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Surdents' Perceptions of Oral Corrective Feedback in EFL Speaking Activities at Kabul University

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Abstract: Oral corrective feedback (OCF) plays an important role in developing learners' accuracy and communicative competence in second and foreign language learning. This study explored EFL students' perceptions of oral corrective feedback in speaking activities, with particular attention to feedback on speaking errors, timing, error types, effects on motivation and confidence, and strategies for providing corrective feedback. The study used a quantitative research design, and data were collected through a 36-item Likert-scale questionnaire administered to EFL students. The questionnaire was organized into six dimensions addressing students' perceptions and preferences regarding oral corrective feedback. University professors reviewed the instrument to establish content validity, and Cronbach's alpha confirmed its internal consistency, yielding a reliability coefficient of .788. The findings indicate that students generally hold positive perceptions toward oral corrective feedback and recognize its value in identifying and improving speaking errors. The results further suggest that the timing, type, and manner of corrective feedback may influence students' motivation, confidence, and willingness to participate in speaking activities. Students appeared to favor feedback practices that provide clear guidance while maintaining a supportive classroom environment. The study concludes that oral corrective feedback can serve as an important pedagogical resource for improving EFL learners' speaking development when it is implemented appropriately and sensitively. The findings have implications for EFL teachers and teacher-education programs, particularly regarding the selection of effective corrective feedback strategies that balance linguistic accuracy, communicative fluency, learner confidence, and classroom participation.

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INTRODUCTION

As English is used as a Lingua franca, it is used widely worldwide in many fields such as education, business, communication, and research (Mamaliga, 2023). Similarly, being fluent in English enables us to speak with and connect with people from around the world to promote good relations (Muradi & Amarkhil, 2024). English plays a significant role in

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transferring knowledge. At the same time, being able to communicate fluently in English helps you build better relationships with friends around the world and enhances your social skills (Li, 2024).

Most students have difficulty with several elements of English speaking skills, such as vocabulary, pronunciation, grammar, and confidence (Muradi & Amarkhil, 2024). In EFL classes, error is viewed as a natural part of learning. Error correction is defined as any activity that teachers do to demonstrate to learners that the form produced in speaking or writing is not grammatically correct in relation to international English standards, and that the form should be corrected (Ur, 2024). The importance of error correction in improving second/foreign language acquisition is evident. Error correction helps learners become more aware of linguistic rules and enables them to speak and write without making mistakes that hinder language acquisition (Khansir & Pakdel, 2018).

In light of developing students' speaking skills so that they can speak English, oral corrective feedback becomes very important in a speaking class, as it enables students to see their grammar shortcomings and develop their communicative competence(Rahimi et al., 2021). A study by (2019) found that learners have a positive attitude toward corrective feedback (CF), liking immediate feedback from teachers, especially on oral grammar mistakes, because CF is important for enhancing speaking performance. A similar study by (Bawut et al., 2025) indicated that students have positive perceptions of corrective feedback and consider it helpful in enhancing speaking proficiency, expanding vocabulary, improving pronunciation, and increasing fluency. Students had positive views of constructive feedback and accepted both immediate and delayed correction. Corrective feedback plays a significant role in enhancing speaking proficiency.

Earlier studies concerning second language acquisition have identified various types of oral corrective feedback, including recasts, explicit correction, elicitation, clarification requests, and metalinguistic feedback. The findings revealed that although teachers most frequently used recasts, feedback strategies such as elicitation, metalinguistic feedback, clarification requests, and repetition were more effective in encouraging learner uptake and self-repair during speaking activities(Lyster & Ranta, 1997). In a study by Zrair (2019), students thought oral feedback was necessary for developing their language skills, and they wanted their mistakes corrected immediately. The findings showed the importance of proper timing and feedback techniques to make oral feedback effective.

Moreover, several studies in other countries have examined different kinds of corrective feedback in the oral language acquisition process. For instance, (2018) conducted a study on EFL learners in Iraq, and the results indicated that both teachers and learners mostly preferred types of corrective feedback, including teacher feedback, self-correction, immediate feedback, and learner error correction. An experiment with 80 participants in an English preparatory program at a state university in Southern Turkey also found that learners repaired their errors more frequently with explicit corrections. In addition, it turned out that recasts became more effective when learners' attention was drawn to the mistakes or when

they were supplemented with other prompts (Demir, 2019). It was found that there existed positive attitudes of EFL learners toward correction of all kinds of mistakes, and especially toward the correction of phonological and grammatical errors in comparison to other errors. Moreover, participants preferred self-correction. This information was obtained from 13 students who study English as a Foreign Language at Maragheh Islamic Azad University in Iran (Azar & Molavi, 2013).

Theoretical Framework

SLA theoretical frameworks suggest that interaction, feedback, and output are key drivers of linguistic development. A key part of this process is CF, which serves as a mechanism of the Interaction Hypothesis and guides learners' selective attention to errors in their utterances. Although theoretical frameworks such as Swain's Output Hypothesis suggest that production of the target language necessitates the shift from semantic to syntactic processing, the effectiveness of this process is highly contingent upon the way students perceive their mistakes should be corrected in the process of speaking (Mackey, 2020; Peker et al., 2020). This discussion synthesizes evidence regarding the dichotomy between student expectations and teacher practices, the effectiveness of specific feedback types, and the affective dimensions that influence learner uptake.

The Dichotomy of Student and Teacher Perceptions

The dichotomy between student and teacher perceptions has become a common topic in various studies (Russell, 2009). Research by Schulz (2001) demonstrates a nearly universal desire among EFL learners for oral error correction; in a study of Colombian and U.S. students, 94% to 95% expressed a strong preference for having their oral errors corrected in class (Schulz, 2001). Students generally perceive the teacher as an "expert knower" whose primary role is to provide explanations and evaluative feedback (Suwat, 2016).

In contrast, teachers often favor implicit correction strategies, such as recasts, to maintain communication flow and avoid discouraging the learner (Russell, 2009). However, the sources suggest a critical limitation to this approach: students often fail to notice recasts, frequently confusing them with mere repetition or an affirmation of their original utterance. While teachers might perceive recasts as a gentle way to maintain interaction, students often desire more explicit and direct corrections that they can clearly identify and understand (Russell, 2009)

The Effectiveness of Feedback Types and Learner Uptake

The distribution of feedback types reveals a consistency across diverse EFL contexts: recast is the most frequent strategy, often accounting for over 55% of all corrective moves. Despite its frequency, recasting frequently leads to "null" uptake or simple repetition because it provides the correct form for the student, requiring no active mental processing on their part (Russell, 2009; Suwat, 2016)

Conversely, elicitation—a prompt that asks the student to self-correct—is used much less frequently (averaging 5% to 14% of cases) but often results in the highest rates of learner uptake and repair). Empirical findings from Suwat (2016) show that while teachers most frequently corrected phonological (pronunciation) errors, these corrections mostly invited simple repetition rather than more cognitively demanding repairs like self-repair or incorporation (Suwat, 2016). This suggests a gap in practice: teachers emphasize pronunciation correction, yet the feedback provided often encourages passive mimicking rather than active linguistic restructuring.

Critical to any discussion of perceptions is the Affective Filter Hypothesis, which suggests that affective factors can influence the extent to which language input is processed and acquired (Du, 2009). Corrective feedback can be a double-edged sword; while students may perceive it as "very useful" for learning (mean = 4.19 in Suwat's study), it can also trigger anxiety and embarrassment (Suwat, 2016). khan, (2023) highlights that issues such as stress associated with awareness of grammatical mistakes and "loss of face" can contribute to heightened affective filters among undergraduate learners

Findings indicate that teacher personality and manner are as important as the technique itself. A friendly tone of voice and a kind manner can keep students relaxed even when they cannot correct an error, whereas a strict demeanor often results in students becoming silent and passive (Suwat, 2016). This highlights a tension between the cognitive necessity of feedback (to prevent fossilization) and the affective need for comfort.

Current research consistently identifies the "Noticing" function as the bridge between feedback and learning (Schmidt, 1990). However, limitations persist(Lyster & Mori, 2006). The Counterbalance Hypothesis suggests that the effectiveness of a specific feedback type depends entirely on the classroom's orientation—whether form-focused or meaning-focused (Russell, 2009).

For EFL practitioners, these findings necessitate a reconceptualization of oral correction. Teachers should move beyond the default use of recasts and incorporate more prompts and elicitation strategies that "push" learners to produce comprehensible output (García Mayo & Alcón Soler, 2013; Swain, 2005). Furthermore, instruction should align with student expectations by being more explicit about why and how errors are corrected. By creating "space" for learner uptake following a corrective move and maintaining a low-anxiety environment, instructors can ensure that corrective feedback serves as a bridge to acquisition rather than a barrier to communication (Suwat, 2016).

The main objective of the study is;

- To explore EFL university students' perceptions of oral corrective feedback timing, error types, strategies, motivation, and confidence.

This quantitative research will find answers to the following research questions;

1. What are EFL university students' perceptions of oral corrective feedback, including its timing and the types of errors requiring correction?
2. How do EFL university students perceive the impact of oral corrective feedback on their motivation and confidence?
3. What are EFL university students' perceptions of the strategies used for providing oral corrective feedback during speaking activities?

RESEARCH METHOD

This study used a quantitative survey research design because it allows systematic collection of quantifiable data and enables statistical analyses to identify trends, relationships, and patterns pertinent to the research (Watsen, 2015). Quantitative research is essential because it enables researchers to systematically collect and analyze numerical data to identify patterns, test hypotheses, examine relationships among variables, and generalize findings to a broader population through statistical analysis (Almusaed et al., 2025; Bowling & Ebrahim, 2005; Rana et al., 2023; Watsen, 2015). In survey-based research, carefully designed questionnaires provide standardized, objective, and reliable measures of attitudes, behaviors, and other constructs, enhancing the validity, reliability, and replicability of research findings (Bowling & Ebrahim, 2005; Nardi, 2015). Furthermore, quantitative methods offer a rigorous framework for testing theoretical assumptions, validating hypotheses, and modeling relationships between variables, making them particularly appropriate for empirical studies that seek robust and generalizable evidence(Aithal & Aithal, n.d.; Sürücü & Maslakçi, 2020).

Sampling and Participant

Participants were selected using Krejcie & Morgan's (1970) table, and 106 of 146 students were selected for this research. The sampling technique used here is probability sampling and random sampling because the author wants accurate, bias-free data. To ensure research objectivity and minimize selection bias, this study employs simple random sampling, as this method gives every individual in the population an equal chance of selection (Noor et al., 2022; Stratton, 2023). This probability-based approach is essential for securing a representative sample, which ultimately allows for statistical generalization to the broader target population (Nardi, 2015). The questionnaire was administered to undergraduate students in the English Department at Kabul University during the Spring Semester of 2026. Participants included students from different academic levels, ranging from freshmen to seniors, and from beginner to advanced English proficiency levels.

Research Instrument

The data for this study were collected using a structured questionnaire developed based on relevant literature and previous studies (Gamlo, 2019; Hakimi, 2023; Stevović, 2022). The questionnaire had 36 items divided into six parts. The first part had six items concerning students' perceptions of oral corrective feedback on speaking errors. The second part had three items that dealt with the timing of oral corrective feedback. The third part explored the

types of speaking errors that needed oral corrective feedback. The fourth part had seven items exploring the effect of error correction on students' motivation. The fifth part included eight items on the effect of error correction on students' confidence. Finally, the sixth part included nine items on error-correction techniques. The study used a five-point Likert scale to collect responses. Two university professors with relevant qualifications reviewed the questionnaire and assessed its clarity, relevance, alignment with the research objectives, and suitability for the participants; the author then revised the research problem, questionnaire items, and sampling procedure based on their feedback. The reliability of the instrument was assessed using Cronbach's Alpha method, which indicated an acceptable level of internal consistency. The finalized instrument was then administered to students in the English Department at Kabul University for data collection.

Data Collection Procedure

After validating and finalizing the questionnaire, the researcher obtained permission to conduct the research from the Head of the English Department and the Dean of Faculty at Kabul University. The researcher used simple random sampling to select participants and administered the questionnaire in classroom settings. To distribute the questionnaire, the researcher provided an overview of the research. He ensured participation was voluntary. Participants were informed that their answers would be kept confidential and used only for academic research. The researcher provided instructions on how to fill in the questionnaire and gave respondents ample time to answer all questions. After completion, the questionnaires were collected and thoroughly checked before coding and analyzing the data using SPSS Version 26.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Before the analysis, the data were screened for completeness, coded, and entered into the program. The study participants and their responses to the questionnaire questions were described using descriptive statistics such as frequencies and percentages. To analyze students' perceptions of oral corrective feedback for speaking mistakes, descriptive statistics were applied to students' answers to the questionnaire questions across the questionnaire's six dimensions. The reliability of the research tool was estimated using Cronbach's alpha.

Reliability and Validity of the Study

The validity of the research instrument was established through a review of the questionnaire by a professor in the English Department of Kabul University. The recommended changes to enhance the clarity and relevance of the questions were implemented. To establish the reliability of the research tool, the study used Cronbach's alpha coefficient. The reliability test showed a Cronbach's alpha coefficient of .788 for the questionnaire, which comprised 36 items in total.

FINDINGS

Demographic Information

Age

The participants' ages indicate that students majoring in English at Kabul University were between 18 and 30 years old. The highest percentage of participants were 22 years old (about 23.5%), followed by those who were 21 years old (about 22.5%) and, third, those who were 20 years old (15%). Those who were 23 years old constituted about 11.5% of the total number of participants; those who were 19 and 24 years old constituted about 10.5% and 6.5%, respectively. About 3% of participants were 18 years old, and 26% were 27, 28, or 30 years old.

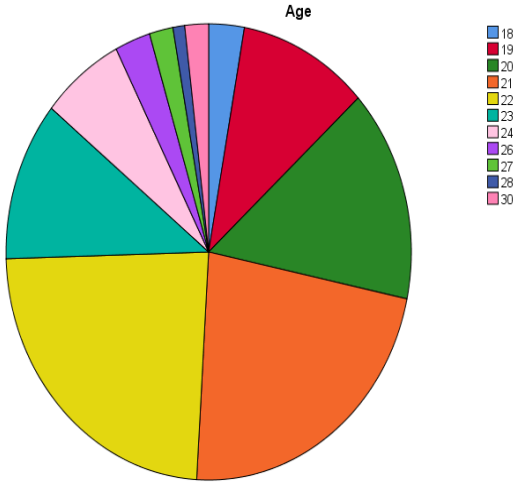


Figure 1: *Age of participants*

Academic Year

Participant distribution across years of study shows that the sample included participants enrolled in each of the four levels of the English major course at Kabul University. Junior students made up the largest portion of the sample (about 29.2%), just slightly more than sophomores (about 29.1%). First-year students made up about 28.2% of the total sample, while seniors made up the smallest portion (about 13.3%).

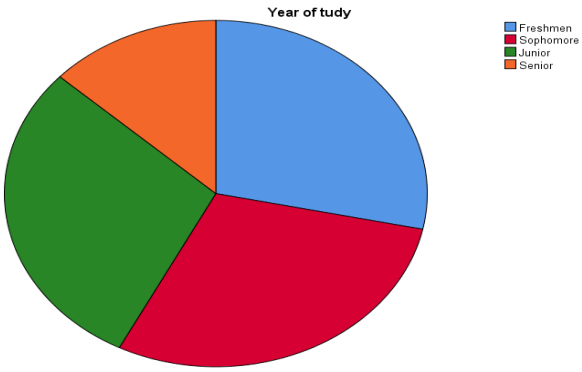


Figure *2: Academic Year of Learners*

English Language Proficiency Level

Based on the distribution of participants by self-assessed English proficiency, most English major students were intermediate (around 39%), the most common level among participants. The second most common level was upper-intermediate (around 27%), followed by pre-intermediate (around 26%). However, very few participants were advanced in English (around 7%), while only 1% had a beginner proficiency level.

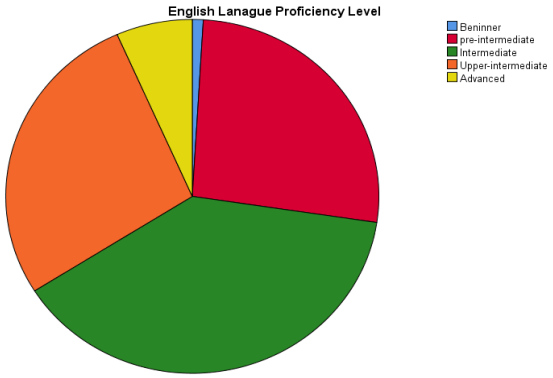


Figure 3: *English language proficiency*

As shown in the results above, respondents generally have a positive attitude toward teachers' oral CF.

Table 1. *Students' Perception of oral corrective feedback on speaking activities*

No.	Students' Perception Questions	Strongly Disagree *n (%)*	Disagree *n (%)*	Neutral *n (%)*	Agree *n (%)*	Strongly Agree *n (%)*
1	When my teacher corrects my speaking errors, I don't get annoyed.	7 (6.6%)	12 (11.3%)	12 (11.3%)	36 (34.0%)	39 (36.8%)
2	When my teacher corrects my speaking errors, I feel embarrassed.	21 (19.8%)	36 (34.0%)	24 (22.6%)	19 (17.9%)	6 (5.7%)
3	I believe that teachers' oral CF can improve my speaking skills.	0 (0.0%)	4 (3.8%)	15 (14.2%)	52 (49.1%)	35 (33.0%)
4	I believe that oral corrective feedback will help me not repeat my speaking errors in future.	0 (0.0%)	8 (7.5%)	15 (14.2%)	50 (47.2%)	33 (31.1%)
5	I prefer my teacher to always correct my errors during speaking activities.	5 (4.7%)	11 (10.4%)	18 (17.0%)	39 (36.8%)	33 (31.1%)
6	I am not worried about making errors when I speak English.	9 (8.5%)	14 (13.2%)	17 (16.0%)	45 (42.5%)	21 (19.8%)

First, for the statement "*I don't get annoyed*" when my mistakes are corrected by teachers, 70.8 percent of students agreed (34.0 percent) or strongly agreed (36.8 percent). Students also reported low embarrassment when corrected orally, as 53.8 percent disagreed with the statement that they feel embarrassed when corrected. Moreover, students showed a very positive attitude toward the usefulness of oral CF from teachers, as 82.1 percent agreed that it will help improve their speaking skills. Likewise, 67.9 percent of the participants agreed that the teachers should correct their mistakes every time they engage in speaking activities.

Lastly, 62.3 percent of the respondents agreed that they were not embarrassed about making mistakes while speaking English. Overall, these results indicate that most students had positive attitudes toward corrective feedback and considered it helpful in improving their performance.

Table 2. *Time of Oral Corrective Feedback*

No.	Statements	Strongly Disagree *n (%)*	Disagree *n (%)*	Neutral *n (%)*	Agree *n (%)*	Strongly Agree *n (%)*
1	I prefer my teachers to provide immediate oral CF.	8 (7.5%)	16 (15.1%)	16 (15.1%)	54 (50.9%)	12 (11.3%)
2	I prefer my teachers to provide oral CF after the speaking activity ends.	4 (3.8%)	9 (8.5%)	17 (16.0%)	47 (44.3%)	29 (27.4%)
3	I prefer my teachers to provide oral CF at the end of the class.	4 (3.8%)	16 (15.1%)	9 (8.5%)	57 (53.8%)	20 (18.9%)

Based on the findings in Table 2, students prefer oral corrective feedback at various times during and after speaking tasks. From the pattern of responses, there is a clear preference for immediate feedback, since most learners felt they would benefit more from immediate correction. Learners also showed a favorable attitude toward receiving oral corrective feedback after the speaking task and at the end of the lesson, suggesting they accept both immediate and delayed oral corrective feedback.

In conclusion, the findings show that students do not have a definite preference for a particular timing strategy for oral corrective feedback; instead, they accept various forms of feedback at different instructional stages. However, the strong preference for immediate feedback suggests that immediate corrective feedback could be important to the learners.

Table 3. *Types of errors that need oral CF*

No.	*Speaking Error Type*	*Strongly Disagree n (%)*	*Disagree n (%)*	*Neutral n (%)*	*Agree n (%)*	*Strongly Agree n (%)*
1	*I need more oral CF on my grammatical errors.*	*6 (5.7%)*	*14 (13.2%)*	*15 (14.2%)*	*53 (50.0%)*	*18 (17.0%)*
2	*I need more oral CF on my pronunciation errors.*	*4 (3.8%)*	*4 (3.8%)*	*16 (15.1%)*	*58 (54.7%)*	*24 (22.6%)*
3	*I need more oral CF on vocabulary errors.*	*4 (3.8%)*	*5 (4.7%)*	*18 (17.0%)*	*55 (51.9%)*	*24 (22.6%)*

As Table 3 illustrates, students tended to want their teachers to consider all possible types of speaking mistakes, but not focus on just one type. All three types of errors, namely grammatical, pronunciation, and vocabulary mistakes, were positively responded to as topics where additional oral correction was necessary. In other words, students understood the benefits of correction as a tool to address their weaknesses in different aspects of their spoken language.

Moreover, the results show that pronunciation errors received special attention, and students were ready to receive additional corrections in this area, followed by vocabulary and grammatical mistakes. In other words, students understood the importance of pronouncing English words accurately when communicating with others. However, it is also clear that

grammatical and vocabulary correction was important for students, as they needed more help in this aspect as well.

In general, students needed corrective oral feedback more for pronunciation mistakes (77.3%) than for vocabulary mistakes (74.5%) and grammar mistakes (67.0%). Thus, students considered oral corrective feedback more important for improving pronunciation and vocabulary than for grammar.

The results in Table 4 show that learners have a predominantly positive perception of the effects of oral corrective feedback on their motivation to learn and use English. The response data show a prevailing trend of agreement with motivation statements, meaning learners mostly perceive error correction as encouraging rather than discouraging. This suggests that when teachers use corrective feedback effectively, it motivates students to speak English.

Table 4. *Error correction impact on students' motivation*

No.	Motivation-Related Statement	Strongly Disagree *n (%)*	Disagree *n (%)*	Neutral *n (%)*	Agree *n (%)*	Strongly Agree *n (%)*
1	Receiving error correction increases my motivation to improve my speaking skills.	4 (3.8%)	5 (4.7%)	19 (17.9%)	52 (49.1%)	26 (24.5%)
2	I feel encouraged to speak in class after receiving corrective feedback.	0 (0.0%)	6 (5.7%)	16 (15.1%)	54 (50.9%)	30 (28.3%)
3	Feedback from my lecturer inspires me to participate more in speaking activities.	3 (2.8%)	6 (5.7%)	18 (17.0%)	53 (50.0%)	25 (23.6%)
4	Error correction makes me feel that learning English is worthwhile.	0 (0.0%)	9 (8.5%)	19 (17.9%)	50 (47.2%)	27 (25.5%)
5	Constructive feedback positively affects my desire to study English.	1 (0.9%)	10 (9.4%)	20 (18.9%)	50 (47.2%)	24 (22.6%)
6	I am more willing to take risks in speaking when I receive corrective feedback.	3 (2.8%)	8 (7.5%)	21 (19.8%)	40 (37.7%)	33 (31.1%)
7	My motivation to communicate in English increases after receiving error correction.	3 (2.8%)	9 (8.5%)	17 (16.0%)	52 (49.1%)	25 (23.6%)

Moreover, constructive error correction can increase students' willingness to communicate and participate in speaking English. Most respondents view feedback positively as something that motivates them and makes them interested in learning and improving English. Thus, error correction can make an important contribution to fostering students' motivation.

Overall, the results show that most students found OCF motivating, especially because it encouraged them to talk in class (79.2%). Another conclusion is that correctional feedback was connected to greater willingness to participate, motivation to improve their speaking abilities, and English communication.

Table 5 findings reveal that students generally regarded error correction as positively impacting their confidence in speaking English. The overall trend shows that most participants viewed corrective feedback as a support factor during the English-speaking process. Thus, it

is reasonable to assume that well-delivered feedback can help students feel more confident when using English as a foreign language. The responses show that students viewed receiving feedback on their mistakes positively and did not see it as an intimidating classroom experience.

Table 5. *Error Correction impact on students' Confidence*

No.	Confidence-related statement	Strongly disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly agree n (%)
1	Error correction increases my confidence in speaking English.	2 (1.9%)	13 (12.3%)	24 (22.6%)	48 (45.3%)	18 (17.0%)
2	I feel more self-assured when I participate in speaking activities after receiving feedback.	4 (3.8%)	8 (7.5%)	22 (20.8%)	45 (42.5%)	27 (25.5%)
3	Constructive correction reduces my fear of making mistakes in class.	2 (1.9%)	15 (14.2%)	9 (8.5%)	55 (51.9%)	24 (22.6%)
4	Receiving feedback helps me speak more fluently.	2 (1.9%)	10 (9.4%)	16 (15.1%)	50 (47.2%)	28 (26.4%)
5	I feel confident speaking in front of classmates after being corrected.	2 (1.9%)	15 (14.2%)	18 (17.0%)	37 (34.9%)	32 (30.2%)
6	I am less anxious about errors when I know I will receive helpful feedback.	3 (2.8%)	11 (10.4%)	25 (23.6%)	42 (39.6%)	25 (23.6%)
7	My confidence in communication improves because of my lecturer's corrective techniques.	5 (4.7%)	10 (9.4%)	14 (13.2%)	46 (43.4%)	29 (27.4%)
8	Overall, error correction positively influences my classroom participation.	2 (1.9%)	11 (10.4%)	13 (12.3%)	51 (48.1%)	29 (27.

Correction may have a positive impact on students' willingness to take part in speaking activities and communicate despite making mistakes. The generally positive responses suggest that students viewed feedback and correction as useful for developing their speaking skills. Negative and neutral responses were much less common among participants.

Table 6. *Oral Corrective Feedback Strategy*

No.	Oral Corrective Feedback Strategy	Strongly Disagree *n (%)*	Disagree *n (%)*	Neutral *n (%)*	Agree *n (%)*	Strongly Agree *n (%)*
1	I find it helpful when the teacher directly tells me my mistake and provides the correct form.	2 (1.9%)	12 (11.3%)	19 (17.9%)	46 (43.4%)	27 (25.5%)
2	I find it helpful when the teacher reformulates my incorrect sentence without saying directly that it is wrong.	2 (1.9%)	9 (8.5%)	17 (16.0%)	46 (43.4%)	32 (30.2%)
3	I find it useful when the teacher asks me to repeat what I just said if it contains an error.	1 (0.9%)	10 (9.4%)	18 (17.0%)	49 (46.2%)	28 (26.4%)

No.	Oral Corrective Feedback Strategy	Strongly Disagree *n (%)*	Disagree *n (%)*	Neutral *n (%)*	Agree *n (%)*	Strongly Agree *n (%)*
4	I prefer when the teacher gives me hints or explanations about grammar instead of just giving the correct answer.	1 (0.9%)	11 (10.4%)	23 (21.7%)	43 (40.6%)	27 (25.5%)
5	I like when the teacher asks me to try again and correct myself instead of providing the correction immediately.	1 (0.9%)	9 (8.5%)	24 (22.6%)	40 (37.7%)	32 (30.2%)
6	I find it helpful when the teacher repeats my mistake with different intonation to show me something is wrong.	2 (1.9%)	9 (8.5%)	20 (18.9%)	42 (39.6%)	32 (30.2%)
7	I feel I learn better when the teacher points out my mistakes immediately rather than waiting until later.	5 (4.7%)	15 (14.2%)	22 (20.8%)	42 (39.6%)	22 (20.8%)
8	Being asked to reformulate my answer helps me remember the correct form better than just hearing the correction.	1 (0.9%)	2 (1.9%)	26 (24.5%)	43 (40.6%)	33 (31.1%)
9	I prefer when the teacher gives feedback in a supportive way (e.g., using encouraging words or tone).	2 (1.9%)	9 (8.5%)	13 (12.3%)	46 (43.4%)	36 (34.0%)
10	I feel more confident in speaking when the teacher corrects my errors using these methods.	2 (1.9%)	2 (1.9%)	14 (13.2%)	40 (37.7%)	48 (45.3%)

These findings show that, for the most part, students had positive attitudes toward oral corrective feedback in EFL speaking tasks. Students had positive attitudes towards supportive feedback, recasts, and explicit correction. The number of those students who agreed or strongly agreed with the use of these types of feedback was 77.4%, 73.6%, and 68.9% correspondingly. It is interesting that 83.0% of the students felt more confident about their speaking when the teacher used these correction techniques. Moreover, 77.4% of students liked using clarification requests and 70.8% liked elicitations.

Table 7. *Descriptive Statistics for the Six Dimensions*

Feedback Type	Mean	Std. Deviation
Students perception	21.8302	3.01258
Time	10.9528	2.22703
Types	11.3302	2.32879
Motivation	27.0962	4.30064
Confidence	32.8774	14.63440
Strategies	31.9151	10.96324

The descriptive statistics for all six dimensions analyzed are included in Table 7. It can be seen that there is some variability among students' responses in all six dimensions, but the two dimensions – confidence and strategies – have a higher variability compared to other dimensions, which is confirmed by a higher standard deviation. At the same time, variability is relatively low when it comes to perceptions, time and types of feedback, which means that there is a greater consistency among students' responses in these dimensions.

DISCUSSION

The findings suggest that students generally value oral corrective feedback as a supportive component of speaking instruction. The relatively high mean for the types of errors indicates that students recognize the importance of receiving correction for grammatical, pronunciation, and vocabulary errors. The positive result for timing suggests that students expressed positive views on when feedback should be provided, with the frequency results showing substantial agreement with immediate correction as well as feedback provided after speaking activities or at the end of class. The relatively high motivation mean indicates that students perceive corrective feedback as encouraging them to improve their speaking, participate in classroom activities, and communicate in English. The highest standardized mean was observed for confidence (M = 4.11), suggesting that students particularly perceive constructive corrective feedback as helpful for increasing confidence and reducing anxiety or fear of making errors. The high mean for OCF strategies (M = 4.03) further indicates that students respond favorably to different teacher feedback techniques, including explicit correction, reformulation, elicitation, metalinguistic feedback, self-correction, and supportive feedback. Thus, the findings portray OCF not simply as a mechanism for identifying errors, but as an instructional practice that students perceive as contributing to their speaking development, motivation, confidence, and classroom participation.

The findings answer all three research questions and collectively address the study's main objective. Regarding Research Question 1, students generally expressed positive perceptions of OCF and agreed that different types of speaking errors, particularly grammatical, pronunciation, and vocabulary errors, require corrective attention; they also demonstrated positive preferences concerning the timing of feedback. Regarding Research Question 2, the results show that students perceived OCF as positively influencing both their motivation and confidence, with particularly strong perceptions concerning its contribution to confidence in speaking English. Regarding Research Question 3, students generally viewed the various strategies teachers used to provide OCF favorably, indicating acceptance of both direct and indirect corrective techniques. Therefore, in relation to the study's main objective, the findings show that EFL university students generally perceive oral corrective feedback positively across timing, error types, motivation, confidence, and feedback strategies, suggesting that students regard OCF as a useful and supportive element of speaking activities.

The frequency results further show that most participants selected Agree or Strongly Agree for most questionnaire items. These findings indicate that students generally regard OCF as a useful component of speaking instruction rather than as a negative classroom practice. This overall finding is consistent with the international research reported by Shi (2017), which demonstrated that students valued oral error correction, and with the first international study you provided, which concluded that appropriately selected teacher feedback strategies can have substantial positive effects on language learning. Similarly, Hassan and Arslan (2018) reported that both teachers and learners favored immediate

feedback and learner involvement in correction, although teacher and learner preferences differed.

The present findings are also broadly consistent with research conducted in the Afghan context, particularly studies examining speaking anxiety, confidence, participation, and feedback. Bakhtyari and Kassim (2022), for example, found that Afghan university students experienced a moderate level of English-speaking anxiety, with communication apprehension being an important component of foreign-language anxiety. This provides important context for the present finding that students responded positively to feedback that increases confidence and reduces anxiety. Similarly, Tareen (2022) reported that constructive teacher feedback and peer assessment could reduce speaking anxiety and improve oral presentation performance. Achekzai (2024) found that Afghan students identified positive error correction and a supportive classroom environment as strategies that facilitate participation in speaking classes. The present study extends these findings by demonstrating quantitatively that students themselves perceive corrective feedback as contributing not only to participation but also to motivation and confidence. Furthermore, Abid (2025) found that positive teacher–student rapport was associated with increased motivation, classroom engagement, reduced anxiety, and greater self-confidence. Although that study did not specifically examine OCF, its findings support the present argument that corrective practices are likely to be more beneficial when they occur within a supportive teacher–student relationship.

One important finding of the present study concerns the timing of OCF. Students generally preferred immediate oral corrective feedback, but they also strongly agreed with receiving feedback after the speaking activity or at the end of class. This suggests that students do not necessarily view timing as an absolute choice between immediate and delayed correction; rather, they may value feedback at different stages depending on the instructional situation. This finding is partly consistent with Hassan and Arslan's Iraqi study, in which both teachers and learners preferred immediate feedback. However, the present finding should be interpreted cautiously because immediate correction can potentially interrupt communicative flow. This concern is supported by the Afghan research reported by Nijat et al., which indicated that immediate correction may interrupt communication and contribute to anxiety and fear of making mistakes. Thus, the present study provides a more nuanced picture: students generally welcome correction, but effective teachers may need to balance immediacy with the communicative purpose of the speaking activity.

The present study also found positive perceptions of receiving OCF for grammatical, pronunciation, and vocabulary errors, with an overall mean of 11.33 (SD = 2.33). Among the individual items, pronunciation errors received particularly strong support, while grammatical and vocabulary errors also required correction. These findings are supported by Afghan research on speaking difficulties. Noori and Asir found that pronunciation errors and lack of fluency were among the major difficulties English-major students at Kabul University experienced. Similarly, Nazimi and Hatifi (2025), who investigated the spoken English of

Panjshir University first-year students, identified many grammatical errors, with omission errors being the most frequent. Therefore, the present students' preference for correcting grammatical and pronunciation errors aligns with the error patterns documented among Afghan EFL learners. This is an important strength of the present study because it connects students' perceived need for correction with documented difficulties in Afghan university speaking contexts.

One important contribution of the present study concerns the perceived relationship between OCF and students' motivation and confidence. Students reported relatively high motivation (M = 27.10, SD = 4.30) and confidence (M = 32.88, SD = 14.63), indicating that many students believed constructive correction encouraged them to participate, improve their speaking, take risks, and communicate in English. This finding aligns closely with Afghan studies by Achekzai (2024) and Tareen (2022), which emphasized supportive environments, positive error correction, confidence, and reduced anxiety as key factors in speaking participation. This also aligns with Shinwari and Miakhel's study, which identified fear of making mistakes and low self-confidence as leading factors behind Afghan students' speaking weaknesses. However, the present study adds an important dimension to this literature: rather than merely identifying anxiety and lack of confidence as speaking problems, it shows that students perceive constructive OCF as one possible way to address these problems.

The findings concerning OCF strategies are also noteworthy. The strategies dimension had a relatively high mean (M = 40.27, SD = 12.01), indicating that students generally accepted a range of corrective techniques. Students expressed positive perceptions of direct correction, reformulation/recasts, repetition, hints and explanations, opportunities for self-correction, repetition with altered intonation, and supportive feedback. This finding is consistent with Shahidzade, Razmi, and Tilwani (2022), whose study found that students preferred clarification requests and elicitation, followed by repetition, recasting, and explicit correction. It also relates to Shi (2017), who found that negotiation of form generated the strongest learner uptake and repair, whereas recasts were less effective. An important difference, however, is that the present study measures students' perceptions of the usefulness of different strategies, whereas Shi (2017) examined the actual effects of corrective moves on learner uptake and repair. Consequently, the two studies should not be treated as measuring the same outcome. Nevertheless, together they suggest that learner-centered and interactional forms of correction deserve considerable attention in speaking instruction.

Compared with much of the previous Afghan research, the present study has several strengths. First, many Afghan studies have concentrated on speaking difficulties, anxiety, confidence, or general factors affecting speaking, whereas the present research specifically investigates students' perceptions of OCF. Second, the present study examines OCF across several dimensions—overall perceptions, timing, error types, motivation, confidence, and strategies—providing a broader picture than studies focusing on a single feedback technique. Third, the study included 106 students selected from a population of 146 through simple

random sampling, providing a stronger basis for generalizing the findings within the target population than very small samples such as the 20 participants used in some Afghan-speaking studies. Finally, the study connects OCF with affective variables such as motivation and confidence, which are particularly important in the Afghan EFL context because previous research has repeatedly identified fear of mistakes, anxiety, and low confidence as barriers to speaking.

There are some limitations to this study, which should be noted when evaluating the results of this study. Firstly, the study was done only with students from the English Department of Kabul University and may not generalize to other universities or EFL settings. Secondly, the study has used students' self-perception, not observation of their speech in class. Future research could involve students from other universities in Afghanistan and use both qualitative and quantitative methods, such as interviews and classroom observations, for a better insight into students' experience in receiving oral correction feedback. Also, further research could investigate the effect of various types of feedback on students' speaking accuracy, motivation, confidence, and anxiety at different language levels.

CONCLUSION

This study explored EFL students' perceptions of oral corrective feedback (OCF) in speaking activities, with particular attention to their perceptions of corrective feedback on speaking errors, timing of feedback, types of errors, effects on motivation and confidence, and strategies for providing corrective feedback. Overall, the findings indicate that oral corrective feedback is an important component of EFL speaking instruction and is generally perceived positively by students. The results suggest that students value corrective feedback when it is supportive, clear, and pedagogically appropriate, particularly when it helps them recognize and correct their speaking errors without negatively affecting their willingness to participate. The findings also highlight the importance of appropriate timing and selecting suitable corrective feedback strategies based on the nature of learners' errors and classroom interaction. Students perceived OCF as potentially supportive of their motivation and confidence. Therefore, EFL teachers should avoid relying on a single corrective feedback technique and instead use flexible, learner-sensitive strategies that balance accuracy with communicative fluency. Based on these findings, teacher education programs and EFL classrooms should place greater emphasis on effective OCF practices and on creating a supportive environment in which students perceive correction as a constructive part of language learning rather than as a source of anxiety. In conclusion, the study reinforces the pedagogical value of oral corrective feedback in EFL speaking instruction. It provides evidence that carefully implemented feedback can support learners' development of oral communication and their overall engagement in the learning process.

Author Contributions

- Mohammad Hakim Azimi and Shirsha Samoon conceptualized and supervised the study.
- Abdul Salam Abid investigated and analyzed data.
- Abdul Salam Abid the manuscript with input from all authors.
- All authors reviewed and approved the final version.

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Conflict of Interest Statement

There is no conflict of interest in the study. The study has been conducted as per academic and ethical standards. There was nothing related to finances, personal interest, or professional interests that could affect the research work.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. The data will be provided for academic and research purposes, subject to applicable ethical considerations and confidentiality requirements.

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