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EFL Students' Attitudes to Oral Corrective Feedback in Two Different Contexts: Spain versus Algeria

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ABSTRACT

Background: Although oral corrective feedback (OCF) has been shown to benefit second language acquisition, relatively few studies have examined students' attitudes toward it, which may impact on its effectiveness. Moreover, even though students' attitudes to language learning can depend on different variables, such as students' level or cultural background, very few studies have looked at the possible impact of such variables on students' attitudes to OCF. Even fewer studies have focused on affective responses to OCF and hardly any have included non-WEIRD populations.

Purpose: To compare EFL students' attitudes toward immediate oral corrective feedback and their affective responses to it across two contrasting higher-education contexts (Spain and Algeria) using a single standardized questionnaire.

Method: The present study compared students' attitudes to OCF, as well as their affective responses to OCF, in two contrasting EFL higher-education settings with different L2 teaching traditions, by means of a cross-sectional Likert-type questionnaire: 213 Spanish and 261 Algerian EFL students at the university level. Descriptive statistics in the form of percentages of agreement and disagreement were calculated, and chi-square tests of independence were carried out to investigate possible differences in attitudes.

Results: Contrary to previous findings that cultural background only appears to have a minor effect on students' attitudes to OCF, we found significant differences between Spanish and Algerian students' attitudes for several aspects of OCF, such as frequency, error type, OCF-type and affective responses to OCF. For instance, although most students expressed a wish to receive as much OCF as possible, there were more Algerian students who preferred to be corrected only in certain cases. With regard to OCF types, the majority of students in both contexts expressed a preference for metalinguistic feedback, but Algerian students were more positive about recasts.

Conclusion: Given these observed differences, we cannot expect students from all contexts to have similar beliefs about OCF. Teachers are thus advised to discuss OCF with their students in order to avoid mismatches between students' beliefs and teachers' practices, as this can negatively affect the learning process. This study sheds light on the beliefs about OCF of students from different backgrounds, including an underrepresented, non-Western population, i.e., Algerian EFL students. It also highlights a need to further explore the possible reasons behind the observed differences in attitudes.

KEYWORDS:

oral corrective feedback; learner attitudes; EFL; affective responses; higher education; cross-cultural comparison

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INTRODUCTION

Second language researchers have long been interested in the study of learners' attitudes to foreign language learning and teaching, since these attitudes may have an influence on various aspects of the language learning process, such as

learner strategy use (e.g., Yang, 1992), foreign language anxiety (e.g., Young, 1991) and the effectiveness of corrective feedback (CF) (e.g., Havranek & Cesnik, 2001), amongst others. An attitude can be defined as 'an evaluative reaction to some referent or attitude object, inferred on the basis of the individual beliefs or



opinions about the referent' (Gardner, 1985, p.9). Additionally, a vast body of research has shown that CF, which can be defined as 'comments on the appropriateness or correctness of learners' production or comprehension of a second language' (Li & Vuono, 2019, p.94) has a positive effect on second language acquisition (Li, 2010; Lyster et al., 2013).

While there are a number of studies which have investigated students' (and teachers') attitudes to oral corrective feedback (OCF), only some of these studies have looked at the possible impact of student variables such as proficiency level (Kaivanpanah et al., 2015; Wiboolyasarini et al., 2023; Yang, 2016) or target language (Loewen et al., 2009; Jean & Simard, 2011), and few studies have compared the views of students from different cultural backgrounds (Kartchava, 2016; Pawlak 2011; Schulz, 2001; Wiboolyasarini et al., 2023; Yang, 2016).

Nonetheless, research has shown that culture can play a role in students' attitudes about various aspects of L2 teaching and learning. For instance, Schulz (2001) found several differences between Colombian and North-American students' attitudes to teaching and learning grammar, and Psaltou-Joycey (2008) identified a number of differences between the learning strategies used by L2 Greek students of different cultural backgrounds. Another study, focusing on pre-service teachers' beliefs, also found that culture, and more specifically the different educational cultures of Spain and Poland, appeared to have an impact on participants' differing views about the role of the L1 in EFL classes (Wach & Monroy, 2020).

To avoid cultural essentialism and the attendant risk of stereotyping, claims about "cultural traits" should not be overgeneralized. Studies of attitudes toward written peer feedback have reported that students from so-called "Confucian cultures" (e.g., China, Japan) often express less favorable views about having their written work corrected by peers (Nelson & Murphy, 1993; Carson & Nelson, 1994). At the same time, Hu (2019) argues that macrocultural, meso-, and microcultural dimensions can produce divergent attitudes among learners who share a broad cultural background. Thus, despite conceptual and methodological challenges in defining "culture," Hu (2019) contends that investigating cultural influences on language learning remains warranted, provided culture is not treated as a monolithic construct.

In this study, "culture" is operationalized through the educational contexts of the two focal countries, Spain and Algeria, which differ in both the status of English and prevalent pedagogical traditions. In Spain, English is the primary foreign language, compulsory for all students, with communicative and content-based approaches typically introduced

from early schooling. By contrast, in Algeria, French retains a prominent role alongside English, and instructional practices tend to be more teacher-fronted and grammar-oriented.

A further cultural concern is the sampling bias in applied linguistics toward "WEIRD" populations (Western, Educated, Industrialized, Rich, and Democratic) which limits external validity (Andringa & Godfroid, 2020; Dewaele & Meftah, 2023). As Andringa and Godfroid (2020) note, second-language acquisition research has predominantly been conducted in North American and broader Anglophone settings, making it difficult to generalize findings to other contexts. This bias is especially salient for oral corrective feedback (OCF): cross-cultural studies with non-WEIRD participants remain scarce, and the present article aims to provide an initial template for such work. Although there are studies on Algerian learners' attitudes toward English in domains such as online learning (Ghounane, 2020; Ghounane & Rabahi, 2023), self-assessment (Kadri & Amziane, 2021), and learner autonomy (Nouioua, 2018), to our knowledge no prior research has examined Algerian students' attitudes to OCF.

A second underexplored area concerns learners' affective responses to OCF. While some authors argue that OCF, particularly in explicit forms, may be detrimental because it could induce frustration or demotivation (Truscott, 1999), empirical support for this claim is limited. At the same time, studies of teacher beliefs indicate that some instructors hesitate to use more explicit OCF out of concern for potential negative affective reactions (Roothoof, 2014; Rahimi & Zhang, 2015; Yoshida, 2008). Although affect has traditionally been treated as one component of attitudes alongside behavior and cognition (Garrett et al., 2003; Rosenberg & Hovland, 1960), recent work in second-language acquisition conceptualizes emotions as a distinct construct (Dewaele & Li, 2020; Hu & Gong, 2025). Given this shift, and the possibility that positive and negative emotions may differentially shape learning processes (Dewaele & Li, 2020), we treat affective responses to OCF as a separate variable in the present study.

Given that the possible influence of culture on students' attitudes about OCF is an understudied area, and that very little is known about the attitudes of Algerian students in particular, the present study proposes to compare the attitudes of university level EFL students from two different cultural backgrounds: Spain and Algeria. Moreover, as very few studies have taken into account students' emotions when receiving OCF, the present study also aims to uncover the affective responses of Spanish and Algerian students to OCF. The following research questions underlie this study:

RQ1: What are Spanish and Algerian university students' attitudes toward OCF?

RQ2: Is there any difference between Spanish and Algerian university students' attitudes toward OCF?

RQ3: How do Spanish and Algerian university students feel when receiving immediate OCF?

LITERATURE REVIEW

The Effects of Different Types of Oral Corrective Feedback

Even though scholars adhering to innatist theories of second language acquisition maintain that OCF is ineffective (Krashen, 1982, 2009) and even possibly harmful for students (Truscott, 1999), a considerable body of research has shown that OCF has positive and durable effects on the acquisition of second language grammar (see the meta-analyses by Lyster & Saito, 2010 and Li, 2010). Nonetheless, when it comes to deciding which type of OCF is more effective, the results are often contradictory, with some studies showing recasts, a type of input-providing OCF which is rather implicit, to be effective (Han, 2002; Leeman, 2003; Mackey & Philp, 1998), while others have found larger effects for more explicit OCF-types such as explicit correction (Rassaei, 2013; Yilmaz, 2012) or prompts (Lyster, 2004; Van De Guchte et al., 2015).

Rather than deciding which type of OCF is the most effective, recently researchers have tried to investigate what types of OCF work best for different types of target structures and students. Even though more research is needed, there is some evidence that individual differences such as working memory (e.g., Mackey et al., 2002), motivation (e.g., Havranek & Cesnik, 2001), anxiety (e.g., Rassaei, 2015) and proficiency (e.g., Ammar & Spada, 2006) can all play a role in how effective certain types of OCF are.

Teachers who are looking for answers about how best to respond to their learners' oral errors might not find it easy to draw conclusions based on the existing research, given the myriad of variables involved and the seemingly contradictory findings. Yet, qualitative studies of teachers' OCF practices in many different contexts have shown that teachers overwhelmingly use recasts, and use other types of OCF more sparingly (for a meta-analysis, see Brown, 2016). As research shows that in some cases explicit corrections or prompts such as elicitation or metalinguistic clues might be more effective than recasts, it therefore seems advisable for teachers to use the different OCF-techniques in a more balanced way, as Lyster et al. (2013) recommend. Moreover, it may be useful for teachers to be informed about students' attitudes to different types of OCF so that they can take these into account.

Teachers' and Students' Attitudes toward Oral

Corrective Feedback

Apart from investigating the effects of different OCF-types, some researchers have studied teachers' and students' attitudes toward OCF. Attitudes can influence practice, while at the same time there are many factors that might prevent teachers from putting their attitudes into practice (Borg, 2003; Buehl & Beck, 2015). Students' attitudes have also been found to have an impact on language learning (Yang, 1992; Young, 1991). In the case of OCF, some studies have found a relationship between attitudes to CF and CF effectiveness. Kartchava and Ammar (2014) found that high-beginner ESL learners who believed in the importance of OCF were better at noticing it, especially in the case of recasts, even though no link was found with learning. Some studies even found a relationship between OCF attitudes and how much is learnt from OCF. In EFL classes in Austria, Havranek and Cesnik (2001) found a relationship between students' positive attitudes to OCF and how well they scored on tailor-made post-tests. In a study with adult ESL learners, Sheen (2007) also found a correlation between students' attitudes to OCF and how much they benefited from metalinguistic feedback.

Studies comparing teachers' and students' attitudes to OCF have often found disagreements related to the desirable frequency of OCF (Jean & Simard, 2011; Schulz, 2001) and preferred OCF-types (Roothoof & Breeze, 2016; Kaivanpanah et al., 2015). Mismatches between students' and teachers' attitudes can affect language learning, as students might be less willing to participate in classroom activities that do not match their expectations (Peacock, 2001), or may even abandon their studies (McCargar, 1993).

Several studies have found that learners generally expect to be corrected much more than their teachers seem to think necessary (Roothoof & Breeze, 2016, Cathcart & Olsen, 1976; Ha & Nguyen, 2021; Jean & Simard, 2011; Schulz, 2001). While learners often express a wish to receive OCF on all kinds of errors, teachers might prefer to focus on errors that impede communication (Ha & Nguyen, 2021; Jean & Simard, 2011), or on frequent errors (Ha & Nguyen, 2021).

Some studies also compared students' and teachers' attitudes to different types of OCF. In Kaivanpanah et al.'s (2015) study, the OCF-types the Iranian adult students preferred were recasts, as well as elicitation and repetition. The authors moreover asked their respondents whether they preferred immediate or delayed OCF, and they found that students had no clear preference but that teachers appeared to like immediate OCF less, because it is more disruptive and might cause embarrassment. However, students may actually benefit more from immediate OCF in certain cases, as shown by studies comparing the impact of immediate and delayed OCF (Arroyo & Yilmaz, 2018; Fu & Li, 2022). Moreover, a recent study on the use of immediate OCF with Iranian EFL learners showed that immediate feedback not only

increased students' accuracy, but also had a positive impact on their motivation to speak (Hamidi et al., 2022).

A recent study comparing the attitudes of senior high school EFL students and their teachers in Indonesia also found disagreements between students and teachers about the type of errors they preferred to receive OCF on, and the type of OCF they favoured (Irfani & O'Boyle, 2024). Even though students preferred to receive a mixture of OCF-types guiding them towards self-correction ("negotiated feedback"), the most frequent OCF-type employed by their teachers was clarification requests.

Roothoof and Breeze (2016) compared Spanish students' and teachers' attitudes to OCF-effectiveness and OCF-types and also found that most of the students wanted to be corrected all the time, while the teachers believed the need for OCF depended on several factors such as the type of error, the aim of the activity and the type of student. With regard to OCF-types, the students were much more positive about explicit correction and metalinguistic feedback than their teachers, who tended to prefer elicitation and recasts. Contrary to other studies, Roothoof and Breeze's (2016) study also asked students and teachers about affective responses to immediate OCF, and this gave rise to another disagreement: Most teachers expressed a concern that immediate OCF might provoke negative emotions in their students, while the students stated that immediate corrections usually made them feel happy and grateful. One of the few other studies which took into account emotions is Yakisik's (2021) survey of Turkish high school students. The majority of these students also claimed to feel positive emotions (satisfaction) when receiving OCF, although some of them also felt "sorry" or "embarrassed".

Thus, it appears that teachers' attitudes towards OCF and their decisions about providing OCF in the classroom are not always informed by research on OCF effectiveness, as other factors such as students' emotional responses affect their OCF practices. In addition, the results of studies about students' attitudes towards OCF can be useful for teachers, as students often ask for more explicit OCF, which contrasts with the finding that the most common type of OCF used by teachers is implicit recasts (Brown, 2016). However, it is also important not to overgeneralize the findings from studies about students' attitudes, as different variables, such as context or target language, seem to have an impact on attitudes. This will be discussed in more detail in the following section.

The Impact of Different Variables on Students' Attitudes towards Oral Corrective Feedback

A small number of studies on students' attitudes towards OCF have investigated the possible impact of different variables on those attitudes, for instance Loewen et al. (2009), who found that university level ESL students in the United

States tended to have more negative views of error correction than students of other languages, such as Arabic. Loewen et al. (2009) explain that the learners' first language background and the way languages are taught in their home countries may have had an impact on their attitudes. In the case of high school students, Jean and Simard (2011) also found some differences between learners of different target languages, as the majority of the ESL learners wanted to be corrected all the time, while for students of French of a second language only 30% expressed this view.

Another variable which has been investigated in some studies is learners' proficiency level. For instance, Kaivanpanah et al. (2015) found that more proficient learners showed a higher preference for prompts than less proficient learners, who expressed a stronger agreement with the need for more explicit OCF-types. Wiboolyasarin et al. (2023) also found that proficiency plays a role in students' attitudes to different OCF-types, this time in the context of university learners of Thai. Apart from proficiency, other aspects, such as gender, motivation and personality can impact attitudes to OCF. In a study with high school EFL students in Vietnam, Ha et al. (2021) found that females tended to be more positive about OCF than males, and extraverted females expressed a greater liking for recasts than introverted females did. Another recent study, carried out with high school EFL students in Turkey, also found some differences between male and female students' attitudes to OCF (Yakisik, 2021). For instance, male students felt more positively about peer correction and disliked recasts more than their female colleagues.

With regard to cultural differences, Schulz (2001) and Pawlak (2011) each compared the views of students from two different contexts (Colombia and the US, and Poland and Italy, respectively), but they mostly focused on grammar and only included a small number of items targeting OCF. Both these studies found no differences between the two groups of students with regard to their attitudes to OCF, but they did not ask them about their preferred OCF-types. Kartchava (2016), on the other hand, compared college level learners of English in Quebec and Russia and she did include questions on different types of OCF. The author did not find any differences between the two contexts either. However, instead of giving learners specific examples of different types of OCF, Kartchava's (2016) questionnaire only described recasts and prompts, without distinguishing different sub-types of the two categories, and it may be that the learners interpreted the questionnaire items in different ways.

In the case of Chinese as a second language learners, Yang (2016) looked at the possible impact of both students' level (false beginner versus intermediate) and cultural background on their attitudes. For cultural background, she made a distinction between learners from a Confucian (e.g., Japan, Korea) and a non-Confucian culture (e.g., Canada, US). In general, it was found that all learners preferred met-

alinguistic feedback (in this case, explicit correction followed by a metalinguistic explanation, rather than a metalinguistic clue), regardless of the error-type, and appeared to dislike elicitation and repetition. With regard to the question whether level and cultural background have an impact on learners' attitudes to OCF, the impact was only apparent in a few cases. For example, clarification requests for phonological errors were viewed more negatively by students from a Confucian culture, and also more negatively by beginners than by intermediate learners. However, for grammatical errors, no differences were found between learners of different levels or cultures.

By contrast, cultural background had some impact on the attitudes of learners of Thai in a university context with regard to OCF types. Wiboolyasarín et al. (2023) compared the preferences of learners of Thai from three different backgrounds: Chinese, Japanese and Korean. While in general all students preferred explicit types of OCF, Korean learners rated certain types of OCF (e.g., elicitation and recasts) as less effective than the students from China and Japan (Wiboolyasarín et al., 2023). Another study, which focused on EFL teachers' beliefs, also found cultural differences between Chinese and North-American secondary school teachers' attitudes about OCF (Mahalingappa et al., 2022).

Based on the few studies which have compared the views of learners from different contexts about OCF, it thus seems that certain attitudes to OCF may be shared by learners from different contexts, especially when it comes to the desire to have all or most of their oral errors corrected. However, only three of the reviewed studies asked students from different backgrounds about the types of OCF they preferred (Kartchava, 2016; Wiboolyasarín et al., 2023; Yang, 2016), and, to the best of our knowledge, only two studies on students' attitudes to OCF have included a question about students' affective responses to OCF (Roothoof & Breeze, 2016; Yakisik, 2021). The way students feel when receiving OCF is nonetheless an important question, since arguments against the use of OCF often refer to the possible emotional damage immediate and explicit correction can cause (Truscott, 1999), and it appears that some teachers share this concern (Roothoof, 2014; Rahimi & Zhang, 2015; Yoshida, 2008). Moreover, in a recent review of emotions in second language acquisition, Dewaele and Li (2020) note that earlier research predominantly examined negative emotions—particularly anxiety—whereas more recent studies highlight the substantial role that positive emotions, such as foreign language enjoyment, can also play in language learning. Therefore, in the present study we included both negative and positive affective responses to OCF. To fill these gaps, we surveyed university students from two different contexts i.e., Spain and Algeria, about their attitudes regarding OCF-effectiveness, preferred target of OCF, preferred OCF-types and affective responses to immediate OCF.

METHOD

Participants

A total of 474 university students from two different countries completed a questionnaire about their OCF preferences. Informed consent was obtained from all participants. Convenience sampling was used, and students were given time to complete the questionnaire during one of their classes. There were 213 Spanish students, either in the first or second year of a Bachelor's degree in Primary Education, who were enrolled in English as a foreign language courses and courses of English didactics. The 261 Algerian students were also studying English as a foreign language subjects, as part of a degree in English Philology, and were in their first, second or third year. In both groups, most of the students were female (36 male students versus 140 female students in Spain, 54 male students versus 191 female students in Algeria), and their mean age was similar as well (19.5 in Spain and 20 in Algeria). Unfortunately, we have no objective information about the learners' proficiency levels, nor did we ask students to self-assess their level, which is a limitation of this study. We only know the required levels for the courses they were enrolled on. For instance, at the Spanish university, first year students were aiming for a B1 level according to the CEFR by the end of their English course. In reality, however, there were students with higher and lower levels in the same course.

Materials

The same questionnaire that was used by Roothoof and Breeze (2016) to collect data about Spanish high school and adult EFL students' attitudes to OCF was used in this study (see Appendix). This questionnaire was designed based on previous survey studies such as Jean and Simard (2011) and Cathcart and Olsen (1976) and it was piloted with a group of adult EFL students in Spain before administering it to a larger number of students. It was also validated by two experts, two experienced lecturers/ researchers in the field of second language acquisition. The questions were related to whether or not students want to be corrected when speaking, how often they expect to receive OCF and on what type of errors, what types of OCF they prefer and how they feel about immediate OCF. For most questions, a Likert-type scale was employed, usually giving students four options to choose from. For instance, for the question about CF-types, based on Lyster and Ranta's (1997) typology, students were asked to decide if examples of ways to correct a grammatical error were "very good", "quite good", "not that good" or "bad". The grammatical error was a past tense error, "Last weekend I watch a film with my friends", and the different types of CF were exemplified as follows:

Explicit correction: No, not watch, watched.
Complete recasts: Oh, you watched a film. Which one?
Reduced recasts: Watched.

Clarification request: I'm sorry?/Pardon?
 Metalinguistic feedback: You need to use the past tense.
 Elicitation: Last weekend I...? (pausing, with rising intonation)
 Repetition: I WATCH a film? (stressing the mistake, with rising intonation)

For the question about feelings, the students were asked how often they experience a number of positive and negative emotions when their teacher immediately corrects their oral errors. They could choose between "never", "rarely", "sometimes" and "often", and the feelings were: "happy", "grateful", "frustrated", "embarrassed", "I freeze up", "I feel bad because I speak English badly" and "I think I'm going to speak less English in class in the future".

Data Analysis

The questionnaire was analysed quantitatively by calculating percentages and computing histograms to better visualize the distribution of Algerian and Spanish students' attitudes. To determine whether there were any significant differences between the two groups' attitudes to OCF, a series of chi-square tests of independence was calculated. The chi-square test of independence is used to test if there is any association between two categorical variables, in this case group membership (Spanish students versus Algerian students) and attitudes to CF (e.g. rating of a CF type) (Levshina, 2015), and is frequently used to process data from Likert-type scales (Boone & Boone, 2012). For all calculations, the significance level was set at $\alpha = 0.05$. If the p-value was lower than 0.05, differences between groups were considered significant. As the analyses involved multiple comparisons, the

Holm-Bonferroni correction was applied to adjust p-values and control the family-wise error rate, thereby reducing the risk of Type I errors. Cramer's V was used to estimate effect sizes for the chi-square tests of independence. Values range from 0 to 1, with higher values indicating stronger associations between variables. In line with common conventions in applied linguistics (e.g., Plonsky & Oswald, 2014), effect sizes were interpreted as small ($V \approx .10$), medium ($V \approx .25$), and large ($V \geq .40$).

RESULTS

To answer RQ1 and RQ2, we will first focus on Algerian and Spanish students' attitudes to different aspects of OCF, such as how often they wish to receive it, which types of errors should be corrected and which types of OCF they prefer. Then, we will address RQ3, which is related to students' feelings when receiving immediate OCF.

Attitudes to Oral Corrective Feedback

First of all, the question of how often students wish to be corrected will be dealt with. As Table 1 shows, the majority in both groups always wanted to be corrected. However, for the Algerian students, there was a larger percentage of students who preferred to be corrected only in certain cases (when there is a communication breakdown, or when the error is the focus of the lesson). A chi-squared test of independence shows that there is a significant difference between the Spanish and Algerian students' attitudes to how often

Table 1

Attitudes to OCF in general: Do you want to be corrected?

Sample	No	Yes, always	Yes, often	Yes, communication	Yes, mistake focus of lesson
Spain	0.5%	68.1%	19.3%	8.5%	3.8%
Algeria	1.9%	57.4%	11.2%	13.2%	16.3%

Note. "Yes, communication" = "Only if I have problems expressing myself clearly", and "Mistake focus of lessons" = "Only if I make a mistake with something we have already seen or something we are learning at that moment".

Table 2

Attitudes to Error Types

Error type	MOST IMPORTANT		2nd MOST IMPORTANT		LEAST IMPORTANT	
	Algeria	Spain	Algeria	Spain	Algeria	Spain
34.9Grammar	39.7%	77%	39.3%	14.4%	21.1%	8.6%
Vocabulary	28.5%	13.9%	26%	51.2%	45.5%	34.9%
Pronunciation	36.1%	13.9%	32.4%	33.5%	31.5%	52.6%

they wish to receive OCF, as the p-value is lower than 0.001 (X-squared = 28.761, df = 4, $p < 0.001$).

Attitudes to Error Types

Students were also asked to decide which types of errors they thought their teachers should focus on more. Tables 2 and 3 indicate that there was disagreement between the Algerian and Spanish students about the focus of OCF, as the vast majority of Spanish students preferred their teachers to focus on grammar errors (see Table 2), while a similar number of Algerian students felt grammar and pronunciation errors to be the most important targets for error correction (see Table 2). The chi-squared tests of independence (see Table 3) confirm that Spanish and Algerian students differ significantly with respect to their attitudes to error types.

Table 3

Chi-Square Test Results for Error Types

Error type	Chi-Squared	p-value	Cramer's V
Grammar	63.95	0.003	0.377
Vocabulary	32.957	0.003	0.270
Pronunciation	33.542	0.003	0.273

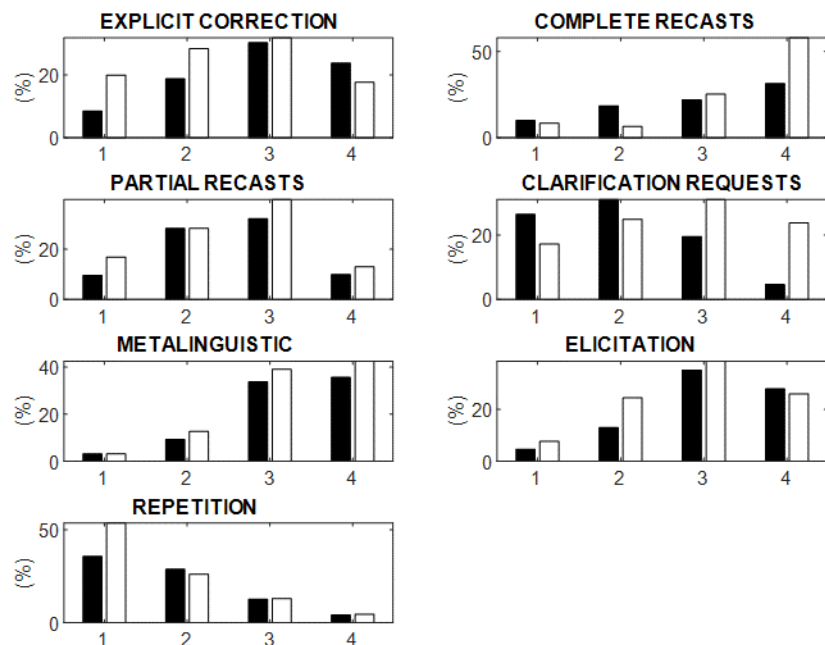
The effect size, as indicated by Cramer's V, was medium to large for grammar and medium for vocabulary and pronunciation (see Table 3).

Attitudes to Types of OCF

With regard to types of OCF, Figure 1 and Table 4 show that the two groups of students disagreed in a significant way about three of the seven types. As can be seen in Table 4, this difference was significant for explicit correction, complete recasts and clarification requests. The effect size was small for explicit correction, but medium for recasts and clarification requests, as indicated by Cramer's V. This means that Spanish and Algerian students had similar views about the other four, namely partial recasts, metalinguistic feedback (or metalinguistic clues), elicitation and repetition.

Figure 1

Spanish and Algerian Students' Attitudes to Feedback Types



Note. Black = Spanish students; White = Algerian students. 1=bad, 2 = not that good, 3 = quite good, 4 = very good.

Table 4*Chi-Square Test Results for Feedback Types*

Feedback type	Chi-Squared	p-value	Cramer's V
Explicit correction	15.888	0.007	0.184
Recasts	32.541	0.007	0.263
Partial recasts	3.7136	0.5882	0.089
Clarification requests	44.301	0.007	0.308
Metalinguistic feedback	0.44472	0.9309	0.031
Elicitation	8.0449	0.200	0.132
Repetition	6.1463	0.3141	0.115

We will now discuss the participants' views about each of the CF-types in more detail.

Regarding explicit correction, even though the majority in both groups (37.3% Spanish students versus 32.6% Algerian students) believed that this OCF-type was quite useful, there were considerably more Spanish students than Algerian students who thought it was very useful, while twice as many Algerian students as Spanish students felt it was an inadequate way of correcting (20.4% of Algerians versus 10.4% of Spaniards).

In the case of complete recasts, it appears that Algerian students held more positive views about this implicit type of CF. The vast majority of Algerian students (59%) rated complete recasts as very useful, while opinions in Spain were more divided, with 38.5% rating this CF-type as very useful, but on the other hand 22.5% stating it was not that useful and 12.2% calling it a bad way of correcting.

Interestingly, for partial recasts, which are more explicit, the opinions of the Algerian and Spanish students largely correspond. About 40% of both groups felt it was quite useful, but only around 13% in each group thought it was very useful.

The majority of the Spanish students did not feel very positive about clarification requests: 38% thought this OCF-type was not that useful, while 32.4% thought it was inadequate. The Algerian students, on the other hand, were more divided about the usefulness of clarification requests: 32% thought it was quite useful and 24.5% even thought it was very useful.

Regarding metalinguistic feedback, the percentages in both groups are in very close agreement with each other. A clear majority in both groups thought metalinguistic feedback was very useful (over 40%) and the percentages of those who felt it was quite useful are also very similar in the Algerian and the Spanish group: 40.2% of Algerian students versus 41.3% of Spanish students.

While both groups rated elicitation quite positively, the Spanish students more clearly expressed their preference for this OCF-technique: 43.6% of Spanish students thought it was quite useful, 34.6% rated it as very useful. In the case of the Algerian students 39.9% rated elicitation as quite useful and 26.9% rated it as very useful. However, there was a higher percentage of Algerian students who rated it as not that useful (25.3% versus 16.1% of Spanish students). Finally, repetition was rated negatively by the vast majority of students in both groups: 55.12% of Algerian students versus 43.9% of Spanish students felt it was an inadequate way of correcting.

Emotional Responses to Oral Corrective Feedback

Moving on to RQ3, which concerns students' emotional responses to OCF, we can see that Algerian and Spanish students also tended to disagree about how often they experienced different emotions as a consequence of receiving immediate OCF from their teachers (see Figure 2 and Table 5). There were significant differences for five of the seven emotional responses, as Table 5 shows. They only agreed on the frequency with which they felt frustrated and embarrassed. Among the feelings that differed significantly between the two groups, Cramer's V indicated small-to-medium effects for feeling happy, feeling grateful, feeling bad about one's English, and feeling inhibited, while the effect for freezing up reached the medium range (See Table 5). The majority in both groups claimed they were sometimes embarrassed (31.6% of Algerians versus 40.3% of Spaniards). A similar rate of students in both groups stated they were sometimes frustrated (33.9% in Algeria, 37.4% in Spain) although at the same time there was a similar percentage of students who said they were rarely frustrated: 32.6% of Algerian students versus 35.6% of Spanish students.

With regard to the other negative emotions, the Spanish students stated that they freeze up more often than the Algerian students: 38.4% of Spanish students said that they sometimes freeze up, compared to only 26.2% of Algerian students. In the case of the Algerian students there was a

slightly higher percentage of students who said that they rarely freeze up than those who said they sometimes do (28.3%). There was also a higher percentage of Algerian students than Spanish students who said that they never freeze up (37.1% of Algerians versus 15.2% of Spaniards). Thus, the majority of the Algerian students answered that they never freeze up, while for the Spanish students the most frequently selected answer was "sometimes", which points to a more positive attitude of the Algerian students in this respect. Even though in both groups most students claimed that they never or rarely feel bad about their English as a consequence of being corrected, the Algerian students rejected this statement more clearly, as 47.2% of Algerian students said that they never feel bad, compared to only 28.1% of Spanish students. For the last negative emotion "inhibited", results are similar to "feel bad". The majority in both groups either never or rarely feel like speaking less English in the

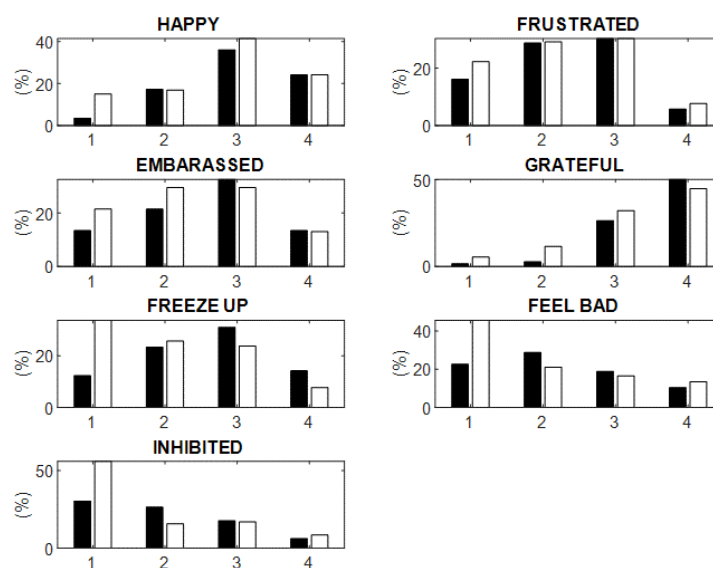
future, but in the case of the Algerian students the percentage who never feels like speaking less is considerably higher (57.7% versus 37.6% of Spanish students).

Interestingly, for the two positive affective responses, "I feel happy", and "I feel grateful", the Spanish and Algerian students differed significantly. It is important to note, however, that the majority of students from both contexts said that they either sometimes or often feel grateful and happy. For "happy", 42.5% of the Algerian students versus 44.6% of the Spanish students answered that they sometimes feel that way, and 24.8% of Algerians versus 29.9% of Spaniards often feel happy. However, there is a considerably higher rate of Algerian students who said that they are never happy: 15.4% versus only 4.3% of Spanish students. Regarding "grateful", the Spanish students were more clearly in agreement with the statement that they are often grateful: 62.1%

Table 5
Chi-Square Test Results for Emotional Responses to Immediate OCF

Emotional response	Chi-Squared	p-value	Cramer's V
Happy	15.891	0.007	0.185
Frustrated	2.1962	0.5327	0.070
Embarrassed	6.2108	0.2036	0.117
Grateful	19.688	0.007	0.208
Freeze up	32.61	0.007	
Feel bad about English	21.081	0.007	0.214
Inhibited	24.286	0.007	0.229

Figure 2
Spanish and Algerian Students' Emotional Responses to Immediate OCF



Note. Black = Spanish students; White = Algerian students. 1=never, 2 = rarely, 3 = sometimes, 4 = often.

versus 47.8% of the Algerian students. There were also more Algerian students who said they were rarely grateful (12.3% versus 3.3% of Spanish students).

Addressing RQ1 and RQ2, both cohorts endorsed the importance of OCF, with most respondents in each sample indicating a preference for continuous correction. Nevertheless, relative to their Spanish counterparts, a greater share of Algerian students preferred targeted correction—particularly when communication breaks down. They also tended to agree about the usefulness of two more explicit OCF-types, partial recasts and metalinguistic feedback, even though they disagreed about explicit correction. At the same time, a more implicit type of output-pushing feedback, elicitation, received rather positive ratings from both groups, while they were in agreement about their dislike of repetition. On the other hand, there were several disagreements between the two groups of students. Spanish students expressed a greater desire to receive OCF when making grammatical errors, and Spanish and Algerian students disagreed about the effectiveness of three types of OCF (explicit correction, complete recasts, and clarification requests). To answer RQ3, it appears that both groups of students experience positive and negative emotions when receiving immediate OCF. While most Algerian and Spanish students stated that they sometimes or usually feel happy and grateful, they also agreed that they sometimes feel embarrassed and frustrated. In general, the Spanish students seem to feel negative emotions more frequently than their Algerian counterparts, as more Spanish students said that they sometimes freeze up, get inhibited or have the feeling that they are bad at English as a result of receiving OCF.

DISCUSSION

The present study of Algerian and Spanish university students' attitudes to OCF confirms previous studies which have found that students tend to welcome OCF (Cathcart & Olsen, 1976, Jean & Simard, 2011; Schulz, 2001). The majority of students from both contexts stated that they always want to be corrected when they make errors while speaking English. Nonetheless, some differences between the groups were also observed, as there were considerably more Algerian students than Spanish students who only wish to be corrected in certain cases, when they cannot make themselves understood or when the error is the focus of the lesson.

In relation to OCF types, metalinguistic feedback is rated highly by both Algerian and Spanish students. In Roothoof and Breeze's (2016) study which only looked at Spanish students (high school and adults), metalinguistic feedback was also one of the most preferred OCF-types. Both the Chinese as a second language learners in Yang (2016) and the Iranian learners of English in Kaivanpanah et al. (2015) also preferred metalinguistic feedback. However, in these studies metalinguistic feedback was operationalized as explicit

corrections with metalinguistic information, rather than as a metalinguistic clue, a kind of prompt, in the present study.

With regard to contextual differences, previous studies found none or very few differences, whereas the present study showed a notable number of differences related to different aspects of OCF, such as error-types, OCF-types and affective responses. For instance, in Yang (2016), there were no differences between Chinese L2 students' views from Confucian and non-Confucian cultures with regard to the best way to correct grammatical errors, but there were a few differences regarding other types of errors. The present study only asked students' opinion about the correction of a grammar error, and students disagreed significantly about the usefulness of three out of the seven proposed OCF-types. Both groups of students agreed that two explicit types of OCF, partial recasts and metalinguistic clues, are good ways of correcting oral errors, and they also believed elicitation to be quite effective. The only other OCF-type they seemed to agree about was repetition, which both Spanish and Algerian students seem to dislike. The reason for this negative view of this type of prompt in which the teacher repeats the error with rising intonation to elicit a correction is not that clear, but it is in line with previous studies where learners also rated repetition as ineffective, because they found it difficult to interpret (Roothoof & Breeze, 2016; Yang, 2016). At the same time, the Iranian students in Kaivanpanah et al. (2015) held positive attitudes to repetition, especially higher-proficiency students, probably because these were better able to grasp the corrective intent of repetition and to repair their errors accordingly.

As we have seen, previous studies have also found that students tend to like explicit feedback. For instance, the Iranian students in Kaivanpanah et al.'s (2015) study felt positive about metalinguistic feedback and reduced recasts. Explicit correction was also popular with Chinese as a second language learners, especially for pronunciation and grammar errors, even though they also liked implicit CF in the form of recasts for pronunciation errors (Yang, 2016). However, explicit correction in the present study led to some disagreement between the Spanish and Algerian students. The Spanish students rated this type of OCF more positively than the Algerian ones, even though the majority in both groups tended to think it was quite useful, as was also the case for Spanish high school and adult students in Roothoof and Breeze (2016). At the same time, there were more Algerian students than Spanish ones who disliked explicit correction. Yang (2016) also found a disagreement between the two cultural groups in her study with regard to explicit correction, but only where pragmatic errors were concerned.

Concerning affective responses, only two studies, as far as we are aware, included this aspect and these found that students mostly experience positive emotions such as gratitude or satisfaction when receiving OCF, even though some students may also feel frustrated or embarrassed (Roothoof &

Breeze, 2016; Yakisik, 2021). However, in the present study the majority of the Spanish university level students stated that they react both positively and negatively to immediate OCF, and this was similar for the Algerian students. Even though both groups of students seemingly often feel happy and grateful when they are corrected, they also stated that they sometimes feel embarrassed, frustrated, or that they sometimes freeze up as a result of receiving immediate OCF. Moreover, for five out of seven affective responses there were significant differences between the Algerian and the Spanish students. Even though it appears that students sometimes experience negative emotions when receiving immediate OCF, some quasi-experimental studies comparing immediate and delayed OCF have found that immediate OCF could be more effective (Arroyo & Yilmaz, 2018; Fu & Li, 2022). In the same vein, Hamidi et al. (2022) observed a positive effect of immediate OCF on students' motivation to speak. Therefore, even if students occasionally feel frustrated or embarrassed, this does not necessarily mean immediate OCF is not effective and should not be used by teachers. Our findings also add to the research on the role of emotions in SLA (e.g., Dewaele & Li, 2020), by highlighting the combination of positive and negative emotions experienced by students when receiving OCF. So far, experimental studies on the impact of emotions on OCF effectiveness have mainly focused on the negative emotion of anxiety (e.g., Rassaei 2015), but it may be useful to extend this research to a larger range of emotions, including positive ones.

Even though it is difficult to pinpoint the underlying reasons for the observed differences between Spanish and Algerian students' attitudes to OCF, this may be related to the different ways in which English is taught in these countries. While in Spain the focus of English teaching used to be more on memorizing grammar rules and vocabulary lists, English is increasingly being taught from an early age, and communicative and content-based methodologies (CLIL) are becoming more common (García Bermejo, 2021). In Algeria, on the other hand, English is not the first foreign language, as French is still considered important. Moreover, even though policy makers advocate the use of communicative methodologies, large classes, lack of teacher training, and washback from high-stakes exams all mean that in practice more traditional, teacher-fronted and grammar-based teaching is still often found (Benmoussat & Benmoussat, 2018; Slimani, 2016). These differences in teaching styles may account for the fact that Algerians in this study were more positively inclined to being corrected through complete recasts, as this means the teacher is providing the correct model for the student. On the other hand, Spanish students gave slightly higher ratings to elicitation, a technique which is more student-centered, as the teacher scaffolds the students' language development and acts as a guide. At this stage, however, we can only hypothesize that the observed differences are related to these pedagogical differences, as the current study did not include follow-up interviews that would allow

a deeper understanding of why Spanish and Algerian students hold differing attitudes toward certain aspects of OCF.

Contrary to previous studies which have compared the attitudes of students from different backgrounds (Kartchava, 2016; Pawlak 2011; Schulz, 2001; Yang, 2016), the present study indicates that attitudes to OCF may not that be that easily generalized from one context to another. These contrasting findings may partly be due to the fact that the present study included several aspects of OCF, such as OCF-types, which were not included in Pawlak's (2011) or Schulz' (2001) study, for instance. Yang's (2016) study found no effect for cultural background on students' attitudes to the correction of grammatical errors, while the present study found more differences than similarities, but this could also be due to the different target language, Chinese as a second language in Yang (2016), versus English as a foreign language in the present study. Clearly, more research is needed to find out how different variables, such as target language, proficiency level, or indeed cultural background, may or may not affect students' attitudes to OCF.

CONCLUSION

This study compared the attitudes to OCF in two groups of university EFL students from different backgrounds: Spain and Algeria. Very few studies have investigated the possible impact of individual differences, such as context or background, on students' attitudes to OCF, and those that have done so tended to find very few differences, indicating that students from different cultural backgrounds have similar attitudes to OCF. However, the findings of the present study seem to contradict this, as several significant differences in attitudes were found for each of the aspects of OCF under study: general attitudes to OCF, error types, OCF-types, and affective responses. While both groups of students were mostly positive about OCF, Spanish students agreed more clearly with having their errors corrected all the time, while there were more Algerian students who only wished to receive OCF in certain cases. There were also significant differences with regard to the types of errors the students preferred to receive OCF on, and the types of OCF they preferred. The majority of both Spanish and Algerian students expressed a clear preference for metalinguistic feedback, and they were also quite positive about partial recasts and elicitation, while they shared a dislike for repetition. However, significant differences were found for the other three OCF-types under study, with Algerian students being more clearly positive about complete recasts and Spanish students disliking clarification requests more, for example. Significant differences were also found for five out of seven possible emotional responses to immediate OCF. Even though the majority of students in both groups stated they either sometimes or often felt happy and grateful when receiving OCF, they also admitted to sometimes experiencing negative emotions such as frustration or embarrassment.

All in all, these findings indicate that attitudes to OCF, including affect, may be more context-sensitive than previously assumed, challenging assumptions of cross-context homogeneity.

These results suggest that it may be beneficial for global guidelines and teacher education programmes to more explicitly consider local beliefs and emotions around correction, rather than simply transferring feedback practices from one context to another. Therefore, it would be advisable for teachers to discuss the provision of OCF with their students, as they cannot assume that students in all contexts share the same attitudes to OCF. In spite of the differences, some commonalities also seem to be found which can inform practice. This study, together with other studies, indicates that the vast majority of students expect their teachers to provide them with OCF, and that they tend to prefer more explicit types of OCF, such as metalinguistic feedback. Even though some teachers are concerned about their students' experiencing negative emotions when receiving immediate OCF, this study shows that students mostly feel happy and grateful when their teachers correct them, so teachers should not refrain from providing (explicit) OCF for fear of hurting students' feelings. On the whole, given the many variables which can interfere in OCF effectiveness, and the differences in students' attitudes, the best advice for teach-

ers probably remains to offer a wide range of OCF types to students, in order to cater for different learning styles and needs.

This study has some limitations that need to be acknowledged. First of all, it might be interesting for future research to include follow-up interviews, in order to find out why certain differences were found and which factors might have had an impact on the different views of these Spanish and Algerian students regarding OCF. Second, even though this study only focuses on the possible impact of cultural background on attitudes, other factors might have had an influence on the differences identified. Unfortunately, the present study did not include any measure of proficiency, neither objective nor self-rated, which means that we cannot be sure that the differences found are entirely due to context, and not partly attributable to other factors, such as proficiency. In general, the limited number of studies which take into account individual differences when studying students' attitudes to OCF, and the contrasting findings obtained, point to a need for more research in this area.

CONFLICT OF INTERESTS

The authors declare that they have no conflict of interest.

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APPENDIX

Student Questionnaire Oral Feedback

This questionnaire is completely anonymous and confidential. The results will only be used for a study about error correction and language teaching. You will need about 15 minutes to complete it. There are 4 pages.

Please, complete the information about you and your English classes in the following table.

Sex : Male/Female (Underline)
 Nationality:
 Age:
 Mother tongue/first language:
 Level of English/class/year:
 School/Centre:
 Hours of English classes per week:
 Number of students in your class:

1. At what age did you start learning English? _____
2. Are you learning English anywhere else now, apart from at this school? **Yes/No**
3. Where and how many hours a week? _____
4. Have you lived or worked in an English-speaking country (US, England, Canada, ...) **Yes/No**
5. Where and for how long? _____
6. Have you lived or worked in a country where you used English to communicate? **Yes/No**
7. Where and for how long? _____
8. How many hours a week do you use English outside of class to....

	0	1-2	3-4	5-6	7-8
do homework					
read for fun					
watch tv, films, series,...					
listen to the radio					
speak to friends					
speak to colleagues or clients					
read work-related documents (e-mail, reports, ...)					
write e-mails, reports,...					
speak on the phone for work					
take part in meetings					
give presentations					

1. How often do you do these activities in your English classes? Mark X in the corresponding column:

Activity	Often	Sometimes	Rarely	Never
1. Grammar or vocabulary exercises				
2. Reading texts				
3. Listening to dialogues				
4. Playing games in English				
5. Speaking English in pairs or small groups				
6. Speaking English in front of the whole class, class debates				

Do you like speaking English in class? Why (not)?

2. If you need to speak English in class and you make a mistake, would you like your teacher to correct you? **Yes/No**
If you have answered **yes**, when would you like your teacher to correct you? (choose only one option)

- a) Always
- b) Often
- c) Only if I have problems expressing myself clearly
- d) Only if I make a mistake with something we have already seen or something we are learning at that moment.

3. What type of mistakes do you want your teacher to correct when you speak English?

Order the following types of mistakes in order of importance, from 1 to 3. The type of mistake you prefer your teacher to correct will be number 1, the least important will be number 3.

___ Grammar mistakes, for example:

"I like *play* football" (this should be: playing), "There *is* ten students in my class." (this should be: there are)

___ Vocabulary mistakes, for example:

"English is an easy *idiom* to learn." (this should be: language). "The film was a great *exit*, it won 5 oscars." (This should be: success)

___ Pronunciation mistakes, for example:

" I like *esport*." "The teacher asks you a question in English and you make the following mistake:

Teacher: *What did you do last weekend?*

Student: *I watch a film with my friends.*

a) The following are different ways in which the teacher can correct you. Mark X for each reaction in the corresponding column. Do you think these are good ways to correct or not?

Teacher's reaction:	Very good	Quite good	Not very good	Bad
1. No, not watch, watched.				
2. Oh, you watched a film. Which one?				
3. watched				
4. I'm sorry?/ Pardon?				
5. You need to use the past tense.				
6. Last weekend I ...?				
7. I WATCH a film?				

b) Which types of corrections does your teacher use the most?

Write the numbers: _____

c) If your teacher uses other ways to correct students' spoken mistakes, you can write them here:

4. You need to say something in English in your class and your teacher interrupts you to correct you. Mark X to say how often you react in the following ways:

How do you react	Often	Sometimes	Rarely	Never
1. I'm happy.				
2. I'm frustrated.				
3. I'm embarrassed.				
4. I'm grateful				
5. I freeze up.				
6. I feel bad because I speak English very badly.				
7. I think I'm going to speak less English in class in the future				

5. If you have any comments about this questionnaire or about a specific question, you can write them here:

Thank you very much for your cooperation!