcting errors. Their decisions varied by lesson goals, with some teachers prioritizing errors related to the lesson focus, while others preferred to address a wider range of errors or use indirect correction.
3. Learner characteristics played an important role in shaping teachers' corrective practices. Teachers reported adapting their feedback according to students' personality, age, and language proficiency, particularly when deciding how direct or supportive the correction should be.
4. Teachers differed in the extent to which they prioritized individual learner differences. While most teachers considered factors such as confidence, age, and proficiency when providing OCF, some placed greater emphasis on the instructional purpose of correction and viewed errors as a natural part of language learning.

4.5 Summary of the Chapter

In this chapter both the quantitative data and the qualitative data collected were presented and analysed in order to provide a comprehensive understanding of the study findings. The analysis began with the presentation of the quantitative data collected through the questionnaire, which were analysed using descriptive statistical methods to identify the main trends and patterns in teachers' responses, following that, a summary of the main findings of the questionnaire was provided. Moreover, the qualitative data obtained from the semi-structured interviews were

analysed using thematic analysis, where the researcher identified and organized the data into key themes reflecting challenges the teachers face. After the analysis, a summary was given that includes the most important data results. This sequential approach of analysis allowed for a clear and systematic presentation of the findings, moving from general statistical trends to more detailed and in-depth qualitative interpretations. Overall, this combination of both methods contributed to a richer and more comprehensive understanding of the research problem.

Chapter Five: Discussion and Conclusion

5.0 Introduction

This study was conducted to investigate the perspectives of university EFL teachers regarding oral corrective feedback in their classrooms. It also aimed to examine the most common types of oral feedback used and the challenges teachers face when providing oral corrective feedback. However, this chapter discusses the key findings gathered through interviews and questionnaires administered to teachers at the University of Zawiya. It focuses on interpreting these results and linking them to the research questions and existing literature.

5.1 Discussion

This section discusses the key findings of the study, offering a detailed analysis of EFL teachers' perspectives on oral corrective feedback. It also discusses the variety of corrective feedback types used in the classroom, as well as the challenges teachers face when providing oral corrective feedback. Furthermore, the findings are interpreted in relation to previous studies and relevant theoretical frameworks.

5.1.1 Teachers' Perspectives towards the Use of Oral Corrective Feedback

The results indicate that teachers hold generally positive attitudes toward the use of oral corrective feedback in its various forms. These findings suggest that teachers recognize the importance of Oral Corrective Feedback in enhancing their instructional practices and facilitating students' learning process. This result is supported by Tran and Nguyen (2020), who similarly found that EFL teachers held generally positive attitudes toward oral corrective feedback, although some considered its use optional depending on classroom dynamics. These findings can also be interpreted in light of behaviorist theory, which emphasizes the role of reinforcement in language learning. From a behaviorist perspective, language acquisition occurs through imitation and repetition, supported by positive reinforcement and immediate feedback. In this sense, oral corrective feedback serves as a form of reinforcement that helps learners recognize and correct their errors, thereby strengthening accurate language use. This alignment with practices that promote habit formation and improve learners' performance

through continuous feedback and reinforcement may explain the value teachers place on Oral corrective feedback.

In addition, the findings revealed that most participants believe that oral corrective feedback supports the development of linguistic accuracy to a greater extent than fluency. At the same time, teachers emphasized that their primary goal in using oral corrective feedback is to encourage communication rather than to focus solely on accuracy. This suggests that while teachers recognize the importance of correcting errors, they are equally aware of the need to maintain meaningful interaction in the classroom. This dual emphasis on accuracy and communication can be interpreted through several theoretical lenses. From a sociocultural perspective, Vygotsky's Sociocultural Theory (1978) underlines the role of social interaction in language learning, particularly through the concepts of scaffolding and the Zone of Proximal Development (ZPD). According to Vygotsky, learners acquire knowledge more effectively when they interact with more knowledgeable speakers of the language, such as a teacher, who scaffolds their continued progress. The teachers' insistence on maintaining meaningful communication while providing Oral corrective feedback aligns closely with this view. Michael Long's Interaction Hypothesis (1983, 1996) further illuminates these findings. Long posits that language proficiency develops through meaningful interaction, emphasizing the roles of input, interaction, output, and error correction in creating comprehensible communication.

In summary, the findings indicate that teachers hold positive attitudes toward oral corrective feedback, recognizing its value for both instructional practice and student learning. Although teachers acknowledge that OCF supports linguistic accuracy more directly than fluency, their primary goal remains fostering communication rather than focusing solely on error correction.

5.1.2 Teachers Use of Types of Oral Corrective Feedback

The findings revealed that all types of oral corrective feedback are used by teachers; however, their use varies in frequency depending on teachers’ preferences and the classroom context. Among these types, recast was found to be the most frequently used. This may be because recasts are less intrusive and do not interrupt the flow of communication, making them more comfortable for students during interaction. This finding is consistent with Öztürk (2016), who

reported that recasts were among the most commonly used feedback strategies, particularly among experienced teachers. Similarly, Méndez and Cruz (2012) found that teachers tend to prefer implicit forms of feedback, which allow communication to continue without interruption. This preference for recasts can also be explained through Krashen's Input Hypothesis (1982), which emphasizes that language acquisition occurs through exposure to comprehensible input in a low-anxiety environment. From this perspective, recasts are effective because they provide learners with correct language input without disrupting communication, thereby maintaining fluency while still offering implicit correction. However, Schmidt's (1990) Noticing Hypothesis offers a critical counterbalance to this view; he argues that for input to become intake, learners must consciously notice the gap between their erroneous production and the target form embedded in the recast. Since recasts are subtle and easily missed, especially by lower-proficiency students who are focused on meaning rather than form, this raises questions about whether the frequent use of recasts genuinely leads to acquisition or simply maintains the flow of conversation. This supports the idea that teachers favor recasts as they balance both accuracy and communicative flow in the classroom.

Although the findings revealed that recast is the most frequently used type of oral corrective feedback among teachers, many participants also reported that explicit correction is widely used and preferred in their classrooms. This indicates that teachers still rely on direct and clear correction to address learners' errors during classroom interaction. This finding is consistent with Ellis, Loewen, and Erlam (2006), who reported that explicit feedback, particularly when accompanied by metalinguistic explanations, is more effective than implicit feedback in promoting both immediate and long-term learner correction. Similarly, Roothooft and Breeze (2016) found that Spanish EFL learners preferred explicit correction, considering it the most effective strategy for supporting their language learning. These studies suggest that the preference for explicit correction in the present study may be attributed to its clarity and its perceived effectiveness in improving learners' accuracy.

Metalinguistic feedback, which involves providing learners with comments or questions related to language rules that guide them to reflect on and self-correct their language use, and elicitation were both found to be frequently used by teachers according to the findings. These two types of oral corrective feedback encourage learners to actively engage in identifying and

correcting their own errors rather than receiving direct corrections from the teacher. This finding can be interpreted in light of Vygotsky's Sociocultural Theory (1978), which emphasizes the role of scaffolding and guided support within the Zone of Proximal Development (ZPD). From this perspective, both metalinguistic feedback and elicitation function as scaffolding strategies that help learners develop their linguistic knowledge through active participation and self-correction. In addition, this result is also consistent with Long's Interaction Hypothesis (1996), which highlights the importance of interaction and negotiation of meaning in facilitating language development. Therefore, the use of these feedback types reflects teachers' tendency to promote learner involvement, awareness, and active engagement in classroom interaction.

Clarification requests were found to be among the least frequently used types of oral corrective feedback according to the findings. Despite their low frequency, they play an important role in classroom interaction, particularly when there is ambiguity or misunderstanding in learners' responses. This type of feedback helps teachers ensure comprehension by prompting learners to clarify or reformulate their answers, which contributes to more effective communication during classroom interaction. Long's (1996) Interaction Hypothesis posits that negotiating meaning plays a central role in language development. Within this framework, when learners are asked to clarify their statements, they become more aware of their linguistic shortcomings and are prompted to reformulate their output to communicate more effectively.

Based on the study data, repetition was among the least frequently used types of oral corrective feedback. However, this finding contrasts with several previous studies that have highlighted its effectiveness in classroom settings. For instance, Panova and Lyster (2002) found that repetition is one of the feedback strategies that can effectively promote learner self-correction, as it encourages students to notice their errors and attempt repair. Similarly, Sheen (2004) reported that repetition can lead to higher levels of accuracy in learners' subsequent use of target structures compared to recasts, particularly in relation to grammatical errors, as it pushes learners to consciously process their mistakes. These findings suggest that, despite its limited use in the current study, repetition remains a valuable feedback strategy that supports learners' noticing and self-repair, which are essential processes in second language development.

The findings indicate that all types of oral corrective feedback are employed by teachers; however, their use varies depending on several factors, including environmental factors, and student-related factors, and also lessens objectives related to accuracy or fluency. Despite this variation, the results clearly show that recasts and explicit correction are the most frequently used feedback strategies among teachers at the University of Zawia. Nevertheless, other types of feedback continue to be utilized when appropriate, depending on the demands of specific teaching situations.

5.1.3 Challenges Faced by Teachers in Providing Oral Corrective Feedback

The findings from the current study revealed significant challenges faced by teachers in providing Oral Corrective Feedback. These challenges can be broadly classified into two categories: environmental factors and student-related factors. The discussion of the findings begins with environmental factors, which represent a major source of challenges in the provision of oral corrective feedback. The results revealed several issues within this category.

Firstly, large class size emerged as the most significant environmental challenge. The majority of teachers highlighted this issue during the interviews, indicating that overcrowded classrooms make it difficult to provide effective and individualized oral corrective feedback. In such contexts, teachers often struggle to monitor all students' performance. This finding is consistent with previous research, which suggests that large class sizes limit teachers' ability to interact with students and provide immediate and meaningful feedback (e.g., Harmer, 2007; Scrivener, 2011). Therefore, class size can be considered a critical factor influencing the effectiveness of oral corrective feedback in EFL classrooms.

Secondly, time pressure was identified as another major environmental factor affecting teachers' ability to provide oral corrective feedback. Teachers reported that limited class time, particularly during the second semester of the year, creates significant pressure to complete the syllabus. As a result, they often find it difficult to allocate sufficient time for providing effective oral corrective feedback. This finding is supported by Ha, Nguyen, and Hung (2021), who found that due to practical constraints such as limited teaching time and large numbers of students, oral corrective feedback tends to be selective, with teachers focusing only on the most

essential errors to ensure understanding within the available time. Teachers are often required to focus only on the most essential errors to ensure understanding within the available time.

Furthermore, the need to cover a large amount of material in a short period restricts opportunities for in-depth feedback and leads teachers to adopt a more selective approach to correction. Moreover, the lesson goals were found to be an important factor influencing teachers' use of oral corrective feedback. Specifically, teachers tend to adjust their feedback types based on whether the lesson emphasizes accuracy or fluency. They reported that they select feedback methods that align directly with the specific instructional goal of the lesson. In particular, teachers indicated that when the lesson is focused on fluency, they tend to reduce the use of oral corrective feedback. This is because they believe that frequent correction may interrupt the flow of communication and hinder students' ability to express themselves freely. Although some forms of corrective feedback can be provided without interrupting students, many teachers prefer to limit its use during fluency-oriented activities. Furthermore, some participants reported that when the primary goal of the lesson is to promote fluency, correction may not be necessary at all, as the main objective is to encourage students to speak and communicate without hesitation. Therefore, the above factors were among the most important points identified by teachers as obstacles in education.

The data also revealed the influence of student-related factors, as most participants indicated that learners' personality, age, and language proficiency play a significant role in determining the choice of oral corrective feedback. Teachers emphasized that students' personality traits, such as being shy or confident, affect how corrective feedback is provided and received in the classroom. This finding is consistent with Zheng and Yu (2018), who argue that students with shy or anxious personality types tend to be easily discouraged by corrective feedback. As a result, teachers may either reduce the amount of feedback provided or modify their teaching practices in order to maintain students' emotional comfort. While this approach helps preserve learners' emotional equilibrium, it may also influence classroom participation and overall academic performance. Moreover, many teachers indicated that students' level and age are significant factors in determining the provision of oral corrective feedback. They explained that teaching first-year students differs considerably from teaching those nearing graduation,

as learners' proficiency and cognitive maturity influence how feedback is delivered and received.

This perspective is consistent with the findings of Kaivanpanah, Alavi, and Sepehrinia (2015), who reported that more proficient Iranian EFL learners preferred elicitative feedback strategies that required self-correction, whereas lower-proficiency learners tended to benefit less from such indirect approaches."

5.2 Conclusion of the Whole Study

This study investigates EFL university teachers' perspectives of oral corrective feedback in their classrooms. It also explores the most commonly used types of feedback in EFL classrooms and the challenges teachers encounter when providing it. The research employed both a questionnaire and semi-structured interviews for data collection. The quantitative data were analysed using statistical methods, while the qualitative data were examined through thematic analysis in order to provide a deeper understanding of teachers' experiences.

The main findings of the study indicate that teachers are generally aware of the importance of oral corrective feedback and actively use it in their classrooms. In addition, they employ a variety of oral corrective feedback types with varying frequency. Among these types, recasts and explicit correction were found to be the most frequently used. The findings also indicate that teachers' choices of feedback types are influenced by several factors, including students' personality, age, and proficiency level, as well as the classroom context and instructional objectives. However, the findings also reveal that teachers face several challenges in implementing oral corrective feedback effectively, particularly those related to the classroom environment and to student-related factors. These challenges include time constraints, large class sizes, and the difficulty of balancing fluency and accuracy during speaking activities. Overall, the study concludes that oral corrective feedback is a valuable pedagogical tool, but its effectiveness depends on how it is delivered and on factors related to teachers, students, and the classroom environment.

5.3 Recommendations

This study examined EFL university teachers' perspectives on oral corrective feedback, exploring the use of its types, and the challenges teachers face on providing the oral corrective feedback. Based on these findings, this section provides several key recommendations for different stakeholders, including teachers, students, and the environment in the following subsections.

5.3.1 Recommendation for Teachers

Based on the findings of this study, the following recommendations are proposed for language teachers regarding the use of oral corrective feedback:

1. Teachers are encouraged to integrate oral corrective feedback consistently into their classroom practices, as regular and systematic correction can contribute significantly to second language acquisition. Such feedback can be incorporated naturally into classroom interaction to provide learners with continuous opportunities to notice and address their linguistic errors.

2. The use of a variety of oral corrective feedback strategies is recommended, including explicit correction, recasts, clarification requests, metalinguistic cues, elicitation, and repetition. Employing diverse feedback techniques enables teachers to address different types of linguistic errors, including phonological, grammatical, and lexical errors, in ways that are appropriate to the immediate learning context.

3. Teachers are encouraged to adapt their corrective feedback strategies to individual learner characteristics, particularly proficiency level, personality traits, and age. Such adaptation may enhance the relevance and effectiveness of corrective feedback, as learners at different proficiency levels and with different personality characteristics may respond differently to particular feedback strategies.

4. Regular reflection on feedback practices is essential, and teachers are encouraged to seek ongoing professional development opportunities such as peer observations, action

research, and workshops to continuously refine and improve their corrective feedback approaches.

5.3.2 Recommendation for Students

According to study's findings, the following recommendations are proposed for language learners regarding oral corrective feedback

1. Students are encouraged to perceive teacher feedback as an integral part of their language development rather than as a form of criticism or embarrassment. Developing this perspective can reduce affective barriers and promote a more positive attitude toward classroom interaction and corrective feedback.

2. A positive attitude toward mistakes needs to be fostered among students, with errors being recognized as a natural and essential component of language learning. The identification and correction of linguistic errors provide learners with opportunities to recognize gaps in their language use and support their ongoing linguistic development.

3. Students are encouraged to overcome shyness and anxiety that may hinder their classroom participation, since active engagement is critical for language acquisition.

5.3.3 Recommendations for Educational Authorities

Several recommendations are proposed to improve the learning environment based on the data of the study:

1. Reducing class sizes to approximately 15–20 students may facilitate more individualized feedback and encourage greater learner participation. Smaller groups can provide teachers with greater opportunities to address individual learners' needs and deliver corrective feedback more effectively.
2. It is recommended that institutions address time pressure issues, particularly in the second semester of the academic year, as increased workload and external pressures reduce teachers' capacity to deliver effective oral corrective feedback.
3. It is recommended that institutions provide ongoing teacher training and institutional support on oral corrective feedback strategies, as effective feedback requires

pedagogical awareness, flexibility, and the ability to adapt techniques to different classroom contexts.

5.4 Limitations of the Study

This study offers valuable insights into EFL teachers' participation in providing corrective feedback, highlighting the various types of feedback employed as well as the challenges encountered in classroom practice. The research was conducted within the English Department of the Faculty of Arts at University of Zawia. However, the data were collected from a relatively small number of participants, which limits the generalizability of the findings to the broader population of EFL teachers. As such, the results should be interpreted with caution, and further research with larger and more diverse samples is recommended to confirm and extend these observations. Additionally, the study depended only on interviews and questionnaires as data collection instruments. Although these methods yielded useful insights, they may not have fully reflected the whole of perspective of the teachers of oral corrective feedback

Furthermore, the study was constrained by time, geographical scope, and sample size, which limited its ability to fully capture variations in EFL teachers' use of oral corrective feedback over time. Future research could address these limitations by including a larger and more diverse sample across different contexts in order to provide a more comprehensive understanding of teachers' feedback practices.

5.5 Suggestions for Future Research

While the present study offers valuable insights into EFL teachers' use of oral corrective feedback, several avenues for future research remain to be explored. First, future studies could expand their scope by including multiple universities and educational institutions across different regions, with a larger and more diverse sample of participants. Such expansion would enhance the generalizability of the findings and provide a more comprehensive understanding of corrective feedback practices across various teaching contexts. Secondly, incorporating qualitative methods such as classroom observations, focus groups would offer a more in-depth perspective on teachers' feedback decisions. These approaches would capture real-time

classroom interactions and provide richer insights into the factors influencing teachers' choice of feedback strategies. Moreover, future research could assess the specific types of oral corrective feedback evaluating their impact on students' oral proficiency, accuracy, and fluency over time.

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Appendices

Appendix 1: The Questionnaire

Questionnaire: Teacher Perceptions and Practices of Oral Corrective Feedback

Instructions for the Participant:

Dear Participant, thank you for taking part in this research. This questionnaire aims to understand EFL teachers' perceptions and classroom practices regarding oral feedback. Oral feedback refers to any immediate oral response you provide to a student concerning an error in their spoken English. It includes techniques like recasts, clarification requests, metalinguistic explanation, etc. The questionnaire is anonymous and will take approximately 15-20 minutes to complete. Please answer based on your genuine beliefs and typical teaching experiences.

Section 1: Demographic Information

1. Gender:
   - o Male
   - o Female

2. Years of Teaching Experience:
   - o 0-2 years
   - o 3-5 years
   - o 6 -10 years
   - o +11 years

3. Qualification:
   - o MA\MED
   - o PHD

Section 2: The perceptions of Oral Corrective Feedback (Aim 1)

This section explores your beliefs about oral feedback. Please indicate your level of agreement with the following statements using the scale

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

NO	Statement	1	2	3	4	5
4	Correcting students' oral errors is an essential part of my teaching role.					
5	Oral corrective feedback helps improve my students' speaking accuracy over time.					
6	Oral corrective feedback can discourage students and hinder their fluency.					
7	It is important to correct all oral errors made by students					
8	The primary goal of oral corrective feedback should be to encourage communication, not just achieve grammatical accuracy.					
9	I feel confident in my ability to provide effective oral corrective feedback					
10	The type of error (grammar, pronunciation, vocabulary) should determine if and how it is corrected.					
11	I consider the student's personality and confidence level before correcting them					

Section C: Practices of Oral Corrective Feedback

This section asks about how often you use of oral feedback in your classroom.

12. How often do you provide oral corrective feedback during speaking activities?

- Almost always
- Often
- Sometimes
- Rarely
- Almost never

13. Which types of errors do you MOST FREQUENTLY correct? (Select up to 2)

- Grammatical errors (e.g., verb tense, prepositions)
- Pronunciation errors
- Vocabulary/Word choice errors
- Pragmatic errors (inappropriate language for the context)
- I correct all types equally.

14. When do you MOST OFTEN provide corrections?

- Immediately after the error is made
- After the student finishes their utterance/turn
- At the end of the activity, in a summary feedback session
- It depends on the activity and error type.

- **Please rate how frequently you use the following Ora corrective feedback techniques**

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

	Technique (with brief example)	**1**	**2**	**3**	**4**	**5**
15	Recast:Repeating the student's incorrect utterance correctly without highlighting the error. (S: "He go to school." T: "He goes to school.")					
16	Explicit Correction:Clearly indicating an error was made and providing the correct form. (S: "He go..." T: "That's incorrect. You should say 'he goes.'")					
17	Clarification Request:Indicating a misunderstanding to prompt self-correction. (T: "Sorry, what do you mean?")					
18	Metalinguistic Feedback:Providing comments, hints, or questions about the rules. (S: "He go..." T: "Remember the present simple rule for the third person.")					
19	Elicitation:Prompting the student to self-correct by pausing or using a questioning tone. (S: "He go..." T: "He...?")					
20	Repetition:Repeating the student's error with rising intonation to highlight it. (S: "He go..." T: "He go?")					

21. What is your PRIMARY consideration when deciding WHETHER to correct an oral error?

- The type of error (grammar vs. pronunciation, etc.)
- The focus of the lesson/activity (fluency vs. accuracy)
- The individual student's personality and confidence
- The frequency of the error (common mistake vs. one-time slip)

Section 4: Challenges in Providing Oral Feedback

This section asks about the challenges you face. Please rate the extent to which each of the following is a challenge for you:
1 = Not a Challenge, 2 = A Minor Challenge, 3 = A Moderate Challenge, 4 = A Significant Challenge

	Statement (Challenge)	**1**	**2**	**3**	**4**	**5**
22	Lack of time during the lesson to provide individual feedback.					
23	Fear of demotivating students or damaging their confidence.					
24	Large class sizes make it difficult to address all errors.					
25	Difficulty in deciding which errors to correct and which to ignore.					
26	Uncertainty about the most effective type of feedback for a given error or student.					
27	Pressure to cover the curriculum, leaving little room for feedback.					
28	Balancing the need for accuracy with the need for fluency.					

Appendix 2: The interview

Interview Protocol

Introduction: “Thank you for agreeing to this follow-up interview, this interview focuses solely on the challenges you face when giving oral feedback to your students. I'm interested in your real experiences and the difficult decisions you have to make.

●The Core Dilemma:

"In the moment a student makes a spoken error, you have to decide whether to correct it and how. What is the most difficult part of making that split-second decision?" o (Probe): What factors (e.g., error type, student personality, lesson goal) make this decision most challenging for you?

- Student Reaction & Affect

"Can you describe a time when your oral feedback had a negative or unexpected effect on a student? What happened, and how did you manage the situation?" o (Probe): How do you balance the need to correct errors with the need to maintain student motivation and confidence?

- The Recurring Error

"What is your biggest challenge when a student continues to make the same error despite your repeated feedback? How do you handle this persistence?"

- Systemic Constraint

"How do the practical conditions of your teaching such as class size, time pressure, or curriculum demands create specific challenges for providing effective oral feedback?"

- The Belief-Practice Gap

Is there a way you believe you should give oral feedback that you find difficult to implement in practice? Please describe this tension.

- Strategy & Uncertainty:

"When you choose a specific feedback technique (like a recast or a prompt), are you ever unsure if it was the most effective one? Can you give an example of when you felt this uncertainty?

- The Biggest Hurdle:

"Of all the challenges we've discussed, which one do you feel is the most significant barrier to you providing the kind of oral feedback you ideally want?

- Experience and Development:

Do you feel that the challenges you face in providing oral corrective feedback has changed over time with experience? How?

- Coping Mechanism:

"What is one personal strategy or adaptation you've developed to cope with these challenges, and why do you find it helpful