

The Lecturers' Oral Corrective Feedback Strategy in Improving Students' Public Speaking at English Education Department: A Case Study

Khaerati¹, Syamsul Bahri², Ahmad Munawir³, Satriani⁴

^{1, 2, 3, 4} Departement of English Education, Universitas Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received April 09, 2025

Revised June 14, 2025

Accepted June 23, 2025

Keywords:

English Education;

Lecturer Strategy;

Oral Corrective Feedback;

Public Speaking;

Student Performance.

ABSTRACT

This research investigates lecturers' oral corrective feedback strategies in enhancing students' public speaking skills in the English Education Department at the Islamic University of As'adiyah Sengkang. Speaking is a crucial component in English language learning, yet many students struggle with confidence and clarity when communicating in public. Oral corrective feedback plays an essential role in guiding students to recognize and improve their speech errors during classroom interactions. The objective of this research is to identify the types of oral corrective feedback used by lecturers and analyze their impact on students' speaking performance. This research applies a qualitative case research design, with data collected through classroom observations and interviews with both lecturers and students. The findings reveal that lecturers employ various feedback types, including recasts, elicitation, clarification requests, and metalinguistic feedback. We found that elicitation and metalinguistic feedback were the most effective in encouraging student self-correction and enhancing their engagement in public speaking tasks. The research illustrates the importance of providing clear and supportive feedback to help students overcome anxiety and build confidence in expressing ideas publicly. It also suggests that lecturers should be attentive to the way their feedback is delivered to avoid discouragement and ensure it supports language development effectively.

Copyright © 2025 ETDCI.
All rights reserved.

Corresponding Author:

Satriani,

Departement of English Education, Universitas Islam As'adiyah Sengkang, Indonesia

Email: satrianiatta288@gmail.com

1. INTRODUCTION

Language is a fundamental means of communication and plays an essential role in human interaction and the advancement of social life (Beattie & Ellis, 2017; Korneeva et al., 2019; Akhter, 2021). In the globalized world, English has become an international language used widely across countries, institutions, and communities. It serves as the primary medium in international meetings, seminars, workshops, and various academic and professional settings (Barrett & Liu, 2016; Macaro et al., 2019; Zainal, 2022).

Consequently, the ability to communicate effectively in English, particularly in spoken form, has become a crucial skill for students in higher education.

Among the four core skills in English language learning—listening, reading, writing, and speaking—speaking is often regarded as the most difficult to master (Ali, 2022; Al-Jiboury, 2024). Masuram and Sripada (2020) emphasizes that speaking is a vital skill that enables individuals to express ideas, emotions, and desires through oral communication. Despite its importance, many students continue to face difficulties in developing speaking proficiency, a condition commonly referred to as the “mute English” phenomenon, where learners can read and write but are hesitant or unable to speak fluently.

One important aspect of speaking is public speaking, which involves delivering structured messages to an audience (Xia, 2023; Zhussupova & Shadiev, 2023). According to Mustamu, public speaking is not merely about verbal expression but also integrates knowledge, skills, art, and character (Zainal, 2022). However, public speaking often evokes anxiety, fear of judgment, and lack of confidence among students. This becomes a significant challenge in academic settings, where speaking performance is frequently required in presentations and class discussions (Tsang, 2020; Grieve et al., 2021).

In response to this challenge, the role of lecturers becomes crucial, particularly through the provision of Oral Corrective Feedback (OCF) (Hartono et al., 2022). Oral Corrective Feedback (OCF) refers to the lecturer’s real-time verbal responses aimed at addressing students’ spoken errors. Sánchez Centeno and Barbeito (2021) define Oral Corrective Feedback (OCF) as any form of lecturer reaction that informs the learner about the presence of an error. Meanwhile, Sheen (2006), Ellis et al. (2006), and Luquin (2025) describe it as a mechanism that draws students’ attention to linguistic accuracy, either by providing corrections, indicating errors, or offering metalinguistic information. When implemented appropriately, Oral Corrective Feedback (OCF) can facilitate students’ self-awareness and development in speaking. However, if perceived as too direct or ambiguous, it may induce anxiety and reduce learners’ willingness to participate (Bagheri & Rassaei, 2022; Shadiev et al., 2024).

Despite the recognized importance of Oral Corrective Feedback (OCF), there remains a gap in understanding how different types of feedback are received and processed by students, particularly in formal classroom settings. Previous research (Shinta, 2022; Muyashonga & Sugianto, 2019; Zhang et al., 2019) has explored various dimensions of Oral Corrective Feedback (OCF), including student perceptions and learner uptake, yet few have focused specifically on public speaking in a university context. Therefore, this research will investigate the oral corrective feedback strategies employed by lecturers and analyze their impact on students’ public speaking performance at the English Education Department of the Islamic University of As’adiyah Sengkang.

2. METHOD

This research employed a qualitative approach with a case study design to investigate the lecturers' oral corrective feedback strategies in improving students' public speaking performance. The qualitative method was selected because it allows the researcher to understand behavior in its natural context, where interaction and communication happen organically. According to Guba (in Haberman & Zetlin), qualitative research emphasizes meaning making within social reality by exploring how individuals interpret experiences in real-life situations. As stated by Miles and Huberman (1994), qualitative data analysis involves reducing and transforming data to become meaningful and relevant to the research focus. This case research was conducted in the English Education Department at the Islamic University of As'adiyah Sengkang and focused on lecturers and fourth-semester students. Data were collected through classroom observations, interviews, and documentation of classroom activities where oral corrective feedback was practiced. The following presents a qualitative approach model with a case study design in Figure 1.

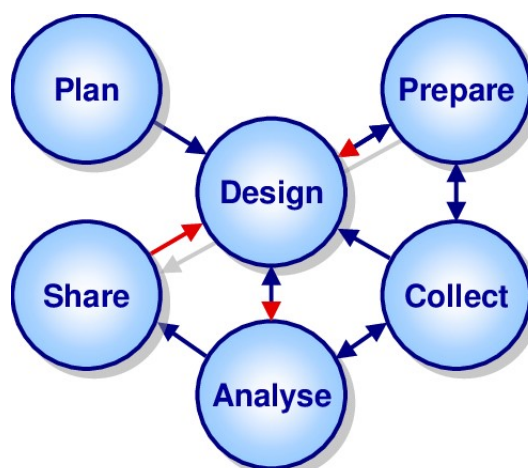


Figure 1. Case Study Design

The research instruments included observation sheets, audio and video recordings, and interview guides. Observation was carried out during six class sessions involving two different lecturers, allowing for varied examples of corrective feedback strategies and student reactions. Interviews were conducted to explore students' and lecturers' perceptions, and all audio data were transcribed for analysis. The data analysis process included transcribing, coding, categorizing, and interpreting patterns to identify key themes related to oral corrective feedback. According to Rossman and Rallis (in Creswell, 2012), coding is a technique to label and organize data to generate categories and themes. By applying this method, the researcher aimed to identify which types of oral corrective feedback were most used and how they influenced students' public speaking ability in the classroom setting.

3. RESULTS AND DISCUSSION

Results

This research was conducted to investigate the types and effects of oral corrective feedback strategies used by lecturers in improving students' public speaking performance at the English Education Department of the Islamic University of As'adiyah Sengkang. The data were collected through six classroom observations across two different lecturers and supported by in-depth interviews with selected students. The findings are presented based on the two primary research objectives: (1) to identify the types of oral corrective feedback strategies used by lecturers, and (2) to analyze their impact on students' public speaking ability.

Types of Oral Corrective Feedback Strategies Used by Lecturers

The classroom observations showed that teachers used different kinds of oral corrective feedback (OCF), as classified by [Lightbown and Spada \(2020\)](#), including recasts, elicitation, clarification requests, and metalinguistic feedback.

- Recasts were the most frequently observed strategy. In this type of feedback, lecturers reformulated students' incorrect utterances into correct forms without directly indicating the error. For example, when a student said, "*He goes to school yesterday,*" the lecturer responded, "*Oh, he went to school yesterday?*" This implicit correction helped maintain communicative flow while providing the correct model. However, some students admitted during interviews that they sometimes failed to recognize recasts as corrections unless they were emphasized.
- Elicitation was used when lecturers prompted students to self-correct by pausing, asking questions, or repeating the error with rising intonation. This approach was often used during structured presentations or discussions. Students stated that elicitation encouraged them to be more attentive and actively engaged in monitoring their speech.
- Clarification Requests were also common, especially when student utterances were unclear. Lecturers used expressions like "*Could you say that again?*" or "*What do you mean by that?*" to indicate a communication breakdown or linguistic inaccuracy. This type of feedback served a dual function—highlighting the error while encouraging students to reformulate their message.
- Metalinguistic Feedback was provided in the form of brief comments or hints related to grammar or vocabulary. For instance, when a student misused verb tense, the lecturer might say, "*Is that the correct past form?*" without giving the answer. According to [Kılıçkaya \(2019\)](#), this type of feedback fosters student autonomy and deeper cognitive engagement with language structures.

Students' Responses and Impact on Public Speaking Performance

The interviews revealed a range of student responses to the different types of corrective feedback. Most students appreciated feedback that allowed them to self-correct (elicitation and metalinguistic feedback), as it made them feel more involved in

the learning process. These strategies helped build confidence, especially when feedback was delivered in a supportive and non-threatening manner. Students reported that such feedback increased their awareness of common mistakes and motivated them to improve.

However, some students expressed discomfort when corrected directly in front of the class, particularly through repeated or abrupt corrections. Feedback that was too explicit or frequent sometimes led to anxiety and reluctance to participate in future speaking activities. This aligns with the findings of [Yu et al. \(2021\)](#), who noted that excessive or negative feedback can inhibit students' willingness to speak and affect classroom dynamics negatively.

Despite these challenges, the overall student perception of oral corrective feedback was positive. Many students acknowledged that feedback helped them improve in areas such as grammar accuracy, pronunciation, and fluency. They also noted an improvement in their confidence when delivering public speeches in class.

Lecturers, on the other hand, emphasized the importance of adapting their feedback strategies based on students' proficiency levels, personality traits, and classroom context. They highlighted the need for balanced correction with encouragement to maintain a positive learning environment. As [Ellis et al. \(2006\)](#) and [Bürgermeister et al. \(2021\)](#) suggest, effective feedback should not only correct errors but also support student development through strategic interaction.

This research confirms that lecturers utilize a variety of oral corrective feedback strategies, each with specific functions and implications. Recasts maintain fluency, elicitation fosters self-awareness, clarification requests enhance clarity, and metalinguistic feedback fosters grammatical understanding. When applied thoughtfully and sensitively, the effective use of these strategies positively impacts students' public speaking performance.

Overall, the research indicates that oral corrective feedback, when used effectively, is a powerful instructional tool to support students in developing their speaking skills—particularly in formal, public communication settings such as classroom presentations. The findings align with previous studies (e.g., [Amiryousefi, 2017](#); [Chien et al., 2020](#); [Rad et al., 2023](#)) that emphasized the value of feedback in enhancing speaking competence and student participation.

Discussion

This research aimed to investigate the oral corrective feedback (OCF) strategies used by lecturers in improving students' public speaking performance at the English Education Department of the Islamic University of As'adiyah Sengkang. The findings reveal that lecturers implemented various oral corrective feedback (OCF) types, including recasts, elicitation, clarification requests, and metalinguistic feedback. Each of these strategies had distinct effects on students' participation, confidence, and speaking performance.

The frequent use of recasts showed that lecturers often preferred implicit correction that did not interrupt communication. While this strategy maintained the flow of discourse, it sometimes failed to raise students' awareness of their errors—especially

when the correction was subtle and not accompanied by further clarification. This is in line with [Kılıçkaya \(2019\)](#), who states that recasts are effective in maintaining meaning-focused interaction but may be less effective for promoting explicit knowledge unless students can notice the correction.

In contrast, elicitation and metalinguistic feedback were reported to have a stronger pedagogical impact. These types of feedback encouraged students to think critically about their language use and helped foster self-correction. Elicitation, in particular, gave students a sense of ownership over their speaking improvement, as they were required to analyze and correct their own errors. This finding supports the argument by [Choi and Li \(2012\)](#), who emphasized that output-prompting feedback strategies like elicitation lead to higher rates of learner uptake and repair.

Clarification requests, while slightly more direct, were perceived as neutral and communicative rather than evaluative. This aligns with [Lightbown and Spada's](#) categorization (2020), which suggests that clarification can function both as feedback and as a tool to promote clearer communication. However, the effectiveness of this strategy depended on the lecturer's tone and delivery. If perceived as too critical, even clarification could result in discomfort for some students.

The students' emotional responses to corrective feedback were also significant. Some students experienced anxiety and reluctance to speak after receiving corrective feedback, especially when it was delivered repeatedly or without encouragement. [Yu et al. \(2021\)](#) found similar results in her study, suggesting that there is a balance between correction and motivation. Positive reinforcement, when combined with correction, was more likely to result in improved confidence and speaking performance.

Lecturers emphasized that feedback should be adapted to the context and to the individual characteristics of each student. Factors such as language proficiency, personality, and prior experience influenced how feedback was received. The current study supports the theoretical framework by [Ellis et al. \(2006\)](#) and [Mahvelati \(2021\)](#), who argue that corrective feedback should be viewed as an interactive, learner-centered process.

Moreover, this research reinforces previous findings ([Amiryousefi, 2017](#); [Chien et al., 2020](#)) that state that students generally have a positive perception of oral corrective feedback when it is given clearly and constructively. In the present research, students valued feedback that was non-threatening, informative, and oriented toward helping them improve rather than simply pointing out mistakes.

In conclusion, the discussion highlights that oral corrective feedback plays a critical role in developing students' public speaking skills. But its efficacy relies on the strategy, delivery, timing, and the student's readiness. The findings suggest that lecturers should be both strategic and empathetic in delivering feedback, ensuring that it supports students' learning without diminishing their confidence to speak publicly.

4. CONCLUSION

In conclusion of this research, lecturers at the English Education Department of the Islamic University of As'adiyah Sengkang employ various oral corrective feedback (OCF) strategies to improve students' public speaking performance. The most frequently used strategies include recasts, elicitation, clarification requests, and metalinguistic feedback. Each strategy serves different pedagogical purposes and contributes uniquely to students' language development.

Elicitation and metalinguistic feedback were found to be the most effective in encouraging student self-correction and engagement. These strategies helped students recognize their errors and fostered a deeper understanding of language use. Recasts, although beneficial for preserving fluency, could occasionally be too implicit for students to notice. Clarification requests effectively prompted reformulation and fostered clearer communication. The impact of these strategies on students' speaking performance was significant, especially when delivered with sensitivity and encouragement. Students who received feedback in a supportive manner demonstrated improved confidence, accuracy, and fluency in public speaking. On the other hand, overly critical or repetitive feedback sometimes led to anxiety and hesitation in classroom interaction.

As a suggestion, oral corrective feedback, when applied appropriately, plays an essential role in enhancing students' public speaking skills. Lecturers must be aware of students' emotional and cognitive responses and should adjust their feedback methods accordingly. A balanced, constructive, and student-centered feedback approach is key to promoting effective learning and empowering students to speak confidently in public settings.

ACKNOWLEDGEMENTS

The deepest appreciation is addressed to all lecturers of the English Education Department at the Islamic University of As'adiyah Sengkang, especially those who participated directly in this research. We also extend our special thanks to the students who willingly participated in observations and interviews, enabling us to gain a deeper understanding of the learning process. The researchers also acknowledge the continuous encouragement from colleagues, friends, and family whose moral support served as a source of motivation during the completion of this academic journey.

REFERENCES

- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *sjesr*, 4(3), 1-9. [https://doi.org/10.36902/sjesr-vol4-iss3-2021\(1-9\)](https://doi.org/10.36902/sjesr-vol4-iss3-2021(1-9))
- Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanities & Natural Sciences Journal*, 3(2), 154-165. <https://doi.org/10.53796/hnsj3210>
- Al-Jiboury, T. H. A. (2024). Teaching four Skills of English Language Writing, Reading, Speaking, and Listening through Literature. *South Asian Res J Art Lang Lit*, 6(5), 63-72.

- Amiryousefi, M. (2017). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching, 13*(2), 147–161. <https://doi.org/10.1080/17501229.2017.1394307>
- Bagheri, M., & Rassaei, E. (2022). The effects of two forms of written corrective feedback and ambiguity tolerance on EFL learners' writing accuracy. *English Teaching & Learning, 46*(1), 19-38. <https://doi.org/10.1007/s42321-021-00082-6>
- Barrett, N. E., & Liu, G. Z. (2016). Global trends and research aims for English academic oral presentations: Changes, challenges, and opportunities for learning technology. *Review of Educational Research, 86*(4), 1227-1271. <https://doi.org/10.3102/0034654316628296>
- Beattie, G., & Ellis, A. W. (2017). *The psychology of language and communication*. Routledge.
- Bürgermeister, A., Glogger-Frey, I., & Saalbach, H. (2021). Supporting peer feedback on learning strategies: Effects on self-efficacy and feedback quality. *Psychology Learning & Teaching, 20*(3), 383-404. <https://doi.org/10.1177/14757257211016604>
- Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education, 146*, 103751. <https://doi.org/10.1016/j.compedu.2019.103751>
- Choi, S. Y., & Li, S. (2012). Corrective feedback and learner uptake in a child ESOL classroom. *RELC Journal, 43*(3), 331-351. <https://doi.org/10.1177/0033688212463274>
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition, 28*(2), 339–368. <https://doi.org/10.1017/S0272263106060141>
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education, 45*(9), 1281-1293. <https://doi.org/10.1080/0309877X.2021.1948509>
- Hartono, D., Basthomi, Y., Widiastuti, O., & Prastiyowati, S. (2022). The Impacts of Teacher's Oral Corrective Feedback to Students' Psychological Domain: A Study on EFL Speech Production. *Cogent Education, 9*(1). <https://doi.org/10.1080/2331186X.2022.2152619>
- Kılıçkaya, F. (2019). Pre-service language teachers' online written corrective feedback preferences and timing of feedback in computer-supported L2 grammar instruction. *Computer Assisted Language Learning, 35*(1–2), 62–87. <https://doi.org/10.1080/09588221.2019.1668811>
- Korneeva, A., Kosacheva, T., & Parpura, O. (2019). Functions of language in the social context. In *SHS Web of Conferences* (Vol. 69, p. 00064). EDP Sciences. <https://doi.org/10.1051/shsconf/20196900064>
- Lightbown, P. M., & Spada, N. (2020). Teaching and learning L2 in the classroom: It's about time. *Language teaching, 53*(4), 422-432. <https://doi.org/10.1017/S0261444819000454>
- Luquin, M. (2025). Enhancing Accuracy Through Model Texts: Long-Term Effects on EFL Children's Oral Interaction. In *Investigating Attention to Form and Individual Differences: Research with EFL Children* (pp. 155-183). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-80924-8_7
- Macaro, E., Hultgren, A. K., Kirkpatrick, A., & Lasagabaster, D. (2019). English medium instruction: Global views and countries in focus: Introduction to the symposium held

- at the Department of Education, University of Oxford on Wednesday 4 November 2015. *Language Teaching*, 52(2), 231-248. <https://doi.org/10.1017/S0261444816000380>
- Mahvelati, E. H. (2021). Learners' perceptions and performance under peer versus teacher corrective feedback conditions. *Studies in Educational Evaluation*, 70, 100995. <https://doi.org/10.1016/j.stueduc.2021.100995>
- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172, 60-65. <https://doi.org/10.1016/j.procs.2020.05.009>
- Muyashoha, A. B., & Sugianto, A. (2019). The students' perception towards oral corrective feedback in speaking class. In *Proceedings of International Conference on English Language Teaching (INACELT)* (Vol. 3, No. 1, pp. 14-29).
- Rad, H. S., Alipour, R., & Jafarpour, A. (2023). Using artificial intelligence to foster students' writing feedback literacy, engagement, and outcome: a case of Wordtune application. *Interactive Learning Environments*, 32(9), 5020-5040. <https://doi.org/10.1080/10494820.2023.2208170>
- Sánchez Centeno, A., & Barbeito, M. C. (2021). Oral Corrective Feedback in University EFL Contexts: The Interplay Between Students' and Teacher's Beliefs. In *Investigating Individual Learner Differences in Second Language Learning* (pp. 207-229). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-75726-7_10
- Shadiev, R., Feng, Y., Zhussupova, R., & Altinay, F. (2024). Effects of speech-enabled corrective feedback technology on EFL speaking skills, anxiety and confidence. *Computer Assisted Language Learning*, 1-37. <https://doi.org/10.1080/09588221.2024.2430761>
- Sheen, Y. (2006). Exploring the relationship between corrective feedback and the acquisition of grammar. *Studies in Second Language Acquisition*, 28(2), 303-337. <https://doi.org/10.1017/S0272263106060128>
- Shinta, D. K. (2022). The implementation of implicit corrective feedback through recordings towards EFL students in listening and speaking English class: case study. *International Review of Humanities Studies*, 7(1), 9.
- Xia, S. (2023). Explaining science to the non-specialist online audience: A multimodal genre analysis of TED talk videos. *English for Specific Purposes*, 70, 70-85. <https://doi.org/10.1016/j.esp.2022.11.007>
- Yu, S., Geng, F., Liu, C., & Zheng, Y. (2021). What works may hurt: The negative side of feedback in second language writing. *Journal of Second Language Writing*, 54, 100850. <https://doi.org/10.1016/j.jslw.2021.100850>
- Zainal, A. G. (2022). Public Speaking: Cerdas Saat Berbicara di Depan Umum. Eureka Media Aksara.
- Zhang, C., Bowen, N. E. J. A., & Thomas, N. (2025). Oral corrective feedback and learner uptake: an analysis of Chinese high-school teachers' practices in a national teaching competition. *Classroom Discourse*, 1-24. <https://doi.org/10.1080/19463014.2025.2474233>
- Zhussupova, R., & Shadiev, R. (2023). Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom. *Journal of Computers in Education*, 10(3), 499-526. <https://doi.org/10.1007/s40692-023-00259-x>