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Shaping Spoken Accuracy through Oral Corrective Feedback

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ABSTRACT

Spoken accuracy remains a persistent challenge for undergraduate learners of English as a Foreign Language (EFL), particularly in contexts where English is primarily used within the classroom. Although learners may possess adequate grammatical knowledge, difficulties often arise when producing accurate spoken language in real-time interaction. One instructional practice commonly employed to address spoken errors is oral corrective feedback, yet how such feedback functions interactionally to shape spoken accuracy in undergraduate EFL classrooms requires further exploration. This study aims to examine how oral corrective feedback contributes to shaping spoken accuracy through classroom interaction. Adopting a qualitative case study design, the research was conducted in an undergraduate (S1) EFL speaking class at UAI Syeh M involving 20 students. Data were collected through non-participant classroom observation, video recordings of speaking activities, and semi-structured student interviews. The primary unit of analysis was the feedback episode, consisting of a learner's spoken error, oral corrective feedback provided by the lecturer, and the learner's subsequent response. The data were analyzed interactionally to identify patterns of oral corrective feedback, forms of student uptake, and their contribution to spoken accuracy. The findings indicate that oral corrective feedback emerges naturally during speaking activities and operates along a continuum from prompt-based strategies to explicit reformulations. Explicit correction was frequently used to address errors that interfered with meaning, while prompt-based feedback such as elicitation and clarification requests encouraged learners to engage cognitively in self-repair. Student uptake manifested in both successful repair and partial responses, reflecting learners' attention to linguistic form and engagement in the feedback process. Interview data further revealed that learners perceived feedback prompting reflection and self-correction as particularly supportive of their speaking development. Overall, the study highlights oral corrective feedback as an interactional mechanism that shapes spoken accuracy through learner engagement, noticing, and repair. The findings underscore the importance of context-sensitive feedback practices in undergraduate EFL speaking instruction and contribute to a deeper understanding of feedback processes in classroom interaction.

Keywords: Oral Corrective Feedback, Spoken Accuracy, Student Uptake, EFL, Speaking.

INTRODUCTION

Spoken accuracy constitutes a crucial dimension of communicative competence in English as a Foreign Language (EFL) learning, alongside fluency and comprehensibility (Starovoyt et al., 2020). In higher education contexts, students are increasingly required to articulate ideas accurately in academic discussions, presentations, and collaborative tasks (Engin, 2017; Wang et al., 2024). Accuracy in pronunciation, grammatical structure, and lexical choice is therefore not merely a linguistic goal but also an academic necessity (Cetereisi et al., 2020). Inaccurate spoken production may lead to misunderstandings, reduced confidence, and limited participation in classroom interaction. Despite prolonged exposure to English instruction, many undergraduate learners continue to struggle with spoken accuracy (Chol & Lewis, 2018; Cutrone & Beh, 2024; Sattar & Alghamdi, 2023). This condition highlights the persistent challenge of bridging linguistic knowledge and real-time spoken performance.

In recent years, EFL pedagogy has placed greater emphasis on interaction as a primary site of language development (Astuti & Barratt, 2021; Gan, 2021). Classroom interaction allows learners to test hypotheses about language use and receive immediate responses from teachers or peers (Azkarai et al., 2022; Granena & Yilmaz, 2022; Rodriguez & Wilstermann, 2018). Through interaction, errors naturally emerge as part of the learning process rather than as signs of failure. Errors in spoken language are therefore viewed as valuable indicators of learners' developmental

stages. How these errors are addressed pedagogically becomes a determining factor in learners' progress toward more accurate language use.

One widely adopted pedagogical response to spoken errors is oral corrective feedback (OCF) (Nassaji & Kartchava, 2021; H. T. Nhac, 2021a). Oral corrective feedback refers to spoken responses provided by teachers or peers to signal a problem in learners' utterances and to guide them toward more target-like forms (Alsolami, 2019; Nassaji & Kartchava, 2021; H. T. Nhac, 2021a; T.-H. Nhac, 2022). Contemporary studies emphasize that OCF plays a facilitative role in second language development by directing learners' attention to form while maintaining communicative meaning (Kamiya & Nakata, 2021; H. T. Nhac, 2021b). However, research also suggests that not all feedback functions equally across learning contexts. The effectiveness of OCF is closely related to how it is delivered and how learners cognitively and interactionally respond to it (Cabot & Kaldestad, 2019; Ioannou & Tsagari, 2022a).

From an interactionist perspective, feedback serves as a mechanism that links input, interaction, and output (Abbuhl, 2021; Ioannou & Tsagari, 2022b; Nassaji, 2020). When learners receive feedback during speaking activities, they are pushed to notice gaps between their interlanguage and the target language (Belali & Sadeghi, 2020; Fernández-Michels & Fornons, 2021). This noticing process is considered essential for language development. In spoken interaction, feedback can be delivered implicitly or explicitly, each carrying different pedagogical consequences (Bryfonski & Ma, 2020; Iizuka & Nakatsukasa, 2020; Vercellotti & McCormick, 2018). Implicit feedback tends to maintain conversational flow, whereas explicit feedback offers clearer linguistic guidance. The balance between these two dimensions remains a central concern in EFL speaking instruction.

Empirical evidence shows that learners' responses to feedback, commonly referred to as student uptake, play a significant role in determining learning outcomes (Bryfonski & Ma, 2020). Student uptake encompasses learners' immediate reactions following corrective feedback, which may involve successful self-repair or unsuccessful attempts requiring further assistance (Jabu et al., 2017; Li, 2021; S. H.-J. Liu & Lan, 2015). Uptake reflects learners' attention to linguistic form and their readiness to modify output. Studies conducted in various EFL contexts indicate that feedback prompting active learner involvement often results in higher levels of uptake (Tian & Zhou, 2020; Wang & Li, 2021). Nevertheless, uptake patterns may vary according to proficiency level, classroom culture, and instructional goals.

At the undergraduate level, EFL classrooms present unique interactional dynamics. Students are generally more cognitively mature and capable of metalinguistic reflection, yet they may still exhibit reluctance to self-correct publicly (Danli, 2017; Shi & Thibault, 2022). In many cases, lecturers dominate corrective moves to ensure accuracy, which may limit opportunities for learner-initiated repair (H. Liu & Feng, 2023; Sali, 2018). Conversely, overly implicit feedback may pass unnoticed by learners focused primarily on meaning. These dynamics suggest that the role of oral corrective feedback in shaping spoken accuracy among university students warrants closer examination (Hamidi et al., 2022; H. Liu & Feng, 2023).

In the Indonesian higher education context, English is commonly positioned as a foreign language rather than a medium of daily communication (Octaberlina et al., 2022; Wulandari et al., 2021). As a result, classroom interaction often becomes the primary environment for spoken English practice. Although several studies have examined speaking instruction in Indonesian universities, research specifically focusing on the interactional role of oral corrective feedback remains limited. Existing studies tend to emphasize learners' perceptions or general speaking difficulties rather than moment-by-moment feedback processes. This indicates a gap in understanding how spoken accuracy is shaped through real-time classroom interaction.

Moreover, many previous studies have shown that understanding this continuum is important because feedback does not operate in isolation but as part of a dynamic instructional sequence. A more interaction-oriented perspective is therefore needed to capture how feedback shapes learners' spoken accuracy over time.

Recent state-of-the-art research highlights the importance of viewing oral corrective feedback as a pedagogical system rather than a single instructional move. This system involves prompts that encourage learner-generated repair and reformulations that provide target-like

models. Conceptually, corrective feedback can be positioned along a spectrum ranging from implicit prompts, such as clarification requests and elicitation, to explicit reformulations, such as direct correction. This interactional flow illustrates how feedback guides learners from error recognition toward accurate spoken production. Such a framework offers a comprehensive lens for examining feedback practices in speaking classrooms.

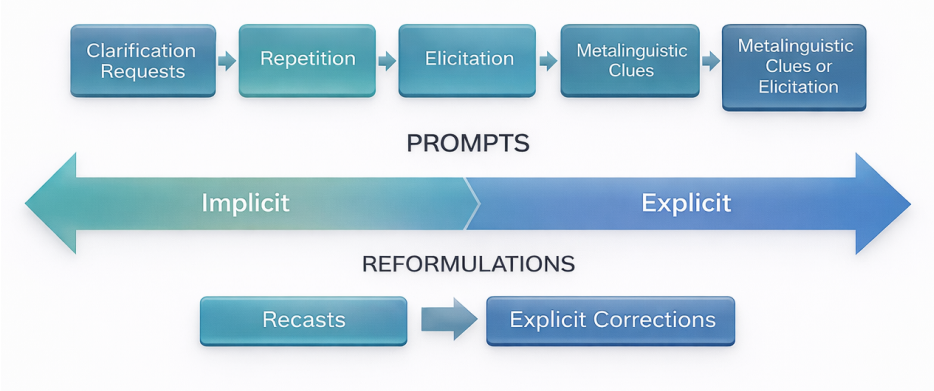


Figure 1. Continuum of Oral Corrective Feedback

Building on this perspective, the present study conceptualizes oral corrective feedback as an interactional pathway that shapes spoken accuracy through learner engagement and repair. The theoretical orientation of this study is illustrated through a feedback continuum model, in which prompts and reformulations operate at varying levels of explicitness. This model helps explain how different feedback strategies function pedagogically to support accuracy development. By adopting this framework, the study moves beyond static classifications of feedback types toward a more dynamic understanding of classroom interaction.

In response to the identified research gap, this study aims to examine how oral corrective feedback shapes spoken accuracy in an undergraduate EFL speaking classroom. Focusing on real-time classroom interaction, the study investigates how feedback strategies influence learners' immediate responses and accuracy development. The novelty of this research lies in its interaction-oriented analysis of feedback as a shaping mechanism rather than a corrective end-point. The study is guided by the following research question: How does oral corrective feedback contribute to shaping spoken accuracy of undergraduate EFL learners?

METHOD

This study employed a qualitative case study design to explore how oral corrective feedback shapes spoken accuracy in an undergraduate EFL speaking classroom. The research was conducted at UAI Syeh M and involved 20 undergraduate (S1) students enrolled in a General English course. A qualitative approach was selected to capture naturally occurring classroom interaction and to examine feedback processes in real-time speaking activities. The focus of the study was not to measure learning outcomes statistically, but to understand how corrective feedback operates interactionally to influence spoken accuracy. Spoken errors related to pronunciation, grammar, and lexical choice were treated as analytical units within classroom discourse. This design allowed for an in-depth investigation of feedback practices as they unfolded during instructional interaction.

Data were collected through non-participant classroom observations supported by video recordings conducted over six instructional meetings. The recorded interactions were transcribed verbatim and segmented into feedback episodes consisting of learner error, corrective feedback, and learner response. Data analysis followed an interactional framework by categorizing feedback types and identifying student uptake in the form of repair or need-repair. The analysis emphasized how different feedback strategies functioned along an implicit–explicit continuum and how they contributed to shaping spoken accuracy. To ensure analytical rigor, repeated viewing of recordings and cross-checking of coded data were conducted. The overall analytical process

focused on identifying patterns of feedback use and their pedagogical role in supporting accurate spoken production.



Figure 2. Research Methodology Flowchart

FINDINGS AND DISCUSSION

Findings

This section presents the research findings based on the analysis of classroom interaction obtained through classroom observation, video recordings, and student interviews. The findings focus on patterns of oral corrective feedback and how students' responses contribute to the shaping of spoken accuracy in an undergraduate EFL classroom context.

1. Observational Findings and Episode Selection

Classroom observations revealed that oral corrective feedback naturally emerged during speaking activities. However, not all speaking interactions were subjected to analysis. The study selectively examined episodes that clearly demonstrated the relationship between learner spoken errors, lecturer-provided oral corrective feedback, and students' subsequent responses.

Data selection was conducted purposively by adopting the feedback episode as the unit of analysis. Each episode consisted of three core components: a learner's spoken error, oral corrective feedback, and the learner's response. This approach enabled an in-depth examination of interactional processes rather than a mere accounting of occurrence frequency.

Table 1. Overview of Selected Feedback Episodes for Analysis

Meeting	Speaking Activity	Recorded Episodes	Analyzed Episodes	Primary Selection Rationale
1	Guided discussion	18	10	Clear errors and immediate responses
2	Pair conversation	21	12	Intensive two-way interaction
3	Short presentation	20	11	Focus on pronunciation and grammar
4	Role play	22	13	Varied lecturer feedback
5	Group discussion	19	10	Recurrent instances of uptake
6	Individual oral response	17	9	Explicit student responses
Total	—	**117**	**65**	Episodes meeting selection criteria

2. Patterns of Oral Corrective Feedback in Classroom Interaction

The interactional analysis indicated that the lecturer employed various oral corrective feedback strategies with differing levels of explicitness. Explicit correction emerged as the most

frequently observed practice, particularly when errors had the potential to obstruct meaning. Nevertheless, prompt-based strategies such as elicitation and clarification requests were also consistently employed.

From a qualitative perspective, prompting feedback served a pedagogical function distinct from that of explicit correction. Rather than directly providing the correct form, these strategies encouraged students to engage cognitively in the repair process. The findings suggest that oral corrective feedback operates along an interactional continuum rather than as a single, isolated instructional strategy.

Table 2. Patterns of Oral Corrective Feedback Identified in Classroom Interaction

Type of Oral Corrective Feedback	Interactional Description	Classroom Illustration
Explicit correction	Lecturer directly provides the correct form	Grammatical errors disrupting meaning
Elicitation	Lecturer prompts students to self-correct	Predictable or simple errors
Clarification request	Lecturer requests clarification of an utterance	Unclear or ambiguous speech
Recast	Lecturer reformulates the utterance correctly	Maintaining focus on meaning
Metalinguistic feedback	Lecturer provides linguistic clues	Recurrent errors

3. Student Uptake as Interactional Response

Students' responses to oral corrective feedback demonstrated varying forms of uptake. In many episodes, students responded by immediately repairing their utterances. In other cases, student responses were characterized by hesitation, pauses, or partial repair, which required additional support from the lecturer.

From a qualitative standpoint, uptake is interpreted as an indicator of learners' attention to linguistic form and their engagement in the learning process. Repair is not treated as a numerical measure of success but rather as evidence that feedback has triggered noticing and linguistic reflection. Consequently, uptake serves as an interactional window through which the shaping of spoken accuracy can be understood.

Table 3. Student Uptake as Interactional Response to Feedback

Type of Uptake	Characteristics of Student Response	Illustrative Example
Repair	Immediate and accurate correction	Repeating the utterance with the correct structure
Need-repair	Partial or hesitant response	Pauses, incorrect repetition, or silence

4. Learners' Reflections on Feedback

The interview findings revealed that students perceived oral corrective feedback as an essential component of their speaking development. Students reported that feedback prompting them to think and attempt correction independently was more memorable than direct correction alone.

Thematic analysis of the interview data identified three major tendencies: increased error awareness, encouragement of self-correction, and the importance of a supportive classroom atmosphere. These findings reinforce the observational data by illustrating that oral corrective feedback functions not only as a linguistic correction mechanism but also as a means of fostering confidence in spoken interaction.

Table 4. Thematic Findings from Student Interviews

Main Theme	Description of Findings	Implications for Spoken Accuracy
Error awareness	Students become more conscious of their own errors	Enhanced self-monitoring
Self-correction	Students are encouraged to repair their own utterances	More sustained accuracy
Affective support	Feedback is perceived as non-threatening	Increased speaking confidence

Discussion

The findings of this study demonstrate that oral corrective feedback functions as an interactional mechanism that shapes spoken accuracy through learners' engagement with form during classroom communication. Rather than operating as isolated corrective moves, feedback emerges as part of an ongoing instructional process in which errors, responses, and repair are sequentially connected. This interactional nature confirms the view that spoken accuracy develops not solely from exposure to correct forms but through learners' active involvement in resolving linguistic problems during interaction.

The predominance of explicit correction observed in this study reflects a common practice in undergraduate EFL classrooms, where lecturers prioritize clarity and immediate comprehensibility. Similar tendencies have been reported in previous studies conducted in higher education contexts, which suggest that explicit feedback is often favored when instructional time is limited or when errors may impede meaning. In the present study, explicit correction provided students with clear linguistic models, supporting immediate accuracy in spoken production. However, the findings also indicate that explicitness alone does not fully account for sustained accuracy development.

Prompt-based feedback strategies, such as elicitation and clarification requests, played a distinctive pedagogical role by encouraging students to participate actively in the repair process. These findings align with earlier interactionist research showing that feedback requiring learner-generated responses promotes deeper cognitive processing. When students were prompted to self-correct, they demonstrated heightened awareness of their errors and greater engagement with linguistic form. This suggests that prompting strategies support spoken accuracy not by supplying correct forms directly, but by fostering noticing and self-regulation (Altıok et al., 2019; García & Martínez, 2018).

Student uptake emerged as a critical interactional response linking feedback to spoken accuracy development. Repair was interpreted qualitatively as evidence of learners' attention to form rather than as a measure of success. This perspective is consistent with previous studies emphasizing uptake as an indicator of learners' readiness to modify output. In the present study, both successful repair and partial responses contributed to the learning process by signaling learners' involvement in meaning–form negotiation (Arnaiz-Castro, 2017a).

The interview findings further illuminate the affective and cognitive dimensions of oral corrective feedback. Students reported that feedback encouraging reflection and self-correction was more memorable and meaningful than direct correction alone. This supports prior research suggesting that learners' perceptions of feedback influence their willingness to engage with errors. A supportive feedback environment appeared to reduce anxiety and foster confidence, which in turn facilitated more accurate spoken production (Arnaiz-Castro, 2017b; Rasool et al., 2023).

The Indonesian EFL context provides an important backdrop for interpreting these findings. As English is primarily used within the classroom, oral corrective feedback becomes a central resource for shaping spoken accuracy. The limited opportunities for authentic interaction outside the classroom heighten the pedagogical significance of feedback during instructional interaction. This study contributes to the literature by offering interaction-based evidence from an undergraduate EFL setting, a context that remains underrepresented in corrective feedback research.

Overall, the findings support a view of oral corrective feedback as a continuum of interactional practices rather than a single corrective technique. The combination of explicit reformulations and prompt-based strategies appears to create a balanced feedback environment that supports both immediate and sustained spoken accuracy. By highlighting the interactional processes through which feedback shapes learner output, this study extends existing research and underscores the importance of context-sensitive feedback practices in EFL speaking instruction.

CONCLUSION

This study concludes that oral corrective feedback plays an important interactional role in shaping spoken accuracy in an undergraduate EFL speaking classroom. Through naturally occurring classroom interaction, feedback was found to guide learners' attention to linguistic form while maintaining communicative engagement. The findings suggest that both explicit correction and prompt-based feedback contribute to spoken accuracy in complementary ways, with prompts encouraging learner involvement and reflection, and explicit feedback providing clear linguistic models. Rather than functioning as isolated corrective acts, oral corrective feedback operates as a dynamic process that supports accuracy development through learner engagement, noticing, and repair.

Despite these insights, this study is not without limitations. The research was conducted in a single classroom context with a limited number of participants, which may restrict the transferability of the findings to other EFL settings. In addition, the analysis focused on immediate interactional responses rather than long-term accuracy development. Future research may consider examining oral corrective feedback across multiple institutional contexts or over a longer instructional period to explore its sustained impact on spoken accuracy. Further studies may also integrate learners' proficiency levels or explore peer feedback dynamics to enrich understanding of how oral corrective feedback functions in diverse EFL speaking environments.

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