An Investigation into Efl Teachers' Oral Corrective Feedback on Students' Speaking Performance from A Critical Discourse Analysis Perspective– A Case Study of Vietnamese Language Classrooms

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Abstract

Corrective feedback is an essential aspect of second language acquisition, particularly in EFL contexts. In the field of EFL teaching, providing corrective feedback plays a crucial role in facilitating language development and improving students' proficiency. However, traditional research on corrective feedback has primarily focused on its effectiveness in terms of error correction, often neglecting the broader context of classroom discourse. This paper aims to explore the employment of corrective feedback strategies via classroom discourse by EFL teachers and its correlation with student learning behavior. Data would be collected through the use of audio-recording teachers' discourse in 4 selected English language classrooms. The teachers' classroom discourses are transcribed and categorized according to the taxonomy adapted from Herra and Kulińska (2018). Typical discourse patterns would then be analyzed utilizing the critical discourse analysis model proposed by Norman Fairclough (2015) to unveil the ideology and power imbedded in the classroom discourse by EFL teachers. Implications and recommendations would then be worked out for the improvement of teacher discourse in giving corrective feedback and for teacher professional development.

Keywords: *Oral Corrective Feedback, Classroom Discourse, Classroom Management, Professional Development.*

Introduction

For the past few decades, English language teaching has become a significant focus in Vietnam's education system. With the country's integration into the global economy, English proficiency is increasingly seen as a crucial skill for success in both professional and academic settings. This heightened importance has led to widespread English instruction across all educational levels in Vietnam, from primary schools to universities. However, despite the increasing emphasis on English education, many students continue to struggle with achieving fluency, particularly in speaking skills (Luu, Do & Ngo, 2024; Trinh & Pham, 2021). One potential factor influencing this challenge is the way teachers provide feedback during language learning.

Oral corrective feedback (OCF) is a vital pedagogical strategy used to address learners' errors and facilitate language acquisition. Despite its recognized importance, there is still limited understanding of how English as a Foreign Language (EFL) teachers in Vietnam employ OCF strategies in their classrooms (Ha, 2017; 2021). Most research has focused on error correction's effectiveness, often overlooking the broader classroom discourse context in which feedback occurs. This gap necessitates a deeper exploration into the use of corrective feedback strategies by EFL teachers in Vietnamese classrooms from a discourse perspective to improve both

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teaching practices and student learning outcomes.

This research aims to investigate the types of oral corrective feedback strategies employed by EFL teachers in Vietnamese language classrooms and analyze its language features utilizing Critical Discourse Analysis theory. Specifically, it seeks to analyze the nature and frequency of different feedback strategies, understand the rationale behind teachers' choices, and evaluate the impact of these strategies on student language development. The findings are intended to provide insights for teacher education programs, aiming to enhance the quality of English language teaching in Vietnam. The study seeks to address the following research questions:

1.   What types of oral corrective feedback strategies do EFL teachers give to students' speaking performance via their classroom discourse?

2.   What is the meaning of these discursive strategies in influencing students' learning behavior?

Literature Review

Communicative Approaches to Correction

Communicative approaches to language teaching emphasize the role of interaction as both the means and the goal of language learning. This approach suggests that language is best learned through authentic communication, where learners are actively engaged in constructing and negotiating meaning (Richards, 2006). Within this framework, corrective feedback is viewed as a critical component of the learning process, providing learners with opportunities to notice their errors, reflect on their language use, and refine their language production in a communicative context (Lyster & Ranta, 1997; Ellis, 2010; Sato & Ballinger, 2016).

Recent studies underscore the dynamic nature of feedback in communicative contexts, proposing that feedback serves multiple functions beyond error correction, such as fostering metalinguistic awareness and facilitating collaborative dialogue (Nassaji, 2016; Loewen & Sato, 2018). Feedback is thus seen as a dialogic process that enhances language development by treating errors as opportunities for learning rather than just mistakes to be corrected (Larsen-Freeman, 2018; Tajeddin & Alemi, 2021).

Teacher Corrective Feedback

Teacher corrective feedback can be broadly categorized into written and oral forms, each with its own distinct characteristics and implications for language learning. Written corrective feedback, commonly used in writing classes, allows learners to process feedback at their own pace, engage in revisions, and internalize correct forms over time (Ferris, 2012; Bitchener & Storch, 2016). Recent research has expanded the understanding of the types of written feedback and their impacts on different aspects of writing, including grammar, coherence, and overall text quality (Truscott, 2016; Guénette & Lyster, 2020).

Oral corrective feedback (OCF), in contrast, is more immediate and context-sensitive, reflecting the real-time nature of spoken interaction. OCF strategies include explicit correction, recasts, elicitation, clarification requests, and metalinguistic feedback (Lyster, Saito, & Sato, 2013; Ellis, 2017). Studies have highlighted the complex interplay between different types of OCF and learner characteristics, suggesting that the effectiveness of feedback may depend on factors such as learner proficiency level, cognitive style, and the type of error being addressed (Rahimi & Zhang, 2022; Saito, 2021).

Research has also explored the impact of OCF on various aspects of language development, including pronunciation, fluency, and grammatical accuracy. Kartchava and Ammar (2014) found that metalinguistic feedback was particularly effective in helping learners develop explicit knowledge of grammatical rules, while recasts were more effective for pronunciation and fluency development (Li, 2022).

Corrective feedback plays a critical role in the language learning process, providing learners with the necessary input to recognize and rectify their errors. According to the framework suggested by Herra and Kulińska (2018), corrective feedback can be categorized into various strategies, each with unique applications and benefits. Their framework includes explicit correction, recast, elicitation, clarification request, metalinguistic feedback, repetition, translation, and non-verbal clues (Jamil & Khan, 2025). Explicit correction involves directly indicating the error and providing the correct form. This method leaves no ambiguity about the mistake and the correct form. Recast, on the other hand, subtly reformulates the student's incorrect utterance without explicitly indicating that an error has been made. This approach helps maintain the flow of communication while providing the correct form. Next, Elicitation prompts students to self-correct by using rising intonation or strategic pauses. This method encourages active learner involvement and self-correction. Clarification requests indicate that the teacher did not understand the student's utterance, prompting the student to rephrase. This technique pushes the learner to rethink and rephrase their statement. Metalinguistic provides comments or questions about the nature of the error. This approach helps learners understand the rules underlying their errors. Repetition involves the teacher repeating the erroneous part of the student's sentence, often with emphasis, to highlight the mistake. Translation addresses cross-linguistic errors by comparing the student's utterance to the correct form in their native language. Finally, Non-verbal clues, such as facial expressions or gestures, also play a vital role in signaling errors.

Roles of Teachers' Corrective Feedback to Language Learning

Teachers' corrective feedback plays several pivotal roles in the language learning process. It aids learners in recognizing their errors, understanding the correct language usage, and encourages self-correction, which is essential for developing linguistic competence and communicative skills (Ellis, 2010; Loewen, 2020). Corrective feedback also promotes learner autonomy by fostering self-regulation and reflection, which are crucial for independent language learning (Baleghizadeh & Rezaei, 2021; Ranta & Lyster, 2018). Furthermore, corrective feedback contributes to creating an interactive and supportive learning environment, which is crucial for effective language acquisition (Brown, 2007; Tomlinson, 2019). It allows learners to experiment with language, make mistakes, and learn from them, thereby enhancing their confidence and willingness to communicate (Tajeddin & Alemi, 2021; Zheng & Yu, 2020).

In Vietnamese EFL classrooms, recent studies have highlighted the importance of teacher feedback in addressing specific linguistic challenges faced by learners, such as pronunciation, grammar, and pragmatic competence. Nguyen and Tran (2023) emphasize the role of corrective feedback in developing learners' oral proficiency, suggesting that feedback strategies should be tailored to meet the unique needs and challenges of Vietnamese learners. Ha, Nguyen and Bui (2021)

examined the extent to which Vietnamese EFL teachers' and students' beliefs concerning the importance, types and timing of feedback are aligned; then interpreted the implications for language teachers, teacher educators, and professional development program designers.

The findings showed some matches and mismatches

between the teachers' and students' beliefs. Both the teachers and students highly valued the efficacy of feedback

and were positive about explicit feedback types such as explicit corrections and metalinguistic feedback.

Regarding feedback timing, the students preferred immediate feedback while the teachers expressed their con-

cerns about the students' emotional state and the possibility of disruption of immediate feedback on the flow of

students' speech. The findings are interpreted in relation to sociocultural factors, contextual factors, and teachers'

and students'experiences. Implications for language teachers, teacher educators, and professional developme

Critical Discourse Analysis and Its Significance in Language Teaching and Learning

Critical Discourse Analysis (CDA) is an interdisciplinary approach to studying language that focuses on how discourse (spoken, written, or visual communication) reflects, reinforces, and sometimes challenges power dynamics, ideologies, and social structures (Gee, 2014; Fairclough, 2015). CDA is characterized by its emphasis on criticality and its focus on the relationship between language and power. It views discourse as a social practice that both shapes and is shaped by social structures (Van Dijk, 2008). CDA is concerned with the ways in which discourse reflects and perpetuates social inequalities, such as those based on class, gender, race, and other forms of social stratification (Wodak & Meyer, 2016). Additionally, CDA is interdisciplinary, drawing on theories and methods from linguistics, sociology, psychology, and other fields (Luke, 2012).

CDA is closely related to social issues, as it seeks to understand how discourse contributes to the maintenance or transformation of social power and domination (Gee, 2014). For example, CDA might analyze how media representations of different social groups reinforce stereotypes or how political speeches construct national identities (Van Dijk, 2008). Through such analysis, CDA aims to reveal the hidden ideologies and power relations that shape discourse and to contribute to social change by challenging these power dynamics (Fairclough, 2015). Methods include analyzing linguistic features such as vocabulary, grammar, and rhetoric, as well as examining the broader social and historical context in which discourse occurs (Wodak & Meyer, 2016).

Research in CDA within the field of education has focused on how educational discourses contribute to the reproduction of social inequalities, particularly in relation to issues of race, class, and gender. Gee (2014) expands CDA by integrating sociocultural theory to analyze how discourse shapes and is shaped by social practices. His work, particularly in the context of educational settings, emphasizes the role of discourse in constructing identities and social roles. Gee's approach offers a framework for understanding how language practices within educational environments can both perpetuate and challenge power structures, making his contributions critical for educators seeking to implement more inclusive pedagogies. Do Thi Xuan Dung & Mai Van Ket (2023) also pointed out that CDA analyzes how language shapes and is shaped by

power relations in educational settings when they highlighted the relationship between teacher power and student learning behavior.

In the context of language learning and teaching in English as a Foreign Language (EFL), CDA can be used to critically analyze various aspects such as language teaching materials, textbooks, classroom discourses, and the effects of globalization on language education. Researchers like Fairclough (2015) and Block (2016) have extensively explored these areas and have shed light on the power dynamics and ideological biases present in language learning and teaching practices. Fairclough's (2015) research in CDA has been influential in the field of language learning and teaching, particularly in examining the role of language in reproducing power dynamics and social inequality. On the contrary, Block's (2016) research explores how CDA is used to examine classroom discourses and how power dynamics influence language learning and teaching practices.

Critical Discourse Analysis (CDA) can also be applied to the study of corrective feedback in language learning and teaching in English as a Foreign Language (EFL) contexts. Corrective feedback refers to the specific feedback given by teachers to learners to address errors, mistakes, or inaccuracies in their language production. CDA can also analyze the power dynamics and social context of corrective feedback practices in language classrooms. It can examine how different types of feedback (e.g., explicit correction, recasts, clarification requests) are used and how they may reproduce or challenge social inequalities or power relations in the classroom. For example, CDA can explore if certain types of feedback are more frequently given to learners from particular social backgrounds or if feedback is influenced by dominant ideologies or language norms. It can also investigate how feedback is negotiated and interpreted by both teachers and learners, as well as how it affects their self-perception, motivation, and language-learning processes. Researchers aim to enhance their understanding of the complex interplay between language learning, teaching, power, and social context by using CDA to analyze oral corrective feedback.
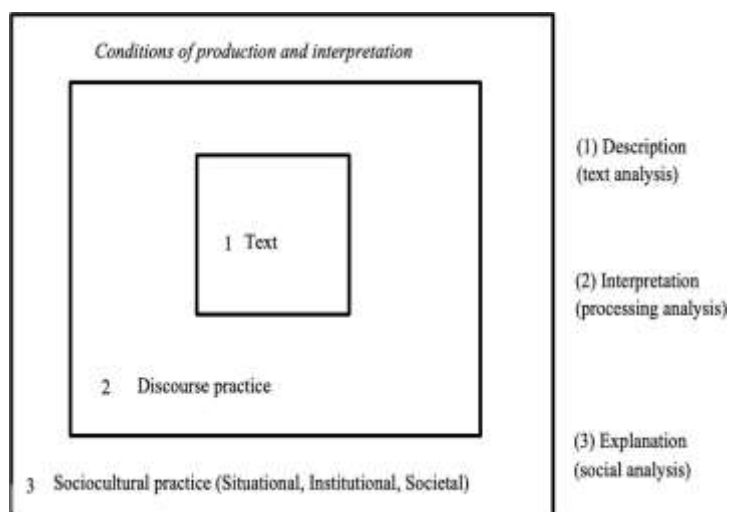

Figure 1. Fairclough's Three-Dimensional Model for CDA (Fairclough, 2015)

*Note: a communication event

Research Methods

Design

Regarding research design, the qualitative method would be suitable for exploring the EFL teacher's corrective feedback from a discourse perspective. This research design should allow in-depth exploration of the interactions between the teachers and students during feedback sessions via the use of teachers' classroom discourse. Data of teachers' classroom discourse will be collected via audio- and video-recordings, and the discourse will be examined and analyzed to realize different patterns of corrective feedback and their discursive strategies, especially in the most productive channels of discourse like oral correction stages in speaking, writing or grammar lessons. Using Herra & Kulińska's (2018) model and Fairclough's three-dimensional CDA model (2015), the study aims to uncover how teachers' discourse influences student learning behavior and provides insights to improve feedback strategies, enhancing language development and informing teaching practices.

Data Collection

In order to answer the research question in this study, two main instruments were used to obtain reliable results: audio-recordings and classroom observations. Besides, interviews also manifested the reliability and validity.

Audio-Recordings

Audio recording is a widely utilized qualitative research method. As recording can capture details that might be overlooked in manual note-taking, providing a more accurate representation of the interaction. In this study, recordings were made during 4 selected English language classrooms from Units 8, 9, and 10 of English 10 and 11 Global Success series, covering Speaking, Writing, and Grammar. The teacher wore a microphone to ensure clear audio. These recordings, of four teachers at Nguyen Duc High School, Quang Nam Province, Vietnam, will be transcribed, translated, and analyzed for patterns in corrective feedback using Herra & Kulińska's (2018) model and Fairclough's three-dimensional CDA (2015) approach.

Classroom Observations

Observing classroom interactions is crucial for understanding the impact of teacher feedback on student learning. As Cohen, Manion, and Morrison (2017) highlight, such observations provide essential evidence of teaching methods and student responses, which is invaluable for qualitative research. In this study, we analyzed oral corrective feedback during English lessons through classroom observations. Notes were meticulously recorded on teachers' discourse and their interactions with students during feedback sessions. By combining these observations with audio recordings, we obtained a comprehensive dataset, which facilitated an in-depth analysis of feedback practices and their effects on student performance.

Interviews

In addition to being utilized to address the research questions, interviews are also demonstrated to be valid based on their face validity and facilitation of the interviewer's observation of the respondents' views regarding some ambiguous issues by utilizing nonverbal indicators like gestures, pauses, and silences (Kahn & Cannel, 1957). The purpose of the teacher interview questions was to serve as a reliable source for the explanation stage of discourse analysis. Inferred from the previous study question, it was also utilized to validate similarities and clarify

or explain variations of teachers' preferences for oral corrective feedback. Interviews were carried out at Nguyen Duc High School with the participation of all 4 teachers voluntarily participated into the research with consent forms. These interviews took place after classroom observations were finished to ensure high levels of reliability and validity. The interview sessions were carried out in the teachers' native tongue, which is Vietnamese, to ensure that they were entirely at ease answering the open-ended questions and expressing their opinions. After that, teachers' discourses will be translated into the best knowledge. To ensure that participating instructors "felt comfortable and could say exactly what they wanted to say," all interviews (4 EFL teachers will be coded as Teacher A, Teacher B, Teacher C, and Teacher D) about linguistic devices were conducted in Vietnamese (Le Van Canh, 2011). In terms of the interviewing process, was done in a quiet area with a list of semi-structured questions and took notes to capture the interviewee's responses. Interview data is also interpreted through inferences.

Transcription and Coding

Transcription is a demanding yet crucial aspect of research, often not discussed in depth (Ochs, 1979). It involves translating recorded interactions into text, capturing the nuances of dialogue accurately. In this study, focused on EFL teachers' corrective feedback, the transcription process was carefully executed to reflect the subtleties of classroom interactions.

Initially, recordings were transcribed broadly to get an overview. This was followed by detailed transcription, concentrating on teachers' oral corrective feedback. To ensure accuracy, the recordings were reviewed again before finalizing the transcriptions.

This thorough transcription process not only documented the feedback but also shed light on its delivery and impact, including power dynamics and its effect on student performance. This detailed approach is essential for a thorough analysis of discourse.

After transcription, the data were coded based on Herra and Kulińska's (2018) feedback taxonomy, allowing for an analysis of oral feedback types and their effectiveness in improving student learning and awareness. Eight types of feedback were coded with initial F, among which, explicit correction was numbered from 1 to 21 (e.g., F15), recast was numbered from 22 to 34 (e.g., F26), elicitation was numbered from 35 to 42 (e.g., F38), clarification request was numbered from 43 to 55 (e.g., F50), metalinguistic was numbered from 56 to 64 (e.g., F59), repetition was numbered from 64 to 81, translation was numbered from 82 to 99 (e.g., F92), non-verbal clues was numbered from 100 to 112 (e.g., F108),

Framework of Categorisation and Analysis

In this research, we applied Herra and Kulińska's (2018) feedback taxonomy, which offers a framework for categorizing and analyzing different types of corrective feedback. Then, CDA is applied to analyze teachers' oral corrective feedback discourse in language classrooms. This taxonomy aligns with the CDA approach by revealing how feedback practices can reflect and influence power dynamics and ideological biases in language education. The procedure involves examining how teachers' oral corrective feedback, such as explicit corrections, recasts, or clarification requests… addresses errors and their broader social implications. It is used with a hope to explore how different types of oral corrective feedback might reinforce or challenge existing social inequalities and how feedback practices affect learners' self-perception, motivation, and learning outcomes. The task of CDA is to analyze the experiential, relational, and expressive values of vocabulary, grammar, and discourse structure when constructing three meta-functions of language, through three stages of discourse analysis as description,

interpretation and explanation, which follow Fairclough's three-dimensional model for CDA, which outlines the analysis of a communicative event in three aspects: text, discursive practice, and social practice (Do Thi Xuan Dung & Mai Van Ket (2023; 41).

By applying Herra and Kulińska's taxonomy (2018) through CDA lens, researchers can gain deeper insights into how different types of feedback interact with social contexts and power structures. This approach ultimately aims to inform the development of more equitable and effective feedback strategies in EFL teaching, enhancing the overall learning experience.

Type of feedback	Examples
explicit correction	S: *I didn't go to school tomorrow, I was sick.* T: *No, not tomorrow. You should say: yesterday.*
recast	T: *When did you buy the books?* S: *I buy the books yesterday.* T: *You bought the books yesterday.*
elicitation	S: *After work, she go shopping.* T: *After work she ......* (rising intonation to signal that the student should finish the sentence) S: *After work, she goes shopping.*
clarification request	S: *Can I have the toilet, please?* T: *I'm sorry?* or *I don't understand?* S: *Can I go to the toilet, please?*
metalinguistic	S: *After work he went to home.* T: *Do we say 'go to home'?"* S: *After work he went home.*
repetition	T: *How old are you?* S: *I have 12 years old* T: *HAVE? I HAVE 12 years old?!* S: *I am 12 years old*
translation	S: *I am interesting in sports.* T: *Are you sure you wanted to say: Jestem interesujący w sportach?* S: *I am interested in sports.*
non-verbal clues	S: *I have three book.* T: *...* says nothing but makes a facial expression which signals the ill-formed utterance or counts, using fingers. S: *I have three books.*

Table 1: Types and examples of feedback proposed by Herra and Kulińska (2018)

Findings and Discussion

Oral Corrective Feedback Strategies Used by EFL Teachers

The types of oral corrective feedback strategies used by EFL teachers were classified into eight categories: explicit correction, recast, elicitation, clarification request, metalinguistic, repetition, translation, and non-verbal clues. Analysis of transcriptions from recorded sessions revealed 112 instances of feedback. During the teaching hours of four English language classrooms, the frequency of each corrective feedback strategy was categorized and counted as shown in the table below:

Types of feebacks	Examples	Frequency N = 112	Percentage (100%)
1.Explicit correction	**T**: What does "prepare" mean? **S:** To make things ready to be use. **T**: Yes, you should say "prepare" means to make things ready to be used. **S**: "Prepare" means to make things ready to be used. (F1)	**21**	**18.8%**
2. Recast	**S**: Mr. Smith <u>were</u> talking to the students who still think I don't have the skills to be independent. **T**: Yes, "Mr. Smith <u>was</u> talking to the students who still think I don't have the skills to be independent." (F23)	13	11.6%
3. Elicitation	**S**: So we need to protect local ecosystems, don't we? **T**: Good, falling intonation to signal that the student should finish the sentence. **S**: So we need to protect local ecosystems, don't we? (F41)	**8**	**7.1%**
4. Clarification request	**S**: This will <u>cut</u> the smoke produced in the air. **T:** I'm sorry? **S**: This will <u>reduce</u> the smoke produced in the air. (F50)	13	11.6%
5. Metalinguistic	**S**: The teacher who teach us is very nice. **T**: What's the correct form of 'teach' in this sentence? **S**: The teacher who teaches us is very nice. (F58)	**9**	**8.0%**

6. Repetition	**S:** Because it encourages us to improve ACADEMIC. **T:** ACADEMIC. Improve ACADEMIC. **S:** Because it encourages us to improve ACADEMICALLY. (F75)	**17**	**15.2%**
7. Translation	**S:** Species endangered. **T**: Are you sure you want to say: *các loài có nguy cơ tuyệt chủng.* **S:** Endangered species. (F95)	**18**	**16.1%**
8. Non-verbal clues	**S:** Can you show me the money-management app you told me about? **T**: (raises eyebrows and nods encouragingly) **S:** Can you show me the money-management app you told me about? (F100)	**13**	**11.6%**

Table 2: Categories of Oral Corrective Feedback Strategies Used by EFL Teachers in Eight Lessons

As shown in table 2, *explicit correction* was the most common strategy, making up 18.8% of the feedback instances, indicating a preference for direct error correction. *Translation* (16.1%) and *repetition* (15.2%) were also frequently used to reinforce correct usage and ensure comprehension. *Recasts, clarification requests*, and *non-verbal clues* each accounted for 11.6% of the feedback, showing a diverse approach. *Recasts* strategy corrects errors subtly, *clarification requests* prompt deeper thinking about language, and *non-verbal clues* provide cues without disrupting the conversation. *Metalinguistic feedback* (8.0%) and *elicitation* (7.1%) were less common, likely used for more advanced learners or specific contexts. Overall, EFL teachers preferred direct correction but also used a range of strategies to address different learning needs and situations.

From the findings of the teacher's correction feedback strategies in the study, it is clear that the teacher's corrective feedback aims to promote student learning and achieve the course objectives. Based on the collected data, table 2 illustrates the distribution of feedback functions during the teacher's teaching sessions. *Explicit correction,* which was the most frequently used corrective feedback strategy shows that teachers prioritize clarity and immediate accuracy in correcting students' mistakes and ensuring that students receive clear and precise information. The preference for explicit correction can be explained by various theoretical perspectives on language learning and error correction. This feedback method offers clear and immediate guidance, helping students understand and rectify their errors effectively. Explicit correction aligns with the behaviorist theory, which highlights the role of reinforcement and correction in learning. Behaviorists argue that immediate feedback reinforces correct language use through repetition and practice (Skinner, 1957). In teacher-centered classrooms, where the teacher is the primary source of knowledge, explicit correction is often preferred because it delivers precise and direct information. In larger classes, it can be more practical than other feedback methods as it provides instant correction without the need for additional interaction.

Repetition and *translation* are also commonly used feedback techniques in language teaching. Repetition emphasizes the error to prompt self-correction, while translation clarifies the mistake by providing the correct form in the student's native language. Both techniques effectively support student self-correction, each using a different approach. *Translation* (16.1%), involves the teacher translating the incorrect phrase into the student's native language to clarify the mistake. In contrast, *Repetition* (15.2%) highlights errors by echoing them with emphasis. While both *repetition* and *translation* are designed to aid in self-correction and enhance comprehension, they operate through distinct mechanisms. *Repetition* helps students identify and correct mistakes by drawing attention to the errors, fostering active listening and cognitive involvement in a non-intrusive way. In contrast, *translation* offers immediate clarity by translating the error into the student's native language, which is particularly helpful for understanding complex or unfamiliar concepts. Each method effectively assists students in refining their language skills by making errors more evident and easier to grasp.

Recast, clarification requests, and *non-verbal clues* are three common corrective feedback strategies used in language classrooms, each accounting for 11.6% of the total feedback provided. Recasts subtly correct errors by reformulating the student's mistake without direct correction. For example, when a student says, "We can **learned** anytime and anywhere with an Internet connection," the teacher responds with "Yes, we can learn anytime and anywhere with an Internet connection," modeling the correct form. However, it may not always make the error clear to the student, leading to missed learning opportunities. *Clarification requests* involve asking students to clarify their statements, encouraging self-correction.

(F50)   **S**: *This will cut the smoke produced in the air.*

T: *I'm sorry?*

S: *This will reduce the smoke produced in the air.*

This method encourages students to think more critically about their language use and understand the need for precision in communication. *Non-verbal clues*, such as nodding or facial expressions, provide silent hints for correction.

(F101) **S**: *You need a specific strategy to improve your English speaking skills.*

T: *(nods and gestures to continue)*

S: *Strategy*

This method maintains the flow of conversation and encourages self-monitoring. By comparing these methods, it is clear that while each technique has its own merits, they all aim to promote self-correction and deeper understanding, enhancing students' language skills in different ways.

Elicitation and *metalinguistic* are two feedback techniques used to promote self-correction and deeper understanding in students. Elicitation (7.1%), involves prompting students to self-correct by asking questions or giving cues.

(F39)   **S**: *Would you like a cup of tea?*

T: *Good, (rising intonation to signal that the student should finish the sentence). Let's try again.*

S: *Would you like a cup of tea?*

For example, if a student says, "Would you like a cup of tea?" the teacher may respond with rising intonation to encourage completion of the sentence correctly. This approach promotes active involvement from students and enhances cognitive engagement, leading to more profound learning. Herra and Kulińska (2018) discovered that elicitation resulted in greater student engagement and higher rates of self-correction than explicit correction.

Metalinguistic feedback (8%), involves comments or questions related to language rules. For instance, if a student says, "The teacher who teach us is very nice," the teacher might ask, "What's the correct form of 'teach' in this sentence?" helping the student understand and apply the correct form "teaches." This type of feedback assists students in grasping the fundamental grammatical rules and encourages them to correct their own mistakes.

Both *elicitation* and *metalinguistic* feedback aim to boost understanding and encourage self-correction, but they achieve these goals through different methods. Elicitation prompts students to identify and rectify their errors through subtle hints, fostering active participation and engagement. In contrast, metalinguistic feedback offers explicit comments or questions about grammatical rules, helping students grasp language structure and correct their mistakes. Although each method employs a distinct approach, both are effective in enhancing students' language skills by making errors clearer and more understandable.

The choice of corrective feedback strategies is influenced by various theoretical frameworks and pedagogical styles. Communicative Language Teaching (CLT) highlights the role of communication and interaction in learning, favoring methods that promote self-correction and meaningful dialogue, rather than immediate correction. Constructivist theories, which emphasize learning through experience and reflection, support peer correction as a means to foster collaborative learning and critical thinking. Sociocultural theories advocate for supportive feedback that aids students' progress within their Zone of Proximal Development (ZPD), with methods like metalinguistic feedback or elicitation encouraging self-correction and deeper understanding.

Teachers select feedback strategies based on factors such as the students' level and the educational goals. For beginners, explicit correction provides clear and direct guidance, whereas more advanced students may benefit from elicitation and peer correction, which encourage deeper cognitive processing and self-regulation. In informal settings, peer correction can be effective, while formal contexts may favor explicit correction to maintain structure and authority. The choice of strategy also depends on whether the focus is on fluency or accuracy.

Research by Herra and Kulińska (2018) indicates that both explicit correction and elicitation have distinct advantages and limitations. Explicit correction is useful for immediate error correction but may not support long-term retention as well as elicitation, which encourages students to reflect critically and self-correct, leading to better long-term learning outcomes. Their study suggests that a balanced approach incorporating various feedback methods can offer a more effective learning experience. Students who engage in self-correction through elicitation are more likely to retain and correctly use language skills in future tasks, aligning with the sociocultural theory's focus on supportive feedback and progression within the ZPD. This is also confirmed in the research by Do Thi Xuan Dung, Ho Thi Kim Quy (2024) who have reassured these two techniques played key roles in specific language classrooms.

In sum, the findings align with Herra and Kulińska's (2018) feedback taxonomy, which categorizes feedback into types such as *explicit correction, elicitation, repetition*, and

metalinguistic feedback. *Explicit correction*, as identified in the taxonomy, provides direct feedback on errors, reinforcing the correct language forms and aligning with behaviorist theories that stress the importance of immediate correction and reinforcement (Skinner, 1957). *Elicitation*, by prompting students to recognize and correct their own mistakes, supports constructivist theories emphasizing learning through active participation and reflection (Vygotsky, 1978). Similar to the findings, Herra and Kulińska (2018) also highlighted the role of *elicitation* in encouraging higher student uptake and self-repair rates, as it fosters critical thinking and deeper engagement with the language. Their research suggests that while *explicit correction* is effective for immediate error rectification, elicitation promotes long-term learning by helping students develop their error-detection skills and self-correction abilities. Besides, Fathimah (2020:143) also reported similar results when applying OCF strategies as she claimed that "most students expected their errors to be corrected through the use of explicit correction and perceived corrective feedback as a beneficial contribution to their language learning".

The Connections Between Teachers' Oral Corrective Feedback Discursive Strategies and Students' Learning Behavior

In this part, we will use Fairclough's three-dimensional CDA framework (2015) to explore the discursive strategies of teachers' oral corrective feedback in the classroom and the effects of oral corrective feedback on students' learning behavior and from that assist students in improving the accuracy of students' speaking performance and constructing general language competence for learners. In the previous part, we identified eight types of teachers' oral corrective feedback strategies, including *elicitation, clarification request, explicit correction, recast, metalinguistic feedback, repetition, translation, and non-verbal cues.* In this part, we will choose some of the most significant teachers' oral corrective feedback to unveil discursive meaning, power, and intentional ideology and relate them to students' learning behavior.

Teachers' Discursive Strategies in Providing Explicit Correction as Corrective Feedback

To clarify teachers' discursive strategies in providing explicit correction as corrective feedback, the study applies Fairclough's (2015) three-dimensional model to CDA. This model analyzes how teachers used language through three stages: *description, interpretation, and explanation*.

While giving oral corrective feedback on students' errors, teachers used grammatical structures such as "*it is easier to access lesson materials*" to correct phrasing and reinforce proper grammar; or using command sentences "*remember*" (for example, (F7) Remember to say *'sit in front of a computer'* instead of *'sit in front of computer'*) to emphasize key points and reinforce important corrections; teachers used questions (for example, *"Anyone else?"* (F9)) to encourage additional student responses and ensure understanding from the whole class; teachers also used ellipsis such as: *"Good points!, Correct!, Excellent effort! ..."* (for example, F7, F8, F9) to acknowledge students' progress, build their confidence and motivation in the learning process; and teachers often uses model verb *"Should"* to give advice on the correct form of language.

For example, when a student says, "We can learn at our own paces," and the teacher corrects it to *"we can learn at our own pace"* (F5), this correction addresses a grammatical error. The word *"paces"* is incorrect in this context, and the teacher's feedback clarifies that the singular form *"pace"* is appropriate. This attention to grammatical detail is crucial for ensuring that students learn to use language accurately and effectively. Another example the correction of *"helps students have"* to *"helps students to have"* (F9) improves the grammatical structure by clarifying the intended meaning and proper usage of the verb form.

For example:

(F5) *No, it should be 'we can learn at our own pace'*

(F9) *Excellent effort! Remember to say "helps students to have" instead of "helps students have." Anyone else?*

Similarly, the correction from *"interested"* to *"interesting"* (F6) illustrates a shift from an adjective describing a state to an adjective describing a characteristic, ensuring the correct descriptive form is used. These corrections are characterized by rewording or rephrasing, which enhances clarity and grammatical precision. The use of imperative sentences, such as *"You should say"* (F6), emphasizes the teacher's role in guiding the student towards correct usage, while declarative sentences like "*No, it should be*" (F5) assert the correctness of the feedback. Besides, "should" (F6) is also expressive modality which teachers give advice to students. In contrast, phrases like *"Yes", "Good points!"* and *"Excellent effort!"* (F20, F7, F9) are used to acknowledge the student's efforts before providing corrections, which helps to maintain a positive and supportive learning environment.

For example:

(F5) *No, it should be 'we can learn at our own pace.'*

(F6) *No, not interested. You should say, Interesting.*

(F7) *Good points! Remember to say 'sit in front of a computer' instead of 'sit in front of computer.'*

(F9) *Excellent effort! Remember to say "helps students to have" instead of "helps students have." Anyone else?*

(F20) *Yes, "violence" means using force to hurt or kill someone.*

Textual structures in the feedback are characterized by the teacher's control over the interaction. The teacher consistently provides corrections and prompts the student to repeat the corrected forms, which is a common pedagogical practice aimed at reinforcing correct language use. This structure supports a repetitive cycle of error correction and reinforcement, which is essential for language acquisition. The feedback occurs within a broader educational framework where explicit correction is a fundamental method for teaching and improving language skills. This iterative process of providing feedback, correcting errors, and practicing correct forms helps to solidify the student's understanding and application of language rules.

Next, the explicit corrections provided by the teacher are products of a structured educational process designed to enhance language skills and improve the student's language proficiency. The words like *"Yes"* (F20), *"Correct"* (F8), *"No"* (F5), *"Good points!"* (F7), and *"Excellent effort!"* (F9), … for recognition and compliments are used to affirm or challenge the student's language use, guiding them towards accurate language application, reflecting the teacher's role in guiding the students. These corrections serve as both feedback and resources for further learning, reinforcing correct usage and fostering a supportive learning environment.

The teacher's use of *"should"* (F6) directs the student to use the proper grammatical form, highlighting the importance of accurate language structure and aiming to give advice and strengthen the teacher-student relationship. In (F5), the correction to *"at our own pace"* emphasizes the importance of singular and plural forms for grammatical correctness. Feedback on the adjective form *"interesting"* (F6) helps the student grasp the appropriate use of adjectives.

For the student, these corrections serve as valuable resources for learning, enabling them to internalize correct usage and understand the nuances of standard language norms. The feedback process is interactive, involving the student's active engagement with the corrected forms, which facilitates deeper learning and understanding.

Finally, in the context of Vietnam's current education system, especially in teaching foreign languages at high schools, where precision and adherence to standard language norms are considered crucial, classroom observation becomes indispensable for understanding why teachers select specific types of feedback. Direct classroom observation of students' reactions to various feedback methods offers a deeper understanding. For instance, when teachers use explicit correction, students often exhibit clear signs of engagement, such as enthusiasm and increased focus. This is clearly reflected in how teachers at Nguyen Duc High School utilized explicit correction strategies in their language lessons.

The use of *explicit correction* strategy reflects an educational setting where precision and adherence to standard language norms are highly valued. The teacher's role in delivering corrections is socially determined by their authority within the classroom. This authoritative role is crucial for maintaining educational standards and ensuring that students meet the expected norms of language use. The corrections not only address immediate errors but also contribute to the student's long-term development, shaping their future communication skills and aligning with societal expectations of linguistic competence. Below are the interviewees' ideas on this:

"Tôi thường sử dụng explicit correction vì nó giúp học sinh nhận ra lỗi sai và sửa chữa những lỗi sai của chúng ngay lập tức."

(Author's Translation: "I often use explicit correction because it helps students immediately recognize and correct their mistakes.") (Teacher A, April 17th, 2024)

"Tôi thích sử dụng explicit correction hơn để có thể chắc rằng học sinh của tôi hiểu rõ những lỗi sai của chúng và biết cách để sửa những lỗi sai đó."

(Author's Translation: "I prefer using *explicit correction to ensure that students clearly understand their mistakes and how to correct them.") (Teacher D, May 4th, 2024).*

The feedback process reinforces social norms and educational values, highlighting the importance of language accuracy in professional and academic contexts. This form of explicit correction not only maintains a positive and supportive relationship but also subtly reinforces the proper grammatical structure, aligning with the interpersonal function by encouraging the student to internalize the correct usage without feeling criticized. The teacher not only corrects the content of the student's statement but also guides the students toward a more relevant solution. This type of feedback involves both correcting factual information and refining the students' argumentative skills, emphasizing the ideational function by aligning the students' responses with the appropriate context.

Teachers' Discursive Strategies in Providing Repetition as Corrective Feedback

In this part of the study, *repetition* as a corrective feedback strategy is explored as teachers' discursive strategies are used not only to correct errors but also to enhance proper language structures and promote active listening in students.

First, the *repetition* correction involves completing the incomplete prompt by adding the word *"phone"* after the question *"Why don't you answer your...?"* (F65). This addition clarifies the

question and ensures the listener understands it fully, reinforcing effective communication. Similarly, in (F70), the correction clarifies the incomplete question *"Where she could get what?"* by specifying "the information," thus preventing misunderstandings and ensuring the inquiry is fully articulated.

For example:

(F65) *Why don't you answer your...?*

(F70) *Where she could get what?*

The correction completes the list of items by adding *"other materials"* after sentence *"Stop burning leaves, rubbish, and other...?"* (F71), which clarifies the solution proposed. This type of correction ensures that all components of the message are explicitly stated. This practice of completing lists and clarifying details is also seen in *"Peer pressure to own the...?"* (F74), where the correction adds *"latest device"* to specify the object of peer pressure.

For example:

(F71) *Stop burning leaves, rubbish, and other...?*

(F74) *Peer pressure to own the...?*

Adjustments related to grammatical structure are evident in examples like (F69), where *"create"* is corrected to *"creating"* to align with the present participle form. Similarly, (F75) changes *"academic"* to *"academically"* to match the grammatical context. This adjustment is crucial for maintaining clarity and professionalism. The same is true for (F76), where *"frequent"* is corrected to *"frequently"*, ensuring proper grammatical structure. The corrections in (F79) and (F80) involve changing *"is"* to *"are"* and removing an unnecessary *"to"* respectively, both crucial for grammatical accuracy.

For example:

(F69) *CREATE? protecting and CREATE...*

(F75) *ACADEMIC. Improve ACADEMIC.*

(F76) *FREQUENT? Skipping classes FREQUENT*

(F79) *IS? Learning materials IS available at all times online.*

(F80) *TO ORGANIZE? We can TO ORGANIZE our own study schedule.*

Next, we examine the interaction between the feedback text and its context. Each correction serves a specific purpose in guiding the listener or reader toward understanding and using language accurately. For instance, the completion of the phrase with *"phone"* (F65) helps clarify the speaker's question, ensuring that the listener comprehends the query fully. The explicit correction of *"the information"* (F70) ensures that the inquiry is clear, which prevents potential misunderstandings. The corrections by specifying items like *"other materials"* (F71) and *"latest device"* (F74), make the information more explicit, thus enhancing clarity and preventing ambiguity. Moreover, by encouraging students to arrive at the correct form themselves, the teacher promotes a learning environment that values student agency and supports the development of lifelong learning skills.

The corrections illustrate how grammatical errors are addressed to maintain accuracy. For example, changing *"create"* to *"creating"* (F69) and *"academic"* to *"academically"* (F75) corrects the grammatical structure to ensure proper usage. This adjustment ensures that the adverbial form is used correctly, maintaining grammatical accuracy in the statement about improvement. Similarly, adjustments like changing *"is"* to *"are"* (F79) and removing an unnecessary *"to"* (F80) ensure grammatical consistency and improve the overall clarity of the statements. Another example, the correction changes *"frequent"* to *"frequently"* (F76) to correct the adverbial form. This adjustment ensures grammatical accuracy and clarity in describing the frequency of skipping classes. The teacher's repetition highlights the word *"frequent"* by echoing it with a questioning tone. This strategy not only draws attention to the error but also prompts the student to recognize and self-correct the mistake, resulting in the revised sentence: *"Our friend is skipping classes frequently."* The teacher's questioning technique aligns with pedagogical practices that emphasize the importance of metacognition—the ability of learners to think about their thinking. This approach prepares students for more advanced language use, where they can analyze and adjust their language according to different communicative needs and contexts. Furthermore, in F76 and F80, the repetition serves to promote a learning culture where errors are viewed as opportunities for growth rather than failures. By using repetition, the teacher fosters a supportive environment where students are encouraged to learn from their mistakes and improve their language skills through active participation. This approach supports the development of metacognitive skills, as students learn to monitor and correct their own language use. The teacher's strategy reflects an educational philosophy that values the process of learning and encourages students to engage critically with language. This approach not only helps students correct immediate errors but also contributes to their overall language development, making them more independent and effective communicators.

Finally, when observing classroom interactions, particularly in EFL classrooms, we explore how these corrections fit into the broader educational and social context. The use of repetition reflects an environment where precision and adherence to standard language norms are emphasized. For example, during our classroom observations, the corrections in (F69) and (F75) are indicative of the emphasis on grammatical accuracy, which is crucial for clear and professional communication. Moreover, when teachers employ repetition, students frequently exhibit visible signs of engagement, such as increased enthusiasm and improved focus. These reactions indicate that students are receptive to this feedback method, reinforcing its value in supporting their learning and aligning with educational goals. In a short interview with some teachers, Teacher B shared *"Cô thấy repetition cũng rất hữu ích trong việc nhấn mạnh lỗi sai và giúp học sinh tự sửa lỗi sai và cô thường áp dụng repetition để sửa lỗi cho học sinh của cô." (Author's Translation: "I see that repetition is also very useful for emphasizing errors and helping students self-correct and I often apply repetition to correct students' errors") (Teacher B, April 23rd, 2024).* Similarly, Teacher D also expressed that *"repetition nó thực tế trong việc sửa chữa lỗi và nhấn mạnh ý ngay tức thì". (Author's Translation: "Repetition is more practical for immediate error correction and reinforcement.") (Teacher D, May 4th, 2024).* The corrections also highlight the teacher's role in maintaining educational standards and guiding learners toward correct usage.

In educational settings, such corrections are not only about fixing errors but also about reinforcing linguistic norms and helping students develop accurate language skills. By correcting grammatical inconsistencies and clarifying incomplete information, the feedback supports the student's learning process and helps them align with societal expectations of language

proficiency. These corrections contribute to the students' ability to communicate effectively and professionally, reinforcing the importance of precision in both academic and everyday contexts. The teacher's role is to create a dialogue that encourages the students to engage with and correct their mistakes, thus enhancing their understanding and application of language rules.

Conclusion

This study aimed to investigate the types of corrective feedback strategies used by EFL teachers and how the teachers' discourse exerts impacts on students' learning behavior. The research was conducted in the context of highschool EFL classrooms, using the Global Success textbook, and involved four (04) English language classrooms focused on students' speaking performance in speaking, writing, and grammar lessons. It explored teachers' different strategies of giving oral corrective feedback and how teacher discourse can help promote students learning behavior as well as meet course objectives. The investigation revealed that teachers employed a variety of feedback strategies, with *explicit correction* and *elicitation* being the most frequently used methods, highlighting their role in delivering clear and immediate guidance to students towards correction on language performance and encouraging students to self-correct and engage more deeply with the materials.

The study underscores the importance of adapting feedback strategies to different educational contexts and student needs. Teachers should consider the level of their students and the specific learning goals when choosing feedback methods. For beginners, explicit correction might offer clearer guidance, while more advanced students might benefit from elicitation and peer correction, which encourage deeper cognitive processing and self-regulation.

Additionally, the study highlights the need for teachers to be aware of various feedback strategies' theoretical underpinnings and practical applications. Integrating different feedback methods, such as elicitation and metalinguistic feedback, can provide a more comprehensive learning experience. Teachers should also consider the classroom environment and the nature of student interactions when selecting feedback strategies to optimize learning outcomes. Implications have also been worked out for teacher development in terms that school leadership needs to encourage teachers to conduct discourse practice frequently in the way that it facilitates language teaching, particularly in giving feedback to students' performance.

Future research should continue to explore the effectiveness of different feedback strategies in various teaching contexts. This could include examining how a mix of feedback methods impacts student learning and identifying best practices for integrating feedback strategies into diverse educational settings.

In summary, this investigation into teachers' use of oral corrective feedback strategies provides valuable insights into how different methods support student learning. By understanding and applying various feedback approaches, educators can enhance their teaching practices and better support their students' language development.

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