

UNIVERSITY STUDENTS' PREFERENCES FOR ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASSES IN VIETNAM

LIENG HOT LE RUTO* - NGUYEN TAT THANG**

ABSTRACT: The study investigates university students' preferences for oral corrective feedback (OCF) in English speaking classes and explores the role of cultural background in shaping these preferences. While OCF has been widely examined in second language acquisition, little attention has been paid to learners' perceptions in culturally diverse Vietnamese classrooms. Adopting a mixed-methods design, the research combined questionnaires (n=132), classroom observations, and interviews with students and teachers at a university in Lam Dong Province. The questionnaire examined students' experiences and attitudes toward OCF strategies, while observations and interviews provided qualitative insights into real-time practices and perceptions. Findings revealed that students preferred teacher feedback as the most reliable source, followed by combined teacher-peer feedback. Praise and encouragement emerged as the most favored affective strategies, while criticism was least desired. Regarding delivery, direct and delayed feedback were highly valued for clarity and reinforcement, whereas immediate feedback was often welcomed by first-year students. Although both Kinh (the majority) and ethnic minority students perceived OCF positively, cultural factors did not significantly alter preferences. The study underscores the importance of balancing corrective accuracy with emotional support in OCF, and suggests practical strategies for teachers to enhance motivation, confidence, and retention in diverse EFL classrooms.

KEY WORDS: Higher education; learner preferences; oral corrective feedback (OCF); speaking skills; Vietnamese EFL context.

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1. Introduction

Speaking has long been considered both fundamental and challenging in learning English as a foreign language (EFL), as it prepares learners to communicate effectively in real-life situations in the globalized world. Oral Corrective Feedback (OCF) plays a crucial role in helping students identify mistakes, make adjustments and ultimately enhance their communicative competence (Irons and Elkington, 2021). However, appropriate OCF in varying circumstances is not a spontaneous act but careful consideration of the recipients' feelings and expectations, especially in an educational environment characterized by cultural diversity. In Vietnam, students at higher education institutions are from different regions, ethnics and educational backgrounds, and OCF is not only a correction tool but a social and psychological interaction between instructors and students (Kamiya, 2016). Different perceptions in an EFL class may affect the ability to process feedback, correction, or even learning motivation (Dogancay-Aktuna, 2005). Existing studies have explored the roles of OCF in EFL classrooms; however, a notable gap in students' preferences and the influence of cultural background was found, especially in such educational settings in Vietnam.

Considering the potential impact of students' diverse backgrounds on how OCF is received in speaking classes, this study investigated students' preferences for OCF strategies at the tertiary level and examined how cultural factors shaped their choice. The investigation was conducted at a

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university in Lam Dong Province, which offers a rich context for this study with typical pedagogical characteristics and unique demographic features. To achieve the research purposes, the paper was guided by two research questions:

1/What oral corrective feedback strategies do EFL students at the university prefer in speaking classes?; 2/How do students from different cultural backgrounds perceive different strategies of oral corrective feedback (OCF) in their learning process?

2. Literature Review

2.1. Theoretical frameworks

In the light of Second Language Acquisition (SLA), feedback is often regarded as an important aspect of language learning. One way to define it is that feedback relates to responses given to learners about how they use the language with two purposes: it corrects errors and draws attention to core language forms that might help learners improve (Ellis, 2009). He also points out there is a close link between what learners already know and what they still need to learn from feedback, which makes it a useful tool to identify how their language abilities progress during learning. Later, Rassaei (2014) conceptualizes these functions as evaluation and scaffolding in language learning. While exploring the characteristics of feedback, Lyster, Saito and Sato (2013) claim that it is in speaking tasks that students have to produce language in real time and feedback is important to help them recognize mistakes and correct them naturally.

In terms of Oral Corrective Feedback (OCF) in language learning, it refers to spoken responses to errors learners have in their speaking performances and focuses on improving their communicative competence, especially accuracy and fluency (Li, 2010). In speaking classrooms where students are required to use language in real time, OCF functions not only as a corrective tool but also an interactive approach to facilitate learning through communication (Alshammari & Wicaksono, 2022; Uludağ, 2024). In light of OCF's functions, Lightbown and Spada (2020) also highlight that this corrective nature of OCF causes no interruption in meaning-focused communication. In this case, the dynamic nature of OCF is evident and learners can benefit by filling the gap between their interlanguage and the actual language with self-correction and target output (Tan, Reynolds & Ha, 2024). The function of OCF supports Krashen's Input Hypothesis, which indicates that exposing comprehensible input that is slightly beyond their current level of proficiency is necessary for learners to acquire language (Kapci, 2022).

The nature of OCF also aligns with Vygotsky's Sociocultural Theory mentioned in Chaiklin (2003), which states that effective communication relies heavily on social interaction and cultural context. The effectiveness of OCF is directly related to the social standards that influence how people interact (Kamiya, 2016). However, feedback strategies are considered to be helpful in one cultural situation but may be regarded too critical or face-threatening in another (Sadeghghli & Niroomand, 2016; Nguyen, 2018). As a result, OCF must be provided with cultural sensitivity, considering learners' emotional needs and sociocultural backgrounds. When doing so, Khodadad (2023) believes it not only increases learner engagement but also develops a respectful, encouraging, on top of that an inclusive learning environment. This emphasizes the necessity of teacher awareness and adaptation in providing feedback linguistically and culturally in diverse classes. In addition, this theory particularly highlights the zone of proximal development (ZPD), a crucial concept in second language acquisition (SLA), which refers to the area where language learners develop their proficiency with support from more higher-level language users. When delivered skillfully and flexibly, OCF can work as scaffolding assistance within their ZPD (Aljaafreh and Lantolf, 1994). From this perspective, OCF plays a role as a corrective tool also a pedagogical method to boost learners' speaking competence.

Based on this theoretical foundation, OCF has been widely used in EFL speaking lessons for constructive purposes. Its instantcy allows immediate error correction, encouraging language development by enabling students to adjust their spoken language in real time (Ellis, Sheen, Murakami, & Takashima, 2008). This aligns with the communicative approach, a current

methodology that emphasizes authentic language used in real-world contexts (Richards, 2005). However, the fact is that it is dynamic based on circumstances and time, so the deliverers should be sensitive enough to minimize communication breakdowns and ensure clear messages delivered without interfering the interaction.

Overall, research has shown the significance of OCF language teaching and learning, particularly in speaking-oriented settings. From foundational theoretical frames works namely Krashen's Input Hypothesis, and Vygotsky's Sociocultural Theory, OCF has been proven to be beneficial for learners in enhancing their speaking proficiency. However, as an interactive activity, OCF should be used under serious consideration of several factors. Cultural sensitivity is one of them, and learners from different cultural backgrounds may experience feedback differently. Therefore, OCF strategies adopted in speaking classes in such complex settings is worth a thought.

2.2. OCF Types and Strategies in EFL Speaking Classes

At first, Feedback is believed to be a social interaction from teachers to students' performances; whereas, Masantiah, Pasiphon and Tangdhanakanond (2020) make an effort to highlight a broader zone when saying that there are four sources of feedback and this way of classification is supported by many researchers. Moreover, this is not only teacher-student interaction but also from many other counterparts within and after classes such as peers or technology assistance.

Feedback-a corrective device is a rich source of comprehensive input produced based on learners' knowledge at the current time. Aljaafreh and Lantolf (1994) demonstrate that learners who receive feedback within their ZPD can significantly improve their language abilities. They also recommend feedback should be customized, shifting from direct to indirect instructions. This way of categorizing is in the same light as Krashen's input hypothesis, which emphasizes the importance of comprehensible input for language acquisition (Gass & Mackey, 2014). In this case, there are two main classifications formed:

- *Direct feedback* includes Recast, Repetition, and Explicit Correction;
- *Indirect feedback* includes Clarification Requests, Elicitation, and Paralinguistic Signals

In addition, as in Vygotsky's Sociocultural Theory, such social interactions are greatly influenced by emotions of both counterparts, which should be taken into consideration. Regarding language instructions, particularly, the way teachers deliver feedback, including many aspects namely their attitude and tone of voice, affects how students perceive and react to the feedback (Zarei, Ahour & Seifoori, 2020). Positive feedback can promote learners' confidence and boost motivation, while negative comments may discourage students and make them feel anxious about being judged when using language (Murtagh, 2014). This issue showcases the importance of being sensitive to how students feel about teachers' feedback to help them learn best (Krashen, 1982). Another study by Wu, Huang, Han, and Zhang (2022) finds that Iranian students learning English improve more from classmates' feedback than from teachers', even though they prefer teacher feedback.

Furthermore, Luu Thi Huong's (2020) research describes the complexities of feedback practices. The study reveals a significant mismatch between teachers' intentions and students' perceptions. Teachers in her study often choose recast feedback and they hold the belief that it is beneficial in that context. However, students do not show a preference for those strategies. Meanwhile, paralinguistic elements like tone of voice and facial expressions, are less commonly used by teachers but generally welcomed by students. The findings of this study reveal that the real practices of the teacher based on their beliefs and experience mismatch the students' desires. This, one more time, highlights the importance of understanding how learners interpret not just the content of feedback, but also the manner that it is delivered.

Another factor to notice is feedback affectivity, which is a phenomenon called "social affective behaviors" (Chang, 2015, p.3). It refers to the emotional effects that an utterance of feedback may have on the receivers. Positive feedback such as praises or encouragement, as mentioned, helps students feel confident and encourages them to use the language correctly (Hattie & Yates, 2014;

Ellis, 2009). Another kind is negative feedback - criticism - which can be direct or indirect, emphasizes mistakes and help students fix them themselves. Brookhart (2017) states that while it helps teachers give comprehensible input to students, it may cause undesirable feelings among feedback receivers.

Using it appropriately in a well-managed manner is a consideration for users, who are not only teachers but also students themselves. That was the reason why the author focused on four different strategies that are illustrated in the following table (Table 4)

Table 1. OCF Strategies Investigated in The Paper

Types	Strategies
1. Timing	immediate feedback; delayed feedback
2. Source	instructor feedback; peer feedback; self-feedback
3. Manner	direct feedback; indirect feedback
4. Affectivity	Criticism; encouragement; praise

In conclusion, the type of oral corrective feedback (OCF) is influenced by a number of closely linked aspects, such as the provider, method of delivery, timing, and the emotional effect on the receiver. Previous studies have shown that the effectiveness of OCF varies across contexts, suggesting that feedback mechanisms should be adapted to specific educational, cultural, and learner variables to optimize learning outcomes (Li, 2010; Roothoof, 2014). As Ellis (2009) notes, OCF “is not a one-size-fits-all pedagogical tool” (p. 8) but a nuanced instructional practice requiring situational awareness. With its unique characteristics, the EFL speaking classroom offers a highly considerable setting to explore OCF, with huge benefits to both theoretical advancement and pedagogical practice in the area of study.

3. Methodology

3.1. Research methods

This research used a mixed-methods design combining quantitative and qualitative methods, which can “address variation and variability in human behavior between individuals and groups of individuals” (Riazi & Candlin, 2014, p.137). Also, with numerical representation, quantitative data was believed to have “more value on generalizability, reliability, and validity” in education research, as Fryer, Larson-hall, and Stewart (2018, p.57) cited from Brown (2004), especially to studies with large number of participants. The integration of both methods provided a deeper understanding of the “what” (statistical trends) and the “why” (contextual explanations), thus increasing the reliability and depth of the findings.

3.2. Participants

The study was conducted at a Vietnamese university during the second semester of the 2024 academic year, focusing on EFL majors enrolled in Speaking Course 1 and Speaking Course 3. The total population comprised 170 students. A stratified random sampling method was applied to ensure representation across academic levels and ethnic backgrounds. As stated by Dörnyei and Csizér (2012), stratified random sampling works “exclusively on randomness without subjective factors” and enables grouping “subjects whose characteristics are similar to the population as a whole” (p.81). This approach ensured that the sample reflected the diversity of the study population.

After delivered, 132 completed and qualified questionnaires were returned, including 13 students from 9 ethnic minority groups (K’ho, Tay, Cil, Lach, Raglai, Nung, Muong, Mnong, and Ede) and 119 students from the Kinh ethnic majority. Three classes taught by instructors with over five years of tertiary-level speaking teaching experience were purposefully chosen for classroom observations. This sample represented diverse demographic and linguistic profiles, which allowed for a deeper analysis of students’ preferences and perceptions of Oral Corrective Feedback

3.3. Instruments

Questionnaire:

To collect quantitative data, students in four classrooms completed a paper-based questionnaire prepared in Vietnamese (Appendix A). The questionnaire was organized into three pieces. The first section included demographic information, such as gender, academic year, and ethnicity. The second part, which consisted of eight yes/no questions, examined students' previous experiences with four distinct Oral Corrective Feedback (OCF) techniques. Finally, students' views and preferences about OCF was investigated by using eight mixed-format questions that contained both scaled and open-ended items. These questions were adapted from Muslem et al. (2021) and Gamlo (2019) to ensure relevance and validity.

Observation:

Eight classroom periods from three selected classes were observed using an adapted protocol (Appendix B) based on Merriam & Tisdell (2015) and the British Council (n.d.). Two main aspects were recorded: (1) frequency of each OCF strategy and (2) classroom atmosphere and interaction during feedback.

Interviews:

Structured interviews (with teachers and students) were constructed in light of the findings in the study by Saeb (2017), which reveals the match and mismatch between teachers' and students' perceptions of OCF. Teacher interviews lasted 7-10 minutes with 11 questions in four categories: current practices, expected effects, purposes, and challenges. Student interviews involved 6 participants from each demographic stratum and included 10 questions matching the questionnaire themes.

3.4. Data analysis

The questionnaire was adapted from Muslem et al. (2021) and Gamlo (2019), sharing the similar scope of study to ensure content relevance. Also, triangulation was applied by integrating surveys, interviews, and classroom observations to verify the findings; therefore, the validity of the paper was ensured. In addition, the reliability of this study was strengthened by using stratified random sampling to cover diverse student groups and avoid bias towards one group. For the reliability, thematic analysis of qualitative data was reviewed by a professor, at the same time descriptive statistical analysis was used to enhance the consistency for quantitative results.

The Mixed Method Triangulation model (Clark & Creswell, 2008), which combines and compares findings from different sources was used to provide a comprehensive interpretation. The quantitative data, collected from surveys, was analyzed using descriptive statistics. This analysis was used to identify students' preferences for Oral Corrective Feedback (OCF) strategies and to illustrate demographic data and preference percentages. Qualitative data from interviews and classroom observations were analyzed using thematic analysis to discover common themes and patterns in students' perceptions, instructors' beliefs, and cultural influences related to OCF. While interview responses from both students and teachers helped to find themes linked to preferences, cultural views, and suggestions for better feedback practices, data from classroom observations reflected actual OCF procedures and how learners reacted to OCF in real time.

3.5. Ethical Considerations

This study was conducted ethically and responsibly by sending consent forms to teachers of observed classrooms and students who took part in the interviews before data collection. Moreover, to protect their privacy, participants' identities and the institution's name were kept anonymous throughout the research. Participation in surveys and interviews was completely voluntary, they were able to withdraw at any time. They were also offered whether or not to be videotaped during their interviews. Finally, the observations were handled in a friendly manner, ensuring that there was minimal disruption to the normal lesson flow.

4. Results and Discussion

4.1. Students' preferred sources of OCF

The study's population was grouped according to their academic levels (1 and 3-as they took speaking course 1 and speaking course 3) and their genders (male and female). Statistics from the surveys revealed their favor for each type of OCF strategies. Table 2 shows the results of their choice for OCF's source

Table 2. Students' Preferred Sources of Oral Corrective Feedback

Feedback source	Total votes (%)	Level 1	Level 3	Male	Female
Teacher Feedback	82 (62.1%)	39	43	11	71
Peer Feedback	5 (3.8%)	1	4	0	5
Self- Feedback	11(8.3%)	6	5	3	8
Combined Feedback	34 (25.8%)	19	15	21	13

Students' choices for OCF source demonstrated a dependence on teacher input, which was considered as the most reliable and accurate source. As a female student at Level 3 shared that *"sometimes, I do not even know that I have made mistakes and I do not think that my friends can recognize and correct my mistakes either."* This reliance came from students' belief that *"teachers are more trustworthy than me or my friends"*, which resulted in enhanced confidence and retention. While combined feedback was the second most popular option, its popularity among male students revealed that *"hearing different people correct me helps me see my mistakes from more than one side."* The result was a sense of engagement and improvement was created when students were able to listen from different perspectives.

4.2. Students' Preferences for the Manner and Timing of Feedback Delivery

Students' preferences for the timing (immediate vs. delayed) and manner (direct vs. indirect) of feedback are shown in Table 3, along with the combined strategy. The option with the greatest popularity (25.8%) was the combination option, which combined timing and manner in a flexible way. Direct feedback came in second (23.5%) and Indirect feedback was least desired (8.3%), whereas immediate and delayed responses were equally preferred (21.2%).

Table 3. Students' Preferences for Feedback Manner and Timing

Feedback manner and timing	Total votes (%)	Level 1	Level 3	Male	Female
Direct Feedback	31 (23.5%)	14	17	4	27
Indirect Feedback	11 (8.3%)	6	5	3	8
Immediately Feedback	28 (21.2%)	15	13	7	21
Delayed Feedback	28 (21.2%)	11	17	0	28
Combined Feedback	34 (25.8%)	19	15	21	13

While Level 3 students preferred direct feedback (17 votes) and delayed feedback (17 votes), Level 1 students tended to open to combined feedback (19 votes) and immediate feedback with 15 votes. The analysis on gender discovered that men chose combined feedback (21 votes), whereas women substantially preferred direct feedback (27 votes) and delayed feedback (28 votes).

It can be seen that students had a preference for combined feedback as they valued the flexibility when *“it happens naturally so I don’t feel that I am being corrected but only having interaction with teachers or my friends.”* Besides, the clarity and reinforcement of direct and delayed feedback were also seen positively as it was *“straightforward and clear to understand”* as a student said and *“it is suitable for students with varied levels to follow”*; or from another student *“If I get corrected after I finish, I can focus on speaking first and then learn later.”* In some other cases, male students' preferences for the indirect method were frequently related to emotional comfort because they might find direct feedback *“too strict and it is easier to accept as a reminder at the end”*.

4.3. Students' Preferences for OCF Affectivity

As shown in Table 4, students' preferences for affective feedback patterns were consistent across genders and even academic levels, with praise being the most popular choice, receiving 116 votes. Encouragement was the second choice with 83 votes, while criticism was the least preferred strategy.

Table 4. Distribution of Students' Votes on Feedback Affectivity

Feedback affectivity	Total votes	Level 1	Level 3	Male	Female
Encouragement	83	40	43	10	73
Praise	116	53	63	17	99
Criticism	26	16	10	5	21

The general acceptance of Praise as the preferred affective approach was in line with research demonstrating the importance of positive reinforcement as a motive. A female Level 3 student stated, *“When the teacher praises me, I feel confident to try more difficult sentences”*. Encouragement, while not as explicit as Praise, was highly valued for maintaining motivation during difficult work. Some pupils recognized the positive role of criticism as *“I don't like criticism, but if the teacher explains why I was wrong, I can learn from it.”* Overall, the data suggested that Affectivity played an important role in students' feedback acceptance, influencing both emotional engagement and willingness to involve.

3.6. Cultural Backgrounds in OCF Perception

Culture works as an invisible filter that shapes feedback's perception in numerous ways. According to Tran Ngoc Tien (2017), *“ethnic minority students become shy, timid, and less confident in their schooling when they are sensitive to others' teasing”* (p.149). This sensitivity, which originates from social and educational experiences, might influence how minority pupils perceive direct correction. The following analysis used survey data to highlight general trends and a thematic presentation using observational and interview data to explore the similar patterns of OCF effects on students from different ethnic backgrounds.

4.4.1. OCF as a motivator

The data firstly taken from the questionnaire indicates the perception of participants from each group of students had in terms of motivation experienced from OCF strategies. Question 14: *how do you feel that using OCF has impacted your motivation to learn English?* in the questionnaire directly asked for their perspectives when receiving OCF in speaking class. The bar chart (Figure 1) provides the data from the two groups of ethnics in this study - Kinh (the main stream ethnic) and other minority groups.

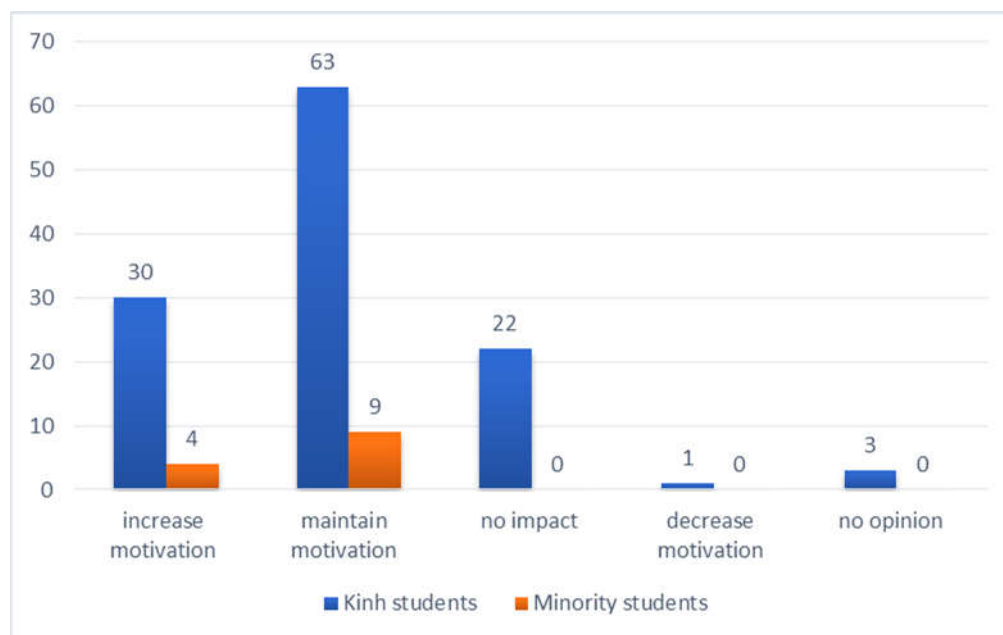


Figure 1. Students' Motivation When Receiving on OCF Strategies

According to the chart, both Kinh and minority students displayed a broadly positive attitude toward oral corrective feedback (OCF) as a motivator in speaking lessons. Nearly half of the Kinh students (63 out of 119) and the majority of minority students (9 out of 13) reported that OCF helped them stay motivated, while another 30 Kinh and 4 minority students said it increased their motivation.

The interview data revealed that teachers' intended use was strongly aligned with students' actual experiences. Teachers found OCF also beneficial to give instructions and increase reflection among students. A teacher stressed that it *"gives children a feeling of direction and reinforces learning,"* while another explained, *"OCF is beneficial because students don't just learn from their own mistakes; they see others getting feedback and reflect on their own speaking as well."* Students reflected the same sense in practice. Particularly, they valued immediate, constructive corrections for enhancing confidence and participation by enabling them to address mistakes at real time. Meanwhile, a Kinh student stated *"when my teacher corrects me on the spot, I know exactly what to fix, and it makes me feel like I'm progressing."* Similarly, a minority student shared: *"I feel encouraged when the teacher corrects me because it shows they care about my learning."*

Eventually, these views showed that skillful OCF, helped students recognize progress, maintain motivation, and engage more actively in speaking classes. Despite cultural variations, both groups welcomed feedback, revealing OCF's power to support motivation across backgrounds in EFL speaking classes with different ethnic groups.

4.4.2. The Clarity of OCF Strategies

Ölmezer-Öztürk and Öztürk (2016) stressed the need of clear oral corrective feedback so Explicit correction was highly valued. However, students from various cultural backgrounds may interpret such feedback differently. To investigate this, the author employed *Question 10: does OCF help you better understand your mistakes while speaking?* and the result was performed in Figure 2.

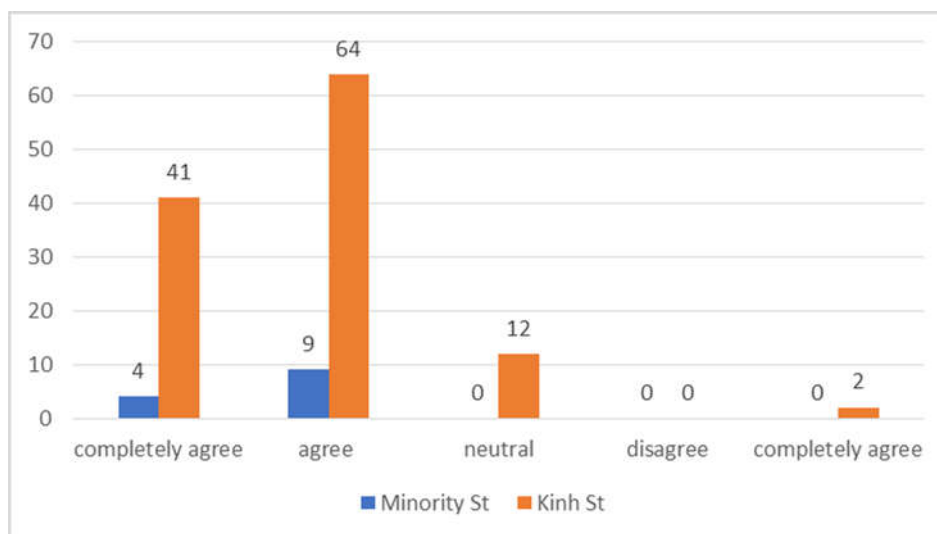


Figure 2. *Students' Perspectives on The Clarity of OCF in Speaking Classes*

As mentioned in the review, OCF is also a source of input and according to Input Hypothesis by Krashen (1982) comprehensive input is an utmost important element in language acquisition. The results showed that all minority students, as well as the majority of Kinh students, agreed that the OCF they got was clear enough to help them discover problems. A Kinh female student said “*OCF helped me to quickly figure out my mistakes and correct them.*” In the same vein, a male student stated, “*I have encountered no difficulties in recognizing my mistakes when I get OCF.*” These responses proved that both groups regarded OCF as valuable comprehensible input.

4.4.3. The Effectiveness of OCF Strategies on Retention

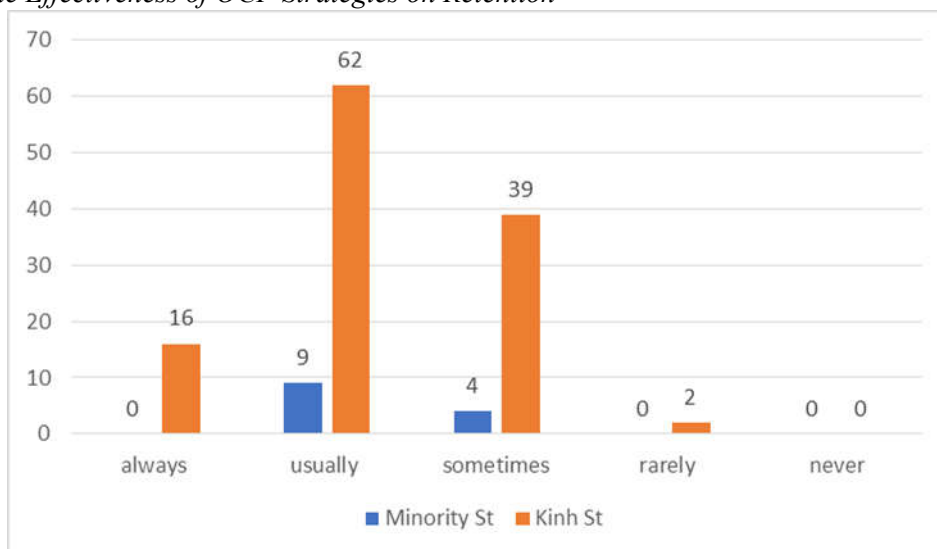


Figure 3. *Students' Perspectives on The Effectiveness of OCF in Retention*

Figure 3 illustrated that most participants, regardless of their ethnic backgrounds, considered OCF effective for retaining knowledge. The majority of both minority students (9 out of 13) and Kinh students (62) stated they usually remembered their mistakes after receiving OCF. A Kinh student explained, “*because it is directly and given by the teacher, so there is no problem understanding and correcting my mistakes.*” Moreover, she noted a challenge with retention, admitting it was hard to “*remember any mistakes without writing them down.*”. This also highlighted a potential drawback of purely verbal feedback. To address this, a minority student suggested, “*the teacher can use some*

apps and let us record our speaking as well as give feedback on the clips and we can revise at any time." This preference for technology-based solutions aligns with learner-centered approach, which promote active engagement and lead to better long-term retention (Morell, 2007).

In conclusion, the study showed that students' preferences for oral corrective feedback (OCF) varied by academic level, gender, and cultural background, but several patterns were consistent. Teachers were the most trusted feedback source, valued for accuracy and clarity, while combined feedback was also appreciated for offering multiple perspectives. In delivery manner, direct feedback was highly valued for its directness; indirect feedback was least favored, mostly male students who preferred a more face-saving approach.

Noticeably, timing preferences differed in academic levels. Most first-year students favored immediate feedback for quick correction, while more advanced students chose delayed feedback to maintain their fluency and confidence. Differences were also seen in gender groups. Males expected immediate feedback, whereas females felt more welcome with delayed corrections. In terms of affectivity, praise was the most popular, closely followed by encouragement for sustaining confidence and motivation. While criticism was least preferred, it was still considered useful and constructive. Culturally, both Kinh and minority students perceived OCF as motivating, effective in identifying mistakes, and beneficial for retention. However, some found it difficult to remember errors without written notes, resulting in suggestions for using technology.

5. Conclusion

The research paper made an attempt to identify students' preferences for OCF strategies in their speaking class in higher education, and the diverse cultures was taken under investigation in exploring students' perception of OCF's effectiveness on their motivation and retention. A mixed methodology was applied to analyze the numerical data, interviews and observations. The results indicated the consistence in the participants' choice for OCF strategies, but differences were seen in Gender group for feedback manner. In addition, the cultural factors did not affect the students' perceptions of OCF effectiveness on their learning process.

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Sở thích của sinh viên đại học đối với phản hồi sửa lỗi bằng lời nói trong các lớp học nói tiếng Anh tại Việt Nam

Tóm tắt: Nghiên cứu này tìm hiểu sở thích của sinh viên đại học đối với phản hồi sửa lỗi bằng lời nói (Oral Corrective Feedback - OCF) trong các lớp học nói tiếng Anh, đồng thời khảo sát vai trò của bối cảnh văn hóa trong việc hình thành những sở thích này. Mặc dù OCF đã được nghiên cứu rộng rãi trong lĩnh vực tiếp thu ngôn ngữ thứ hai, nhưng ít có công trình chú ý đến nhận thức của người học trong các lớp học đa dạng văn hóa tại Việt Nam. Nghiên cứu áp dụng thiết kế phương pháp hỗn hợp, kết hợp bảng hỏi (n = 132), quan sát lớp học và phỏng vấn sinh viên, giảng viên tại một trường đại học ở tỉnh Lâm Đồng. Bảng hỏi tập trung vào trải nghiệm và thái độ của sinh viên đối với các chiến lược OCF, trong khi quan sát và phỏng vấn cung cấp những góc nhìn định tính về thực tiễn và nhận thức trong thời gian thực. Kết quả cho thấy sinh viên ưa chuộng phản hồi từ giảng viên như là nguồn đáng tin cậy nhất, tiếp theo là phản hồi kết hợp giữa giảng viên và bạn học. Các chiến lược mang tính khích lệ, động viên được đánh giá cao nhất, trong khi phê bình là hình thức ít được mong muốn nhất. Về cách thức thực hiện, phản hồi trực tiếp và trì hoãn được đánh giá cao nhờ tính rõ ràng và khả năng củng cố, trong khi phản hồi tức thì thường được sinh viên năm nhất hoan nghênh. Dù cả sinh viên người Kinh (đa số) và sinh viên dân tộc thiểu số đều nhìn nhận tích cực về OCF, yếu tố văn hóa không tạo ra sự khác biệt đáng kể trong sở thích. Nghiên cứu đã nhấn mạnh tầm quan trọng của việc cân bằng giữa độ chính xác trong sửa lỗi và hỗ trợ cảm xúc trong OCF, đồng thời gợi ý các chiến lược thực tiễn giúp giảng viên nâng cao động lực, sự tự tin và khả năng ghi nhớ của người học trong các lớp EFL đa dạng.

Từ khóa: Giáo dục đại học; sở thích của người học; phản hồi sửa lỗi bằng lời nói (OCF); kỹ năng nói; bối cảnh EFL tại Việt Nam.