The Effectiveness of Oral Corrective Feedback: Students' Perspectives

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Abstract
English is one of the most spoken languages in the world, and many people are making English their main or additional language. Learning English is even more important for university students as they need to use the language in a classroom setting to learn, communicate and participate. One of the most common ways of teaching English is using Oral Corrective Feedback. The purpose of this study is to identify the perspectives of ESL/EFL students on the effectiveness of Oral Corrective Feedback. This study employed a quantitative method by administering questionnaires to 82 English language students supported by qualitative data from 9 students. The quantitative data were analysed using the descriptive method and Spearman's Correlation Analysis. The qualitative data were analysed thematically based on Lyster et al.'s (2013) interaction hypothesis and Dekeyser's (2020) Skill Acquisition Theory. The result showed a relationship between the level of proficiency and the student's perspective on whether they want their lecturers to correct their errors in speaking English. The results also indicated that different language proficiency resulted in different views on using OCF in the classroom. Students with advanced proficiency indicated that they do not prefer to use OCF in the classroom. However, it is also noted that other than the level proficiency, students' background knowledge might have contributed to the student's view on OCF. Several recommendations for future study have also been added in this study.

Introduction

English is the second language in Malaysia and is positioned as a foreign language in Indonesia. Accordingly, the English language is vital, especially for university students, as it is used as one of the main languages in classroom settings in both countries. In order to participate in the teaching and learning environment, students must be able to comprehend and speak the language fluently. One of the most prevalent teaching methods is using Oral Corrective Feedback (OCF). Corrective Feedback (CF) refers to the responses or treatments from teachers to a learner's utterance of a second language that is inaccurate (Chen et al., 2016).

Language acquisition, like any other kind of human learning, entails making errors. Language teachers in the past regarded their student's errors as something undesirable that they diligently tried to avoid from happening. However, scholars in the field of applied linguistics have perceived mistakes as evidence of an innovative process of language learning in which learners use hypothesis testing and different methods for learning a second language. Touchie (1986) discussed the types of errors made by language learners such as performance errors and competence errors. She also addressed the causes of these errors and how teachers can correct their students. Performance errors are mistakes made when they are exhausted or rushed by learners. This form of error is usually not significant and can be solved by the learner with little effort. Competence errors, on the other hand, are more extreme than performance errors since competency errors represent insufficient learning.

Ozkayran and Yilmaz (2020) discussed the role of error analysis in foreign language learning settings and its significant contribution to the ESL/EFL learning process. Though errors are often perceived negatively when learning English as a foreign language, error analysis benefits both teachers and learners. For learners, errors are crucial to learn the correct form of the language. For teachers, error analysis serves as hints to determine areas of difficulties and students' progress and functions as indication of how language is learned. It is argued that errors in foreign languages, especially in English are difficult to avoid as many aspects can activate English learners making mistakes in acquiring foreign languages. This is related to OCF as by employing OCF to the students, the students will be able to do error analysis on their use of English.

Literature Review

Feedback is also noted as one of the significant pedagogical aspects addressed, particularly in second language acquisition (SLA) studies for decades (Hanh & Tho, 2018). OCF, on the other hand, plays a vital role in the kind of scaffolding teachers need to provide to individual learners to increase their second language growth (Saito, 2013). Lyster, Sato, and Saito (2013) found that OCF is effective in language learning in a laboratory or classroom setting. Laboratory studies have shown positive effects for recasts on second language development, and experimental classroom studies of OCF are following laboratory studies that confirmed that OCF is significantly effective (Lyster et al., 2013).

OCF is not a new concept in ESL/EFL classroom. Experts have focused on this issue for years (Lyster et al., 2013). OCF positively impacts students' learning capability, and it requires the use of appropriate techniques that best tackle that error as well as suitable for the type of learning activities and the types of learners (Alkhammash & Gulnaz, 2019). Though it is

claimed that OCF could demotivate learners from participating in the class, Solikhah (2016) proved that the instructor's OCF did not trigger the students to lose their confidence, so they did not mind continuing to speak in the target language and because the corrections were not intimidating for the students, the teacher did not struggle to stimulate language exchange. Mufidah (2017) stated that OCF has a different impact on the different levels of learning aptitude. OCF given by the teacher to the students from very anxious and anxious groups is more debilitated rather than facilitated. It is determined by the students' attitudes toward the efficiency of OCF in improving their language abilities. This shows that the student's language proficiency plays a role in the effectiveness of the OCF. However, Lee (2015) expressed that those students with previous high achievement, high language aptitude, and low anxiety profited the most from their teachers' OCF on a written grammar test even though the research result showed no significant relationship between individual factors and OCF. Mufidah (2017) also revealed that when teachers provided OCF to students' utterances, the students became more panicked and greatly desired to withdraw from joining English classroom activities. The withdrawal or disengagement is caused by the feeling of anxiety that arises from the use of OCF. In the context of the foreign language classroom, language anxiety is a form of anxiety usually aroused by a specific type of situation as the need to speak in a foreign language (Zheng & Cheng, 2018). Anxiety can obstruct learners' ability to process information and form the learned language, thus affecting language acquisition (Fadilah et al., 2017). This contradicting view makes this study a necessity.

According to Li (2014), previous research has shown that OCF can aid second language acquisition, although contextual circumstances and individual learner differences may limit its benefits. Therefore, many studies have been conducted to find the correct procedure and the best method to apply oral corrective feedback (OCF) to students. For example, according to Lasheiky (2017), some linguists, as well as English as a second language (ESL) and English as foreign language (EFL) teachers, generally agree that it is crucial to correct learners' errors so that they can learn how to communicate more effectively and accurately. At the same time, many teachers claim that proper techniques should be used for correcting speech errors. Though Li (2014); Lasheiky (2017) have shown the positive effect of using OCF, they concentrated mainly on the procedure or technique used for the OCF to be effective.

Solikhah (2016) further added that the instructor's OCF did not trigger the students to lose their confidence, so they did not mind continuing to speak in the target language, and because the corrections were not intimidating for the students, the teacher did not struggle to stimulate language exchange. Further supporting the idea that OCF positively impacts students' learning capability, Alkhammash and Gulnaz (2019) mention that to make OCF effective, it requires the use of appropriate techniques that best tackle that error as well as suitable for the type of learning activities and the types of learners.

Problem Statement

The use of OCF to teach the English language has always been controversial despite its benefits to classroom settings. In learning and teaching a language, a mistake has always been seen as something negative. As a result, teachers and students have adopted a repressive attitude towards it. Fadzil and Said (2021) addressed Malaysian teachers' perspectives on OCF and reported that OCF serves as an instrument for motivating learners to learn the language. The teachers noticed that the student's competence is enhanced through the feedback. On the other hand, Sa'adah et al (2018), in a study in Indonesia, highlighted that the implementation of OCF by a teacher has a positive effect on the student's willingness

to communicate. Not only that, but the teacher also insists that using OCF does not disturb the student's activity in class.

However, preliminary studies have been done on using OCF across the students' proficiency levels. Hence, this study aims to find the effectiveness of using OCF for ESL/EFL students, including the student's perspective, and whether the level of proficiency and previous knowledge of the language affect the students' views on oral corrective feedback.

Research Objectives
- To explore the students' perspectives on the effectiveness of oral corrective feedback in classroom settings
- To find out if the students' proficiency and previous knowledge affect their views on oral corrective feedback.

Research Questions
1. What are the students' perspectives on the effectiveness of oral corrective feedback in classroom settings?
2. Do the level of proficiency and previous knowledge of the language affect the students' views on oral corrective feedback?

Significance of Study
The research findings will enable lecturers to identify and grasp the students' feelings when corrected and understand the impact of the OCF. Besides, this research can benefit the students by making them aware of their attitudes towards OCF, allowing space to adjust their perspectives to gain input from the OCF and improve their language competence.

Theoretical Framework
This study integrated two theories, the Interaction-Hypothesis (Long, 1996) and the Skill Acquisition theory (Dekeyser, 2020). In a classroom setting, a learner is often confronted with both positive and negative indications of language usage by the instructors, according to (Long, 1996). Long (1996) claimed that through negotiations, learners undergo various conversational strategies, including precise correction, repetition, and elicitation, to provide corrected utterances during language exchange. Lyster et al (2013) underlined that learners could benefit from the connection between the interaction hypothesis and CF as it specifies the critical source of negative indication in communication while also freeing up cognitive resources that would otherwise be needed for semantic processing. This allows learners to address and process their language-related problems, eventually improving their communicative competence (Fan, 2019).

The main argument of Skill Acquisition Theory (Dekeyser, 2020) is that the development of a wide range of abilities displays a resemblance in progression from the initial presentation of the targeted skill to acquiring the skill. This is outlined by turning declarative knowledge into procedural knowledge leading to the automatisation of knowledge. Generally, teachers detected and corrected students' oral utterance errors using either implicit or explicit approaches. The corrected forms act as prompts that "[...] scaffold opportunities for guided practice in the context of communicative interaction" (Lyster et al., 2012, p.11). After eliminating the necessity for the learners to extract bits and pieces of information from memory to perform the targeted competence; instead, that acquired skill is gradually performed in its entirety (Dekeyser, 2020). This procedural knowledge can be completed in just a few trials if the appropriate declarative information is available and used to execute the desired behaviour. The practice of procedural knowledge later leads to gradual

automatization of expertise where the skill is readily retrievable in their future learning. Therefore, this study will investigate students' perspectives on the effectiveness of OCF.
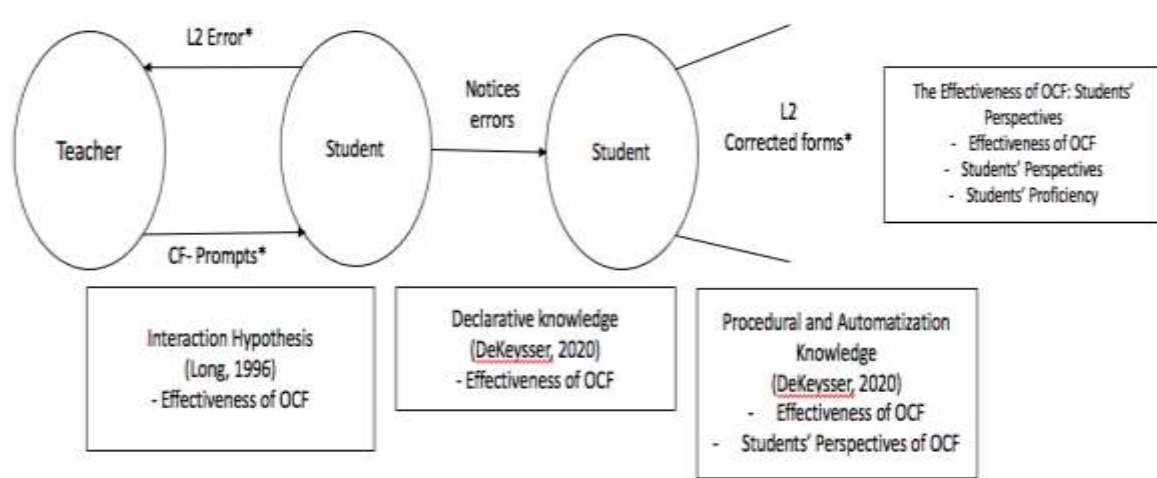

Figure 3.1 The Effectiveness of OCF: Students' Perspectives

Research Design
This study employed a quantitative approach with some qualitative supportive data. The quantitative data, a set of questionnaires were adapted from Lasheiky (2017) and was administered through Google Forms. A total of 82 undergraduate students responded to the questionnaire. The questionnaire comprised three parts; part A consists of respondents' demographic information, part B seeks data about respondents' perspectives on OCF, and part C focuses on respondents' preference for OCF. The researchers obtained qualitative data through structured interviews from 9. The respondents were equally represented by both males and females, 50% males and 50% females. The level of English language proficiency was categorised as beginner (28%), intermediate (51%), and advanced (21%) levels.

Ten interview questions were adapted from Lasheiky (2017) and extracted into six questions. After grouping the respondents into three proficiency levels (beginner, intermediate and advanced), face-to-face and structured interview had been done to nine English Department students. Each of the of students experienced 30 to 60 minutes interview session.

Results and Discussion
Perspectives of ESL students on the effectiveness of oral corrective feedback
Correlation coefficient to determine the strength of the relationship or the effect size. This section of the questionnaire was analysed by using Spearman's Correlation Analysis. Correlation coefficients between 0.10 and 0.29 represent a small association, coefficients between 0.30 and 0.49 represent a medium association, and coefficients of 0.50 and above represent a significant association or relationship. Cohen's standard was used to evaluate the correlation coefficient to determine the strength of the relationship or the effect size.

Table 1

The relationship between students' proficiency level and their views (LS)

Correlations				
			LS1	Proficiency
Spearman's rho	LS1	Correlation Coefficient	1.000	-.333[**]
		Sig. (2-tailed)	.	.003
		N	77	77
	Proficiency	Correlation Coefficient	-.333[**]	1.000
		Sig. (2-tailed)	.003	.
		N	77	78
			LS 2	Proficiency
Spearman's rho	LS2	Correlation Coefficient	1.000	.105
		Sig. (2-tailed)	.	.362
		N	78	78
	Proficiency	Correlation Coefficient	.105	1.000
		Sig. (2-tailed)	.362	.
		N	78	78
			LS3	Proficiency
Spearman's rho	LS3	Correlation Coefficient	1.000	.044
		Sig. (2-tailed)	.	.705
		N	79	78
	Proficiency	Correlation Coefficient	.044	1.000
		Sig. (2-tailed)	.705	.
		N	78	78
			LS4	Proficiency
Spearman's rho	LS4	Correlation Coefficient	1.000	.007
		Sig. (2-tailed)	.	.953
		N	78	77
	Proficiency	Correlation Coefficient	.007	1.000
		Sig. (2-tailed)	.953	.
		N	77	78
			LS5	Proficiency
Spearman's rho	LS5	Correlation Coefficient	1.000	-.032
		Sig. (2-tailed)	.	.779
		N	78	78
	Proficiency	Correlation Coefficient	-.032	1.000
		Sig. (2-tailed)	.779	.
		N	78	79
			LS 6	Proficiency
Spearman's rho	LS6	Correlation Coefficient	1.000	.179
		Sig. (2-tailed)	.	.117
		N	78	78
	Proficiency	Correlation Coefficient	.179	1.000
		Sig. (2-tailed)	.117	.
		N	78	79
			LS 7	Proficiency

Spearman's rho	LS7	Correlation Coefficient	1.000	-.041
		Sig. (2-tailed)	.	.722
		N	78	78
	Proficiency	Correlation Coefficient	-.041	1.000
		Sig. (2-tailed)	.722	.
		N	78	79
			LS8	Proficiency
Spearman's rho	LS8	Correlation Coefficient	1.000	.030
		Sig. (2-tailed)	.	.793
		N	78	78
	Proficiency	Correlation Coefficient	.030	1.000
		Sig. (2-tailed)	.793	.
		N	78	79

**. Correlation is significant at the 0.01 level (2-tailed).

For item 1 on the survey (I want my teachers/ or lecturers to correct my errors in speaking English), the sig value (0.003, p<0.001) shows that there is a significant relationship between the level of proficiency and the student's perspective on whether they want their teachers/ or lecturers to correct their errors when speaking English. The coefficient of -0.003 shows that the relationship between proficiency and the student's perspective is negatively correlated. This means that the higher the students' proficiency level, the lower their degree of agreement with being restored for their errors when speaking English. Despite having a high proficiency level, the student's degree of agreement with being corrected is low. The result is contrary to the findings revealed by DeKeyser (1993), which Lee (2015) cited, that students with previous high achievement, high language aptitude, and low anxiety profited the most from their teachers' OCF on a written grammar test.

For item 2, the sig value of (0.36, p<0.01) shows no significant relationship between the level of proficiency and the students' perspectives on whether teachers should correct all learners' errors in speaking. As cited by Lasheoky (2017); Zhu (2010) found that 70% of respondents preferred correcting every mistake. However, the study did not indicate students' proficiency levels.

Next, the sig value of (0.71, p <0.01) for item 3 shows no significant relationship between the level of proficiency and the students' perspectives on whether teachers should correct only the errors that interfere with communication. The result is like item 4, where the sig value of (0.95, p <0.01) shows no significant relationship between the level of proficiency and the students' perspectives on whether they want their classmates to correct their oral errors in group work.

Ananda et al. (2017) found that most students prefer the lecturer to give corrective feedback privately or individually for every error that the students made. However, for LS5, the sig value of (0.78, p <0.01) shows no significant relationship between the level of proficiency and the students' perspectives on whether they want teachers to correct their errors individually.

For item 6 (I want my teachers to correct my errors in a group with others), the sig value of (0.12, p <0.01) shows that there is no significant relationship between the level of proficiency

and the students' perspectives on whether they want teacher their teachers to correct their errors in a group with others. This is similar to item 7(I don't need my errors to be corrected in front of the class), where the sig value of (0.72, p <0.01) indicated that there is no significant relationship between the level of proficiency and the student's perspectives on whether they don't need their errors to be corrected in front of the class. Lastly, for item 8, the sig value of (0.79, p <0.01) shows no significant relationship between the level of proficiency and the students' perspectives on whether they don't need their errors to be corrected.

Hence, to summarise, there is a significant relationship between the level of proficiency and the student's perspective on whether they want their teachers/ or lecturers to correct their errors in speaking English. This finding is in line with a study conducted by (Orts, 2015), who also found that student's level of proficiency is an important variable that determines their preference for corrective feedback. However, all other items show that the level of proficiency and the student's perspectives are not related. It can be concluded that the proficiency level changes the students' perspective on whether they want their teachers to correct their errors. It can also be seen that students with advanced proficiency levels seem to have a negative view of the use of OCF as their degree of agreement for their teachers to correct their errors is low. It is noteworthy that the result highlights that only LS1 shows the relationship between the student's proficiency level and their degree of agreement to use OCF in the classroom. It is concluded that the student's proficiency level may not be the only variable that causes the change in the students' perspectives.

After gaining an understanding on the students' viewpoints on the effectiveness of Oral Corrective Feedback through the survey, interviews should be done to widen the findings and insights. The students at the advanced level who participated in the interview have the same perspective and agree that OCF is effectively applied in the speaking class. They considered that OCF as an effective way because this process helps students to find out their mistakes and avoid the same error occurring in the next practice. To exemplify, one among three students believe that the OCF can be executed individually and she can control her learning process. Two other advanced students believe that students need model to imitate and they want their lecture practice OCF because correcting grammar is very important. This means that the advanced students have different reason of OCF effectiveness.

> *It is effective because this is the way a teacher show the students the correct model of using language... , it must be corrected directly, this is to let them know the correct model..., it must be corrected directly, this is to let them know the correct model.*

Similarly, the students who are categorized as intermediate also express their qualitative agreement on the effectiveness of OCF. This is helpfull and give them the model of using the correct English. The sentences that express that medium achieved students need the Correction process given by the teacher (lecturer) is,

> *Corrective feedback is effective because it improves self-confident amd I believe that corrective feedback is effective in classroom because this process can correct the students grammar, pronunciation error, and as a non-native speaker the students still need more practice.*

Next, another finding shows that advanced and intermediate students think OCF is more helpful for intermediate-ability students. In contrast, students of beginner level believe that OCF is more suitable for students with advanced skills because they will even make mistakes and errors in speaking. One excerpt from the interview worth highlighting is:

> *I believe both advanced and intermediate students experience an error in*
> *language learning practice. The advanced students need OCF because they*
> *still have errors in speaking, but they still learn.*

The interview also stated that higher-proficiency students would most likely receive less OCF. Hence it might affect their perception of the effectiveness of OCF. Also, the interviewed intermediate students expressed that how a teacher conducts OCF is a more important factor affecting students' perception of OCF than their proficiency level. This is parallel to Agudo et al (2013), who stated that the way a teacher provides oral corrective feedback might influence learner feelings and attitudes to a certain extent.

According to the results obtained, there is a significant relationship between the level of proficiency and the student's perspective on whether they want their teachers or lecturers to correct their errors in speaking English, and this relationship is negatively correlated. The result of this study indicates that students with an advanced level of proficiency have a negative view of the use of OCF. Alamri and Fawzi (2016) reported that a learner's attitude is another significant factor in the learning process. As advanced students negatively view OCF pointing out that proficiency levels do not find OCF compelling. This is contrary to the findings of Lee (2015) where it was stated that students with previous high achievement, high language aptitude, and low anxiety profited the most from their teachers' OCF on a written grammar test.

Mufidah (2017) advocated that students become more panicked when they are corrected may be the contributing factor for the advanced students to have less degree of agreement to be corrected. In addition, Mufidah (2017) advocated that when teachers provided OCF to students' utterances, the students became more panicked and greatly desired to withdraw from joining English classroom activities. There was no significant relationship between the student's unwillingness to be corrected and their increased anxiety level.

Hence, it can be established that students with advanced proficiency regard OCF as ineffective. However, it is worth noting that the only correlation found was between the proficiency level and the willingness of the students to be corrected by their teachers/lecturers. Other variables showed that the correlation is not significant. Therefore, another aspect, such as anxiety level, may play a role in discerning whether OCF is effective for the students.

Students' Proficiency and Previous Knowledge on their views toward Oral Corrective Feedback
The second part of this study tries to determine whether students would like to be corrected on grammar, pronunciation, vocabulary, and accent.

The first finding denotes that 29% of students with beginner-level proficiency choose 'yes' because they want their teachers to correct them for grammar, while another 25% pick that they do not prefer the teacher to correct their grammar mistakes. 52% of the intermediate students stated that they want to be corrected in terms of grammar use, while another 25% said they do not want to be corrected in terms of grammar. 29% of the advanced level proficiency students preferred to be corrected for their grammar mistakes. In contrast, another significant part of them, at 50%, did not want to be corrected in terms of grammar. This finding contradicts Lasheiky (2017), who shared that all the respondents in his study prefer correcting their grammar regardless of their proficiency level. Students interviewed in this study mentioned that they appreciate OCF because it can help them improve their grammar. To illustrate, an intermediate student stated, "I believe that corrective feedback is effective in the classroom because this process can correct the students' grammar…". This finding parallels the findings of an experimental study conducted by Fadilah (2018) that revealed that students who received corrective feedback showed better improvement in grammar.

All intermediate students unanimously chose yes when asked whether they would like to be corrected in terms of pronunciation. For pronunciation, about 28% of beginner students picked yes that they want to be corrected in terms of pronunciation. In comparison, 50% answered that they would not like to be corrected in terms of pronunciation. Like beginner students, 50% of advanced students would not like to be corrected in terms of pronunciation, and only about 20% said that they want to be corrected in terms of pronunciation. This finding contradicts the findings by Muslem et al (2017). They reported that regardless of proficiency levels, students preferred to have feedback from their teachers as they helped them learn the correct pronunciation of words. 69.6% of the high achieving students in the study believed the same. Similarly, Lasheiky (2017) found that about 80% of advanced students prefer their pronunciation to be corrected. However, this study shows that more advanced students (50%) would not like to be corrected for their pronunciation.

For the following item on the questionnaire that inquires whether students wish that their accent is corrected, 29% of beginner students expressed that they would like to be corrected in terms of accent, while 25% of them perceived otherwise. For intermediate students, a higher percentage would like to be corrected (58%), while only 25% preferred not to be corrected in terms of accent. This is contrary to advanced students, as most advanced students would not like to be corrected 50%, and only about 12% of the advanced students would like to be corrected. In contrast, Lasheiky (2017) said that 60% of the advanced-level-respondents prefer their pronunciation and accent to be corrected by the teacher. Based on the interview conducted in this study, it is found that advanced students responded that they wanted OCF to improve their accents. In contrast, beginner and intermediate students did not mention this but stated that they believe OCF can help them improve their pronunciation. One excerpt to highlight this is by a beginner student who expressed:

> Corrective feedback is effective because it improves my self-confidence. I believe that corrective feedback is effective in the classroom because this process can correct students' grammar and pronunciation errors. As non-native speakers, the students still need more practice.

Intermediate students are divided into two, with 50% stating that they would like to be corrected in terms of vocabulary while another 50% refuse to be corrected.

For vocabulary, the number of beginner students who do not like to be corrected is 33%, while 29% would like to be corrected. Intermediate students are divided into two, with 50% stating that they would like to be corrected in terms of vocabulary while another 50% refuse to be corrected. For advanced students, the percentage of students that would like to be corrected is higher at 22% than those who pick no at 17%. This is similar to Lasheiky (2017), where a high percentage of advanced students decide what they would like to be corrected for their vocabulary.

To conclude, the student's proficiency level and previous knowledge of the language affect the students' views on oral corrective feedback. Students with beginner proficiency levels are divided almost equally except for pronunciation. Students with advanced proficiency levels have a low agreement degree to be corrected for their grammar, pronunciation, and accent. Contrarily, students with intermediate proficiency levels have a higher agreement to be corrected for all aspects (grammar, pronunciation, vocabulary, and accent).

Based on the result, it is noted that advanced students have a higher degree of disagreement to be corrected. Other than to be corrected for their vocabulary, the percentage of disagreement among advanced students is always high, while their agreement percentage is low. The rate of advanced students who did not like to be corrected for grammar, pronunciation, and accent is at 50% each. This is different from the findings made by Lasheiky (2017), where according to his result, a higher percentage at about 80% of advanced students prefer correcting pronunciation. Unlike advanced students, intermediate students have a higher agreement to be corrected whether it is for grammar, pronunciation, vocabulary, or accent. For beginner students, the percentage of students who picked yes and no is almost similar for all types other than pronunciation, where the majority of the students, at 50%, would not like to be corrected, and only 28% would like to be corrected.

It is worth noting that findings show that advanced students do not like the use of OCF. On the other hand, students with intermediate proficiency levels have a higher agreement to be corrected for all aspects (grammar, pronunciation, vocabulary, and accent). Meanwhile, students with beginner proficiency levels are divided almost equally except for pronunciation, where the majority of them prefer not to corrected for it.

Implication of Study
This study has shown a relationship between the level of proficiency and the student's perspective on whether they want their teachers or lecturers to correct their errors when speaking English. This study has also shown that different language proficiency resulted in different views on using OCF in the classroom. Students with advanced proficiency would prefer not to use OCF in the classroom. This negative perspective indicates that advanced students regard the use of OCF as ineffective.

This study can help the lecturers understand that different proficiency levels impact the effectiveness and the student's willingness to use OCF. By understanding this, lecturers can choose whether to implement the use of OCF in specific classrooms or not to use OCF at all. In addition, it can also help lecturers to decide on which student would appreciate OCF more and provide them with what is necessary. Other than that, the study discovered proficiency alone is not enough to grasp the students' perspectives and the effectiveness of OCF.

Therefore, this study can guide other researchers to include other aspects such as anxiety levels in the classroom to better grasp the students' perspectives on OCF and its effectiveness. Finally, this study helps to understand that different proficiency levels impact which type of error the students would like to be corrected. This allows us better to understand the use of OCF in the classroom.

Recommendations for Future Research
This research contains several gaps that could be addressed in future research. Firstly, this study has only looked at the perspectives and opinions of the students towards OCF by giving a set of questionnaires. However, to understand the effectiveness of OCF, it would be better to do an observation to observe whether the use of OCF is genuinely compelling and give better results for the students.

Other than that, this research does not take into consideration other aspects, such as the anxiety level of the students. As stated by Mufidah (2017), students with lower anxiety levels can benefit more from OCF. Therefore, it is uncertain whether the intermediate students genuinely like and enjoy the effectiveness of OCF because of their proficiency level or whether it is related to their low anxiety level. Last but not least, this research studies a small sample size of 82 students. The result may differ by having a larger sample size and should describe UITM English language students' perspectives more. By having a larger sample size, the result be generalized to other samples.

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