

Teachers' Corrective Feedback and Students' Speaking Anxiety in EFL Speaking Classes

Adelia Yuli Izzati^{1*}
Imam Santosa²

¹Universitas Esa Unggul, INDONESIA

¹Universitas Esa Unggul, INDONESIA

Abstract

This qualitative descriptive study examined students' experiences of teachers' corrective feedback and its relationship with speaking anxiety in EFL speaking classes. The participants were 12 third-semester students with intermediate (B1) English proficiency enrolled at Universitas Esa Unggul, a private university in Jakarta, Indonesia. Data were collected through observations of four class meetings and semi-structured interviews and were analyzed thematically with the support of ATLAS.ti. The findings identified three prominent forms of corrective feedback: explicit correction, clarification requests, and metalinguistic feedback. Students generally regarded feedback as useful for improving pronunciation, clarity, grammar, and language awareness. However, feedback was also associated with nervousness, pressure, and fear of negative evaluation, particularly when it was delivered publicly or required an immediate response. The study contributes a student-centered account of corrective feedback by showing that its pedagogical value and emotional impact depend not only on feedback type but also on timing, delivery, classroom climate, and learners' readiness.

Keywords: *corrective feedback; speaking anxiety; EFL speaking; students' perceptions; qualitative study*

1. INTRODUCTION

Corrective feedback is a central component of second- and foreign-language instruction, particularly in speaking-oriented classrooms where learners frequently produce non-target-like utterances. Teachers' responses

^{1*}Corresponding author, email imam.santosa@esaunggul.ac.id

to spoken errors can guide learners toward more accurate language use while maintaining communicative interaction. Corrective feedback is therefore not merely a corrective act; it is an instructional practice that supports language development through interaction and noticing (Ellis et al., 2006).

In classroom-based second-language acquisition, corrective feedback refers to teachers' responses to erroneous learner utterances that signal a problem and guide learners toward a target form. Ellis et al. (2006) explain that such feedback draws attention to linguistic form, facilitates noticing, and supports interlanguage development. When delivered appropriately within meaning-focused activities, it can support rather than interrupt communication.

Lyster and Ranta (1997) identified six common types of oral corrective feedback: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. These strategies differ in explicitness and in the degree to which learners are prompted to self-correct. Their framework demonstrates that corrective feedback is a systematic feature of classroom discourse rather than an incidental teacher response.

Subsequent research has reinforced the pedagogical importance of oral corrective feedback. Lyster et al. (2013) describe it as a context-sensitive instructional phenomenon shaped by teaching goals, classroom interaction, and learner characteristics. Corrective feedback can promote engagement, uptake, and opportunities for self-repair during meaning-focused interaction. Research in EFL conversation classes similarly indicates that corrective feedback helps learners notice inaccuracies and improve spoken production (Bawut et al., 2025). Its value, however, depends on how learners interpret the correction and whether the feedback enables them to remain engaged in the speaking task.

Different feedback types may produce different learning responses. Büyükbay and Dabaghi (2010) found that repetition can draw learners' attention to errors and prompt repair, while Ayouni and El-Sukny (2022) show that elicitation can encourage learners to reformulate erroneous utterances independently. These strategies involve learners differently and may therefore generate different cognitive and emotional responses.

Corrective feedback also influences psychological and motivational dimensions of speaking. Hartono et al. (2022) report that oral corrective feedback affects confidence and emotional reactions during speech production. Mahara and Hartono (2024) likewise note that feedback may support speaking development while producing negative motivational responses when learners perceive it as threatening or excessively direct.

Speaking anxiety is a major affective factor in foreign-language learning, particularly in tasks involving public performance. Horwitz et al. (1986) conceptualize foreign-language classroom anxiety as a situation-

specific response involving learners' self-perceptions, beliefs, and feelings. In speaking activities, it may appear as fear of making mistakes, nervousness, and concern about negative evaluation.

Anxiety can interfere with both emotional regulation and cognitive processing. MacIntyre and Gardner (1994) found that anxiety can disrupt vocabulary retrieval and real-time sentence construction. Consequently, learners may struggle to express ideas fluently even when they possess adequate linguistic knowledge.

Speaking anxiety is persistent in many EFL contexts. Hashemi (2011) reports that learners often experience stress and apprehension in formal speaking situations where errors are highly visible. Khafidhoh et al. (2023) similarly show that fear of embarrassment and negative judgment may lead students to avoid participation or remain silent.

Classroom practices, including teachers' responses to learner errors, can shape these emotional experiences. Jeong and Lee (2016) demonstrate that oral pronunciation correction may reduce or intensify anxiety depending on its delivery and interpretation. Liu and Wang (2023) also emphasize that anxiety-sensitive teaching requires attention to learners' emotional responses and engagement.

Although corrective-feedback research has generated substantial evidence about accuracy, uptake, and language development, learners' affective responses remain less fully understood. Many studies foreground cognitive and linguistic outcomes, while the emotional consequences of being corrected during public speaking receive comparatively limited attention.

Research on speaking anxiety, meanwhile, often treats anxiety as an individual learner variable rather than examining how specific classroom practices contribute to it. This separation limits understanding of how correction, evaluation, and public performance interact during ordinary speaking activities.

A smaller group of studies directly links corrective feedback with affective response. Rassaei (2015) demonstrates that learners with different anxiety levels respond differently to implicit and explicit feedback. Wang (2017) shows that learner beliefs influence feedback preferences, while Tulis (2013) indicates that teachers' error-management behavior can shape emotions such as fear, confidence, and anxiety.

A clear gap therefore remains in understanding how students experience different corrective-feedback practices in higher-education EFL speaking classes. To address this gap, the present qualitative study asks: How do teachers' corrective-feedback practices relate to students' speaking anxiety in EFL speaking classes?

Despite these contributions, a clear gap remains in the literature. Few studies have explored how different corrective feedback styles contribute to speaking anxiety from students' perspectives, particularly in higher education EFL contexts and through qualitative approaches that capture learners' lived experiences. Therefore, to address this gap, the present study seeks to explore how teachers' corrective feedback styles contribute to students' speaking anxiety in EFL classrooms.

2. LITERATURE REVIEW

2.1 Corrective Feedback in EFL Classrooms

Corrective feedback is an instructional response to learner error that directs attention to a linguistic problem and supports movement toward more accurate language use. Ellis et al. (2006) explain that it facilitates noticing and interlanguage development during interaction. Classroom research further shows that feedback is routinely embedded in speaking activities and can promote engagement, uptake, and self-repair (Lyster & Ranta, 1997; Lyster et al., 2013).

2.2 Types of Corrective Feedback

Lyster and Ranta (1997) distinguish six types of oral corrective feedback: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. Explicit correction directly identifies an error and supplies the target form, whereas a recast reformulates the utterance without explicitly announcing the error.

Clarification requests indicate that an utterance is unclear and prompt reformulation. Metalinguistic feedback provides information or questions about the relevant language rule. Elicitation prompts learners to produce the target form, and repetition highlights an error by repeating the problematic utterance, often with marked intonation.

The strategies differ not only in form but also in the cognitive and affective demands they place on learners. Prompts such as elicitation and clarification requests require active repair, while more explicit strategies reduce ambiguity about the correction. Repetition can likewise facilitate noticing and learner uptake (Büyükbay & Dabaghi, 2010).

2.3 Speaking Anxiety and Corrective Feedback

Speaking anxiety is a situation-specific affective response associated with oral performance, evaluation, and the possibility of making visible errors.

Learners with high anxiety commonly report nervousness, embarrassment, and fear of negative evaluation from teachers and peers (Horwitz et al., 1986). Anxiety can disrupt cognitive processing during speech production, including vocabulary retrieval and sentence construction (MacIntyre & Gardner, 1994). In EFL settings, this disruption may reduce participation and willingness to communicate, even among learners who possess sufficient linguistic knowledge (Hashemi, 2011).

Corrective feedback can either support or threaten learners, depending on its form, timing, and delivery. Jeong and Lee (2016) show that correction may reduce or intensify anxiety, while Rassaei (2015) demonstrates that learners' anxiety levels influence their responses to feedback. Corrective feedback should therefore be examined as both a linguistic resource and an affective classroom event.

3. METHODS

3.1 Research Design

This study employed a qualitative descriptive design to explore how teachers' corrective-feedback practices were experienced by students and how those practices related to speaking anxiety in naturally occurring EFL speaking classes. The design was appropriate because the study sought detailed descriptions of participants' perceptions, experiences, and emotional responses rather than causal measurement (Sandelowski, 2000).

3.2 Research Setting and Participants

The study was conducted at Universitas Esa Unggul, a private university in Jakarta, Indonesia. Participants were 12 third-semester students with intermediate (B1) English proficiency who were enrolled in an EFL speaking course. Purposive sampling was used because the study required participants with direct experience of receiving corrective feedback during classroom speaking activities. The inclusion criteria were current enrolment in the speaking course, experience receiving lecturer feedback during oral tasks, and willingness to discuss emotional responses to that feedback.

3.3 Data Collection

Data were collected from March to April 2025 through non-participant observations of four class meetings and individual semi-structured interviews. The observations documented the types of corrective feedback used by the lecturer, the timing and manner of delivery, and students' immediate responses. Each observation was supported by an audio recording, a structured observation sheet, and field notes. The interviews lasted

approximately 20–30 minutes and were conducted in Bahasa Indonesia to enable participants to describe their experiences fully and comfortably. The interview guide was informed by Lyster and Ranta's (1997) oral corrective-feedback framework and Horwitz et al.'s (1986) concept of foreign-language classroom anxiety.

3.4 Data Analysis

Interview recordings and observation records were transcribed verbatim. The data were analyzed using Braun and Clarke's (2006) thematic-analysis procedures: familiarization, initial coding, theme development, theme review, theme definition, and reporting. ATLAS.ti supported data organization, coding, categorization, and visual mapping. Initial codes were informed by corrective-feedback types and speaking-anxiety constructs, while broader themes were developed inductively from recurring patterns in students' accounts and classroom interactions.

3.5 Trustworthiness and Ethical Considerations

Trustworthiness was strengthened through methodological triangulation between classroom observations and semi-structured interviews. Interpretations were checked against the original transcripts and observation records, and analytic decisions were documented during coding. Ethical permission was obtained from the English Education Study Program at Universitas Esa Unggul. Before data collection, all participants received written information about the study and signed informed-consent forms. Participation was voluntary; participants could withdraw at any time without penalty, and identities were protected through participant codes and confidential data handling.

4. RESULTS

The findings draw on both classroom observations and semi-structured interviews. Observation data identified the feedback practices used during speaking activities, while interview data explained how students interpreted those practices and how they responded emotionally. The two data sources were analyzed thematically with ATLAS.ti and compared during interpretation to identify convergent and contrasting patterns.

The coding framework initially included the six oral corrective-feedback types described by Lyster and Ranta (1997): explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. Three types, explicit correction, clarification requests, and metalinguistic feedback,

were most prominent in the analyzed observation and interview data and therefore became the principal focus of the findings.

4.1 Data Sources and Analytical Focus

Table 1 summarizes the two data sources and ATLAS.ti's role in organizing the analysis.

Table 1. Description of Data Sources and Analytical Focus

No.	Data Source	Purpose	Focus of Analysis	Output of Analysis
1	Classroom observation	To identify the types of corrective feedback used by lecturers during speaking activities	Lecturer responses to students' speaking errors, feedback delivery, and classroom interaction	Types of corrective feedback observed during speaking activities
2	Semi-structured interview	To explore students' experiences and perceptions of corrective feedback	Students' feelings, perceptions, and emotional responses toward feedback	Themes related to speaking anxiety, nervousness, pressure, and perceived usefulness of feedback
3	ATLAS.ti coding result	To organize and categorize qualitative data systematically	Codes related to feedback types and emotional responses	Network patterns showing the relationship between corrective feedback and speaking anxiety

4.2 Distribution of Corrective Feedback Types

Table 2 presents the relative distribution of the three prominent feedback types identified in the coded dataset.

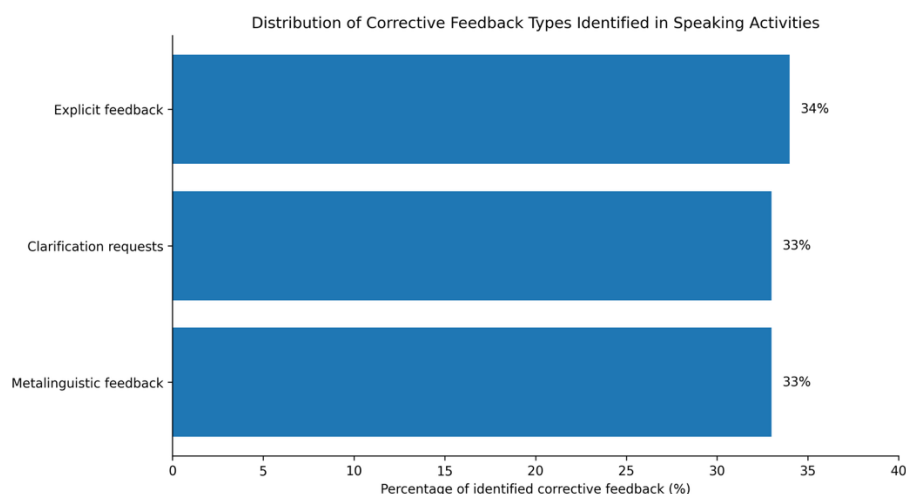
Table 2. Distribution of Corrective Feedback Types Identified in Speaking Activities

No.	Corrective Feedback Type	Percentage	Description	General Student Response
1	Explicit correction	34%	Lecturers directly corrected students'	Students understood their mistakes clearly,

			errors and provided the correct form immediately.	but some felt nervous or pressured.
2	Clarification requests	33%	Lecturers asked students to repeat, clarify, or reformulate unclear utterances.	Students were encouraged to self-correct, but some felt anxious when asked to repeat their speech.
3	Metalinguistic feedback	33%	Lecturers gave comments or explanations about language use, grammar, pronunciation, speed, or clarity.	Students became more aware of their language use, but some felt anxious when feedback focused on their weaknesses.

Note. Percentage = (number of coded instances in one feedback category ÷ total coded corrective-feedback instances) × 100. The coded dataset contained 100 corrective-feedback instances: explicit correction (n = 34), clarification requests (n = 33), and metalinguistic feedback (n = 33). Percentages were rounded to the nearest whole number.

Figure 1. Distribution of Corrective Feedback Types Identified in Speaking Activities



As shown in Table 2 and Figure 1, explicit correction represented 34% of the coded corrective-feedback instances, while clarification requests and metalinguistic feedback each represented 33%. The percentages were calculated from coded instances rather than from the number of participants. The nearly even distribution suggests that lecturers combined direct

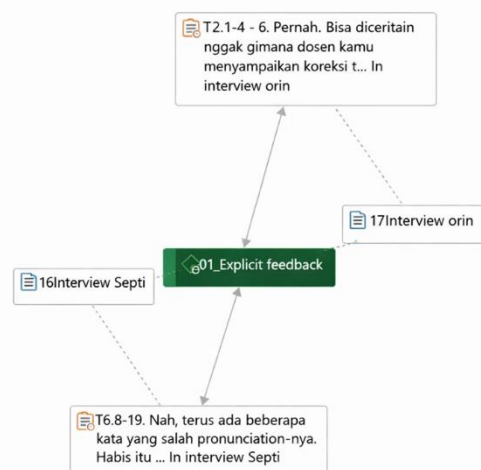
correction, prompts for clarification, and language-focused explanation during speaking activities.

The findings also suggest that corrective feedback functioned not only as a pedagogical strategy for improving students' speaking accuracy, but also as an affective factor that influenced students' emotional responses. While students generally perceived feedback as useful for improving pronunciation, clarity, grammar, and speaking performance, they also reported feelings of nervousness, pressure, and anxiety, particularly when feedback was delivered publicly or required immediate responses.

4.3 Types of Corrective Feedback Experienced by Students

4.3.1 Direct Identification of Speaking Errors through Explicit Correction

Explicit correction was the most frequently identified feedback type in the data. It occurred when lecturers directly identified students' speaking errors and immediately provided the correct form. In the observed and reported speaking activities, explicit correction commonly addressed pronunciation, word choice, and inaccurate sentence production.



The network analysis showed that explicit correction enabled students to identify mistakes clearly because the lecturer directly indicated which part of an utterance was inaccurate. Unlike indirect feedback, it did not require students to infer the intended correction; the problem and target form were immediately accessible.

The main points identified from the analysis are presented in Table 3.

Table 3. Explicit Correction Identified in the Data

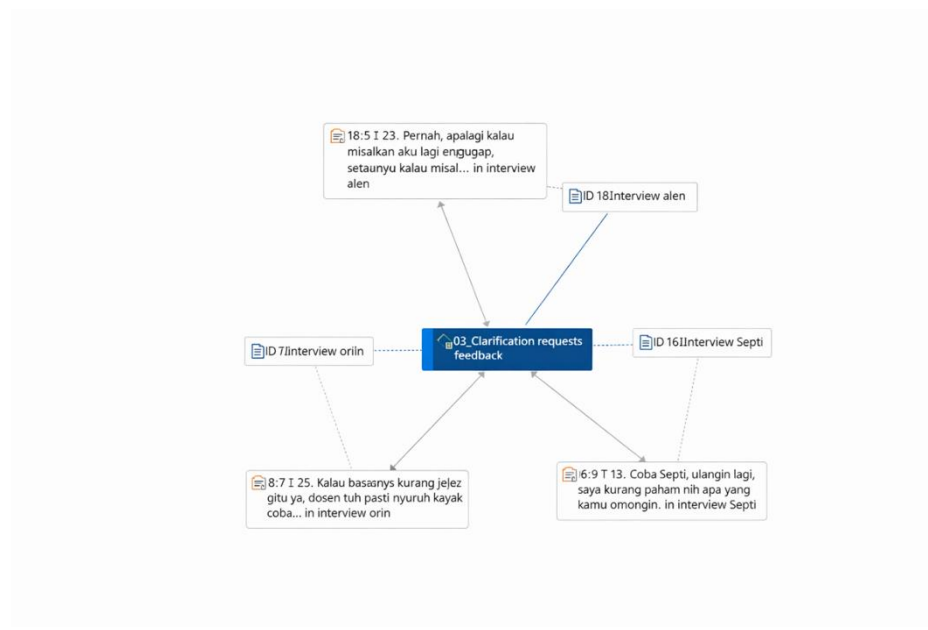
Aspect	Description
Feedback focus	Pronunciation, word choice, and speaking accuracy
Feedback delivery	Direct correction from the lecturer
Lecturer's role	Pointing out the error and providing the correct form
Student's role	Listening to the correction and recognizing the mistake
Positive impact	Students clearly understood what was wrong and how to correct it
Emotional impact	Some students felt nervous, embarrassed, or pressured, especially when corrected in front of the class

These findings are supported by students' interview statements. One participant explained that the lecturer directly corrected the mistake after it occurred: "*Habis itu langsung dibenerin sama dosennya, langsung diperbaiki*" (S1). This statement shows that the lecturer provided immediate correction, allowing the student to clearly recognize the error.

Another participant stated that the lecturer directly informed them about which part of their speaking was wrong. This indicates that explicit feedback helped students notice their speaking errors without ambiguity. In this sense, explicit feedback served as a useful learning support because students did not have to infer the correction by themselves. However, explicit feedback also had an affective consequence. Some students reported that direct correction made them feel nervous or uncomfortable, particularly when it occurred in front of their classmates. This suggests that although explicit feedback is pedagogically useful, it needs to be delivered carefully. If it is delivered too directly or publicly, it may increase students' speaking anxiety. Overall, explicit correction helped students recognize and repair speaking errors. Its emotional impact, however, depended on the lecturer's delivery, the classroom atmosphere, and students' confidence.

4.3.2 Encouraging Self-Correction through Clarification Requests

Clarification requests were also frequently identified. This feedback occurred when lecturers indicated that a student's utterance was unclear, incomplete, or difficult to understand. Rather than supplying the correct form, lecturers asked students to repeat, clarify, or reformulate their speech. Such requests were commonly used when students spoke too quickly, pronounced words unclearly, or expressed ideas in ways that were difficult to follow. The strategy encouraged students to recognize a problem and attempt self-repair.



The main points identified from the analysis are presented in Table 4.

Table 4. Clarification Requests Identified in the Data

Aspect	Description
Feedback focus	Unclear speech, unclear meaning, fast speech, or incomplete explanation
Feedback delivery	Lecturer asked students to repeat or clarify their utterance
Lecturer's role	Signaling that the message was unclear
Student's role	Reformulating, repeating, or explaining the utterance more clearly
Positive impact	Students were encouraged to self-correct and improve clarity
Emotional impact	Some students felt anxious because they had to repeat or clarify their speech publicly

One participant explained that the lecturer asked them to repeat their explanation when it was unclear: *"Coba ulangi lagi, saya kurang paham apa yang kamu omongin"* (S3). This statement shows that the lecturer did not directly correct the student's error but instead prompted the student to clarify the meaning.

Another participant stated that when their explanation was not clear, the lecturer asked them to explain it again using simpler words. This type of

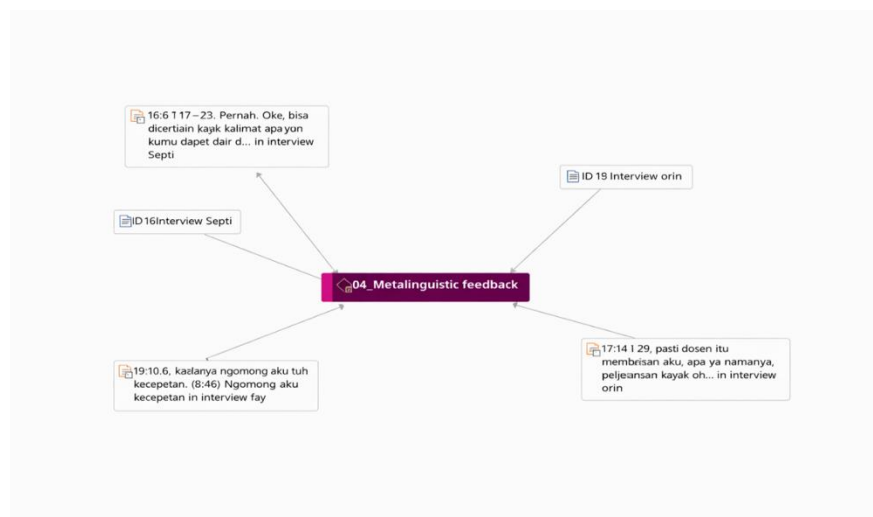
response encouraged students to reflect on their own speech and revise their utterance in a more understandable way.

Clarification requests can be considered useful because they promote learner involvement. Students are not only passive recipients of correction; they are required to think, reformulate, and improve their own speech. This makes clarification requests valuable for developing students' self-correction ability.

Clarification requests also created emotional pressure for some students. Being asked to repeat or clarify an utterance in front of the class made them nervous because they feared another error, peer judgment, or failure to explain their ideas. Thus, clarification requests can support self-repair while increasing anxiety when learners feel publicly exposed. They should be delivered supportively so that students do not interpret the prompt as embarrassment or punishment.

4.3.3 Developing Language Awareness through Metalinguistic Feedback

Metalinguistic feedback was the third type of corrective feedback identified in the data. This type of feedback occurred when lecturers provided comments, explanations, or reminders related to students' language use or speaking performance. The feedback focused on linguistic or performance-related aspects such as grammar, pronunciation, speaking speed, fluency, and clarity. Unlike explicit feedback, metalinguistic feedback did not always provide the correct form directly. Instead, it helped students understand why their utterance or speaking performance needed improvement. This type of feedback encouraged students to think about language rules and speaking strategies more consciously.



The main points identified from the analysis are presented in Table 5.

Table 5. Metalinguistic Feedback Identified in the Data

Aspect	Description
Feedback focus	Grammar, pronunciation, speaking speed, clarity, and delivery
Feedback delivery	Lecturer gave comments or explanations about the problem
Lecturer's role	Explaining the linguistic or performance-related issue
Student's role	Understanding the explanation and applying it to future speaking
Positive impact	Students developed awareness of language use and speaking performance
Emotional impact	Some students felt anxious when feedback emphasized grammar or speaking weaknesses

One participant mentioned that the lecturer commented on their speaking speed: "*Dosen bilang ngomong aku tuh kecepetan*" (S4). This statement shows that the lecturer did not merely correct a specific word or sentence but gave feedback on the student's overall speaking delivery. Another participant explained that the lecturer informed them which part of their speaking was wrong and why it needed improvement. This suggests that metalinguistic feedback helped students understand the reason behind the correction, not only the correction itself.

Metalinguistic feedback was useful because it developed students' awareness of how grammar, pronunciation, speed, and clarity affected speaking performance. It also encouraged reflection on language use. At the same time, this feedback could increase anxiety when students interpreted the explanation as criticism of their ability. Some students consequently became overly cautious because they feared making grammatical or pronunciation errors. The finding demonstrates that metalinguistic feedback can have both cognitive and emotional effects.

Overall, metalinguistic feedback contributed to students' awareness of language use and speaking performance. Nevertheless, lecturers need to balance explanation with encouragement so that students do not become afraid to speak.

4.4 Relationship between Corrective Feedback and Speaking Anxiety

The findings show that corrective feedback contributed to students' speaking development by helping them recognize errors, improve clarity, and become more aware of language use. However, corrective feedback also influenced students' emotional responses during speaking activities. Students did not experience feedback only as a learning tool; they also experienced it as a moment of evaluation. The relationship between corrective feedback and speaking anxiety is summarized in Table 6.

Table 6. Relationship between Corrective Feedback Types and Speaking Anxiety

Corrective Feedback Type	Learning Function	Possible Trigger	Anxiety	Overall Interpretation
Explicit correction	Helps students directly identify and correct errors	Public may cause embarrassment or pressure	correction cause	Useful for accuracy, but needs sensitive delivery
Clarification requests	Encourages students to repeat, clarify, and self-correct	Immediate reformulation may make students nervous		Useful for self-repair, but may increase anxiety during public speaking
Metalinguistic feedback	Builds awareness of grammar, pronunciation, and speaking performance	Explanation of errors may make students overly cautious		Useful for deeper learning, but may affect confidence

The analysis indicates that students' anxiety was not caused by corrective feedback itself, but by how the feedback was delivered and perceived. Feedback became helpful when students understood it as guidance for improvement. However, feedback became stressful when students felt exposed, judged, or pressured to respond immediately. This finding suggests that corrective feedback in speaking classes should be delivered with attention to students' emotional readiness. Lecturers need to consider not only what type of feedback to give, but also when, how, and in what classroom situation the feedback should be delivered. Feedback that is too direct, too public, or too sudden may increase students' anxiety even when the lecturer's intention is pedagogically positive.

Taken together, the three feedback types supported different aspects of speaking development while creating different forms of emotional pressure. Explicit correction offered clarity, clarification requests prompted self-repair,

and metalinguistic feedback developed language awareness. Across all three types, anxiety was most apparent when feedback was public, sudden, or required an immediate response.

5. DISCUSSION

The findings indicate that corrective feedback shaped both students' speaking development and their emotional responses. Students became more aware of pronunciation, clarity, grammar, and speech delivery, supporting the view that corrective feedback directs attention to form and facilitates noticing during communicative interaction (Ellis et al., 2006; Lyster & Ranta, 1997).

At the same time, feedback was associated with nervousness, pressure, and discomfort, especially when correction occurred in front of peers. This pattern is consistent with foreign-language classroom anxiety, which involves fear of negative evaluation and performance-related apprehension (Horwitz et al., 1986). Correction may intensify learners' awareness that their performance is being publicly evaluated.

Students' responses varied according to how feedback was delivered and interpreted. Some viewed correction as helpful guidance, whereas others experienced hesitation and increased anxiety. This supports Rassaei's (2015) argument that corrective feedback is not affectively neutral and that learners' anxiety levels can influence their responses to different feedback types. Strategies requiring immediate clarification or reformulation were particularly demanding. Students had to retrieve vocabulary, reorganize ideas, and repair an utterance while remaining under public attention. Such pressure may disrupt real-time processing, consistent with MacIntyre and Gardner's (1994) account of anxiety-related interference during second-language production.

The findings also support research showing that oral corrective feedback affects confidence and motivation as well as linguistic accuracy (Hartono et al., 2022; Mahara & Hartono, 2024). Feedback functions simultaneously as learning support and as a potential source of emotional pressure. Its effect depends on timing, tone, explicitness, privacy, and the learner's readiness to respond.

Pedagogically, lecturers should select feedback according to the instructional goal and the student's emotional state. Direct correction may be useful when clarity is essential, while prompts can encourage self-repair when learners have sufficient processing time. Sensitive delivery, supportive language, delayed correction, and private follow-up can reduce the sense of public exposure without eliminating useful feedback.

Overall, the study contributes a student-centered explanation of why the same corrective practice may be experienced as either assistance or threat. Speaking instruction should therefore evaluate feedback not only by whether it produces a correct form, but also by whether it sustains confidence, participation, and willingness to communicate.

6. CONCLUSION

This study investigated students' experiences of corrective feedback in EFL speaking classes and its relationship with speaking anxiety. The findings show that explicit correction, clarification requests, and metalinguistic feedback supported students' awareness of pronunciation, clarity, grammar, and language use. At the same time, feedback influenced confidence and willingness to speak, especially when it was delivered publicly or required immediate reformulation.

Corrective feedback therefore functions as both a pedagogical resource and an affective classroom event. Its effectiveness depends not only on the linguistic information provided but also on timing, tone, privacy, classroom climate, and students' emotional readiness. Lecturers should combine clear guidance with encouragement, allow preparation time where appropriate, and avoid feedback practices that students experience as public embarrassment.

The study has several limitations. It was conducted in one higher-education context with a purposively selected group, so the findings should not be generalized to all EFL learners or institutions. Interview accounts may also be influenced by recall and social-desirability bias, and the qualitative design does not establish that corrective feedback directly causes anxiety. In addition, the study foregrounded students' perspectives and did not include systematic lecturer interviews or a standardized measure of speaking anxiety.

Future research should involve multiple institutions, larger and more diverse participant groups, and learners at different proficiency levels. Longitudinal or mixed-method studies could combine classroom interaction data, teacher perspectives, validated anxiety scales, and stimulated-recall interviews to examine how feedback type, timing, and delivery shape anxiety and learning over time.

REFERENCES

Ayouni, N., & El-Sukny, M. (2022). An analysis on elicitation as corrective

- feedback to students' grammar errors. *JETLi: Journal of English Teaching and Linguistics*, 3(2), 109–115. <https://doi.org/10.55616/jetli.v3i2.393>
- Bawut, A., Murdian, F. R., & Daar, G. F. (2025). The role of corrective feedback in developing students' speaking skills in EFL conversation classes. *Journal of Education and Teaching Learning*, 7(3), 211–224. <https://doi.org/10.51178/jetl.v7i3.2646>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Büyükbay, S., & Dabaghi, A. (2010). The effectiveness of repetition as corrective feedback. *Journal of Language Teaching and Research*, 1(3), 181–193. <https://doi.org/10.4304/jltr.1.3.181-193>
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28(2), 339–368. <https://doi.org/10.1017/S0272263106060141>
- Hartono, D., Basthomi, Y., Widiastuti, O., & Prastiyowati, S. (2022). The impacts of teachers' oral corrective feedback on students' psychological domain: A study on EFL speech production. *Cogent Education*, 9(1), Article 2152619. <https://doi.org/10.1080/2331186X.2022.2152619>
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia - Social and Behavioral Sciences*, 30, 1811–1816. <https://doi.org/10.1016/j.sbspro.2011.10.349>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, E. K., Tallon, M., & Luo, H. (2010). Foreign language anxiety. In J. C. Cassady (Ed.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 95–115). Peter Lang.
- Jeong, E., & Lee, E. (2016). Reducing international graduate students' language anxiety through oral pronunciation corrections. *System*, 56, 78–95. <https://doi.org/10.1016/j.system.2015.11.006>
- Khafidhoh, Wijayati, R. D., & Risa, S. H. (2023). Investigating anxiety in speaking among EFL students: A qualitative study. *Ahmad Dahlan Journal of English Studies*, 10(1), 12–28. <https://doi.org/10.26555/adjes.v10i1.212>
- Liu, Y., & Wang, J. (2023). Strategies for reducing EFL learners' foreign language anxiety in online classes: Investigating teachers' teaching credentials and experience. *Heliyon*, 9(7), e17579. <https://doi.org/10.1016/j.heliyon.2023.e17579>
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake:

- Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66.
<https://doi.org/10.1017/S0272263197001034>
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1–40.
<https://doi.org/10.1017/S0261444812000365>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Mahara, A. D., & Hartono, D. (2024). The effect of corrective feedback on improving students' motivation in speaking skills: A perspective from EFL learners. *Cetta: Jurnal Ilmu Pendidikan*, 7(4), 42–53.
<https://doi.org/10.37329/cetta.v7i4.3649>
- Rassaei, E. (2015). Oral corrective feedback, foreign language anxiety, and L2 development. *System*, 49, 98–109.
<https://doi.org/10.1016/j.system.2015.01.002>
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340.
[https://doi.org/10.1002/1098-240X\(200008\)23:4<334::AID-NUR9>3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4<334::AID-NUR9>3.0.CO;2-G)
- Tulis, M. (2013). Error management behavior in classrooms: Teachers' responses to student mistakes. *Teaching and Teacher Education*, 33, 56–68. <https://doi.org/10.1016/j.tate.2013.02.003>
- Wang, Y. (2017). Explicit feedback, implicit feedback, and learner beliefs on corrective feedback: Does cultural factor influence learners' preferences? *Advances in Educational Technology and Psychology*, 1(2), 44–49.