

# Teachers' Oral Corrective Feedback on Learners' Speaking Proficiency: A Case Study of an English Center

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Corrective feedback is crucial in the process of language instruction and acquisition. This study examines the use of oral corrective feedback in enhancing English as a Foreign Language (EFL) learners' speaking abilities at an English language center. Recognizing the pivotal role of oral corrective feedback in language acquisition, the study aims to identify the most frequently used feedback strategies by teachers and assess their impact on EFL learners' uptake. Utilizing a case study approach, the study collected data via classroom observations and interaction analysis. These methods facilitated an in-depth examination of the real-time teacher-student interactions focusing on the learners' immediate responses to various types of corrective feedback, including recasts, explicit correction, elicitation, and metalinguistic feedback. The findings revealed teachers' significant reliance on recasts despite their varied effectiveness. Teachers' explicit error correction and metalinguistic feedback, however, were identified as more impactful, leading to higher levels of student engagement and error correction. These results highlighted the importance of teachers' utilization of flexible oral corrective feedback approaches in response to learners' different needs and proficiency levels in teaching and learning EFL speaking.

## Online Profile

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