

Classroom Based Corrective Feedback (CF) in the Development of EFL Student's Oral Production: A Case Study on Tertiary Level Learners of Bangladesh

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Abstract

This case study aims to explore the role of classroom-based corrective feedback (CF) in developing the oral production skills of Bangladeshi tertiary level EFL students. The main focus of this research is to analyze students' responses to corrective feedback, their inclination towards direct or indirect CF, and the regularity with which feedback is given. To assess undergraduate students' experiences with immediate feedback, frequencies of receiving it, and the motivational effects of CF on them, data were collected through using a mixed method approach. 50 structured questionnaire responses and 30 semi-structured interviews were used to conduct the study. The findings indicated a clear preference for direct spoken feedback by the teachers, as this addresses learners' errors immediately. While insensitive delivery of negative feedback can reduce students' self-esteem, positive feedback leads them to develop their self-confidence and motivation. Practices of oral CF are not common due to some structural limitations, such as- limited class time and large number of students in a single classroom. Based on the interactionist and sociocultural perspectives, it is highlighted in the study the importance of timely, supportive and balanced CF practices that promotes noticing and uptake. The outcomes of this paper suggest a better environment for oral production practices to support students' development through more frequent and structured CF.

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Introduction

Corrective feedback (CF) refers to the teacher's response to learners' language errors with the aim of facilitating improvement. In second language acquisition (SLA), CF is seen not simply as correction but as a pedagogical interaction that fosters learning through negotiation of meaning, noticing, and uptake (Lyster & Ranta, 1997; Ellis, 2009). In the Bangladeshi tertiary context, where English is taught as a foreign language, oral CF remains underexplored despite its vital role in improving speaking accuracy and fluency.

Bangladesh, as one of the most populated countries in the world, has so many impediments in case of teaching English language skills that make it quite difficult for a language instructor to give individual oral feedback to the students' speech production. Giving corrective feedback has become a very troublesome task because of the following reasons, such as- a large class size, limited class duration, anxiety of the students to speak in front of an audience, limited authentic materials, the urge to complete a course within a very short period of time, etc. These factors restrict opportunities for oral feedback and hinder learners' progress in spontaneous communication. Teachers often prioritise written

tasks over speaking practice, leading to insufficient real-time correction of oral errors. Consequently, many learners remain unaware of persistent errors that affect their spoken proficiency.

The purpose of this study is to understand how CF operates in the Bangladeshi tertiary context and how pedagogical adjustments can make feedback more effective and supportive for EFL learners. Specifically, the study addresses the following research questions-

1. How do students respond to corrective feedback in oral tasks?
2. Do students respond more positively to direct or indirect CF?
3. How frequently do students receive corrective feedback on oral production?

Literature review

Corrective feedback (CF) has long been a central topic in second language acquisition (SLA) research. It refers to the responses teachers or interlocutors provide to learners' language errors with the aim of facilitating awareness and improvement (Ellis, 2009). Over time, the concept of CF has evolved from behaviorist notions of stimulus-response correction to interactionist and sociocultural perspectives that view feedback as a collaborative, meaning making process.

Interactionist Perspectives

Oral communication with negotiating meaning in language learning is emphasized by the Interactionist theories. According to Long's (1996) Interaction Hypothesis, through interaction, students can identify their language weaknesses and correct their output by getting feedback. Within this model, Lyster and Ranta (1997) mentioned various forms of corrective feedback- explicit correction, recasts, elicitation, clarification requests, and metalinguistic feedback and specified that effective CF enhances learner "uptake," which indicates that the instant responses have been noticed and processed the correction by the learner.

Swain's (1995) Output Hypothesis supports this point of view by indicating that the learners are motivated to improve their linguistic output when they try to produce language and receive feedback. CF, therefore, naturalizes "noticing" (Schmidt, 1990) and drives learners towards a deeper understanding of language forms. It has been shown in different studies (e.g., Li, 2013; Lyster, Saito, & Sato, 2013) that learners benefit most when corrective feedback is given interactively instead of isolated correction.

Sociocultural Perspectives

Vygotsky (1978) viewed CF from sociocultural perspectives as a mediation method and said that it promotes learners' development within their Zone of Proximal Development (ZPD). Rather than being a one-way information transfer, CF turns into a dialogic exchange where educators use interaction to develop students' learning. Nassaji and Kartchava (2021) argued that sociocultural theory provides a better analysis of individual differences and it shows how learners react to feedback. Their studies showed that some learners may improve their skills from direct teacher correction, while others may take advantage of feedback through self or peer correction.

There is no denying the fact that the EFL learners in Bangladesh is affected by the factors- such as anxiety, self-esteem, and cultural respect for teacher authority strongly shape their responses to correction. Therefore, there must be some balance between accuracy and focused correction, and the teachers should take into account the emotional sensitivity to avoid discouraging students.

Pedagogical Principles of Effective Feedback

According to Rabinowitz (n.d.), feedback should be formative, supportive, and constructive rather than punitive. These recommendations align with both interactionist and sociocultural ideas. Instead of blaming the learner for making errors, addressing the key issues of the error and finding a solution should be the focus of the whole feedback process. Hedge (2000) emphasized that educators should address errors that are unintentional and stem from an inadequate understanding of a language item, as opposed to mistakes that are intentional and caused by nervousness or fatigue.

Long and Robinson (1998) introduced the concept of “focus on form,” which gives importance to linguistic forms as well as its meaning in context. They pointed out that learners who struggle with communication or make mistakes might benefit from receiving corrective feedback which can help them make their mistakes more understandable or allow them to make necessary corrections in their speech. Ellis (2009) suggested that interactional feedback should vary from person to person depending on the needs of the learners and the purpose of the learning outcomes.

Research Gap

While much of the global research on CF has centered on ESL contexts, studies in EFL settings especially in South Asia remain limited. The majority of Bangladeshi research focuses on written feedback, with relatively little attention to how oral corrective feedback affects students’ speaking development, motivation and classroom interaction. This study seeks to address this gap by exploring tertiary level students’ perceptions and experiences with classroom based oral CF.

Research Methods

To investigate how tertiary level EFL students in Bangladesh perceive and respond to classroom-based corrective feedback on their oral production, a mixed methods case study design is employed in this study. The mixed methods approach is selected because it enables the combination of contextual understanding from qualitative data with numerical trends from quantitative data (Creswell & Plano Clark, 2018). While providing flexibility to capture diverse experiences and attitudes of the learners, this study focused on the examination of the learners within a single institutional context. The data were collected between January 01, 2025 to January 25, 2025.

Sampling Area and Sampling Population

A private university in Bangladesh was selected to conduct the study, where English serves as the medium of teaching and learning for all courses. Undergraduate students from two departments- English and Computer Science Engineering (CSE) were chosen as participants of the study. The reasons behind selecting these departments were that they offer a balanced perspective on students' experiences with oral feedback and also represent both linguistically oriented and non-linguistic disciplines.

In total 80 students participated in the study. Of them, 30 took part in semi-structured interviews and 50 completed a structured questionnaire. To ensure fairness and diversity, participants from entire class sections were randomly selected through random sampling method. This particular sampling method seemed appropriate because it reduced bias of the selection process and worked as the representation of the academic disciplines and proficiency levels.

Research Instruments

The researcher used two research tools to collect both quantitative and qualitative data.

Questionnaire

Ten items in the questionnaire were designed to measure students' views and experiences toward Corrective Feedback. In order to quantify how frequently students receive oral CF, those items were presented on a five-point Likert scale (ranging from strongly agree to strongly disagree) frequency-based statements. Three main themes were focused on the questionnaire- (a) immediacy and regularity of feedback, (b) students' emotional and motivational responses, and (c) preferences for direct or indirect feedback.

Interviews

Semi structured interviews were conducted with 30 participants to collect the quantitative data. The participants had the opportunity to express their views in detail and elaborate their personal experiences through the open-ended nature of the interviews. The interview questions collected their responses to both positive and negative feedback, preferences for direct vs indirect correction, opinions of the frequency of input and the environment of the classroom. Moreover, all interviews were manually recorded through written notes for analysis and every interview was conducted in English.

Data Analysis Tool

To analyze the quantitative data from the questionnaires, descriptive statistics techniques were used to summarize and describe the key features of the data. The data were evaluated using SPSS software version 29.0.2.0 (20) and MS Excel-2016. The key patterns of the students' feedback on their preferences and experiences were calculated through percentages and frequency distributions. In case of the examination of the qualitative data collected from the interviews, interpretative analysis was applied.

The data validity was ensured by comparing both quantitative data from the questionnaires with qualitative data from the interviews.

Limitations

This study has some limitations, such as- students' lack of awareness towards corrective feedback and it also included a relatively small sample size. Furthermore, to collect valid and reliable data, the researcher had to first provide a clear explanation of corrective feedback to the students, which was rather time consuming for the researcher.

Ethical Consideration

The researcher, at the very beginning of the data collection procedure, briefed about the study's purpose to the participants, along with the respondents' consent that their confidentiality would be ensured throughout the study. The study also followed ethical research standards and adhered to the university's research ethics guidelines.

Findings and Analysis

This section of this study is divided into two main parts- summarized result from the questionnaire for quantitative data and analysis from the interviews for qualitative data. A more comprehensive understanding of students' perceptions and experiences of classroom-based corrective feedback on oral production has been presented through the integration of both the data types.

Findings and Analysis of Students' Questionnaire

Immediacy of feedback

Figure-1 shows that a large majority of students (87%) *hardly receive immediate feedback* on their speaking inside their classroom. This finding suggests that in many classroom settings oral CF tends to be delayed or overlooked. Students' opportunities for real-time self-monitoring and noticing their linguistic gaps are limited by the lack of immediate correction, which seems to be a very essential process in language development (Schmidt, 1990; Swain, 1995).

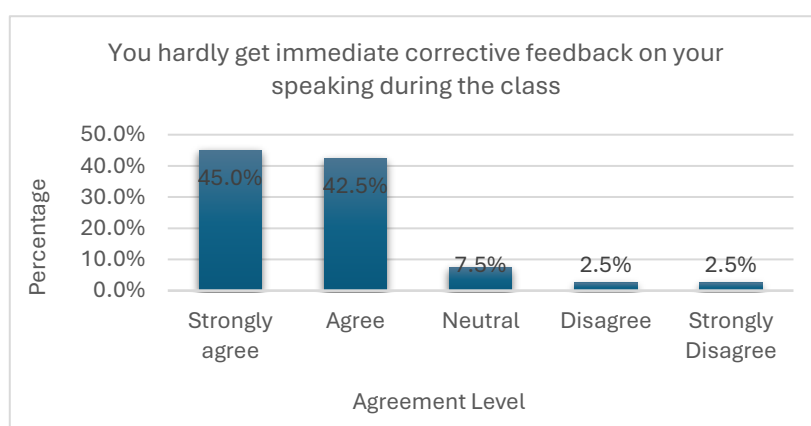


Figure 1

Focus on written vs. oral Feedback

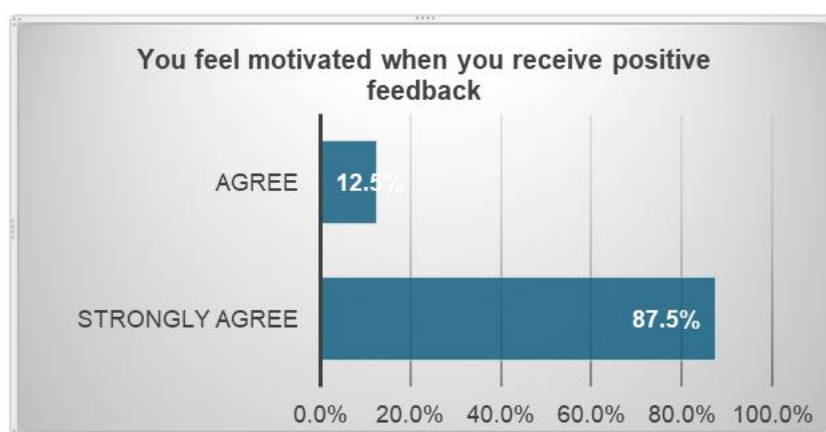
It is indicated by most of the students (80%) that they primarily receive feedback on their written tasks rather than on their speaking (Figure 2). This creates an imbalance and a tendency to prioritize written accuracy over oral fluency is reflected among the teachers. Looking from the perspective of interactionist point of view, during oral tasks such a focus reduces the frequency of meaning negotiation, and as a result limiting chances for output modification and uptake (Lyster & Ranta, 1997).



Figure 2

Motivational impact of positive feedback

Figure-3 presents that positive feedback motivates students to learn and perform better. The affective importance of supportive feedback in EFL contexts is highlighted by this unanimous response. As Dörnyei (2005) believed that positive reinforcement not only boosts learners' self-confidence in learning a language but also promotes a growth-oriented classroom culture.

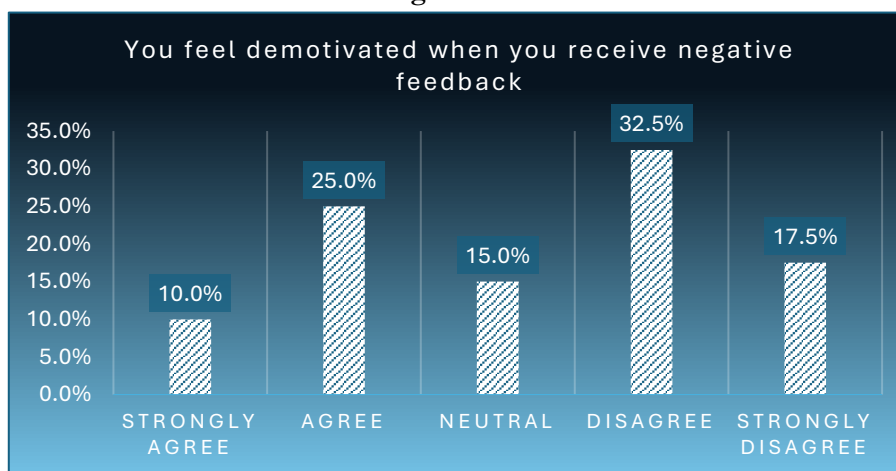


. Figure 3

Reaction to negative feedback

Even though 35% agreed with the statement that negative feedback discourages them, half of the students (50%) disagreed while saying that it does not affect them (Figure 4). This divided opinion of the learners reveals that negative CF has an impact on their emotional level though not very significantly. In addition to the sociocultural theory (Vygotsky, 1978), it is said that the learner's psychological readiness and the teacher's delivery style determine the effectiveness of correction. While harsh criticism reduces the willingness to communicate, respectful, positive and constructive feedback can lead to improvement.

Figure 4



Anxiety and confidence in speaking

Students gave divided responses in reaction to the statement no. 5. Most of them (52%) noted that they don't experience nervousness when sharing their thoughts on assigned subject, however, a noticeable number of students (37%) don't feel the same way (Figure 5). This implies that many of them still face emotional barriers to conversational participation. Horwitz (2001) implied that fear of making mistakes in front of the classmates may lead to such anxiety, an issue that CF practices should address by creating a supportive and stress-free environment.

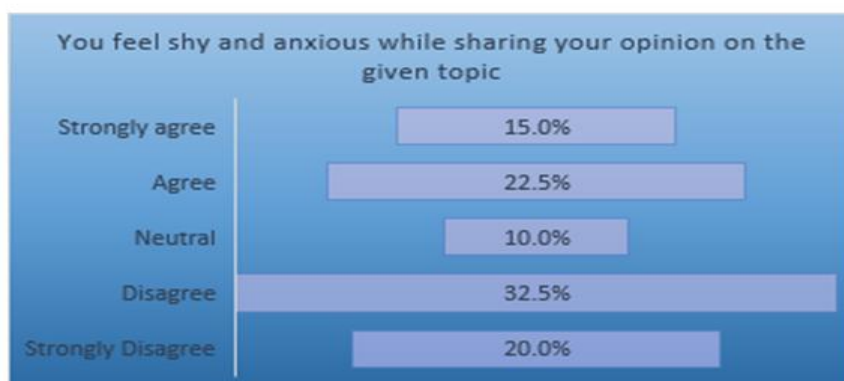


Figure 5

Reactions to grammatical correction

When teachers point out their grammatical mistakes in case of a speaking session, a significant majority (63%) admitted feeling bad about it (Figure 6). The sensitivity associated with linguistic correction in EFL context is reflected in this emotional reaction. Sociocultural theory suggests that students' self-esteem largely depends on how they interpret their teacher's correction method. Therefore, to maintain learners' motivation in developing speaking skill, a well-balanced accuracy-oriented CF with affective support should be introduced by the teachers.

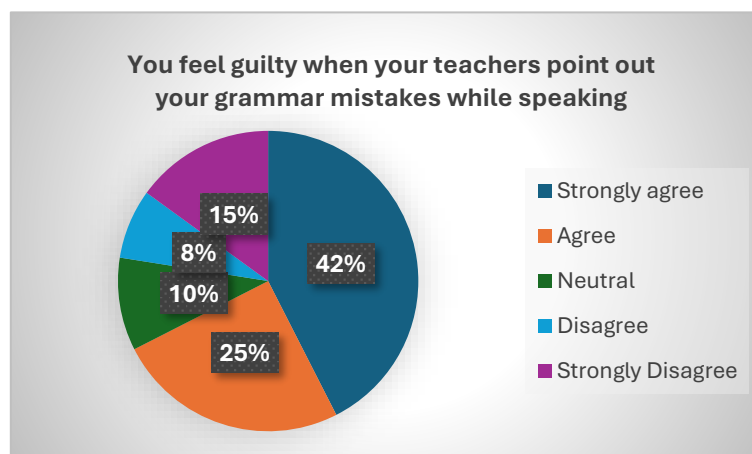
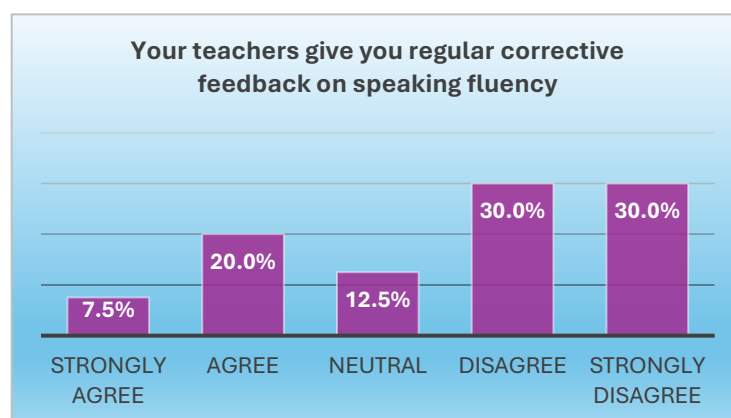


Figure 6

Regularity of feedback on speaking fluency

As shown in Figure-7, 60% of the students responded that they do not receive regular corrective feedback on their speaking fluency from their teachers, while 27% said they do. These inconsistency answers indicate that oral feedback is often irregular. CF sessions when regular and formative can provide continuous support to the students which help them progress and develop their skill within their ZPD (Nassaji & Kartchava, 2021).



.Figure 7

Regularity of feedback on speaking accuracy

When asked whether teachers provide regular feedback on their speaking accuracy, 67% of respondents said they do not (Figure 8). Students may fail to correct repeated grammatical and pronunciation errors, if corrections are not provided consistently. To help learners develop the accurate forms of spoken language, a continuous and systematic CF is therefore essential.

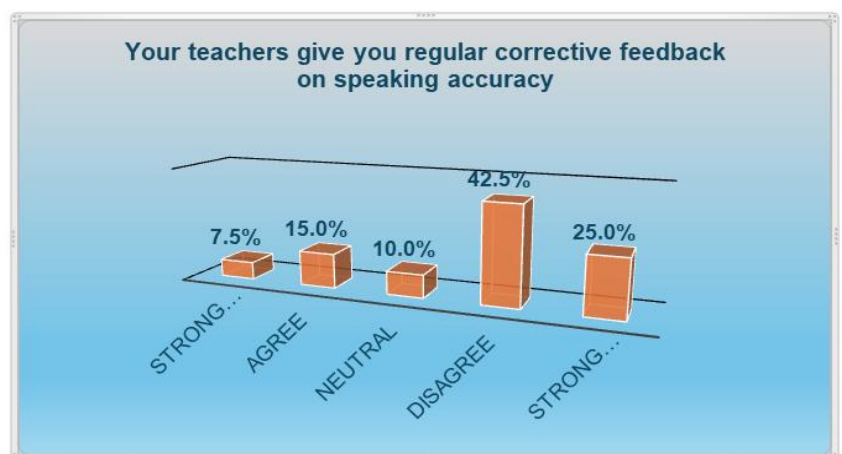


Figure 8

Preferred form of feedback

A high percentage of students (87%) reported that they prefer receiving spoken feedback from teachers in the form of oral comments (Figure 9). Students get to clarify their misunderstandings by asking follow-up questions, and this finding has highlighted the importance of interactive feedback. Interactionist theories align with the preference for oral CF which prioritize negotiated meaning and immediate language skill growth (Lyster & Ranta, 1997).

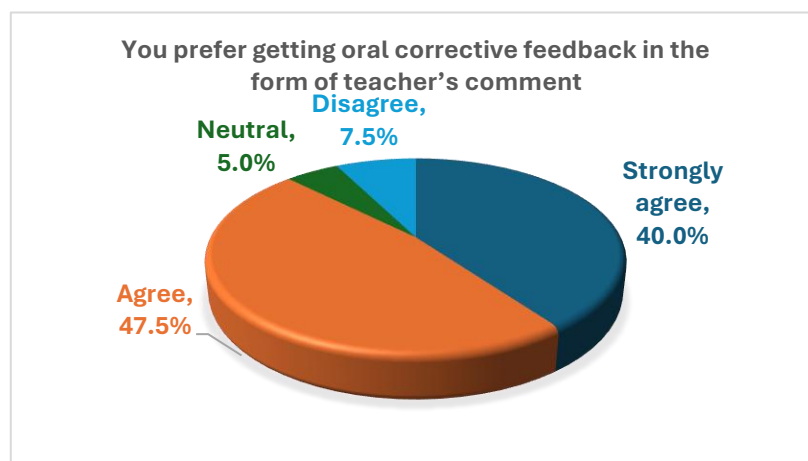


Figure 9

Awareness and improvement

Receiving oral constructive criticism on their presentation, according to the vast majority of the students (97%), increases their awareness of their errors, as well as assists them in

speaking more fluently and accurately. This finding demonstrates that learners view verbal feedback as instrumental and crucial in their speaking skill development. There are three key elements of interlanguage development according to Ellis (2009) and Swain (1995)- they are noticing, reflection and uptake, and when implemented effectively they can support corrective feedback.



Figure 10

Findings and Analysis of Interviews

In total 30 students participated in the interview session for this study. The findings and analysis of the interviews are discussed below-

Preference for direct feedback or indirect feedback

Eighteen of the thirty students said that they prefer receiving direct feedback. In explaining their preference, they stated that this method of getting feedback makes them aware of their own mistakes. However, the rest 12 students replied that they like indirect feedback due to the criticism and embarrassment they receive during public correction. This diversity mirrors Ellis's (2009) observation that learners' individual differences, such as- confidence level and prior experiences affect how they respond to feedback.

Emotional responses to positive and negative feedback

All students responded that *positive feedback* encouraged them to speak more confidently and participate actively. In contrast, 26 students reported that *negative feedback* sometimes made them self-conscious or hesitant to speak, especially in front of peers. They stated that getting negative feedback creates obstructions in their speaking because most of the time they become very conscious of their mistakes (grammar, pronunciation) and it may sometimes damage their self-esteem. This suggests that feedback effectiveness depends not only on content but also on tone and delivery.

Regular or occasional feedback

Two-thirds of the students answered that receiving feedback from teachers is occasional rather than regular. The reason is that the allocated class time is mostly devoted to cover the lesson content to be taught and less time is given for students' question-answer session. It points to a need for institutional strategies that allocate time for oral CF within classroom schedules.

Discussion

Tertiary level EFL students' perception and experience regarding corrective feedback (CF) in oral production is revealed by the clear patterns of the result of this study. The educational strengths and systemic challenges within the Bangladeshi tertiary settings are highlighted by integrating both quantitative and qualitative data and several significant themes have emerged from these.

Immediacy and Frequency of Corrective Feedback

It is evident from the data that most of the students are not receiving corrective feedback instantly on their speaking performance. As Long's (1996) Interaction Hypotheses suggests that- if learners get timely immediate feedback during their interaction, they will start noticing their linguistic gaps which in return will facilitate their learning progress. On the contrary, if feedback is delayed, it might limit the opportunities for self-correction and omit the chances of negotiating meaning.

Institutional oral feedback has not yet become a routine or regular practice in pedagogy, as reported by 60-67% of the participants who said that this activity occurs very infrequently. Earlier research by Lyster and Ranta (1997) argued that if CF is consistent, it basically promotes "uptake" and eventually leads to students' long-term interlanguage development. The current context suggests that the lack of providing oral CF may arise from the institutional and structural limitations such as- huge number of students in a single classroom, limited class time and a common tendency to shift focus entirely on written assessment. Incorporating short but regular verbal feedback sessions could be introduced in language programs for speaking activities, making this a fundamental routine segment of pedagogy instead of an occasional or infrequent occurrence.

Feedback on Written Task Vs. Speaking

It is commonly observed in EFL settings that accuracies in written tasks and activities get more attention compared to the fluency and accuracy in oral communication and this study echoed this predominance of written feedback. However, the interactive and communicative aspects of language learning are ignored by this imbalance. Long and Robinson's (1998) theory on focus-on-form suggests that oral corrective feedback, introduced within the meaningful activities, encourages and helps learners focus their attention to both form and meaning side by side, and enhancing accuracies in linguistic devices without hampering communication. It is, therefore, needed that the educators who value oral expression as much as written work should aim for a more well-balanced feedback approach. Students' metalinguistic awareness can also be enhanced by integrating short post-speaking sessions or peer feedback activities.

The Affective Dimension: Motivation, Anxiety, and Self-Esteem

The findings showed that CF has prominent emotional implications. Dörnyei's (2005) motivational theory which emphasizes the importance of encouragement and recognition in maintaining learners' participation in different activities is also supported by almost all students who viewed positive feedback very motivating. However, a complex dynamic was highlighted by the participants' mixed responses towards negative feedback.

According to Vygotsky's (1978) sociocultural perspective, feedback should serve as a means of negotiating meaning rather than a medium of assessment and evaluation. The way how the correction and feedback are delivered and whether it hampers their self-esteem create a great impact on how students respond. Instead of emphasizing personal failure of a learner, negative feedback that actually focuses on indicating error patterns is more likely to be effectively internalized. To prevent anxiety from the learners, teachers should provide corrective comments strategically while maintaining rapport and their emotional safety.

In Bangladeshi EFL context, public correction by the teacher can be seen as face-threatening. Therefore, paying attention to the learners' self-respect is particularly relevant to this area's collective culture. Accuracy and affective comfort can be balanced by implementing a sensitive approach, such as employing correction which is indirect or delayed and when it is necessary.

Preference for Oral Corrective Feedback

As per the previous research results, explicit correction improves learners' memory retention as well as noticing their errors (Li, 2013; Lyster, Saito, & Sato, 2013) and this preference for direct oral feedback reinforces their learning as shown in this study. Direct feedback helps them to find out the errors precisely and accurately what we have also found in Paul and Al-Mamun (2024). However, the necessity for context-sensitive delivery is highlighted by the fact that many students felt discomfort when they are corrected publicly in front of their peers.

Swain's (1995) Output Hypothesis indicates that learners' speaking accuracy and fluency are enhanced when CF is provided during or right after the production which pushes them to bring some changes in their output. Therefore, direct corrective feedback can increase the development of oral skill without jeopardizing motivation if it is administered with empathy whereas Xie et al. (2026) has found completely an opposite scenario where the students lack motivation and remain silent due to direct corrective feedback.

Cultural and Institutional Factors

The frequency and the quality of oral CF are affected by the structural and systematic challenges in Bangladeshi tertiary education which is also highlighted in this study. Having large classes, fixed syllabus and limited class time are considered as the main constraints that limit the opportunities for the teachers to give individual feedback to the students. Findings from other EFL contexts in Asia (Nassaji & Kartchava, 2021) match

with the observation of this study which resonates that the teachers often receive constant institutional pressure and this prevents them from applying communicative and feedback-rich tasks and activities.

Smaller speaking groups, longer speaking practices, and professional training on feedback techniques are examples of institutional support that are required to address the constraints mentioned above. Students' fear of making mistakes can also be reduced if a classroom culture is established that normalizes and encourages correction as an effective and constructive part of the learning process (Udhayachandran & Sreenibasulu, 2025).

Integration of Quantitative and Qualitative Findings

After combining the data taken from the questionnaire and the interview, a coherent picture emerges- even though the learners recognize the significance of CF and want more of it, their exposure to this method is not consistent. It is evident from both the data sources that the successful outcome of feedback largely relies on how and when it is delivered rather than the type of correction.

The answers from the students suggest that they are ready to receive corrective feedback and are growing their awareness regarding its importance in the development of oral proficiency. These replies confirm the interactionist and sociocultural view that language learning cannot be improved through correction alone, rather learning through dialogic conversation, and reflection can enhance its effectiveness (Vygotsky, 1978; Ellis, 2009).

Research question 1- Research question one found that in case of oral tasks, students perceived corrective feedback very positively, emphasizing on the constructive way of its delivery method.

Research question 2- It is revealed from the second research question that direct corrective feedback helps students comprehend and rectify their errors effectively and they prefer it generally in the oral form. Negative feedback, however, can have a variety of effects when it is handled carefully and sensitively.

Research question 3- Consistent and balanced feedback practices are suggested in language learning instruction especially in speaking tasks, because according to research question three it is found that there is a significant lack of the immediacy and frequency of corrective feedback.

Conclusion and Implications

This study has examined how Bangladeshi tertiary-level EFL students perceive and respond to Corrective Feedback (CF) on oral production that is classroom-based. Based on both quantitative and qualitative data, the research revealed that though they undoubtedly value CF as an important element of their language skill development, they do not experience it regularly and even if they do, they receive it with emotional ambivalence.

The findings of this study have highlighted some key points. First, an overwhelming number of students view direct oral feedback as the best method to identify and correct their mistakes. Next, negative feedback can hinder self-esteem and reduce the chances of participation, if it is delivered inconsiderately; on the other hand, positive feedback, if provided consistently, can enhance the chances of motivation and confidence. Lastly, structural limitations such as large class sizes and not enough class time are responsible for the infrequent nature of oral CF. These findings emphasize the sociocultural perspective that, within the students' Zone of Proximal Development, learning happens through guided interaction and support (Vygotsky, 1978).

Some implications for teaching activities are suggested through the results of this study. To begin with, oral CF should not be considered as an occasional and optional practice. In order to establish CF as a frequent pedagogical feature, teachers can arrange a specific but brief period in each class for discussion including post-task reflection and feedback. After that, to motivate students, positive feedback should be emphasized; and to avoid demotivating them, negative feedback should be delivered constructively. It is crucial to create an environment that is supportive, which in return will lower the anxiety and increase confidence among the learners. Finally, professional workshops on constructive feedback delivery, strategies for scaffolding, timing, and motivational communication should be arranged by the institutions to develop the skills of the teachers. Smaller speaking groups and flexible class schedules would enable more individualized feedback.

To conclude, future research could evaluate the long-term effects of various forms of corrective feedback on language learning, and examine these results in a more varied population from multiple universities to enhance generalizability, and analyze teachers' beliefs and classroom practices to better understand how CF is conceptualized and implemented across different EFL contexts in Bangladesh.

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