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### Research Paper

# Teachers' versus Learners' Preferences for OCF: Teachers' Awareness of Learners' Expectations

Sajjad Sepehrinia<sup>1</sup>

*Assistant Professor of Applied Linguistics,  
Nahavand Higher Education Complex, Bu-Ali Sina  
University*

Ali Arab Mofrad

*Assistant Professor of Applied Linguistics,  
Department of English Language and Literature,  
Faculty of Humanities and Social Sciences,  
Golestan University*

## Abstract

One of the important dimensions of oral error correction concerns teachers' and learners' preferences and attitudes in this regard. Studies have examined the views of both groups based on the belief that any inconsistency in the teachers' preferred way of correction and that of the learners may create negative emotional reactions, reduced effectiveness of corrective techniques and demotivation in the learners. Few studies, however, have examined teachers' perception and awareness of learners' preferences. The present study, compared teachers' and learners' preferences for oral corrective feedback and

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<sup>1</sup> Corresponding author: [s.sepehrinia@basu.ac.ir](mailto:s.sepehrinia@basu.ac.ir)

examined teachers' perception of learners' attitudes and preferences to find out if teachers are aware of their learners' expectations. For this purpose, 77 EFL teachers and their learners ( $n = 319$ ), selected by available sampling method, filled in a questionnaire (a teacher and a student version) and their views and preferences were juxtaposed to find the possible mismatches between the two. The findings revealed mismatched preferences between learners and teachers for two feedback types. The results further revealed teachers' misconceptions about the learners' preferences. These findings carry important implications for language teaching practitioners as well as teacher education and development programs.

Keywords: Oral Corrective Feedback, Preferences, Attitude, Teachers, Learners

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## **1. Introduction**

Among the studies on oral corrective feedback (OCF), some have been concerned with teachers' and learners' preferences and attitudes toward correction. As an argument for proving the importance of considering the beliefs about OCF, Li (2017) pointed out that 'teachers' beliefs may have a great impact on students' satisfaction with the class and their motivation to learn the language' (p.143). According to Borg (2011), beliefs have an evaluative as well as affective component, which means they are related to and influenced by the individuals' emotional well-being as well. This implies that although teachers' beliefs do matter in language classes; what is more important is the consistency between the teachers' beliefs and those of their students. As implied by Schulz (2001), inconsistency between teachers' and learners' beliefs about OCF might hinder students' learning. In addition, according to Lasagabaster and Sierra (2014), one of the possible reasons for turning correction into one of the most discouraging experiences for teachers is the mismatch between teachers' and learners' attitude to feedback. The cause of this inconsistency might be the teachers' unawareness of their learners' preferences. Being unaware of learners' preferences and having misconceptions about the learners' likely negative reaction to CF might hinder the use of some feedback types that have been found to be more effective in interlanguage development, as pointed out in the studies on OCF (e.g., Yoshida, 2008; Sepehrinia, Fallah, & Torfi, 2018). Given the importance of teachers' awareness of the learners' preferences and avoiding the consequent mismatched preferences between learners and teachers, an attempt is made in the present study to first compare the preferences of the two groups and then to investigate and compare teachers' perception of their learners' preferences and correction-induced feelings and the learners' actual preferences and expressed feelings to see whether they correspond. This can help to understand the cause of mismatches between the two groups' preferences, i.e., whether teachers have misconceptions about their learners' preferences that should be

resolved or they are aware of their learners' preferences but do not consider them as important.

## **2. Background**

### **2.1 Introduction**

Corrective feedback (CF) has been among the most controversial issues in language teaching. Theoretically, some (e.g., Truscott, 1996; 2016) are against its use believing it does not lead to acquisition and even has a small negative effect. The majority others (e.g., Ellis, 2009, Lyster & Ranta, 1997; Russel and Spada, 2006), though, strongly believe it is beneficial to interlanguage development and have accepted its role in this respect. Given the consensus existing in the literature on its positive role in L2 development, some studies have recently been titled towards how teachers tend to deliver feedback to learners and have examined how learners prefer and like to be corrected.

According to Ellis (2009), CF involves social and psychological dimensions as well. Accordingly, the studies on oral corrective feedback (OCF) have focused on the sociological and affective dimensions of correction to identify the corrective practices that are likely to create negative feelings in the learners influencing their ability to implement the provided correction. Among these studies are the ones that have examined and compared teachers' and learners' beliefs about and preferences for oral error correction. Given the spontaneous and, consequently, more sensitive nature of oral error correction, these studies have been primarily focused on OCF. Generally, these studies can be classified into three major categories: studies that have been concerned with the learners' preferences (e.g., Yang, 2016; Nateghian & Mohammadnia, 2022) and feelings toward OCF, studies that are concerned with teachers' preferences and practice (Mackey, Polio, & McDonough, 2004; Polio et al., 2006; Yoshida, 2008; Mori, 2011, etc.), and the studies that have matched the teachers' preferences against the learners' preferences and attitude in an attempt to find the mismatches between the two (e.g., Brown, 2009; Lee, 2013; Yoshida, 2008; Roothoof & Breeze, 2016; Centeno and Barbeito, 2021; Ha, 2023). Given the purpose of the present study, this section provides an

overview of the studies belonging to the third category. Finally, the gaps in the literature are discussed at the end of the review section.

## **2.2 Studies comparing teachers and students' preferences**

Researchers have been interested in finding the areas of mismatch between the preferences of teachers and learners in an attempt to highlight the need for consistency between the two groups' preferences in order to create a good learning atmosphere. The main justification for conducting these types of studies is that if the teachers provide corrections that are not favorable to their learners, the learners may become demotivated and negatively affected by correction, which may finally prove counterproductive. Furthermore, the teachers' way of correction, if not favored by learners, may even lead to the development of negative emotional reactions that prevent the learners from paying attention to the provided correction. On the other hand, unawareness of learners' preferences and attitudes may cause teachers to avoid corrective techniques that have been found to be highly effective (Nassaji, Bozorgian, & Golbabazadeh, 2023).

Almost all these studies have found inconsistencies between what teachers prefer and how the learners like to be corrected. Brown (2009), for instance, compared American university first-year and second-year university students' and their teachers' notions of effective language teaching behaviors using a questionnaire. Among the topics on which the two groups' views were sought was error correction. The results related to error correction preferences were indicative of a mismatch between teachers' and learners' views; students preferred direct correction on all errors given their preference for a grammar-based approach to teaching while the teachers favored indirect and selective correction. Brown also discovered that teachers are reluctant to immediately correct the learners in contrast with the students, who expressed their preference for immediate correction. In conclusion of his study, Brown highlighted the need for teachers to learn about their students' expectations and preferences.

Lee (2013) compared advanced ESL learners' preferences with those of their teachers. The participating teachers were four native speakers and the learners were 60 adult ESL learners from different nationalities in the US. After four observation sessions, a questionnaire for both groups and interviews with students were used to collect data. He found that both students and teachers did not believe correcting is a cause of embarrassment. This finding was inconsistent with the results of the studies (e.g., Yoshida, 2008) that associate correction with a sense of embarrassment indicating that culture plays a role in forming the corrective beliefs. His findings also pointed to teachers' preference for selectiveness in correction despite the fact that the students preferred correction of all their errors. Another area of mismatch was that teachers highly preferred implicit feedback (recast), which happened to produce high rate of uptake (92%) maybe because the learners were advanced. The students, however, favored explicit and immediate correction.

In a different study, Roothoof and Breeze (2016) also found clear mismatches in relation to teachers' and learners' attitudes and preferences. The teachers believed in selective correction and had a mixed attitude to immediate correction believing that correction may have a negative impact on their learners' self-confidence and their fluency; accordingly, they were not inclined to use explicit feedback forms such as metalinguistic feedback and explicit correction to ensure that the learners have positive emotions inside the class. In contrast with the teachers' views, their learners expected to be always corrected whenever they made an error and did not have a negative attitude in this regard. They also felt much more positive about explicit feedback forms than the teachers thought.

The findings of Centeno and Barbeito (2021) were different; there seemed to agreement between a teacher's and her students' beliefs about OCF. Their study was conducted in a university context in Córdoba, Argentina. The participants were limited to one single teacher and her seven female students. They collected data using semi-structured interviews, stimulated recall and four video-taped classroom observations. Both teachers and learners believed

in the effectiveness of correction in producing learning and considered mistakes and correction as necessary for learning. According to them, correction should not lead to interruption of the learners in the middle of conversation, learners should not be corrected immediately after making an error and should be encouraged to self-correct using output-prompting feedback strategies including clarification requests, elicitations, repetitions, metalinguistic explanations and paralinguistic signals and correction should not cause negative emotional reactions. The teacher admitted that she did not know about the ways of providing correction and that she did it intuitively and lets her students discover the self-correct their mistakes. Although the students did not favor being interrupted, the teacher stated that she has to interrupt them for correction although she tries not to. She further stated that she avoided overcorrection in order not to hinder students' participation in classroom activities.

In a more recent study, Ha (2023) found mismatches between learners' and teachers' preferences. As the major concern of his study, he tried to find out whether informing the teachers about the learners' beliefs had any effect on the teachers' beliefs about oral error correction. This was part of a larger project in which the teachers participated in a workshop and follow-up experiential activities related to error correction; the program lasted 18 weeks. The teachers' beliefs changed as the result of learning about their students' preferences being more in tune with the research findings and the learners' expectations; the learners favored explicit correction forms in contrast with the teachers. As implied by Ha, the educational context and the exam-focused nature of the classes might have caused the learners to favor explicit forms of correction. Ha attributed the changes in the teachers' beliefs to their awareness of the learners' beliefs.

Despite the importance of teachers being informed about the learners' preferences, few studies (Roothoof & Breeze, 2016) have investigated whether teachers are aware of their learners' preferences for OCF. On the other hand, most of the studies reporting a mismatch between teachers' beliefs and

practice, even the most recent ones (e.g., Nassaji et al., 2023) have mentioned students' expectations as the reason presented by the observed teachers for the inconsistency. These results and claims are, in fact, controversial and paradoxical. However, very few studies (Roothoof and Breeze, 2016) have examined teachers' awareness of learners' preferences for different feedback types. Few studies, if any, have also compared teachers' perception of learners' feelings as the result of correction. At least the mismatched beliefs and preferences between learners and teachers imply teachers' unawareness or misconceptions in this regard or possibly their lack of care about the learners' preferences and feelings. Accordingly, it seems essential to explore students' corrective preferences and compare them with those of teachers and to examine teachers' awareness and knowledge about their learners' preferences. Then, the teachers' views about the importance of attending to learners' preferences need to be investigated. On this basis, the present study is an attempt to delve into teachers' and learners' preferences to find whether they are matched and whether teachers are aware of their learners' preferences and feelings. On this basis, the present study addressed the following research questions:

### **2.3 Research questions**

- 1) What are EFL students' and teachers' attitudes towards oral CF, and how well do they correspond?
- 2) What are EFL students' and teachers' attitudes toward the different types of OCF and are there any significant differences between learners and teachers in their preferences for OCF types?
- 3) Are teachers' perception of learners' preferences for feedback types consistent with the learners' preferences and expectations?
- 4) Are teachers' perception of learners' feelings following correction consistent with learner-reported feelings?

### **3. Method**

The present study attempts to examine and compare the preferences teachers and learners hold for OCF. The teachers' perception of learners' preferences and attitudes toward different feedback types as well as their feelings following interruption for correction was also investigated. For this purpose, a survey-based research design was followed using a questionnaire.

### **3.1 Participants**

The participants included 77 Iranian EFL teachers aged 19-54 from schools and private language institutes. They were selected by available sampling method. The participating teachers had at least two years of teaching experience in conversation-based classes in private language institutes and schools. They had either a BA ( $n = 3$ ) or an MA ( $n = 2$ ) in applied linguistics, English literature, and Translation studies.

The student participants were 319 male (35.1%) and female (64.9%) students, aged between 14 and 32. The learners were reportedly elementary (16%), intermediate (60.5%) and advanced learners (23.5%). The learner participants included the participating teachers' students as well as learners in private language institutes. Those in the private language institutes had also received formal foreign language instruction at schools. Before answering the questions, informed consent was requested, and the participants were told they could withdraw at any time.

### **3.2 Instruments**

The questionnaires developed by Roothoof and Breeze (2016) were used in the present study. Given the fact that the teacher questionnaire used in this study included mainly open-ended questions, this could give the possibility to obtain large amounts of information about attitude and preferences for OCF from a quite large number of teachers and learners incorporating the advantages of both interviews (obtaining more detailed information) and questionnaires (from a large number of participants). Furthermore, this questionnaire had both a student and a teacher version, which could make

comparison easier given the fact that the purpose of the study was to find the gaps in the two groups' views. The questionnaire items also addressed the learners' feelings following teacher's correction as well as teachers' perception of the learners' feelings and emotions, which was the concern of the present study.

The student version of the questionnaire was translated into Persian to ensure understandability. Expert comments ( $n=2$ ) were used to improve the translation for better comprehensibility of the items. The questionnaire was given to five learners to check understandability and resolve ambiguity of the items; changes were made in the wording of some of the items based on their comments to finalize the questionnaire. As an instance, in translation of one of the items related to students' feelings following correction, one of the items was 'I freeze up', which had been literally translated as 'Yakh mizanam', which was ambiguous to learners. The item was finally revised and 'mikhkub mishavam' was used instead. The revised version was then piloted with 30 learners and reliability analysis revealed an acceptable Cronbach's alpha coefficient of 0.82. Permissions were obtained from the school principals and authorities as well as the managers of the private language institutes before administering the questionnaires. The student version was distributed among the students whose teachers had completed the teacher version. The learners completed the questionnaires on a voluntary basis. Almost half of the students ( $n=319$ ) completed the questionnaire.

### **3.3 Data analysis**

The data collected through the questionnaire was first analyzed using descriptive statistics to compare the learners' and teachers' preferences for OCF and different feedback types. An independent samples t-test was run to find if the differences in the mean scores related to their preferences for different feedback types are significant. Descriptive statistics was also used to find and compare the teachers' perception of learners' preferences for OCF and different feedback types and their feelings as the result of correction with

the learners' reported preferences and feelings to find if they were matched. The responses to the open-ended questions were examined using qualitative content analysis, following the approach outlined by Glaser and Strauss (1967). For every question, participant answers were compared to identify recurring patterns or themes. Additionally, responses were categorized using color-coding based on whether they reflected positive, negative, or mixed sentiments. Lastly, the prevalence of each theme was quantified by determining its frequency of occurrence.

#### **4. Results and discussion**

This section provides the results of comparison between teachers and learners in their preferences for OCF and different types of OCF. The teachers' perceptions of learners' preferences for and feelings toward correction are compared with the learners' declared feelings to find if the teachers' perceptions are consistent with the feelings reported by the learners. With regard to the first research question, the descriptive statistics related to the two groups' attitude to OCF is presented and compared. For the second research question, first, descriptive statistics related to learners' preferences for the seven feedback types is presented. Then, the results of independent samples t-test are presented to find whether there are any significant differences in this regard. Subsequently, the teachers' purported perception of learners' preferences for different types of OCF and their feelings is presented and compared with preferences and feelings reported by the learners themselves.

##### **4.1 Teachers' versus learners' attitude toward OCF**

To answer the first research question, the answers to the questions "If you need to speak English in class and you make a mistake would you like your teacher to correct you?" for students and "Do you think it is important to give feedback on language mistakes when they speak?" for teachers were used as the basis for analyzing and comparing the two groups' attitude to OCF. The learners had to choose between 'yes' or 'no' but the teachers' question was an open-ended one and they were also free to comment their views. As it can be

seen in Table 1, out of the 319 learner participants, 295 (92.5%) selected 'yes' in answer to this question. The majority of learners liked and expected to be corrected by their teacher when making a mistake. Only 24 learners (7.5%) wanted no correction.

Table 1  
*Learners' Preference for Oral Error Correction*

Answer	Frequency	Percent
Yes	295	92.5
No	24	7.5
Total	319	100.0

The teachers, however, had a less favorable attitude to correction compared to their students. As shown in Table 2, in answer to the question "Do you think it is important to give students feedback on language mistakes when they speak?", 49 out of the 77 teachers accounting for 63.6% answered 'yes' and 20 teachers representing 26% of the teachers replied 'it depends' and 8 teachers (10.4%) believed correction is not necessary. This reveals a more positive attitude toward correction in the learners compared to the teachers (see Table 1).

Table 2  
*Teachers' Attitude to Oral Error Correction*

Answer	Frequency	Percent
Yes	49	63.6
No	8	10.4
It Depends	20	26.0
Total	77	100.0

As it was already mentioned, one possible explanation for this inconsistency in preferences of teachers and learners is probably the teachers' misconception about the learners being emotionally hurt if corrected on all errors. This was investigated in the present study. To find out the teachers' awareness of their students' expectations, one of the questionnaire items asked the teachers whether they thought their students expected to receive feedback on their oral mistakes. As shown in Table 3, 56 out of the 77 teachers representing 72.7% of the teachers believed their students expected to be

corrected, 9 teachers (11.7%) believed they do not, and 12 teachers (15.6%) believed 'it depends'. On this basis, 21 (27.3%) out of the 77 teachers did not directly go for the answer 'yes'. When juxtaposed with the 92% of the learners who answered 'yes' (see Table 1) showing that they expected and wanted to get feedback on their errors, the teachers' respective unawareness of the learners' highly positive attitude toward being corrected and their consequently more conservative attitude to correction is revealed.

Table 3  
*Teachers' Perception of Learners' Preferences for Oral Error Correction*

Answer	Frequency	Percent
Yes	56	72.7
No	9	11.7
It depends	12	15.6
Total	77	100.0

The findings of the previous studies are also indicative of a more positive attitude by learners compared to their teachers. The previous studies addressed the amount of correction preferred by teachers and learners, however. Brown (2009), for instance, found that learners expected more correction than their teachers said they preferred to provide. Roothoof and Breeze (2016) came up with a similar finding; learners expected to be always corrected while the teachers said they preferred to be selective in correction. Lee (2013), as another example, discovered that teachers' preference is tilted towards selectiveness in correction although learners preferred correction of all their errors. Given the teachers' likely misconceptions about their students' corrective preferences for OCF, informing the teachers about their students' likely different preferences might help to make their correction more in line with learners' expectations. Ha (2023) discovered that teachers' beliefs changed as the result of knowing about their students' beliefs and attitudes; they became more willing to use explicit forms of correction.

#### **4.2 Teachers' versus learners' preferences for OCF types**

The second research question dealt with the teachers' and learners' preferences for different types of OCF. As presented in Table 4, generally, except in the case of clarification request (mean=2.07) and repetition

(mean=2.27), the learners showed a high preference for other feedback types especially recasts and elicitation. The learners' high preference for recast (both implicit and explicit) is attributable to its emotional advantage over other forms of correction; since, as it will be discussed, most of the learners indicated that they became shy by correction, recast has this advantage that it does not challenge the learners, which might hurt their self-esteem making them embarrassed. On the other hand, given the learners' highly positive attitude to elicitation as a kind of prompt, their lower preference for the other two prompts (i.e., clarification request and repetition) is attributable their more ambiguous and challenging nature, respectively. Clarification request using terms like "What?" and "Pardon?" asks the learner to clarify their intention. This may be interpreted by the learner as the interlocutor's (teacher's) request for simply repeating what they already said maybe because the teacher misheard or did not hear them. Repetition, on the other hand, repeats the learner's utterance with an interrogative tone (Teacher: He SPEAK Chinese?). Considering the fact that most of the learners were from lower proficiency groups (elementary and intermediate), ambiguity and anxiety is a more likely reason for the learners' low preference for these two feedback forms.

Table 4  
*Descriptive Statistics Related to Teachers' and Learners' Preferences for OCF Types*

Feedback type	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Explicit correction	Students	319	2.74	1.011	.057
	Teachers	77	2.73	.927	.106
Full recast	Students	319	3.22	.938	.053
	Teachers	77	2.97	.946	.108
Short recast	Students	319	2.80	.900	.050
	Teachers	77	2.92	.870	.099
Clarification request	Students	319	2.07	.958	.054
	Teachers	77	3.05	.972	.111
Metalinguistic feedback	Students	319	2.88	.959	.054
	Teachers	77	3.09	.876	.100
Elicitation	Students	319	3.05	.875	.049
	Teachers	77	3.10	.821	.094
Repetition	Students	319	2.27	.998	.056
	Teachers	77	3.01	.939	.107

The teachers, on the other hand, highly favored all elicitative feedback types (see Table 4). The most highly favored feedback type by the teachers was full recast (mean=3.22), however, which involves repeating the learner's whole utterance with the error corrected. They also had a high preference for short recast, which involves repeating the correct form of the erroneous part only rather than the whole utterance. Given its non-interruptive and non-obtrusive nature, it is natural that they have a high preference for this feedback form. The teachers' one of the most serious concerns is related to interrupting the learners in the middle of their speaking to correct their errors, which may not only create negative emotions, according to the teachers, but also make them lose the track of what they were trying to say. Previous studies (Brown, 2009; Lee, 2013; Centeno & Barbeito, 2021) also showed teachers' high preference for implicit and indirect correction by recasting. The teacher in Centeno and Barbeito's (2021) study also intuitively favored prompts providing her students with the opportunity to identify and self-correct their errors. This was also the case in the case of one of the two teachers examined in Yoshida's (2008) study. Sepehrnia and Torfi (2022) also found that Iranian EFL teachers favored explicit feedback forms in belief stating that they are more effective, although in practice they were forced to use recast because they did not want to interrupt the learners and cause negative emotional reactions.

As in the previous studies (Lee, 2013; Brown, 2009; Ha, 2023; Roothoof and Breeze, 2016), significant differences were found between learners and teachers in their OCF preferences. The results of independent samples t-test (see Table 5) revealed significant differences in preferences for three feedback types: clarification request, repetition and full recast. The most significant difference, as also indicated by the mean scores juxtaposed in Table 4, was related to clarification request and repetition; while the teachers had a positive attitude toward all explicit feedback forms, the learners showed a less favorable attitude to clarification request and repetition making the difference between the two groups significant. Mahalingappa et al. (2022) also found a

high preference for explicit feedback forms in Chinese teachers in contrast with the teachers in the US. They attributed this to the EFL and accuracy-based nature of language classes in China as against the case in the US as an English as a Second Language context, where communication and fluency development practices require the use of more implicit correction forms such as recast.

However, with regard to the learners' preferences, our findings are inconsistent with the findings of the previous studies, where learners highly favored all explicit feedback forms. Given the learners' positive attitude to elicitation, there must be something different about clarification request and repetition that led to their less favorable attitude toward these two elicitive feedback types. The ambiguous nature of these two feedback types is one possible reason, which makes it difficult for the learners to understand its corrective intent. In the case of clarification request, one cause of ambiguity concerns its implicit nature; clarification request lies on the most implicit extreme. When you ask the learner to clarify using terms like "Pardon?", "What?", etc., the learner may assume that the teacher did not hear him/her right. Their challenging or anxiety-provoking nature might be another reason. Repetition, repeating the learners' utterance with an interrogative and using intonation, (example: You GOED?), more particularly, carries this implication to the learner that "You don't know?!". This is more likely to cause learners to lose their face in front of their classmates. Elicitation, in contrast, simply asks for self-correction and may not have such an implication.

As shown in Table 5, another significant difference between the learners and teachers was in their preferences for full recast; the learners had a significantly more positive attitude toward this feedback form while the teachers recorded an equally positive attitude toward both recast forms (see Table 1). Given the conversational nature of the activities and classes the students were participating in, their high preference for recast is justified due to its non-challenging and non-obtrusive nature. Being aware of the learners' preference for recast, the teachers also have been found to show a positive

attitude toward this feedback form. This has been mentioned by teachers in different studies as the reason for teachers' frequent use of recast. Nassaji, Bozorgian and Golbabazadeh (2023) and Yoshida (2008), for instance, found that teachers used recast more frequently since they believed their learners feel more comfortable with implicit correction and that it does not provoke anxiety or negative feelings in the learners. Kamiya (2016) also found that teachers preferred recasts, instead of explicit forms of correction not because it created better learning benefits but because they believed recasts are not humiliating. This is in line with the findings of the present study, as it will be further discussed; full recast was the most frequently mentioned feedback type by the teachers as being preferred by their learners.

Another justification for the teachers' positive attitude to recast in the present study might be the majority learners' low proficiency level; recast is input-providing and does not require self-correction. This claim is supported by the learners' positive attitude to another input-providing feedback type that lies on the more explicit extreme, i.e., explicit correction. In fact, socio-cultural factors are also influential in the teachers' attitude. Sepehrinia et al. (2018), for instance, found that teachers used recast and explicit correction more frequently because they thought the learners relied on them as the main source of knowledge and expected them to provide them with the correction form. In fact, the teacher-centered and accuracy-based nature of the language classes in EFL contexts can explain the teachers' high preference for recasts and explicit correction. Mahalingappa et al. (2022) also attributed Chinese EFL teachers' positive attitude toward explicit correction to sociocultural factors such as the teacher-centered classroom atmosphere, where teacher is considered as the main source of knowledge, as well as accuracy-based language instruction in China. In the US context, in their self-report about the types of OCF they provide, the American teachers mentioned prompts.

Table 5

*Independent samples T-tests for Students' and Teachers' Preferences for CF Types*

Feedback type	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		Effect Size (Cohen's d)
								Lower	Upper	
Explicit correction	.003	.959	.124	394	.901	.016	.126	-.233	.264	0.016
Full recast	3.250	.072	2.021	114.888	<b>.046</b>	.242	.120	.005	.480	0.257
Short recast	.117	.733	-1.108	394	.269	-.126	.114	-.349	.097	-0.141
Clarification request	.011	.917	-8.014	114.291	<b>.000</b>	-.986	.123	-1.230	-.742	-1.018
metalinguistic feedback	.282	.596	-1.726	394	.085	-.207	.120	-.443	.029	-0.219
Elicitation	.052	.819	-.490	394	.625	-.054	.110	-.270	.162	-0.062
Repetition	2.795	.095	-6.159	120.976	<b>.000</b>	-.743	.121	-.982	-.504	-0.782

No significant differences were found for the other CF types (i.e., explicit correction, short recasts, elicitation, metalinguistic feedback). This indicates teachers' relative awareness about the learners' preferences for CF types, as also indicated by the teachers' answers to two of the questionnaire items that asked the teachers to choose two of the feedback types that they often use and two types that they thought their students would prefer.

To further illuminate the practical significance of the observed differences, Cohen's *d* values were calculated for each feedback type (see Table 5) to measure the effect size of the differences between teachers' and learners' preferences (see Table 5). The results showed that the most substantial discrepancies occurred for clarification request ( $d = -1.018$ ) and repetition ( $d = -0.782$ ), indicating large effect sizes and suggesting that teachers had a considerably stronger preference for these feedback types than students. A small-to-moderate effect was observed for full recast ( $d = 0.257$ ), with students expressing a somewhat greater preference. The other feedback types—\*\*explicit correction\*\* ( $d = 0.016$ ), short recast ( $d = -0.141$ ), metalinguistic feedback ( $d = -0.219$ ), and elicitation ( $d = -0.062$ )—yielded negligible or small effects, pointing to general agreement between the two groups. These values enhance the interpretation of statistical results by underscoring which

differences are not just statistically significant but also educationally and pedagogically meaningful.

### 4.3 Teachers' perception of learners' preferences for OCF types

To examine and understand the teachers' perception of their learners' preferences for different feedback types in answer to the third research question of the study, the teachers' perception of learners preferences were juxtaposed and compared with the learners' reported preferences based on the questionnaire data. As the results presented in Table 6 suggest, three of the feedback types most frequently mentioned by the teachers to be preferred by the learners included full recast, short recast, and elicitation. The learners' high preference for these three feedback types (see Table 4) suggests the teachers' relative awareness of their learners' preferences. Clarification request and repetition were mentioned only by 10 (12.98%) and 15 (19.4%) teachers out of the 77 teachers, which is in line with the learners' low preference for these two feedback types. There were inconsistencies, however, between teachers' perception of learners' preferences and the learners' expressed preferences, as juxtaposed in Table 3, regarding explicit correction and metalinguistic feedback, two feedback types highly preferred by the learners. Six (7.7%) of the 77 teachers had no idea about what feedback types their learners preferred; 11 (14.2%) teachers mentioned only one feedback type. The teachers in Ha's (2021) and Roothoof and Breeze's (2016) studies also had misconceptions about their learners' preferences; they were not aware of their students' positive attitude to explicit, immediate and intensive correction forms and thought they might show negative reaction to them.

Table 6  
*Teachers' Perception of Learners' Preferences vs. Learners' Reported Preferences*

Feedback type	Two feedback types you often use	Two types students would prefer	Mean scores related to learners' preference
Explicit correction	7	13	2.74
Full recast	33	32	3.22

Recast	13	19	2.80
Clarification request	14	10	2.07
Metalinguistic feedback	14	15	2.88
Elicitation	31	21	3.05
Repetition	25	15	2.27

Besides the teachers' lack of appropriate awareness of the learners' preferences for OCF types, another possible reason for the inconsistency between the learners' and teachers' preferences might be the teachers' belief that their learners' preferences and attitudes are not always important. This is suggested by the inconsistency between the feedback types the teachers reported they use and the feedback types they believed their learners preferred (see Table 3). This carries the implication that despite presumably knowing what feedback types their learners prefer, they go with their own preference and tend to use their own preferred feedback type. In other words, teachers do not always go with the learners' preferences for certain reasons, which was not within the scope of the present study and can be investigated in the future studies. The results of some of the studies that have compared teachers' stated beliefs with their practice are also support this claim.

#### **4.4 Teachers' perception of learners' feelings**

Concerning the teachers' perception of students' feelings following interruption for receiving correction, the teachers' responses and perceptions were coded by the researchers and classified based on the feelings in the students' questionnaire to make comparison easier. The feelings and perceptions reported by the teachers were first coded based on whether they had a positive, negative or mixed perception of learners' feelings and then frequencies were calculated. For interrater reliability, 30% of the responses were coded by a third expert in the field, who held a PhD in Applied Linguistics; the results showed 100% consistency. Generally, the findings indicate that teachers have both positive and negative perceptions of the learners' feelings. As presented in Table 7, 26 (33.7%) teachers mentioned

only negative emotions such as embarrassment, frustration and feeling bad and 26 (33.7%) teachers mentioned only positive emotions such as happiness and gratefulness. In fact, happiness and embarrassment were more frequently mentioned by the teachers followed by gratefulness. Gratefulness and freezing up were mentioned 10 and 6 times, respectively. Freezing up and speaking less were not mentioned at all. Two teachers mentioned more than one emotion. Others had a mixed perception of their learners' feelings reporting that their students' feelings depended on their personality as well as the feedback type. Argüelles, Méndez and Escudero (2019) also found that the teachers in their study took individual differences into account in providing CF preferring explicit correction for outgoing and implicit recast for shy students.

Most (19 out of 27 representing 41.3%) of the teachers who believed students' feeling depended on feedback type and learners' personality mentioned negative emotions as examples of learners' feelings; eight teachers mentioned a mixture of positive and negative emotions. In the study by Roothoof and Breeze (2016), however, 32.1% of the teachers mentioned only positive emotions and five teachers (9%) mentioned only negative emotions and 51% of the teachers mentioned a mixture of positive and negative feelings. This more negative perception of learners' feelings is attributable to the learners' proficiency level and age. The learners in Roothoof and Breeze's study were from different proficiency groups and from both schools and language academies. The learner participants also included older adults up to the age of 63. In the present study, however, the learners were primarily school students and from lower age groups (18-32).

Embarrassment was one of the high-frequency feelings mentioned by the teachers. Khajavy and Mercer (2024) also found that embarrassment was a prevalent feeling in learners as the result of correction in language classrooms. The different findings in the previous studies carried out in different contexts in relation to this particular feeling indicate that cultural factors may also have a role to play in the teachers' perception. As an instance, in his study on four native speakers and 60 adult ESL learners from different nationalities in the

US, Lee (2013), for instance, found that neither teachers nor learners considered correction as a source of embarrassment. Yoshida (2008), in contrast, came up with a different finding; one of the two observed teachers was found to use implicit correction being concerned about creation of a sense of embarrassment as the result of their correction.

Table 7  
*Teachers' Perception of Students' Feeling after Interruption for Correction*

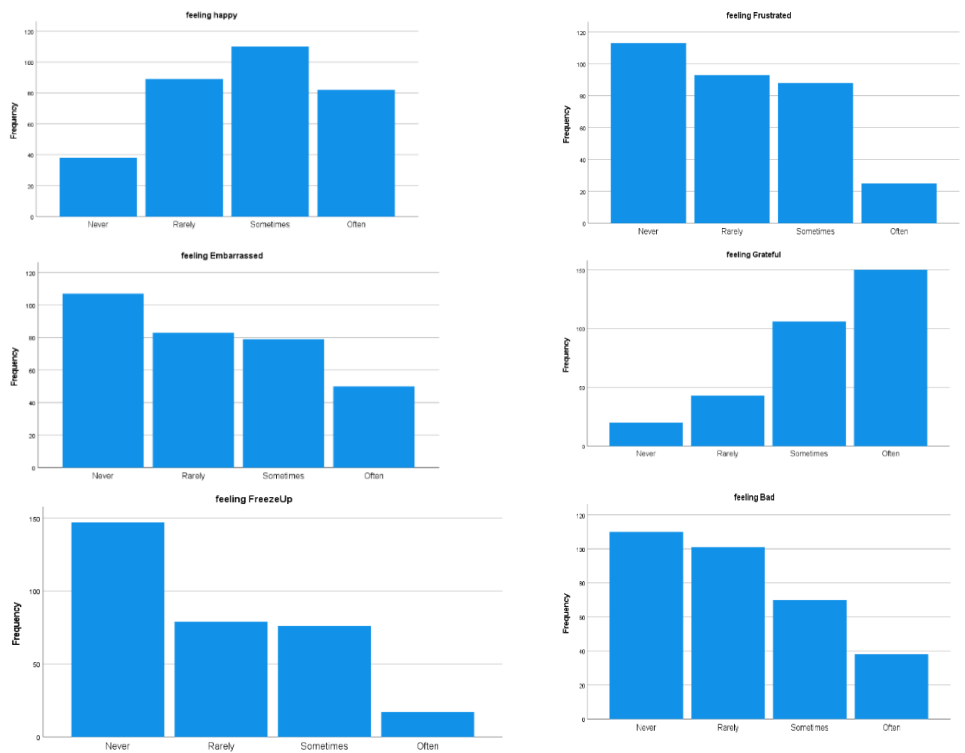
Feeling	Frequency	
Happy	16	
Frustrated	5	
Embarrassed	15	
Grateful	10	
Freeze Up	0	
Feel Bad	6	
Speak Less	0	
It depends on	Teacher feedback type	10
	Student's personality	15
	teacher feedback type and student personality	2

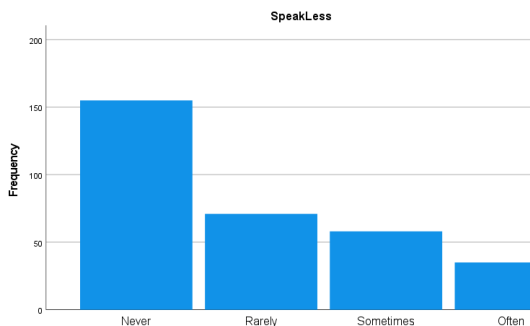
With regard to the positive emotions, as illustrated in Figure 1, only 25.7% ( $n=82$ ) of the learners mentioned that they became happy following correction and 34.5% said they sometimes become happy. 11.9% and 27.9% said they never and rarely become happy. Gratefulness, in contrast, was a frequently selected feeling the learners selected; 47% often felt grateful and 33.2% sometimes were grateful.

With regard to the negative emotions, a large percentage of the learners mentioned that they never (35.4) and rarely 29.2% become frustrated by correction and 27.6% said they sometimes become frustrated. Embarrassment, as another negative reaction, accounted for a small percentage of the feelings student reported; only 15.7% said they often felt embarrassed and 24.8% said they sometimes feel embarrassed. Freezing up was not also frequently selected by the students; 5.3% only mentioned this feeling as happening often. The

students also reported they never (34.5%) and rarely (31.7%) ‘feel bad’ following interruption for correction. 48.6% and 22.3% of the learners never and rarely tend to ‘speak less’ following correction, respectively.

**Figure 1**  
Learners’ Feelings Following Interruption for Correction





Generally, the findings uncovered clear mismatches between the teachers' perception of learners' emotional reaction to correction and the feelings reported by the students. Even despite the fact that the learners reported low favorable attitudes toward some particular forms of correction, i.e., clarification request and repetition, they expressed mainly positive rather than negative feelings. The teachers, however, seemed to be more preoccupied with their learners' negative emotions; embarrassment, particularly, was a frequently mentioned feeling mentioned by the teachers. The findings suggest that negative emotions should not be much of a concern for the teachers given the fact that only a small portion of the students reported negative emotions caused by correction. This overconcern about the creation of negative feelings prevents teachers from using corrective techniques found to be more influential. Nassaji et al. (2023), for instance, found that teachers did not use the corrective techniques they believed were effective because they wanted to observe their learners' expectations. Yoshida's (2008) findings showed the teachers' attitude toward recast in order not to cause embarrassment in the learners. Based on the findings of the present study, it can be concluded that the teachers' perception of learners' expectations are not always right and may simply be a misconception. At least, teachers do not need to be too preoccupied with learners' possibly negative emotional response to refuse to use the techniques and feedback types they believe are effective.

## 5. Conclusion

Most of the studies on teachers' and learners' beliefs about OCF have failed to examine teachers' awareness of their learners' corrective preferences and feelings caused by correction. The likely negative consequences of the mismatches between learners' and teachers' preferences for the learners' motivation and learning underscores the importance of finding the cases of inconsistency between the two groups' preferences and trying to resolve the mismatches between their preferences to create an emotionally and cognitively more comfortable learning environment for the learners and increasing their learning motivation. This is particularly important in speaking-based classes and activities "since in oral L2 practice anxiety tends to be high (Bodnar, Cucchiarini, Penning de Vries, Strik and van Hout, 2017, p.4). On this basis, the first step, in this respect, is to learn about the teachers' awareness of their learners' preferences and feelings in order to make the teachers aware of the need to learn about their students' preferences rather than going with their presumptions about the learners' possible reaction to correction. The present study was carried out in line with this purpose.

The findings of the present study pointed to the teachers' relative unawareness of their learners' corrective preferences and feelings and the need to make teachers conscious about the possible mismatches. This unawareness may cause teachers to use feedback types and correction techniques that create negative emotional reactions in the learners preventing them from paying attention to the corrective intent of corrections, a concern expressed by teachers in almost all the studies on teachers' preferences. Informing the teachers about their learners' preferences and the need to learn more effectively about their students' corrective expectations has been found to be influential in changing teachers' beliefs and practice (e.g., Ha, 2023). In fact, being concerned about the learners' negative affective reaction without knowing what form of correction causes these reactions is like walking with your eyes closed. In fact, informing the teachers about the need understand their learners' preferences toward OCF may be very influential in ensuring the learners' satisfaction and more efficient use of the corrective techniques found to

produce more effective learning. This awareness raising can occur in the framework of teacher education programs. The teachers need to know that going with their presumptions about their learners' preferences leads to misconceptions about their attitude and expectations and that they need to ask explicitly about the learners' reactions, expectations and preferences. Informing the teachers about the research findings related to the many attitudinal studies can be also effective in raising their consciousness about the possible mismatches between learners' and their own preferences and the teachers' incomplete information about the learners' possible reactions to correction. However, the limited number of studies dealing with familiarizing the teachers with the research findings on OCF indicates a big gap between research and practice. As Nikouyi and Ranta (2020) pointed out, even the texts dealing with teacher education poorly reflect the research findings.

The present study was constrained by limitations, however. First of all, the learners were from different contexts including schools and language institutes. Given the different practices related to language teaching in these two contexts, future studies could be conducted in one of these settings or make a comparison between the two contexts in the preferences toward OCF. Future studies could also examine the relationship between learners' preferences for OCF and their ability to benefit from the preferred corrective techniques. If this relationship is proved to exist, it can be easier on empirical grounds to convince the teachers to take into account their students' preferences and attitudes in the way they provide correction. Another limitation of the study was that we used available sampling method for selecting the participants, which may constrain generalizability of the findings. Future studies could also examine the role of L2 knowledge and awareness of research findings as well as teaching experience in the degree of significance teachers assign to learners' preferences. According to Brown (2016), teachers with more knowledge about L2 and research findings prefer to provide more prompts than recasts. However, this claim has not been specifically considered in the literature. As Kartchava et al. (2018) noted, teachers' limited knowledge

“about how, when, and in what amounts to provide feedback prevents them from reconciling their beliefs with classroom practices” (p. 238). This points to a general need to raise the teachers’ awareness in this regard in the framework of teacher education programs. Although, based on the studies, there are many factors, cognitive and affective, that influence learners’ ability to benefit from correction, as long as the teachers, as the final arbiters of relevance (Widdowson, 1990) act based on their presumptions being unaware of the research findings, no change is expected to happen in practice. The limited number of studies dealing with familiarizing the teachers with the research findings on OCF indicates a big gap between research and practice. As Nikouyi and Ranta (2020) pointed out, even the texts dealing with teacher education poorly reflect the research findings “limiting novice teachers’ exposure to researchers’ insights about error correction” (p. 128-153).

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