Students' Preferences of Oral Corrective Feedback: Traditional vs. Online Learning

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Abstract

Previous studies explored teachers' perceptions regarding different types of oral corrective feedback (OCF) (see e.g. Alshammari & Wicaksono, 2022). They found some similarities and dissimilarities between instructors' views and their actual choices and practices regarding OCF, with one of the key findings being that recast was the most commonly used, mainly because teachers considered it very effective for their learners' education (Alshammari & Wicaksono, 2022). This was not in line with most previous research, which found that recast was the predominant oral correction form employed, even though it was considered the least effective. It was mainly used to keep the smoothness of interaction or to prevent the arousal of negative feelings. However, there is a lack of studies investigating learners' preferences regarding OCF. Therefore, the current research examines learners' attitudes towards various oral correction strategies, considering the possible influence of multiple variables such as the context, and specifically comparing online vs. traditional learning English language classes.

Keywords: oral corrective feedback, students' perspective, students' preferences, distance learning classes, traditional learning classes

1. Introduction

English has a high status in Saudi Arabia as it is used as the primary language of communication in several fields, including the private sector and health sciences. The English language is also taught as a core subject in Saudi public and higher education.

1.1 Students' Attitudes towards Online Learning

An increased interest in distance education occurred during the COVID-19 pandemic, where the vast majority of classes around the world were conducted online due to COVID-19 restrictions (see, for example, Altameemi & Alomaim, 2022; Alomaim, 2024; Alzahrani & Abu Sheirah, 2021). In their recent research investigating learners' attitudes towards distance learning (DL) in English language teaching classes, Alshayban (2022) and Aifan (2022) revealed that these online classes were viewed positively for several reasons, including ease of use and the variety of available tools. The learners stated that they would be inclined to enroll in online courses in the future. However, research into students' attitudes towards DL of English as a foreign language (EFL) is scarce. A limited questionnaire-based study by German and Mahmud (2021) explores learners' attitudes towards correcting written errors and found that most students favored explicit feedback on writing errors in DL classes. However, the literature does not show studies about students' attitudes towards oral corrective feedback (OCF) in DL. This study aims to fill that gap.

1.2 Preferred Type of Oral Correction

There has been much debate about the effectiveness of various forms of OCF in learners' education. Although OCF is one of the significant aspects of language education, instructors rarely plan it (Brown, 2016). Recast is the most frequently used type of OCF largely because teachers want to save time, ensure smooth conversation, and/or spare their students from feeling embarrassed (Al-Faki & Siddiek, 2013; Brown, 2016; Ellis, Loewen & Erlam, 2006; Kamiya, 2016; Lee, 2013; Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008). While others consider recast the least effective type of OCF (Brown, 2016). Other studies have indicated that recasts are especially effective with students' errors and assist students in noticing their oral errors (Alshammari & Wicaksono, 2022). Recasts were found to be an effective form of OCF regardless of students' uptake (Alshammari & Wicaksono, 2022; Mackey & Philp, 1998). However, no research exists on students' attitudes regarding OCF strategies in DL vs. TL classes. Therefore, the current study aims to investigate students' preferences for OCF and their oral errors in online vs. traditional classes.

1.3 Significance of the Study

Most of the studies on OCF were conducted in traditional rather than distance settings (see e.g., Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008; Alshammari & Wicaksono, 2022; Alomaim, 2023) with few studies having investigated teachers' OCF strategies in online settings (Falah Alzubi, Nazim, & Ali Al-Mwzaiji, 2022). Generally, there is a lack of research on learners' preferences for OCF in DL settings (German & Mahmud, 2021). Exploring students' perceptions is important to improve our knowledge about the

effectiveness of OCF strategies (Lasagabaster & Sierra, 2005). The current study aims to compare the perspective of students in traditional learning (TL) settings with those in DL settings regarding their preferred oral correction forms. The implications of this study are to encourage teachers to create a relaxing and productive educational environment that balances quality and reasonable expectations, ensuring that it matches students' needs to maintain good outputs.

2. Literature Review

The literature review is divided into five sections: defining and describing the various forms of OCF; learners' attitudes towards interactional corrections; *students' attitudes towards the timing of interactional corrections*; students' preferred source of *OCF*; and the influence of context on OCF preferences. Each of these is discussed in light of the current study's results.

2.1 Definition and Categorization of Oral Correction Forms

Studies have revealed that there are several types of OCF. For instance, Lyster and Ranta (1997) assert that repetition, recast, clarification request, metalinguistic feedback, elicitation, and explicit correction are the most common types of OCF. Other scholars have grouped all the forms of OCF into two major classifications, most notably the following two broad classifications: elicitation/prompt and reformulation/recast, as identified by Lyster and Saito (2010). The first category comprises metalinguistic feedback, repetition, elicitation, and clarification requests, all of which prompt the recipient of interactional correction to work out the correct production for her/himself. The second category involves repeating the recipient's problematic utterance through providing an accurate utterance, where the repetition could be implicit or explicit. Furthermore, additional sub-categories have been developed under the two broader classifications (see Tables 1 and 2) (Ellis, 2009; Nassaji, 2007).

Table 1. Classifications and definitions of elicitation/prompts OCF (taken from Alshammari, 2019)

Classifications of prompts/elicitation	Examples
1. **Clarification request:** Indicates the student's utterance was not understood and asks the student to reformulate it.	S: I drived to school last week. T: What? (Or, Pardon?)
2. **Meta-linguistic clues**: Provide technical linguistic information or clues about the error without explicitly providing the correct answer to elicit the answer from students.	S: I eated good dinner yesterday. T: In the past tense, 'eat' is an irregular verb.
3. **Elicitation + prompt**: This prompts the student to self-correct by pausing with intonation so the student can fill in the right utterance.	S: I drived to the wedding yesterday. T: I ...?
4. **Elicitation + enhanced prompts**: This prompts the student to self-correct by pausing with intonation so the student can fill in the right production. Additionally, it involves a request for the student to repeat, correct, or continue.	S: I drived to the farm yesterday. T: Can you try to say that again?
5. **Repetition + prompt**: Repeats the student's error while highlighting the error or mistake using emphatic stress.	S: I eated in the restaurant yesterday. T: I **eated**?
6. **Repetition + enhanced prompt**: Repeat the student's error while emphatically stressing it in addition to the verbal prompt.	S: I eated in the restraunt yesterday. T: Are you sure, I **eated**?
7. **Non-verbal hints** or 'paralinguistic signals', as defined by Ellis (2009): This type of feedback includes identifying errors using gestures or facial expressions.	S: I drived to my office yesterday. T: (Teacher gives an unhappy questioning look.)

Table 2. Classifications and definitions of reformulations/recasts OCF (taken from Alshammari, 2019)

Classifications of prompts/elicitation	Examples
1- **Isolated recast – prompt:** reformulation of the erroneous part of the utterance in a confirmatory tone without any prompt, such as emphasising the erroneous part or motivating the student to reply (Nassaji, 2007, p. 527).	Student: The boy who broke the window saw the teacher coming and he hid quick behind the tree. Teacher: Quickly.
2- **Isolated recast + prompt**: similar to the previous subtype in that only the erroneous part of the utterance is repeated in the correct form. However, it differs in that it occurs in a rising intonation and/or with additional prompts, such as extra emphasis to prompt learners to reply to the correction, and/or paralinguistic signals.	Student: The man who stole the purse realised the situation and she ran away more fast. Teacher: *Faster*?
3- **Embedded recast – prompt:** reformulation of the whole utterance in a confirmatory tone, with no emphasis on the erroneous part to prompt learners to reply.	Student: The woman found a police on the street. Teacher: Okay, the woman found a police officer on the street.
4- **Embedded recast + prompt:** reformulation of the whole utterance in rising intonation and/or with additional emphasis to prompt students to reply to the correction, and/or paralinguistic signals.	Student: The woman found a police on the street. Teacher: The woman found a **police officer** on the street?
5- **Isolated recast + enhanced prompts:** reformulation of the erroneous part of the utterance using rising intonation and/or extra emphasis in addition to oral prompts or explanation.	Student: At this time the glass, the glass fall, um, fall to the ground. Teacher: Do you mean it **fell**?
6- **Embedded recast + enhanced prompts:** defined as a reformulation of the whole utterance using rising intonation and/or extra emphasis in addition to oral prompts or explanation.	Student: At this time the cat, the cat run, um, run more quickly. Teacher: Do you mean the **ran quickly**?

2.2 Students' Attitudes Toward Explicit/Implicit Interactional Corrections

It was found that recast and explicit correction were the most favoured types of OCF among learners as reported by Alamri and Fawzi (2016). The learners' preference for explicit correction was attributed to the fact that they find it hard to comprehend and learn from implicit OCF in contrast to explicit forms of oral correction that they perceive as helping them to learn (Bao & Wang, 2023). However, past studies have shown a mismatch between teachers' and students' attitudes towards OCF (Mackey et al., 2007; Bao & Wang, 2023). The results also showed that students were more positive about explicit correction than teachers, who preferred to use implicit correction to prevent causing embarrassment to their students and/or to preserve the continuity of interaction (Mackey et al., 2007). In another survey and interview-based study, learners showed a preference for explicit feedback and metalinguistic hints, while recast was preferred by instructors (Bao & Wang, 2023). Hence, it is crucial that teachers and educational institutions explore their learners' preferences for different types of OCF in English as FL contexts and try to ensure that learners are corrected according to their preferences (Alharbi, 2020; Unsal Sakiroglu, 2020).

The literature discusses different variables, such as personality type and gender, that may influence students' preferred OCF strategies (Bao & Wang, 2023; Nateghian & Mohammadnia, 2022). For instance, a study about the impact of students' personality regarding their preferences for the form of OCF by Nateghian and Mohammadnia (2022) found that introverted participants preferred less salient forms of OCF and delayed correction, while extroverted participants preferred immediate and more salient OCF. Some studies conducted in foreign language (FL) contexts found similarities between both genders in terms of their preferences for OCF. Alharbi's (2020) study in Saudi Arabia found that both females and males strongly preferred correcting all their oral errors. The study further found an increased preference for the correction of frequent errors compared to infrequent errors. Other studies such as Khorshidi and Rassaei's (2013) and Papangkorn's (2015) research showed additional similarities between both genders in terms of students' preferences for OCF, and that 'Repetition' and 'Clarification requests' were the most favored types of OCF, whereas 'Explicit correction' was less popular among both genders. In contrast, Alhaysony's (2016) research found a significant difference between Saudi female and male learners, as it was shown that females have a greater preference for receiving OCF than male learners. However, the literature does not show the impact of context DL vs. TL on students' preferred OCF, where the current study hopes to fill this void.

2.3 Students' Attitudes Towards the Timing of Interactional Corrections

Alharbi's (2020) study on Saudi students in Qassim revealed that although learners preferred to be corrected, they reported a preference for being corrected without being identified. They also did not like some of the OCF timing used by teachers. For instance, they did not want to be interrupted for the purpose of correcting their oral errors (Alharbi, 2020; see also Bao & Wang, 2023; Unsal Sakiroglu, 2020). Nevertheless, other studies, such as Lee (2013) and Brown (2009), showed that learners prefer to be immediately corrected during their interaction, even if interrupted.

2.4 Students' Preferred Source of OCF

Students showed a preference for their instructors to be the provider of OCF rather than their classmates (see e.g., Halenci & Zainil, 2020; Duklim, 2023; Bao & Wang, 2023). Students' preference for their errors to be corrected by teachers rather than their peers is a result of their teachers' authority and the fact that teachers know better than their peers were the given justifications for their preferences (Alshammari, 2012; Harmer, 2007).

2.5 The Influence of Context on Selections of OCF

Significant differences about oral corrections were found between the Saudi EFL teaching context in Alshammari & Wicaksono's (2022) study and previous research in other contexts (See e.g. Al-Faki & Siddiek, 2013; Ahangari & Amirzadeh, 2011; Brown, 2016; Ellis, Loewen, & Erlam 2006; Kamiya, 2016; Lee, 2013; Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008). For example, phonological errors were the most corrected errors (Yoshida, 2008). For example, phonological errors were the form of errors most frequently corrected in Alshammari & Wicaksono's (2022) research. In contrast, Brown's (2016) review study suggested that grammatical errors were the most targeted type in foreign language (FL) contexts as opposed to second language (SL) learners. Furthermore, it has been argued that learners with limited exposure to correction outside classrooms, which is the case with most FL learners, rely more on corrections given in their classes. However, the researcher acknowledged that there had been a limited number of studies conducted in FL contexts, making such generalizations difficult (Brown, 2016). Consequently, this study aims to build on the previous literature by investigating students' perceptions of OCF in the Saudi EFL context, in both TL and DL settings, by introducing them to video clips of different forms of oral correction to gain a deeper understanding of their preferences for and perceptions of OCF.

2.6 Research Questions

1- What are the traditional learning students ' preferences in contrast to distant learning students' preferences regarding oral correction in terms of the following statements:

a. Timing of oral corrective feedback.

b. Source of oral correction.

c. Type of error.

2- What are the most effective oral corrective feedback strategies for traditional learning compared to distance learning students?

3. Methodology

This study's primary concern is exploring EFL students' perspectives towards OCF strategies within two different settings, namely the TL and DL settings. It is a quantitative study conducted in a Saudi university. The data is part of a larger research project, and it was collected between October 2022 and April 2023.

The potential participants were requested to participate in this study by answering an online questionnaire. The questionnaire was selected as the primary research tool to provide the most significant number of potential male and female participants with the opportunity to participate in this study. All the participants from the TL and DL settings were asked to answer the same questionnaire. The questionnaire is a modified version of the questionnaire designed by Alshammari & Wicaksono (2022). Alshammari & Wicaksono (2022) focused on the EFL teachers' perspective, whereas this study focuses on the EFL students' perspective. The questionnaire included short video clips that show visual examples of every type of OCF strategy that this study focuses on, in addition to transcripts of the examples (see Alshammari & Wicaksono, 2022).

This study targeted two types of participants: students of EFL in TL settings and students of EFL in DL settings. During the data collection period, the participants had to attend either a TL or a DL course of EFL. Therefore, 106 participants were from the TL setting, and 79 were from the DL setting. Figure 1 below indicates that 72.92% of the participants were female, whereas 27.03% were male.
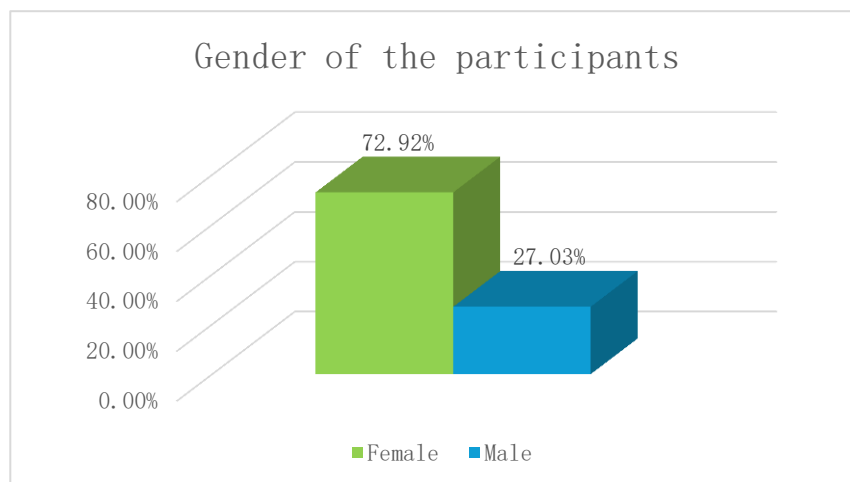

Figure 1. Gender of the participants

The English language program at the University of Ha'il has two main educational responsibilities. The first one is providing an English language bachelor's degree program. The second one is offering a foundation year program through teaching EFL courses for all bachelor's degree students, regardless of major. The former is conducted via a TL setting in traditional classes. On the other hand, the latter is conducted via a DL setting, where the Blackboard system is used to conduct the entire educational process. Therefore, participants from the TL setting were mainly students of the bachelor's degree program of the English language program. On the other hand, participants from the DL settings were students of various bachelor's programs at the University of Ha'il. The ages of the participants varied between 17 and 29 years old.

The participants had the privilege of answering the questionnaires according to their convenience and class schedules. The questionnaires were facilitated for the participants by being written in Arabic, their mother tongue. The questionnaires were piloted before distributing them to test them and ensure that they were linguistically clear. After piloting the questionnaires, necessary amendments were made to them.

The purpose of this study was explained to all the participants before signing a consent form. The participants had the right to refuse to participate without any consequences.

Data analysis of this study focused on analyzing the questionnaires from the perspectives of two types of participants. The first type was students of EFL who are learning the language through attending TL classes, while the second type was students of EFL who are learning the language through attending DL classes. The questionnaires were deeply analyzed to compare and contrast the effectiveness of OCF strategies from the perspective of students from the two different settings. The deep data analysis assisted in acquiring an objective view of the data that would mirror the diversity of the participants' perspectives.

4. Results

In this section, we discuss the data from the current study about previous studies. Specifically, we discuss students' preferences for OCF in TL vs. DL classes in connection with the existing literature.
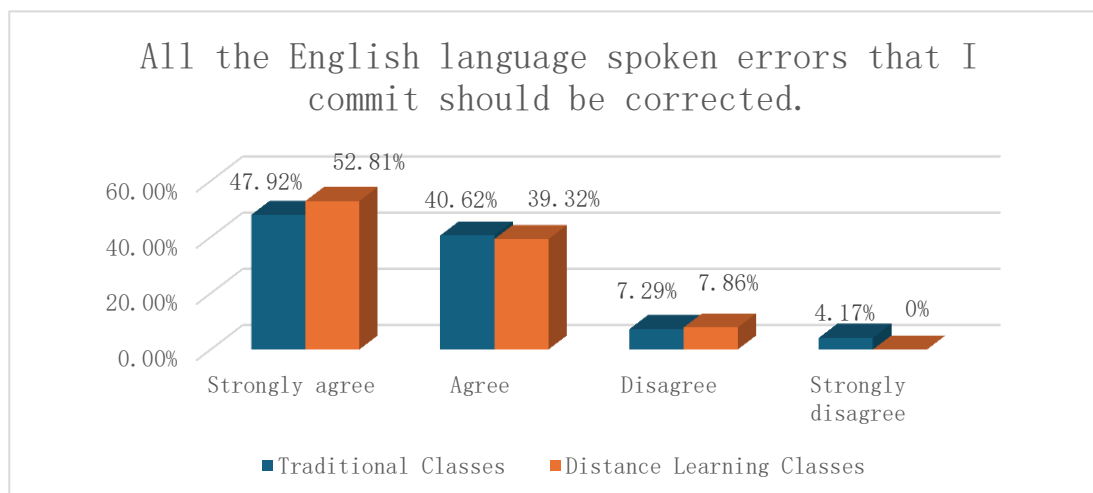
Figure 2. Students' opinions regarding correcting all their oral errors

The data depicted in Figure 2, above, shows that most DL students (92.13%) and TL students (88.54%) agree that their oral errors should be corrected.

Table 3. How frequently should the following forms of errors be addressed?

How often do you think these types of errors should be corrected?										
Statement	Always 100%		Usually 80%		Sometimes 50%		Occasionally 20%		Never 0%	
	TL	DL	TL	DL	TL	DL	TL	DL	TL	DL
Spoken linguistic errors that make it hard for a listener to comprehend what is being said	28.12%	25.84%	35.42%	43.82%	20.83%	23.59%	11.46%	5.62%	4.17%	1.12%
Spoken linguistic errors that do not hinder the listener's ability to comprehend what I would like to say.	30.21%	30.34%	30.21%	35.95%	16.67%	22.47%	17.71%	7.86%	5.21%	3.37%
Frequent spoken errors.	63.54%	61.80%	20.83%	28.09%	12.50%	6.74%	1.04%	2.25%	2.08%	1.12%
Infrequent spoken errors.	34.37%	31.46%	20.83%	23.59%	25.00%	22.47%	12.50%	17.98%	7.29%	4.49%
Individual errors were made by only one student.	38.54%	23.59%	26.04%	37.08%	16.67%	22.47%	10.42%	12.36%	8.33%	4.49%

The data illustrated in Table 3 shows that the majority of participants, in both settings, would like their spoken linguistic mistakes that make it difficult for a listener to grasp what is being said, to always or usually be corrected (69.66% of DL and 63.54% of TL students). The above table indicates that, in both settings, only about a third of the students (31.46% of DL and 34.37% of TL students) would always like their infrequent spoken errors to be corrected. The above table also shows that most participants, from both settings (61.80% of DL and 63.54% of TL students), would like their frequent spoken errors always to be corrected. Additionally, 20.83% of TL and 28.09% of DL students indicated that they would 'usually' like to receive such corrections.

Table 4. The effectiveness of each form of OCF

How effective is each of the following OCF forms?								
Type of OCF	Very effective		Effective		Ineffective		Very ineffective	
	TL	DL	TL	DL	TL	DL	TL	DL
Elicitation + Enhanced prompt	45.83%	38.20%	34.37%	51.68%	16.67%	6.74%	3.12%	3.37%
Elicitation + prompt	35.42%	31.46%	30.21%	48.31%	30.21%	17.98%	4.17%	2.25%
Repetition + Enhanced prompt	38.54%	25.84%	42.71%	48.31%	8.33%	19.10%	10.42%	6.74%
Repetition + prompt	22.92%	24.72%	35.42%	34.83%	28.12%	26.97%	13.54%	13.48%
Metalinguistic feedback	42.71%	34.83%	37.50%	43.82%	12.50%	13.48%	7.29%	7.86%
Clarification request	34.37%	33.71%	30.21%	34.83%	25.00%	25.84%	10.42%	5.62%
Nonverbal hints	25.00%	16.85%	32.29%	41.57%	22.92%	23.59%	19.79%	17.98%
Explicit feedback with explanation	62.50%	47.19%	28.12%	42.70%	5.21%	7.86%	4.17%	2.25%
Indicating an error has been committed with recast +/- embedding	48.96%	39.32%	30.21%	47.19%	10.42%	5.62%	10.42%	7.86%
Isolated recast + enhanced prompt	45.83%	43.82%	38.54%	41.57%	10.42%	11.23%	5.21%	3.37%
Isolated recast + prompt	28.12%	37.08%	37.50%	46.07%	21.87%	11.23%	12.50%	5.62%
Isolated recast without prompt	26.04%	32.58%	39.58%	40.45%	18.75%	16.85%	15.63%	10.11%

Embedded recast with prompt	44.79%	43.82%	39.58%	35.95%	8.33%	15.73%	7.29%	4.49%
Embedded recast with enhanced prompt	51.04%	43.82%	39.58%	41.57%	7.29%	12.36%	2.08%	2.25%
Embedded recast without prompt	41.67%	28.09%	34.37%	42.70%	16.67%	23.59%	7.29%	5.62%

Table 4 shows that most participants from both settings (79.17% of TL and 86.51% of DL students) reported that OCF, which indicates that an error has been committed with recast/+-embedding is effective. It can also be seen from Table 4 that the vast majority of the participants from both settings (90.62% of TL and 89.89% of DL students) agreed that explicit OCF with an explanation is effective. Additionally, the table demonstrates that most participants (84.37% of TL and 85.39% of DL students) agree that an isolated recast with an enhanced prompt is an effective method of OCF. Table 4 further shows that 57.29% of the participants in the TL setting and 58.42% of those in the DL setting reported that non-verbal hints are to some extent an effective form of OCF. In comparison, 42.71% of the TL participants and 41.57% of their DL counterparts did not consider non-verbal hints effective.
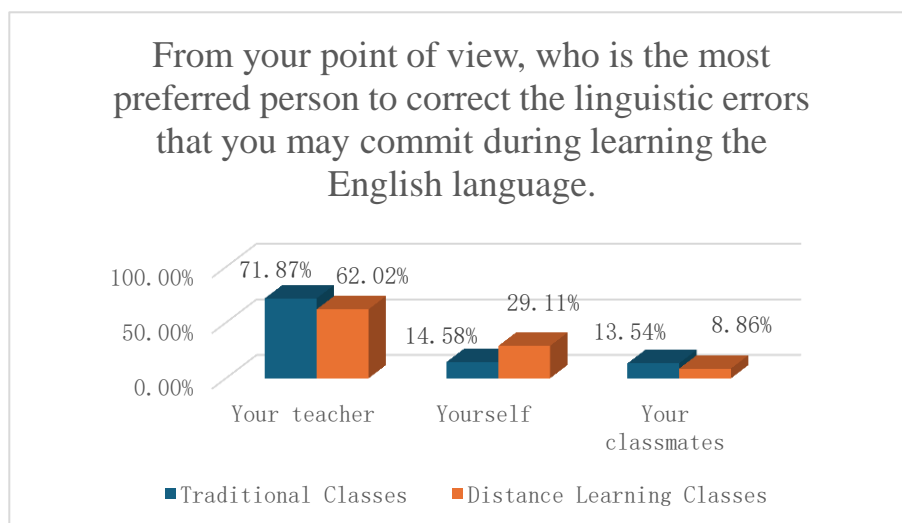
Figure 3. Source of oral correction

Figure 3 reveals that most of the participants from both settings (71.87% of TL and 62.02% of DL students) would prefer their oral errors to be corrected by their teacher.   Contrarily, the participants considered classmates the least favored source of OCF (13.54% of TL and 8.86% of DL students).

Table 5. The appropriate time to correct linguistic errors

From your point of view, when is the appropriate time to correct the linguistic errors you may commit while learning the English language?								
Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	TL	DL	TL	DL	TL	DL	TL	DL
As soon as I commit a linguistic error, even if I was interrupted	13.54%	12.66%	31.25%	36.71%	37.50%	37.97%	17.71%	12.66%
After I finish talking	51.04%	46.83%	33.33%	39.24%	12.50%	12.66%	3.12%	1.27%
At the end of the exercise that we are doing	30.21%	20.25%	28.12%	43.04%	27.08%	26.58%	14.58%	10.13%
At the end of the class day	20.83%	11.39%	18.75%	29.11%	36.46%	40.51%	23.96%	18.99%

Most students from both classes reported that after they finished talking, it was the preferred time to correct their oral errors (see Table 5). However, only about one-third of the participants from both classes agree that correcting their oral errors at the end of the class is a suitable time (see Table 5).

5. Discussion

5.1 The Importance of OCF for TL vs. DL Students

It appears that most students in both settings would prefer their spoken errors to be corrected which concurs with the findings of previous research in this field, such as that by Alharbi (2020), Alamri and Fawzi (2016), Khorshidi and Rassaei (2013) and Papangkorn (2015), Bao and Wang2023, and Nateghian and Mohammadnia (2022). However, the number of students in the DL setting who prefer to be corrected is slightly higher than in the TL setting (see e.g., Figure 2 and Table 3). It is possible that students in DL classes feel more comfortable about dealing with OCF than students in TL classes due to the sense of anonymity that the DL setting offers. Alharbi's (2020) participants reported that students dislike being identified in OCF situations.

5.2 Students' Preference for OCF in Terms of Error Type

The number of participants who always or usually want their errors to be corrected dropped, compared to the figures from Table 3, when asked if they would like errors that still allow the listener to grasp the meaning of what is being said to be corrected. Furthermore, the students prefer their frequent errors to be corrected more than their infrequent errors in DL and TL settings (see Table 3). The findings in the current research show that the participants preferred their frequent spoken errors to be corrected more than infrequent errors, which was in line with Alharbi (2020). Additionally, they prefer that the errors that make the intended meaning unclear to the listener be corrected more than those that do not cause comprehension difficulty.

5.3 Students' Preferences for the Source of Oral Correction

It was found that most DL and TL students prefer their oral errors to be corrected by their teachers rather than themselves or their classmates, which aligns with Halenci and Zainil's (2020) and Duklim's (2023) findings. Students may prefer their teachers to correct their errors because, traditionally, the teacher is considered to be the primary source of information (Bao & Wang, 2023) (see Table 3).

5.4 Students' Preference for the Timing of Oral Corrections

It was revealed that the percentage of DL students who prefer immediate correction regardless of interruption is slightly higher than that of TL students. This result indicates that DL students are keener to be corrected than TL students, which aligns with the previous result when asked about correcting all their oral errors. Furthermore, it was found that most DL and TL students' preferred time for correcting errors is after they have finished talking, which aligns with Alharbi's (2020) findings. The same is also true for teachers, as shown in previous studies such as Alshammari & Wicaksono (2022), in which teachers preferred correcting their students' oral errors after they had finished talking. This is at variance with Lee (2013) and Brown (2009), where participants wanted to be corrected immediately regardless of being interrupted. Correcting students' oral errors at the end of the class, when they were committed, was the least preferred time according to the views expressed by students from both the TL and DL classes, which matches past studies such as Alharbi (2020). The data from this study also showed that correcting students' oral errors at the end of the exercise that they were doing is their second most preferred time, while correcting students' oral errors as soon as they were committed, which means interrupting them, is the second least preferred time (see Table 5). This concurs with previous research such as Alharbi (2020) and Bao and Wang (2023).

II. The effectiveness of different OCF types

Table 6. Participants' attitudes towards types of OCF in DL and TL settings

Type of OCF	Percentage of students who believed it was effective in both DL and TL classes	
	DL classes	TL classes
Explicit feedback + Explanation	89.89%	90.62%
Elicitation + Enhanced Prompt	89.88%	80.20%
Indicating an error committed with recast/+-embedding	86.51%	79.17%
Embedded Recast + Enhanced Prompt	85.39%	90.62%
Isolated Recast + Enhanced Prompt	85.39%	84.37%
Isolated Recast + Prompt	83.15%	65.62%
Embedded Recast with Prompt	79.77%	84.37%
Elicitation + Prompt	79.77%	65.63%
Metalinguistic Feedback	78.65%	80.21%
Repetition + Enhanced Prompt	74.15%	81.25%
Isolated Recast without Prompt	73.03%	65.62%
Embedded Recast without Prompt	70.79%	76.04%
Clarification Request	68.54%	64.58%
Repetition + Prompt	59.55%	58.34%
Nonverbal Hints	58.42%	57.29%

Table 6 above shows that *explicit feedback with explanation* and *elicitation with enhanced prompts w*ere the most efficient forms of OCF from the perspective of the DL students. In contrast, *explicit feedback with explanation* and *embedded recast with enhanced prompt* were the most impactful OCF strategies, according to the TL students. Accordingly, the data shows that explicit OCF, such as explicit feedback with explanation, was the most preferred OCF in both settings of TL and DL. This finding might be attributable to students' preference to be helped with more salient types of OCF. This result was inconsistent with prior research, such as Khorshidi and Rassaei (2013), in which repetition and clarification requests were learners' most favoured types of interactional correction. Although elicitation with an enhanced prompt is the most efficient form of OCF among the DL students, it is the sixth most preferred type among the TL students in the current research. This suggests that the DL students feel more confident than the TL students about working out the correct version for themselves when they commit an error, rather than being provided with the correct version. This coincides with DL students' greater preference to have all their errors corrected in comparison to TL learners (see Figure 2 and Table 3).

In general, participants in both settings believe that a more salient OCF is more effective. For instance, explicit correction with explanation, isolated recast with enhanced prompt, and embedded recast with enhanced prompt were at the top of the list of preferences.

At the same time, clarification requests and non-verbal hints were the least preferred approaches on the list, according to students' views. Additionally, fewer students believe that elicitation with a prompt and repetition with a prompt are effective, which could be because they are less salient than elicitation with an enhanced prompt and repetition with the enhanced prompt. In other words, increased saliency means increased effectiveness according to the students (see Table 1). This finding concurs with previous studies such as Mackey et al. (2007), Alamri and Fawzi (2016), German and Mahmud (2021), and Bao and Wang (2023).

6. Conclusion

To conclude, this study will raise awareness of a crucial aspect of language teaching: interactional corrections. It is common practice for teachers not to plan their OCF in advance (Brown, 2016). As a result, their OCF may not meet their students' needs. It might be worth giving more thought to doing so, as it could benefit both students and teachers, allowing them to tailor the time and type of OCF to their students' preferences, thereby enhancing students' learning. This research aims to increase awareness of and attention to FL students' needs regarding OCF.

The findings from the present research revealed that the more salient the OCF, the more effective it is for students in both DL and TL settings. For instance, explicit feedback with explanation is one of the preferred OCF methods for both DL and TL contexts, and it showed the highest degree of concurrence between the two contexts. However, elicitation with an enhanced prompt was the most favoured OCF form in DL settings. This can be a sign that DL students may feel more confident working out the answer themselves with the help of their correction provider than students in TL contexts. It was also noticed that although most students in both contexts wanted all their errors to be corrected, slightly more of the DL students than the TL students wanted this. This may reflect the impact of the different contexts, meaning that students may feel more confident in the DL context. It is possible that students in DL classes feel more confident about being corrected and helped to work out their errors themselves because they feel more anonymous in DL than in TL classes. It is recommended that future studies could build on the work done by the current study to further investigate learners' preferences by extending the sample of this study to other contexts to explore why students prefer to be corrected in specific ways and to identify why students in certain settings might feel more comfortable with specific approaches to OCF than others.

Authors' contributions

Both authors have contributed equally.

Competing interests

There is no conflict of interest in this study.

Informed consent

Obtained.

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The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

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Data availability statement

The data supporting this study's findings are available on request from the corresponding author. However, the data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data is available.

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