LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 29, No. 1, April 2026, pp. 430-454

LLT Journal: A Journal on Language and Language Teaching
http://ejournal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

THE CONGRUENCE OF COGNITION AND EMOTION IN ORAL CORRECTIVE FEEDBACK PROVISION: INDONESIAN EFL SETTING

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https://doi.org/10.24071/llt.v29i1.488
received 02 February 2026; accepted 27 April 2026

Abstract
It is argued that the congruence of students' and teachers' beliefs about oral corrective feedback (OCF) enhances the effectiveness of the language learning process and students' second language (L2) development. Hence, this needs more attention from the language teachers and language specialists. This research examines how much students' beliefs about OCF correspond teachers' beliefs in an Indonesian context, particularly regarding the interplay of cognition and emotion in OCF provision. This study was conducted within the paradigm of mixed-methods research. Data were collected via questionnaires, student focus groups and teacher semi-structured interviews. This involved 444 student and 54 teacher questionnaire respondents, 12 student focus group participants and 4 teachers in semi-structured interviews. The findings indicated a consensus among students and teachers that the provision of OCF is intended to develop student L2 cognition, and the employment of delayed feedback should be prioritised considering student emotion. These findings are discussed using the lens of Sociocultural Theory (SCT) to explore the relations between student L2 development of linguistic cognition and emotional wellbeing in OCF provision. Both students and teachers share the same idea about the positive impact of OCF provision if student emotion is taken into consideration. Further pedagogical and research implications are outlined.

Keywords: OCF provision, sociocultural perspective, students' beliefs, teachers' beliefs

Introduction
The issue of oral corrective feedback (OCF) in language learning which simply refers to oral feedback received by students upon their errors in producing the target language has attracted considerable attention from language researchers over the past few decades (Zhang et al., 2025). The earliest scholarly debate focuses on whether or not OCF effectively contributes to second language acquisition (SLA) (Truscott, 1999). Since the turn of the 21st century, increasing numbers of investigations evidence the contribution of OCF towards SLA (Li & Vuono, 2019; Nassaji et al., 2023). Contemporary research on OCF focuses more specifically on the five fundamental areas of corrective feedback delivery comprising whether the

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feedback is necessary, the right time to provide the feedback, the types of errors to correct, the one who provides the feedback and the strategy employed (Ha, 2022; Zhu & Wang, 2019).

In parallel with the work on the impact of OCF on SLA, the beliefs about OCF attract research interest (Ye & Hu, 2025). This is driven by the pivotal notion that beliefs, theoretically, may further influence teachers' practices (Nassaji et al., 2023) and students' expectation and commitment to language learning (Zhang et al., 2022). Investigating students' and teachers' beliefs about OCF can also determine the extent to which they align with one another. It is argued that the congruence of students' and teachers' beliefs about OCF may promote the effectiveness of the language learning process, as well as students' L2 development (Le et al., 2025; Nhac, 2022). If both teachers' and students' expectations about corrective feedback are congruent, students may feel encouraged and motivated to keep practising the target language (Roothooft & Breeze, 2016). Congruence can help to avoid students' dissatisfaction when they think the provided corrections and feedback are not useful to them (Brown, 2009; Ha, 2023). Moreover, dissimilarities between students' and teachers' beliefs and expectations in the context of English language teaching may trigger students' resentment, unwillingness to take part in activities, and a lack of concentration, all detrimental to the language learning process and to achieving learning objectives (Roothooft & Breeze, 2016). Therefore, the examination of congruence of students' and teachers' beliefs about OCF in the English language classroom context remains an important area of investigation.

Moreover, as discussed earlier previous studies have confirmed the potential benefits of OCF provision towards student L2 development. Nevertheless, these studies have also reported that student affective factors were also involved in this process (Ma, 2022). The OCF provision may ignite either positive or negative emotions such as satisfaction and happiness (Sari et al., 2022) or anger, frustration, anxiety and worry (Li & Curdt-Christiansen, 2020). Thus, it is of paramount importance to consider student emotions in OCF provision to ensure that the feedback may promote student linguistic cognition (Ellis, 2009).

It is noteworthy that all the above-mentioned previous studies on OCF beliefs were largely conducted from within the paradigm of the Interaction Approach (IA). From this perspective, OCF is seen as a way to support second language learners in building and improving their language skills (Lyster et al., 2013; Sheen, 2010) by employing specific types of strategies either separately or jointly (Lyster & Ranta, 1997). The ultimate goal of OCF provision in IA is the students' input modification (Lantolf & Poehner, 2011). However, this does not necessarily indicate the student's actual improvement in language acquisition, as the interlocutor tends to use the input-providing strategies of OCF, such as recast and explicit correction. This means that the students' process of language development is not carried out through a dialogic interaction that accommodates their individual needs and ability in correcting their erroneous speech (Rassaei, 2019). Furthermore, Ellis (2006) contends that studies of OCF from this perspective tend to investigate which types of OCF strategies are more effective than others.

Another way to investigate OCF is by utilising a framework grounded in Sociocultural Theory (SCT). According to this theory, student development is

interactionally supported (Vygotsky, 1986). Regarding error correction from this perspective, Poehner (2008) argues that every student should receive tailored support (mediation) that fits their unique situation. This support can vary between individuals, even when they make similar mistakes. Importantly, the appropriateness or type of mediation may change over time. OCF provision is tailored to a student's specific needs by employing implicit or explicit feedback (Wells, 1999), and can be implemented by following the principles of contingency (i.e., applied only when necessary), gradation (i.e., moving from general to specific; more to less); and negotiation (i.e., in the form of dialogue or conversation with students (Aljaafreh & Lantolf, 1994; Rassaei, 2014, 2019). Hence, OCF is considered as a mediation provided to respond to students' errors which is adjusted to their specific circumstances and carried out through dialogic interactions (Le et al., 2025). Principally, OCF is provided within students' Zone of Proximal Development (ZPD), which is deemed as "the distance between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a teacher or peer" (Ohta, 2001, p. 9).

Drawing on SCT this study investigates students' and teachers' beliefs about OCF, particularly regarding the notions of linguistic cognition and emotion in OCF provision at Indonesian high schools in the English language learning context, which remains underexplored in the literature. As this study integrates the cognitive and affective dimensions of OCF beliefs, more comprehensive results are expected to obtain. The findings of this study are expected to inform EFL teachers in Indonesia and elsewhere about students' expectations from their teachers regarding the treatment of their errors during the classroom interaction. This may become the basis for teachers to provide OCF by considering students' emotion for the sake of their development of linguistic cognition. In so doing, students may optimally gain the benefits of OCF provision to improve their English proficiency. As OCF beliefs are context-specific (Ha, 2023), it is necessary to carry out this research in Indonesian context to address the gap in the literature.

Emotion in L2 learning

To foster successful student-teacher interaction in L2 learning, student emotion should be taken into consideration (Davin, 2018)in student-teacher interaction in L2 learning, student emotion should be taken into consideration (Davin, 2018). This may include positive and negative emotions such as thrill, joy, pride, anxiety, shame, guilt and boredom (Plonsky et al., 2022). Needless to say, positive emotions significantly affect the achievement of learning, including language learning (White, 2018). Interestingly, negative emotions might also contribute to students' L2 development (Lantolf & Swain, 2020; Swain, 2013). This might occur when students who undergo a distressing or mortifying experience in one of the learning episodes are able to circumvent it and take it as a trigger to learn more and perform better (Lantolf & Swain, 2020; Poehner & Swain, 2017). For instance, students being laughed at and feeling embarrassed due to mispronouncing certain words (Mok, 2015) or using L1 when not knowing a word in L2 (Swain, 2013), use the experience to learn more and make significant progress concerning the words they previously struggled with.

Likewise, in the perspective of SCT a crucial factor which might determine the success of mediation develop cognition is emotion. It is deemed that cognition and emotion "are two sides of the same coin" (Ratner, 2000, p. 6). The concept of dialectical unity of cognition and emotion in learning within the SCT is included in the concept of *perezhivanie* (Lantolf & Swain, 2020). The term *perezhivanie*, of Russian origin, is commonly translated into English as 'lived experience' or 'emotional experience', yet this translation cannot capture the true meaning of the word (Blunden, 2016; Lantolf & Swain, 2020). Hence, the use of the word *perezhivanie* is retained in the literature and it primarily deals with positive or negative experiences (Lantolf & Swain, 2020) that make a long and serious impact and involve a cathartic process which might lead to the emergence of development (Blunden, 2016). To put it in a language-learning setting, Lantolf and Swain (2019) claim, "the concept of *perezhivanie* provides a holistic and ecological perspective on language learners, users, and educators that not only links, but requires the unity of emotion and cognition" (p. 530).

Cognition and emotion in OCF provision

The notion of cognition in this sense deals with the development of student linguistic cognition as the result of OCF provision. This notion is closely related to one of the pivotal issues of OCF provision, which is the necessity of OCF. Previous studies showed that both students and teachers claim that the main purpose OCF provision is to enhance students' SLA (Li & Vuono, 2019). In terms of students' perceptions of OCF supporting interlanguage development, previous investigations report that EFL students across geopolitical locations e.g., in Spain (Agudo, 2015), Thailand (Papangkorn, 2015), Iran (Saeb, 2017), Turkey (Ünsal Şakiroğlu, 2020) and China (Zhu & Wang, 2019) share similar views. These students want OCF as part of classroom interaction to develop their interlanguage. Likewise, teachers reported that OCF provision is necessary to help them develop their speaking skills (Değirmenci Uysal & Aydin, 2017).

Meanwhile, the notion of emotion in OCF provision, in this research, is connected to another pivotal issue of OCF provision, the timing of OCF whether it is immediate or delayed feedback. Any kind of timing has its own benefits and drawbacks. Immediate feedback is recommended as it is provided within the concurrent meaning-making interaction (Long, 2015). However, this is observed to affect student emotionality as it interrupts their flow of communication (Rolin-Ianziti, 2010). Quinn and Nakata (2017) argue that delayed feedback is preferable, as this allows students to focus their attention on a particular activity in each episode of learning. They suggest a separation between completing a task and receiving feedback. However, delayed feedback is considered less effective as there is a lapse of time between error and response (Li et al., 2016).

OCF provision in the perspective of SCT

SCT posits knowledge in social nature and, thus, argues that it can only be acquired through the process of a joint activity or interaction between the teacher and students or among students (Vygotsky, 1986). In this sense, learning is not the result of interaction, but rather takes place as the process of interaction going on (Lantolf, 2000). In this view, L2 development undoubtedly hinges upon dialogic

interaction and takes place along the process of interaction, and thus not resulting from interaction (Ellis, 2009). In fact, there is a dearth of previous research within the perspective of SCT focusing on the students' oral errors. As of now, research in this particular interest was merely reported by Ohta (2000), Rassaei (2014, 2019), van Compernolle and Smotrova (2014), Zarei and Rezadoust, (2022) and Irfani and O'Boyle (2024). Thus, this study is intended to contribute to filling this gap.

It is noteworthy that from the perspective of SCT a student deserves a typical way of treatment (mediation) adjusted to the circumstances of each student even for similar errors, and appropriateness of mediation may change overtime (Poehner, 2008). OCF provision should be tailored to gradually scaffold and guide students by employing mediational strategies commencing from the most implicit to the most explicit strategy to suit their ZPD (Wells, 1999). It is delivered by following the principles of contingency, gradation and negotiation (Aljaafreh & Lantolf, 1994; Rassaei, 2014, 2019). Accordingly, feedback is provided when necessary only (contingency), starting from providing the general hints to the specific ones or from providing less hints to more hints (gradation) and provided in the form of dialog or conversation with students (negotiation) (Rassaei, 2014, 2019).

This is relevant to one of the tenets of SCT, dynamic assessment (DA), which is a dialectical integrated process of instruction and assessment carried out to activate students' ZPD (Infante & Poehner, 2019). The basic principle of DA is to construct a mediated interaction with students to obtain the portrait of their current linguistic capability as well as the future developmental program (Poehner & Wang, 2021). The key difference between DA and OCF lies in their scope: while the former integrates both assessment and the promotion of learners' development, the latter focuses primarily on fostering L2 development through error correction.

Moreover, the provision of OCF which is aimed at developing student L2 cognition should be carried out by attending to student emotions (Goo & Takeuchi, 2021). Otherwise, the feedback provided fails to assist students to recognise the correct and the incorrect utterances and augment their interlanguage. In this vein, Rassaei (2019) emphasises the benefit of tailoring the OCF to students' specific needs and capacity through dyadic interaction. In this way, the feedback suits the students' stage of linguistic development and teachers may assist student to control the balance of their emotionality along the dynamic of the OCF provision. Hence, the feedback provided can scaffold students to improve their linguistic cognition. Considering the importance of maintaining student emotions during the L2 learning process, particularly in the process of OCF provision aiming at developing students' cognition, it is important to assess how closely students' and teachers' beliefs about the provision of OCF align with each other regarding linguistic cognition and emotion. Thus, this research posed the following research questions.

1. What are the EFL students' beliefs about OCF, regarding the linguistic cognition and emotion in OCF provision, during classroom interaction?
2. What are the EFL teachers' beliefs about OCF, regarding the linguistic cognition and emotion in OCF provision, during classroom interaction?
3. To what extent are the EFL students' beliefs about OCF, regarding the linguistic cognition and emotion in OCF provision, during classroom interaction congruent with those of the EFL teachers?

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Method

Research design

A mixed methods research design was rigorously implemented as the basis to carry out the current study, particularly within the core design of the convergent design of mixed methods research (Creswell & Clark, 2018). The collection and analysis of the quantitative and qualitative data of the investigated phenomena was intended to provide a deeper and comprehensive understanding of the students' and teachers' beliefs about OCF, thereby achieving the aim of the study.

Setting and participants

The study involved EFL students and teachers from 15 state secondary schools located in Lampung Province, Indonesia, especially in the rural areas. Such EFL students typically receive limited instructional exposure of approximately two hours per week. Existing research indicates that classroom practices tend to prioritize accuracy through form-focused instruction (Jayanti & Norahmi, 2015), potentially reinforcing a narrow view of language learning. Such an emphasis may heighten students' anxiety and discourage risk-taking, as learners become overly concerned with producing error-free utterances. Indeed, students have been found to fear making mistakes due to anticipated ridicule and negative judgment (Eddraoui & Wirza, 2020). This tension between accuracy-oriented instruction and learners' emotional experiences underscores the importance of critically examining how oral corrective feedback (OCF) is perceived in the Indonesian EFL context.

Totally, there were 444 students and 54 teachers participating in this study. Firstly, all of them completed the questionnaires. Then some of them were further involved in focus groups and semi-structured interviews. As many as 12 students participated in focus groups and 4 teachers participated in semi-structured interviews. The selection of student participants was conducted by employing the multi-stage stratified random sampling technique with the help of computerised data processing through a systematic sampling strategy. Meanwhile, due to the limited number of English teachers available, the total sampling technique was employed. All participants gave their written informed consent for inclusion before they participated in the study. Initially, they were well informed of what and how data were taken from them, how and why their personal data were secured, how their data were used and processed in the study, and to whom their data might be available. Once agreed, they filled out and submitted the consent form.

The distribution of the student respondents of the questionnaires is illustrated in Table 1 and the distribution of teacher respondents can be seen in Table 2.

Table 1. Background Information on Student Participants across School Grade

School Grade	Gender				Self-Perceived English Proficiency				Total	%
	Female	%	Male	%	Basic	%	Intermediate	%		
X	97	62	59	38	151	97	5	3	156	35
XI	89	63	54	37	136	95	7	5	143	32
XII	93	64.	52	36	139	96	6	4	145	33
Total	279	63	165	37	426	96	18	4	444	100

Table 2. Background Information for Teacher Participants

Categories	Specifications	Sub-Total	%	Total
Gender	Male	36	67	54
	Female	18	33	
EFL Teaching Experience	< 5 years	12	22	
	5 to 10 years	17	32	
	> 10 years	25	46	
Stage of Education	BA	43	80	
	Master's	11	20	
	Doctorate	0	0	

For the student focus groups, 2 groups of students from 2 different schools were involved. Each group consisted of 6 students from the same school selected proportionately regarding gender and school grade. In terms of self-perceived English proficiency, nine of them were in basic level and three of them were in intermediate level. As for the teacher semi-structured interview, four of the 54 respondents of the survey participated voluntarily. They consisted of three female and one male teachers, two master's degree and two bachelor's degree holders, two teachers with less than five years of teaching experience and the other two with more than 10 years of teaching experience.

Instruments

Questionnaires, semi-structured and focus-group interviews were employed to collect the data. Questionnaires were utilised to collect the quantitative data, while semi-structured interviews for teachers and focus group interviews for students were conducted to collect the qualitative data.

Questionnaire

To meet the aim of the study, two sets of five-point Likert scale questionnaires – one for teachers and another one for students – were developed. The questionnaires were used to examine students' and teachers' beliefs about OCF in the classroom context. The questionnaires were developed based on five key aspects of OCF as recommended by Hendrickson (1978), namely the necessity of providing feedback, the appropriate timing, the types of errors addressed, the feedback provider, and the strategies used for delivering OCF. This study focused on exploring the concepts of cognition and emotion in the context of OCF, specifically in relation to the necessity and timing of OCF. As such, the other three aspects—error types, feedback provider, and strategies—are not addressed in this paper. The questionnaire responses were rated on a five-point Likert scale, ranging from 1 (definitely disagree) to 5 (definitely agree).

To ensure the validity and reliability of the instruments, a pilot study was conducted. The student questionnaire was tried out to 40 students studying at private senior high schools, and the teacher questionnaire was piloted among 40 English teachers teaching at the private senior high schools in the same area. The results of the pilot study were assessed using Cronbach's alpha. The findings showed that both the teacher and student OCF belief questionnaires demonstrated high reliability, with alpha values of 0.93 and 0.92, respectively.

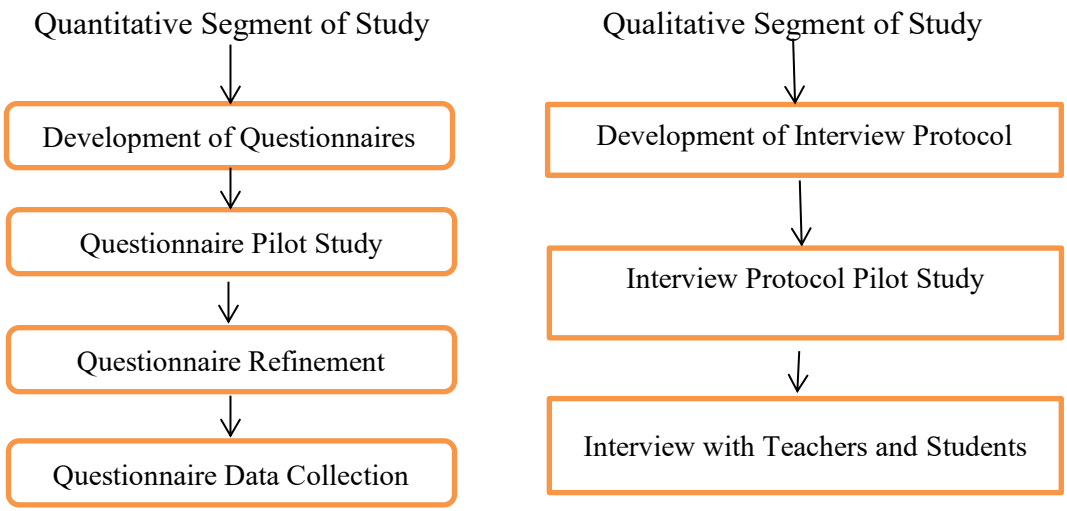
Interviews

The qualitative data of teachers' beliefs about OCF in the classroom interactions were collected through semi-structured interviews. This kind of interview is more qualitative in nature, in the sense that the interviewer may have flexibility regarding the wording, order and content of questions to ask; the interviewee, in addition, can freely express opinions in response to questions (Merriam, 2009). The interview protocol was developed by asking questions which addressed the notions of the necessity of OCF provision (e.g. How significant do you believe it is to correct students' spoken mistakes in a classroom setting?) and the timing of OCF provision (e.g. What is the most appropriate time to correct students' oral errors during classroom interactions?). Meanwhile, to obtain the qualitative data of students' beliefs about OCF focus groups were applied. The use of this kind of interview can encourage student participation in the process of data collection through interview, because they feel more relaxed in the presence of their peers, holding discussions among them, rather than having a one-to-one interaction with the researcher (Cohen et al., 2018). Another interview protocol was also developed by asking questions which addressed similar issues to those of the teacher interview, namely the necessity of OCF provision (e.g. Do you think it is important that all your oral errors during the classroom interaction either they may or may not interfere with communication need to be corrected? Why?) and the timing of OCF provision (e.g. In your opinion, when is the best time to receive the correction, immediately following the errors or later after finishing the task? Why?). Being moderated by the authors in a semi-structured manner, the target students in groups of six discussed their beliefs about OCF during classroom interaction.

A pilot study of the interview protocols was carried out by involving one of the teacher participants in the questionnaire pilot study, along with four of her students who voluntarily took part in the pilot study. This was necessarily conducted to ensure the validity, reliability and feasibility of the study. This was also meant to let the researchers familiarise with protocols.

Research procedure

The following figure depicts how this study was conducted within the paradigm of convergent design of mixed-methods research.



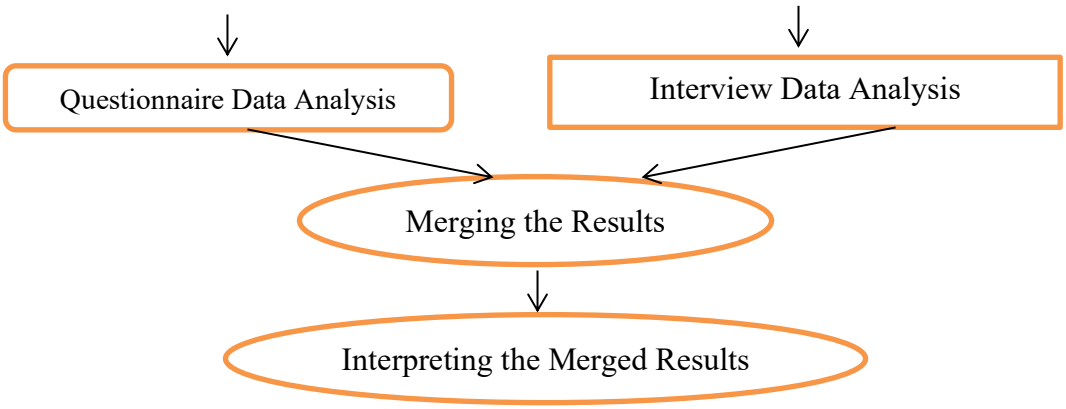


Figure 1. Procedure of the current study
(Adapted from Creswell and Clark, 2018)

The first segment of the investigation within the convergent mixed methods design was the execution of the quantitative study, in this case a survey. It involved the process of developing two sets of questionnaires, trying out the questionnaires, refining the questionnaires, collecting data using the questionnaires and analysing the data obtained from the questionnaires. The second segment of this investigation was the qualitative study which was intended to collect contending data, in this case using interviews, to be compared with the quantitative data set. The process included developing the interview protocol, piloting the interview protocol, conducting the interviews and analysing the data obtained from the interviews. The results of the quantitative and qualitative analyses were then merged and interpreted to answer the proposed research questions.

Data collection

As this study involved students and teachers from 15 schools in different area, the process of data collection was carried out per school with the following steps. Initially, during the school hours the questionnaires were distributed to the teacher participants whom directly answered the questionnaires. As they have finished answering, the questionnaires were immediately collected. Then, right after the school hours, student participants were gathered in the same room (either a classroom or a hall) and worked on the questionnaires individually. Meanwhile, the teacher semi-structured interviews and student focus groups were carried out on a different day based on the compromised schedule (regarding time and place). To ensure the completeness of data collection from interviews, videotaping and note taking were carried out during the interview processes.

Data analysis

The questionnaires provided data about the Indonesian EFL students' and teachers' beliefs about OCF in classroom interactions. The process of data analysis includes descriptive statistics as well as inferential statistics computation. The computation of descriptive statistics shows the figures of the central tendency of data including mean, frequency and percentage of the designated analysis. Meanwhile, the inferential statistics computation is focused on measuring the

differences between the means of two independent variables (students and teachers) to determine the significance level of congruence using t-test. In this case, t-test for equality of means was applied as a statistical method used to determine if the average values of two independent groups (students' and teachers' beliefs about OCF) differed significantly.

The qualitative data consisted of translated interview transcripts of student focus groups and teacher semi-structured interviews. For the sake of confidentiality, certain codes were used to replace students' and teachers' names (e.g. S1G1 for student 1 of focus group 1, S1G2 for student 1 of focus group 2 and T1 for teacher 1 etc). These interviews provided insights into students' and teachers' beliefs about OCF in classroom interactions. The data were examined using thematic analysis to identify recurring themes. Since the study employed a mixed methods design, it was essential to combine the findings from both the quantitative and qualitative components. To do this, the study followed the parallel-databases approach of the convergent design, as outlined by Creswell and Clark (2018), to merge and interpret the results from both data sets. The major purpose of the integration is to obtain comprehensive results of data analysis to provide a final answer to the research questions. Hence, by following the procedure of merging and interpreting results of the two strands of study using the parallel-databases variant of convergent design proposed by Creswell and Clark (2018), the process of answering the research questions was carried out.

Findings and Discussion

Findings

For the sake of coherence comprehensive understanding of the phenomena investigated, results of data analyses are outlined below based on the category of students' beliefs about OCF and teachers' beliefs about OCF. The extent of congruence of the two phenomena was, then, further elaborated.

Students' beliefs about OCF

From the data of student questionnaire of beliefs about OCF and student focus groups in this study, students consider that it is necessary for them to receive OCF on their oral errors during classroom interaction for the sake of their L2 development. They also believe that the employment of both immediate and delayed feedback might be advantageous for them, depending on the types of the oral classroom activity. However, in their view delayed feedback should be prioritised taking account of their emotion.

In terms of the necessity of OCF, displayed in Table 3 below, it is evident from the questionnaire results that most students consider their oral errors need correction either all errors (37.79%) or certain errors (32.54%) during classroom interaction. Altogether 70.33% of students believe that it is necessary for them to receive OCF during classroom interaction either all their errors or only certain errors.

Table 3. Students' beliefs about OCF

Fundamental Issue	Criteria	Mean	%
Necessity	All errors	3.96	37.79

Fundamental Issue	Criteria	Mean	%
Timing	Certain errors	3.41	32.54
	None	3.11	29.67
	Immediate	3.17	47.38
	Delayed	3.52	52.62

Moreover, the focus groups inform students' underlying reasons for favouring OCF provision. For instance, students associate receiving OCF on all errors with their learning goal attainment, the improvement of their knowledge and speaking skills. They commented:

> *As I want to speak English as well as possible, I need to know my flaws.* (S2G1)

> *I think it is important to receive correction on all my errors to let me know the right and the wrong utterances*. (S8G2)

> *I like it to have the corrections for all of my errors, even the silliest one. I need to know my weakness, so I can make improvement from it.* (S2G1)

As students' responses in the questionnaire and focus groups show, students believe that it is necessary for them to receive OCF during classroom interaction since they view OCF as a mediation to promote their L2 development.

Results from the questionnaire regarding the timing of OCF, as displayed in Table 3, show that according to students the employment of either immediate (47.38%) or delayed (52.62 %) feedback might be advantageous for them with the priority on delayed feedback. From the focus groups, it can be understood that they believe the type of oral classroom activity determines the timing of OCF. Immediate feedback is suitable for responding to errors during the general oral classroom interactions (question and answer and delayed feedback for the ones in oral performances, e.g., speech, drama, storytelling, presentation or role play dialogue). In terms of prioritising delayed feedback, they do not expect any interruption including error correction during their speaking performances since it might negatively affect their emotion. Student participants opined:

> *To me, when delivering ideas in front of the class, for example, er… delivering a speech or performing drama, I don't think it is a good idea for the teacher to um… interrupt me just to correct my error. It may make me lose my ideas*. (S1G1)

> *If the teacher corrects me immediately, I feel shy*. (S5G1)

> *For errors during our interactions with the teacher or peers like question and answer, I think immediate feedback is better, so I will directly know my fault.* (S4G1)

Students' answers to the questionnaire and focus groups indicate that students are eager to receive OCF provided in either immediate or delayed manner. Moreover, they seem to expect the OCF provider to consider the types of classroom activities in deciding to employ either immediate or delayed feedback for the sake of their emotional wellbeing.

Teachers' beliefs about OCF

From the data of teacher questionnaire of beliefs about OCF and semi-structured interviews in this study, teachers consider that it is necessary to provide OCF during classroom interaction with the main purpose to help students enhance their L2 development. For this purpose, they believe that they will provide either immediate or delayed feedback depending on the oral classroom activity, students' characteristics and the employed strategies with the priority on delayed feedback considering student emotion.

In terms of the necessity of OCF, displayed in Table 4, it is evident from the questionnaire results that most teachers believe that they would respond to students' oral errors either all errors (35.57%) or certain errors (33.11%) during classroom interaction. Altogether 68.68% of teachers believe that it is necessary to provide OCF during classroom interaction.

Table 4. Teachers' Beliefs about OCF

Fundamental Issue	Criteria	Mean	%
Necessity	All errors	3.76	35.57
	Certain errors	3.50	33.11
	None	3.21	31.32
Timing	Immediate	3.04	44.44
	Delayed	3.52	55.56

Moreover, the semi-structured interviews unveil the teachers' view of the necessity to provide corrections on students' oral errors during classroom interaction with the purpose to enhance knowledge and skills. The feedback may assist students to distinguish between the correct and incorrect utterances. Also, teachers emphasise the importance of correcting students' errors to anticipate the possibility of repeating the errors and influencing others to commit similar errors. Teacher interviewees enunciated:

> *Students need input in the form of corrective feedback to make improvement.* (T2)

> *Students need to know whether their utterance is correct or incorrect. This way, they can be a more competent speaker.* (T1)

> *Students should be informed about the right and wrong sentences. They must be able to differentiate between them.* (T4)

> *If we don't remind them of their errors, they will keep doing the errors and they may share this wrongness with others.* (T3)

Indeed, teachers believe that it is necessary for them to provide OCF during classroom interaction since they view OCF as a mediation to promote students' L2 development.

Regarding the timing of OCF, teachers believe that they would provide either immediate (44.44%) or delayed feedback (55.56%) during classroom interaction as displayed in Table 4 above. The semi-structured interview inform that they prioritise delayed feedback considering student emotionality possibly caused by the immediate feedback employment. Then, they take the oral classroom activity and students' characteristics into their consideration in determining the kind of OCF timing. Teacher participants stated:

> *Providing immediate feedback may demotivate students to practise using English. As it is a foreign language to us, students make many errors. They will look stupid if I keep interrupting them to provide the immediate correction".* (T3)

> *Students will lose their confidence if their errors are immediately corrected. They may lose their face.* (T4)

> *It depends on the students. I know my students well. For the confident ones, I immediately correct the errors. But for the shy ones, delayed feedback is better. So, we have to know our students one by one. I also consider the activity type. If it is presentation or performance, I will not use immediate feedback. Delayed feedback is more suitable.* (T2)

Overtly, teachers were concerned about student emotionality as the negative impact of immediate feedback employment. Thus, they generally favour delayed feedback.

Congruence of students' and teachers' beliefs about OCF

The statistical analysis reveals that there is an extent of congruence between students' and teachers' beliefs about OCF in the classroom context. Both students and teachers believe that there is a necessity of OCF provision during classroom interaction as a means to enhance students' L2 development. Likewise, students and teachers are in agreement that the employment of immediate or delayed feedback depends on the oral classroom activity with the priority on delayed feedback considering student emotion; This conclusion is taken based on the result of t-test of students' and teachers' beliefs about OCF in general ($p = 0.711$, $p > 0.05$), displayed in Table 3, which overtly indicates that there is no significant difference between the means of the two variables observed, students' and teachers' beliefs about OCF.

Table 5 shows t-test result of the necessity of OCF ($p = 0.728$, $p > 0.05$), indicating there is no significant difference of students' and teachers' beliefs about the necessity of OCF. Likewise, the table displays t-test result of the timing of OCF ($p = 0.352$, $p > 0.05$), indicating there is no significant difference between students' and teachers' beliefs about the timing of OCF during classroom interaction.

Table 5. The result of t-test for students' and teachers' beliefs about OCF

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Score of Beliefs of OCF	Equal variances assumed	.952	.330	-.371	496	.711
	Equal variances not assumed			-.333	63.181	.740
Score of Necessity of OCF	Equal variances assumed	.073	.787	-.348	495	.728
	Equal variances not assumed			-.333	65.061	.740
Score of Timing of OCF	Equal variances assumed	1.702	.193	.932	496	.352
	Equal variances not assumed			1.011	69.882	.316

Furthermore, the analysis of student and teacher interviews highlights the fundamental causes of the alignment between students' and teachers' beliefs about OCF. Regarding the necessity of OCF, both students and teachers expressed a shared belief that providing corrective feedback during classroom interactions is essential for students' second language (L2) development. They agreed that such feedback supports the enhancement of students' linguistic understanding by helping them identify correct and incorrect language use. The following are some other statements from the interviewees aside from those presented in the previous sections. Student interviewees remarked:

> *I like it a lot when my teacher corrects my errors, all of them, so I can learn from the feedbacks given.* (S1G1)

> *I prefer receiving correction on all errors. It's really important for me to improve my English proficiency.* (S9G2)

> *Error correction is important for me to develop my knowledge.* (S12G2)

Teacher interviewees stated:

> *I only corrected the important errors to focus students' attention, so they can learn something from these errors.* (T2)

> *I think students need the feedback to improve their linguistic knowledge.* (T3)

As the students' and teachers' responses of the focus groups and interviews show, it is obvious that both students and teachers favour OCF provision to develop students' linguistic cognition.

With respect to the timing of OCF, the focus group and semi-structured interview findings disclose that both students and teachers agree that delayed

feedback should be prioritised, considering students' emotions. They are concerned about students' negative emotionality due to immediate feedback employment such as embarrassment and loss of confidence. The followings are some other statements from the interviewees in addition to those mentioned in the previous sections.

> *Immediate correction makes me nervous.* (S8G2)

> *I lose my face when the teacher the teacher corrects my mistakes directly.* (S9G2)

Teacher interviewees mentioned:

> *I provided delayed feedback especially for errors during the performance tasks like presenting ideas or dialog performance. I must consider my students' emotional stability.* (T1)

> *I consider my students' focus. I don't want to break their concentration. For presentation activity, I think immediate feedback is not suitable.* (T3)

Based on the students' and teachers' responses of the focus groups and interviews, it is obvious that both students and teachers agree that student emotion should be taken into consideration in deciding the timing of OCF provision.

Discussion

Previous studies on students' and teachers' beliefs about OCF unanimously reveal that both are in favour of OCF provision with the intent to enhance students' L2 proficiency. The results of this study confirm this finding. In terms of students' perceptions of OCF in supporting language development, the findings of this study align with previous investigations (Ha & Murray, 2023; Ye & Hu, 2025). These studies found similar aspirations regarding OCF among EFL students in various geopolitical EFL settings, e.g., in Spain (Martínez Agudo, 2015), Vietnam (Nhac, 2022), Thailand (Papangkorn, 2015), Iran (Zare et al., 2022), Turkey (Şakiroğlu, 2020), and China (Ye & Hu, 2025). Hence, the findings of this study, which was carried out in Indonesia, reinforces the established fact that the majority of EFL students across nationalities highly value OCF provision. The data of this study, which involved senior high school students in the rural area in Indonesia with low levels of English proficiency, contribute to the body of data in this research focus, as most previous research involves university students with higher English competence.

Regarding teachers' beliefs about the necessity of OCF provision, the findings of this study are also in line with a number of studies conducted previously (Nassaji et al., 2023; Uludağ, 2024; Yüksel et al., 2021). Teachers believe that it is part of their responsibilities to correct students' errors (Nhac, 2022). They also believe that by providing corrections for students' errors they help the students to develop L2 proficiency (Uludağ, 2024), especially speaking skills (Uysal & Aydin, 2017). As a result, it is expected that students might produce correct utterances (Rahimi & Zhang, 2015). Interestingly, some teachers in this study believe that they

will provide OCF on all students' errors where in fact most of the students have low proficiency of English. This is in contrast to a study reported by Ye and Hu (2025) where students with low and medium level of proficiency consider correcting all their errors unnecessary. This discrepancy may occur as teachers in this study think that they need to provide feedback as much as possible to develop students' linguistic cognition and make them aware of their errors in order to avoid repeating the same errors in the future.

Likewise, students in this study tend to expect more OCF provision than what their teachers believe they should provide. Previous studies found similar phenomenon in which students expect OCF for all errors they commit, including the less serious ones (Ha & Nguyen, 2021; Ye & Hu, 2025). On the contrary, providing OCF on all student errors is not favoured by most of this study's teacher participants, who believe that they need to be selective in responding to students' errors. This is also reported in the previous research. The selection is usually carried out by considering the seriousness of errors (Le et al., 2025; Nassaji et al., 2023). The purpose of selecting the errors is to highlight major mistakes and ensure that students recognise the correct and incorrect forms of utterance; this might help them to develop their linguistic knowledge in order to produce more comprehensible utterances (Yüksel et al., 2021).

The findings of this study in which both students and teachers have positive beliefs about OCF provision is fundamental to students' L2 development. This indeed aligns with the tenet of SCT as Vygotsky (1986) claims that knowledge is fundamentally social in nature and can only be attained through the process of a joint activity or interaction between the teacher and students or among students. Students' active participation may be in the form of performing the given task individually or socially working together with the teacher and peers to complete a certain task which involves the provision and reception of OCF as a mediation to assist students to regulate the language functioning (Masrul et al., 2023; Poehner & Leontjev, 2020). In addition, students' active involvement in the learning process by eagerly taking risks to make errors indicates that they would like to learn something from their errors. Receiving mediational feedback through interaction as suggested by Lantolf (2000) supports learning particularly if the timing of feedback is aligned to students' needs and responsivity (Le et al., 2025). As such, the more finely tuned mediations, in this case OCF provisions, during the classroom interaction occur, the more knowledge the students may gain as teachers play a more attuned role in regulating students who are facing difficulties of certain L2 features or performing a certain oral communicative task. Students highly expect to acquire feedback from their teachers, instead of their peers considering the effectiveness of feedback (Ha, 2023) and the unfriendly ways of OCF provision from peers (Ye & Hu, 2025). This confirms the pivotal role of teachers in facilitating students' learning and L2 development.

Moreover, the shared belief between students and teachers about receiving or providing OCF during classroom interactions may stem from the recognition of the students' current stage of L2 competency, which is at the other-regulation stage. This means that to develop their linguistic skills students highly expect support from more proficient others (Poehner & Leontjev, 2020), especially from their teachers (Huang, 2022). In this phase, students depend heavily on their mediators

to offer OCF for various types of linguistic errors, which helps them regulate their language learning because their linguistic cognition is still developing. However, as students gradually internalize this knowledge and strengthen their language cognition, their reliance on others decreases. When they reach a level where they can complete tasks independently, they become self-regulated learners (Poehner & Infante, 2015; Zare et al., 2022). At this stage, external assistance has less impact on their ability to complete tasks (Sadri & Tahririan, 2018). Given that the findings indicate teachers are willing to deliver extensive feedback, it is anticipated that students will increasingly self-regulate their language learning, further improving their linguistic cognition.

Regarding the timing of OCF provision, this study reveals the extent of congruence between students' and teachers' beliefs about OCF in terms of OCF timing in which both are in favour of delayed feedback. This reflects the high concern of both students and teachers in the employment of immediate feedback, which might trigger embarrassment and negatively affect students' self-esteem (Le et al., 2025; Nhac, 2022; Ye & Hu, 2025). This finding, however, is in contrast to what is reported by a number of previous inquiries in which immediate feedback is mostly favoured by the participants (Ananda et al., 2017; Kaivanpanah et al., 2015; Mai, 2025; Papangkorn, 2015, Zhang & Rahimi, 2014). They believe that the use of immediate feedback is more effective for some students to recognise their errors and develop their linguistic cognition (Mai, 2025). The plausible reason for the difference of finding is due to the difference of characteristics of the participants in terms of stage of education and proficiency levels. The student participants of this study are senior high school students aged 16 to 18 years old whose English proficiency is mostly in basic level. Consequently, in speaking practice using the TL they require a sense of freedom in which they are given an opportunity to deliver their ideas freely regardless of the errors as their capability is still limited (Ölmezer-Öztürk & Öztürk, 2016). Conversely, the participants of the previous studies are all adults (Papangkorn, 2015; Zhang & Rahimi, 2014) or mostly adults (Kaivanpanah et al., 2015), all university students (Ananda et al., 2017; Mai, 2025; Zhu & Wang, 2019), all intermediate levels (Zhang & Rahimi, 2014). Therefore, OCF provision should be contextual-sensitive (Zhang et al., 2025) to avoid students' negative emotional responses and ascertain its effectiveness.

In terms of emotion in OCF provision, student and teacher participants of this study share similar perspective about the importance of taking account of student emotional well-being. Students and teachers agree that both types of OCF timing, immediate and delayed feedback, might benefit students if the types of oral classroom activities and student emotion are addressed. Obviously, students and teachers in this study agree that student emotion should be taken into consideration in the employment of immediate feedback. If teachers are consistent with this notion, student emotion which is a pivotal factor in determining the success of student-teacher interaction (Davin, 2018) would not be disrupted. Students' emotional wellbeing promotes high academic self-regulation in language learning (Huang, 2022). As such, they could optimise the appropriation process of the provided mediation, in this sense OCF provision, to develop their linguistic cognition. Students with stable emotional condition during the classroom interaction tend to perform well in language learning process (Wang et al., 2024).

Thus, it is necessary for teachers to maintain their student emotion to allow them to effectively appropriate the mediation provided, in this case OCF, in their ZPD.

The notion that positive emotions significantly affect the achievement of learning, including language learning is unquestionably well-known and widely accepted. Nonetheless, it is important to note that negative emotions might contribute to students' L2 development as well (Lantolf & Swain, 2020; Swain, 2013). This might happen when students who undergo a distressing or mortifying experience in one of or during the learning episodes, for instance committing a silly error and being laughed at in the class or feeling anxious to speak up before the class, are able to circumvent it and take it as a trigger to learn more and perform better (Lantolf & Swain, 2020; Poehner & Swain, 2017; Swain, 2013). Some student participants in this study share the view about the positive impacts of the negative emotion they might encounter for receiving the immediate feedback. Despite the possibility of experiencing nervousness, shyness and anxiety due to immediate feedback employment, these students are convinced that these might spur them on to learn better and make improvement. Teachers' assistance to students with such experiences is significantly influential to help them go through the evolving process (Bektaş-Çetinkaya, 2024; Ng, 2024).

In the context of OCF provision, it is necessary for teachers as the prominent mediators to be aware of the students' emotional state. By recognising the student emotions, especially the negative ones, teachers may decide the right time and the appropriate way to provide the treatment (Swain, 2013) which may serve as the catharsis for students (Blunden, 2016). Some students can cope with their own negative emotions by themselves like some student participants discussed earlier, but many of them are not. For the latter kind of students, they need teacher intervention as the catharsis to get over the distressful or disturbing emotions and use them as the basis to progress even further (Bektaş-Çetinkaya, 2024; Ng, 2024). Poehner and Swain (2017) reported that, through the dyadic interaction between teacher and students to carry out OCF provision to revise the students' writing, the teacher could identify the students' feelings which might potentially hinder the students' cognitive development. Moreover, Poehner and Swain (2017) assured that the teacher as the mediator could simultaneously provide mediational feedback to develop students' L2 cognition and deliver encouragement, appreciation and solution to deal with students' negative emotion. This, in turn, will enable them to perform the task better. Thus, the enhancement of the students' L2 development can only be attained by attuning to their emotion and it can be manifested through the activity of OCF provision (Zaccaron et al., 2026). Teacher and student participants of this study confirmed the idea of providing feedback through dialogic interaction to assure student emotional wellbeing and the development of L2 linguistic cognition as well.

Conclusion

The study unveils that students' and teachers' beliefs about OCF favour OCF provision for the sake of students' L2 development through the improvement of their linguistic cognition. For this purpose, they agree that feedback should be delivered by considering student emotional wellbeing. Student emotion is pivotal in determining the success of student-teacher interaction in classroom context.

Hence, it is of paramount importance to pay attention to the dialectical unity of cognition and emotion in learning.

In the context of OCF provision which entails students' positive and negative emotion such as encouragement or discouragement, teachers as the learning facilitator as well as the primary feedback mediator should be highly sensitive towards student emotional status upon receiving feedback. Unquestionably, positive emotional state might boost up students' motivation and drive them to learn more effectively and the negative one is otherwise. Nonetheless, it is argued that the latter might conversely push students towards a better performance if they are successful in overcoming it. In this situation, teacher intervention is highly needed as a catharsis for students through dialogic interactions in providing OCF which suit students' individual needs and capability.

Based on the findings of this study, some pedagogical implications emerge. First, fostering classroom interaction between teacher and students and among students is pivotal since through interaction, mediation in the form of OCF can be massively provided to promote students' L2 development. Secondly, as there is interplay between cognitive development and emotion in OCF provision, teachers should be sensitive in deciding the timing of OCF provision by considering the types of classroom activities. For performing activities like storytelling, dialogue performance, speech delivery or drama, it is better to use delayed feedback; but for other classroom interactions like small talks, questions and answers, discussion or sharing ideas, immediate feedback can be used.

As this study was carried out by involving only students and teachers at the state secondary schools situated in the rural areas of a province, Indonesia, future research with larger scope involving state secondary schools in the urban areas as well as private secondary schools both in urban and rural areas is highly recommended. Thus, a better generalisation may be applied to the whole types of school in the designated area. Methodologically, this study relied on self-report questionnaires and interviews data collection to obtain more accurate insights of the use of OCF from both teacher and student perspectives as well as students' emotional well-being, it is recommended to employ more direct measures such as classroom observations and immediate post-observation interviews. Future research may also explore the intertwine of linguistic cognition and emotion focusing on peer feedback, peer scaffolding or peer interaction from the perspective of SCT or socio-emotional paradigm.

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