



## Preferred Oral Corrective Feedback through Existing Internalized Language Prejudice of Students in the Philippines

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**Abstract**

Following the 2022 Program for International Student Assessment (PISA) test results, it was found out that the Philippines ranked 76th in reading comprehension among 81 PISA-participating countries. Students from the Philippines are still among the least proficient in the world in reading

## Title

**Keywords:**  
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*comprehension. With the country performing below the standards and criterion set by the organization, the researchers investigate internalized language prejudice as learners' primary obstruction in acquiring the English language. Provided that the Oral Corrective Feedback (OCF) is essential for students' learning process and performing separate functions in acquiring the English language, this paper aims to figure out their preferred OCF in acquiring the language. Furthermore, the proponents of the study delve into the reasons of the selected students when given an OCF in connection and relevance with how internalized language prejudice, stereotypes, and preconceived notions come into play in terms of the effectiveness of the English language learning and teaching. Lastly, the paper used mixed methods in gathering data: quantitative through an online survey form and qualitative through Focus Group Discussions (FGD).*

## 1. INTRODUCTION

In the expansion of globalization, there has been a strong possibility of contact between different social groups, thus there are more opportunities for discrimination based on prejudice. Interaction is one of the essential criteria for Second Language Acquisition (SLA) to take place. Various studies and researchers before have indicated that interactional competence is a vital element for teaching communication and language acquisition. Despite the general consensus that providing OCF to students in private might benefit the class as a whole, teachers should nonetheless do so (Wiboolyasar W., et al., 2023).

The use of OCF to facilitate learning begins in early childhood whereby mothers correct their young children when they commit mistakes in their speech (Solilkhah, 2016). From these mistakes, people learn to do things correctly, and if learners are not corrected immediately, it will affect their future performance. Hence, errors are unavoidable and a vital facet of the language learning process since they indicate that the students have understood the principles and uses of the target language. English teachers can determine from these errors which part of the language is causing their students' difficulties in learning the language, to what extent their students have come toward achieving learning goals, and what more has to be acquired as a result (Tarigan, K., 2023).

Correction and feedback are essential guides for students' betterment and perform separate functions. Correcting is to distinguish right from wrong, while feedback is the expected reaction or outcome to what has been corrected. How a teacher corrects may affect the outcome, hence, OCF can have a positive or negative end. OCF helps students and teachers build rapport on a target topic to avoid a mismatch of teaching approaches or correct errors. Therefore, it is essential in language learning and acquisition. The use of corrective feedback to promote learning starts in early childhood, with mothers and parents correcting the young

child as they make errors with their expression. At this age, children have pronunciation problems, and the primary approach used is repetition. Kids learn how to talk after their mothers by repeating themselves (Alsolami, 2019). OCF in oral studies can be achieved in various ways, primarily based on the level of comprehension of the learners and the mentor's interests.

There is a huge participation in the surge of establishing private and elite institutions which incorporate English literary texts to teach the English language that navigate through the related works of literature and studies that is relevant towards the relationship between English, English language learning, and acquisition; and the underlying factors that affect the learner towards learning the language.

Several studies use correctional designs whereby the commonly used approach is focused on assessing the current status of the study phenomenon. Moreover, Rafael (2019) emphasized that, "Reflected in and resounding from all other languages, the power of English comes through its omnipresence, the fact that it is seen as the default medium of global communication." The Philippines is an ESL country in which English is a dominant language and this is where English language teachers were crowd-sourced by other foreign countries due to its affordable yet efficient language teaching, which is ironic, a lot of our Filipino learners struggle to learn the language due to that internalized language prejudice and stereotypes being instilled on English language learning and acquisition.

This study aims to establish and determine the underlying factors of existing language prejudice and the preferred OCF of selected students in Bulacan, Marinduque, and Pampanga during online learning in the time of the COVID-19 Pandemic which aims to answer the effects of OCF on students' attitudes towards internalized language prejudice in learning the English language; how a student's attitude towards oral corrective feedback affect internalized language prejudice in learning the English language, and how internalized language prejudice impacts the students' OCF preference in the process of language acquisition.

## **2. METHODS**

This study employed explanatory and descriptive research design to explain the data gathered in both qualitative and quantitative data. As the study aims to identify and explain both students' experiences in OCF and internalized language prejudice, the researchers conducted the study in schools from three different provinces like Bulacan, Marinduque, and Pampanga. Through the snowball sampling technique, the researchers then selected 30 participants in junior high school who have experiences with OCF and internalized language

## **Title**

prejudice and therefore, have the knowledge to answer the questions posed in the research. These participants were given a 21-item Likert scale survey questionnaire which was adapted from Sheen, 2006 (as cited in Faqeih, 2015) and was interpreted using a corresponding verbal interpretation of the numerical scale developed by the researchers and was statistically analyzed using the percentage and the mean. Finally, the researchers selected five (5) participants from each of the aforementioned provinces and conducted an FGD in order to gather more feedback and delve more into the students' experiences which were conducted via Google Meet and Zoom Meeting. and were contacted via Google Meet and Zoom Meeting. The FGD Questions are as follows: 1. How do you feel when a teacher gives OCF? 2. How do English language stereotypes (like only intelligent people can speak English fluently) amount to internalized language prejudice that makes language learning hard for students? 3. Do you feel more motivated when the teacher corrects your mistakes orally or do you feel discouraged? Why? 4. How is OCF important to you as a student? Why?

## **3. RESULTS**

This subsection sought to juxtapose the quantitative data and qualitative data in determining the effects of oral corrective feedback on the students who are experiencing the existing internalized language prejudice. The data from the quantitative results are divided into three parts consisting of: learners' experiences regarding internalized prejudiced language, the learners' opinions about the OCF techniques used in online learning, and the learners' preferences about error correction and accuracy generally.

### **3.1. Students' Sentiments on How Oral Correction Stimulates Learning the English Language Affecting Internalized Language Prejudice**

#### **Intrinsic Motivation.**

Five participants emphasized the importance of OCF as it is something that they find to be something personally rewarding to them. The participants claimed that they are motivated as they see OCF as a means for them to become a better version of themselves since they can learn more through those corrections. As Participant KPP1 said, "...when I'm being corrected by my teachers, that's when I really learn." In addition, the teachers' act of correcting is also appreciated by the students when the teachers listen to them stating, "I will be more motivated because when you are being corrected you will know that someone is listening" (BLC4).

#### **Extrinsic Motivation**

One of the participants said that whenever their teacher corrects them in a way that they will not be or feel humiliated, it gives them motivation. The participant is motivated by the fact that they have received a correction that led them to be more interested in learning the target language. Whenever the teacher gives corrections in a proper and gentle way, the students will be able to feel motivated to learn and to engage in classroom discussion. Amalia, et al. (2019) view corrective feedback as a challenge for a language teacher to turn these mistakes into learning experiences without discouraging a pupil. The students' interest in learning the target language will be affected if the correction of the teacher makes them feel ashamed.

### **Instrumental Motivation**

The participants here are under the influence of instrumental motivation in which they feel motivated with a practical reason in learning the target language. Participant BLC3 said that correction motivates them because the learnings that the teacher contributes can be useful and will be applied in the future, while Participant MDQ2 said that correction gives more motivation in a way that the one correcting them is in a high position or specifically the school dean.

### **Improvement of oneself in language learning**

The participants in this matrix show that they perceive and see being corrected as an essential and necessary factor in one's development and improvement. It is also shown here that being corrected is indeed a positive reinforcement to them if it is given in a definite and conclusive manner. One of the participants highlighted that oral correcting is necessary for self-improvement, "Correcting someone is a great factor for them to improve, it is important and necessary to enlighten someone about whatever mistake they make so that they can change it next time and be aware of their error to improve" (MDQ3).

### **The Behavioural Perspectives of Students on Internalized Language Prejudice through OCF in Language Learning**

#### **Negative effects on self-confidence of students when receiving OCF.**

Four participants shared their experiences that when their teacher gives OCF, it directly affects their self-esteem making them uncomfortable or shy. Participant BLC5 explained that it affects their self-esteem "...especially when they feel that no one wants to listen to them." Participants BLC1 and BLC4 claimed that they have become shyer than before. Therefore, it is difficult to participate or answer in oral recitation.

#### **Negative impact on self-confidence of students due to existing internalized language prejudice.**

## **Title**

Due to the existing internalized language prejudice, students were not comfortable speaking using the English language because they felt doubtful about themselves when talking in front of the class. Based on what Participant BLC2 said, they deemed that this existing internalized language prejudice could affect the students' self-confidence stating that, "...the student's confidence is decreasing to speak in front of the class."

### **Anxiety attached with shame**

The participants' experience in OCF made them feel shy and anxious when answering or speaking in an English class. Participant KPP5 explained that they feel shy even before receiving an OCF since they "...don't usually volunteer to answer and yet I will still give a wrong answer." It shows how the participants fear going through the same experience that they have had before. As participant MDQ3 said, their experience was already engraved in their minds leading them to have difficulties in answering in front of the class saying, "I am afraid to commit the same mistake again."

### **Beneficial effects of OCF in the process of learning**

The execution of OCF in the classroom favors the learning of students and helps them to improve in using the English language. One participant from Marinduque elucidates how they benefit from getting corrected orally by stating that "...it will benefit us in the long run, and I think as in that when you are corrected directly or that correction is given to you orally as it will contribute to retention.". This shows that participants of the study, who experience OCF, mainly benefit in terms of improving themselves in learning the language, to which Participant KPP5 expressed, "I can somehow improve on becoming more fluent when it comes to English and correct grammar.". Therefore, OCF provides an opportunity for students to identify and redevelop their mistakes as well as to enhance their retention and fluency in relation to the English language.

### **The Students' Positive and Negative Views on Internalized Language Prejudice Knowledge and Skills Certainty in Oneself**

Learning the English language could be difficult for students experiencing internalized language prejudice or it can serve as a boost in confidence and belief in one's ability for some. When the participants were asked about their views on stereotypes, two of them deemed that it does not affect them as "...it (English) can be learned too...and it (stereotypes) boosts my self-confidence," (KPP3) and are not having a hard time learning English regardless of these stereotypes stating that, "...I do believe with my own ability that I can." (BLC1) However, three of them explained that it could lower a student's self-confidence in a sense that, "...there are

times that I feel down...and it affects my self-confidence.” (KPP1) and makes it hard for others especially “...as a student who is not totally good with English.” (BLC5) leading them to feel embarrassed in learning the target language.

**The determination to learn and the will to improve**

Students have preconceived notions about internalized prejudice language, however, their positive views about this include how it serves as a challenge and a catalyst for some of them as it enables them to be more determined in using this for self-improvement. The participants explained that learning the English language is not impossible as “anything is possible and can be learned,” (KPP4) especially, if a student is willing to do so and “...as long as you persevere and believe in yourself.” (BLC5) One of the participants also shared that whenever they commit mistakes, they immediately get back to it to improve it to avoid being humiliated in the future.

**Students’ experiences of bullying due to existing Internalized Language Prejudice**

Students sometimes get called out for committing some error when pronouncing a word or for committing grammatical errors. As for Participant MDQ5, they shared that they experienced being shamed by their friends, but it is okay for them to be corrected in a way that they would not feel degraded since it felt like their friends were telling them that they “...are not suited for this, you should, you should get, you should just give up.” On the other hand, Participant MDQ4 explained that both of their classmates and teachers sometimes laugh or criticize their errors which caused them to lose their confidence in speaking in front of the class as they also feared committing the same mistake again.

**The Students’ Attitude Towards Oral Corrective Feedback Affecting Internalized Language Prejudice in Learning the English Language**

**Table 1: Learners’ Experience (Learners’ experiences regarding internalized language prejudice).**

| <b>Sample scenarios about internalized language prejudice experienced by students</b>  | <b>Mean</b> | <b>Interpretation</b> |
|--|-------------|-----------------------|
| I feel ashamed when my teacher corrects my pronunciation of words because I think my classmates are laughing behind my back. | 2.4         | Rarely                |
| I think my classmates are looking down on me every time I commit a mistake in English recitation.                            | 2.5333      | Rarely                |

**Title**

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|---|--------|-----------|
| I believe my English skills are not enough compared to my classmates', particularly when my teacher is having class recitations.    | 2.6    | Rarely    |
| I struggle to express myself orally in English class recitations because I think I am not fluent or at least proficient in English. | 2.7333 | Sometimes |
| I feel that my classmates, who can speak English fluently and properly, are more intelligent than I am.                             | 2.8333 | Sometimes |
| I am scared of being laughed at and/or ridiculed when I try to speak in English because they might think I am unintelligent.        | 2.8333 | Sometimes |
| I am uncomfortable talking in English because my classmates might make fun of my own diction, pronunciation, and delivery of words. | 2.9    | Sometimes |
| I feel that my confidence level is getting low when my classmates laugh when I make errors in English class.                        | 2.9333 | Sometimes |

Table 1 reflects the data which shows that the students rarely feel ashamed when their teachers correct their pronunciation, which can be seen in the second column that has a mean average of 2.4. They also rarely think that their classmates looked down on them every time they commit mistakes in English with a mean average of 2.5333. They rarely believe that their English skills are not enough compared to that of their classmates as well with a mean average of 2.6. On the other hand, they sometimes struggle to express themselves orally in English with a mean average of 2.7333. They sometimes feel that their classmates who are fluent in English are more intelligent than them as well as scared of being ridiculed and perceived as less intelligent by their classmates both with a mean average of 2.8333. The students sometimes also feel uncomfortable when talking in English in fear of being laughed at when they speak with a mean average of 2.9. Lastly, the students sometimes feel that their confidence level gets low when they're being laughed at by their classmates when they make errors in English that has a mean average of 2.9333.

**The Effects of OCF on Students' Attitudes Towards Internalized Language prejudice in Learning the English Language**

**Table 2: Learners' opinions about the OCF techniques used in online learning.**

| <b>Sample scenarios about OCF techniques used in online learning experienced by students</b> | <b>Mean</b> | <b>Interpretation</b> |
|--|-------------|-----------------------|
|--|-------------|-----------------------|



|  |        |           |
|--|--------|-----------|
| I think it is important to normalize correcting ourselves if we commit excessive "errors" in speaking.   | 4      | Often     |
| I think a teacher should correct “learners' spoken errors” or get them corrected by their peers in a nice way.   | 4      | Often     |
| I feel it is important to use particular techniques to correct “learners’ spoken errors” and I observed my development in speaking skills improve whenever I am being corrected. | 3.9333 | Often     |
| I wanted to be corrected when I committed mistakes because I observed my development in speaking skills improve whenever I am corrected.   | 3.8333 | Often     |
| I wanted to be corrected immediately when I made oral mistakes rather than being corrected after class.  | 3.5333 | Sometimes |
| I feel I commit excessive ‘errors’ in extemporaneous speaking tasks (speaking without preparation).  | 3.1    | Sometimes |
| I think that correcting my “errors” can negatively affect my self-esteem if there is internalized language prejudice and consequently discourage them from speaking.             | 2.4667 | Rarely    |

Table 2 shows that the scenario with the highest mean is the one that says that OCF is an important tool for students to learn effectively. The learners believe that the teacher and even peers need to give OCF in a nice way to be effective. The first three also got a high mean which shows that the learners are comfortable to be corrected by others and have improved their skills by correcting themselves. On the other hand, the learners rarely experience correcting errors that have negatively affected their self-esteem if there is internalized language prejudice and consequently discourage them from speaking.

**The Impacts of Internalized Language prejudice on the Students’ (OCF) Preference in the Process of Language Acquisition**

**Table 3: Learners' preferences about error correction and accuracy generally.**

| Types of Oral Corrective Feedback | Percentage | Rank |
|-----------------------------------|------------|------|
| Explicit                          | 19.37%     | 1    |
| Recast                            | 19.21%     | 2    |

## Title

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|-------------------------|--------|---|
| Elicitation             | 16.67% | 3 |
| Clarification Request   | 15.71% | 4 |
| Repetition              | 14.60% | 5 |
| Metalinguistic Feedback | 4.44%  | 6 |

Table 3 presents the ranking of the types of OCF. Explicit is the top rank among the types of Oral Corrective Feedback with 19.37% means the most preferred method of OCF, followed by Recast with 19.21%. Elicitation ranked third with 16.67% then, Clarification request with 15.71%. Repetition ranked fifth with 14.60%, and Metalinguistic Feedback ranked last with 14.44%.

Based on the data presented, it can be deduced that most of the students experienced internalized prejudiced language mainly in classroom discussions. On the other hand, they view OCF as a positive reinforcement for improvement on their speaking skills: grammar, pronunciation, and the correct use of words of the target language. Furthermore, during FGD, it was revealed that students preferred to be corrected in a pleasant manner to avoid the feeling of embarrassment or humiliation, which acts as a catalyst for motivation for the students in learning the second language. Normalizing self-correction is also accepted and encourages students to be responsible for their own learning as well as to hone their speaking skills, and view OCF as a vital part of their learning and development. However, in terms of the qualitative data where FGD was employed in gathering the students' varying perspectives on oral corrective feedback and internalized language prejudice, it was shown that giving OCF and the existing internalized language prejudice has negative effects on students' self-confidence, and they are likely to experience anxiety as well.

## **4. DISCUSSION**

### **Students' Sentiments on How Oral Correction Stimulates Learning the English Language Affecting Internalized Language Prejudice Intrinsic Motivation**

Five participants recognized the necessity of OCF since it is something that they find fulfilling, thus intrinsically motivating them. The students mentioned that OCF motivates them since it allows them to be a better version of themselves while allowing them to learn more through the corrections. One participant stated that being corrected is a good way to know that you are doing the right thing. Furthermore, students appreciate it whenever teachers listen and then provide oral corrections in a compassionate and helpful manner, not to humiliate or demean them, but to support them in learning.

### **Extrinsic Motivation**

One of the fundamental factors being considered in successfully learning a target language is motivation. Motivation is also an important factor that affects the rate and the success of acquiring a second language. One of the participants uses correction as motivation in learning. Correction in a gentle way is a big enabler for the student to become more interested and invested in classroom discussion. The student was said to be more encouraged if there is an external drive or a stimulus to cause them to gain the needed knowledge and qualification to learn the target language which is English.

### **Instrumental Motivation**

Motivation is a complicated psychological process because of conscious and unconscious factors that cannot be observed directly. In terms of correcting the student specifically in learning a second language instrumental motivation exists in students. One of the students explained that correction motivates them in learning because it will be so beneficial in the future. It shows that the student performs mainly for the attainment of personal fulfillment. Second language students with instrumental motivation learn language with pragmatic gains or utilitarian purposes.

### **Improvement of oneself in language learning**

The participants believe that being corrected is an important and vital aspect of one's development and progress. It is also demonstrated that correcting them in a specific and conclusive manner is a positive reinforcement for them. One of the participants emphasized the importance of oral correction for self-improvement. The data exhibits that experience gives you confidence and helps to build determination, patience, and a strong character. Furthermore, students should be given responsibility in their own learning; it will give them not only autonomy in learning but as well as it would encourage them to have a sense of control and direction to where they are heading. Because autonomous learning affects both teachers and students, it is widely agreed that both agents in the learning-teaching process should have the opportunity to develop autonomy.

## **The Behavioural Perspectives of Students on Internalized Language Prejudice through OCF in Language Learning**

### **Negative impact on self-confidence of students due to existing Internalized Language Prejudice.**

Students were uncomfortable in speaking English because they felt insecure about themselves when speaking in front of the class due to the internalized language prejudice. According to one participant, this existing internalized language prejudice could affect the students' self-confidence, causing them to be hesitant to speak when prompted by the teacher

### **Title**

because the concept of internalized language prejudice reinforces the fact that there is prejudice between people who can speak the language fluently with ease and those who struggle to express themselves comfortably. The teacher's course of action to this is to know and acknowledge that their learners are diversified and heterogeneous and to consciously know that teaching and learning is not a one-size-fits-all.

### **Anxiety attached with shame**

When answering or speaking in an English class, the participants' experience with oral corrective feedback said it made them feel shy and anxious because of a past mistake that has become fixated in their minds, and they are apprehensive of making the same mistake again. This demonstrates that students are likely to experience anxiety as a result of an experience with oral correction in which they felt being embarrassed by their teachers. This also shows the magnitude of a teacher's approaches and the manner in providing OCF, as they can affect students' attitudes towards OCF and their willingness to learn the target language.

### **Knowledge and skills certainty in oneself**

The students' perspectives on internalized language prejudice especially with regards to the common stereotypes about the English language turned out to either boost the students' confidence and have them believe in themselves more or lose their confidence and be shyer to continue learning the target language. This shows how some students who believe in themselves and their capabilities in learning English, are not having a hard time learning the language regardless of these stereotypes as compared to those students whose confidence are greatly affected by existing internalized language prejudice as they feel embarrassed as well as not good enough compared to their classmates in using or speaking the target language.

### **The determination to learn and the will to improve**

In terms of the participants' perseverance to the acquisition of the English language and enhancing their English language speaking skills, it showed that it resulted from their prejudgment that is pertinent to internalized language prejudice. In this kind of learning situation where students assimilate the English language with preconceived notions as to their stimulus, it urges them to have the will power to learn the target language as well as to avoid the mistakes they committed before. This is due to the humiliation that the participants get when they are learning the language.

### **Students' experience of bullying due to existing Internalized Language Prejudice**

This part shows how one's attitude towards learning a language can be affected by external factors. For this specific scenario, it is mostly students, making fun of others because of existing language prejudice and that you should be smart to even try to speak in that specific

language and that you better not commit any mistake when you choose to speak it. Internalized Language prejudice has become a factor that triggers bullying inside the classroom which affects their interpersonal and intrapersonal communication. This causes students to become more repulsive about speaking the language and more so speaking it in front of other people as they are afraid of getting humiliated again for committing the same mistake.

Table 1 data posits that the learners' experience that got the highest mean pertains to their confidence level compared to the statement that had the least mean that is concerned in correcting their pronunciation by their teachers. Students feel deprecated once they feel embarrassed after committing a mistake. The experiences of students in learning and speaking English in schools in the Philippines, the participants of the study share their experiences regarding the difficulty in using the English language in speaking due to the existence of internalized language prejudice that mostly causes them to have low self-esteem and fear of being laughed at or ridiculed for their incorrect utterances in the target language, which is supported by the study of Chureson (2013), that Filipinos felt they were silenced, diminished, and disadvantaged because of English, which was used as a certain manner to colonize the country that became a burden to students. This is mainly due to their perceptions that their classmates are more intelligent and better at speaking the language compared to them, leading them to have difficulty in expressing themselves and a fear of being labeled as less intelligent. However, the students did not think that their classmates look down on them when they make mistakes in speaking and did not feel ashamed when their teachers correct them since pointing out their mistakes or correcting them help them improve by delivering the correction subtly and nicely to assure that they will not be humiliated nor embarrassed.

In Table 2, The efficacy of OCF according to the respondents depends on the delivery of the person correcting the mistake, the teacher who can be direct or indirect. However, it is highly suggested to use direct corrective feedback as it can be effective in promoting the acquisition of only specific grammatical features. Unlike Indirect feedback that only points out an error but does not specify and let the student find it based on (Sheen & Ellis 2011, cited in Cubukcu & Aksak, 2020). Moreover, self-reflection plays a vital role in improving oneself to be aware of the incorrect utterance by this, the person allows himself to accept mistakes and learn from them to be better. The need for OCF in learning the second language is believed to promote the growth of the second language Amalia, et al. (2019). Therefore, it is important to notice their incorrect utterances by themselves once they can retain the proper use or proper form from the previous correction. Immediate correction of their mistakes also encourages them to understand and to resolve their mistakes as supported by a study by Graeme Couper

## **Title**

(2019) which suggests that students could and should correct themselves and each other to encourage learner autonomy, teachers are making ways to determine the preferred OCF and will lead them to provide the appropriate CF. However, it may not be obvious to the students, but Corrective Feedback can be given consciously by the teacher (Kamiya, 2018). The table exhibits here that those who have the mean equating to 4 are the highest and it interprets as the students' reaction to wanting to be corrected by themselves (self-awareness) or by their teachers (feedback) while the lowest mean that bears the value of 2.4667 means that students rarely feel discouragement when they are corrected with their errors, and it did not much affect their self-esteem negatively when speaking as if there is little internalized prejudice involved.

While in Table 3, the respondents preferred to be corrected by indicating that their utterance was incorrect, and the teacher provides the correct form of a word or sentence. They also wanted to be corrected by asking a question until they were able to get the correct form because somehow, they were given a hint that they might have an incorrect utterance that needs to be restated or rephrased. It also helps them improve whenever the teacher repeats, rephrases, or elaborates a difficult-to-understand sentence in a request form. It is undesirable for the respondents when the teacher is correcting them without mentioning or pointing out directly the correct form when they made a mistake in their utterance.

Gepila (2020) contends that teachers' attitudes to the variety of learners present a pivotal and crucial role for educators today. Teachers are constantly reminded to update their capabilities to respond and act to the challenges of different and diverse kinds of learners caused by a cultural, social, environmental, and individual experience that is happening continuously due to rapid demands, changes, and technological advancements. The institution where the teachers work should also work together and should also be responsible on how to propagate and come up with solutions to address this issue.

## **5. CONCLUSION**

The teachers must assume the role of being the bigger person in communication and be the person who harbors understanding, acceptance, and holistic learning without judgments inside the classroom. Furthermore, they should familiarize themselves with the student's interests and how they learn as an advantage for what strategy to use, especially since English may not be the student's primary language. If the teacher and students had complemented their beliefs and perceptions in teaching-learning, without the students' pessimistic behaviors and fears towards being corrected when speaking in English chances are, errors may be corrected,

diminished, and consequently learned. Students should learn to normalize correcting spoken errors and debunk the idea of superiority or view it as the equivalence of intelligence when it comes to speaking English, this would allow students to not feel anxious in committing mistakes in pronunciations, grammar, and in use of the word. Teachers should also consider students' preferences whether their students wanted to be corrected immediately after committing a mistake or after the class to avoid the feeling of embarrassment. Furthermore, the teachers should promote an environment conducive to a healthy discussion of making the learners understand their errors without feeling humiliated. In conclusion, each type of feedback is very important for the students in their class therefore learners' spoken errors require the use of appropriate techniques that best address particular types of error and are suitable for the type of learning activities as well as the types of learners'. Students should learn to normalize being corrected in their spoken language errors and debunk the idea of superiority or viewing it as an equivalence of intelligence when it comes to speaking English, this would allow students not to feel anxious in committing mistakes in pronunciations, grammar, and in use of words. Teachers should consider students' preferences whether their students want to be corrected immediately after committing a mistake or after the class to avoid the feeling of embarrassment. Teachers, therefore, should be more careful when giving feedback, the tone affects how students perceive the correction therefore teachers should consider using a gentle and mellow tone voice. It is not important what types of feedback are given, but it is most important how the given feedback is used among the students and so the teacher should be more conscious in choosing the most effective approach of feedback in the appropriate situation. Furthermore, the teachers should promote an environment that is conducive to a healthy discussion of making the learners understand their errors without feeling humiliated. Also, they should create a learning atmosphere that would help the learners to be more confident and to achieve their language learning goals.

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