Students' Perspectives on Peer Oral Corrective Feedback Strategies in Higher Education

Mixed Method Research in the Finnish Context

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Understanding students' beliefs and perspectives is crucial in a language learning environment. As communication and oral corrective feedback (OCF) happen not only in teacher-student, but also in peer interaction, learners' perspectives on feedback strategies are important to consider. This study aims to investigate these perspectives within the Finnish university context and examine the impact of their background variables on the preferences for peer OCF strategies. This research also compares the perspectives on peer and teacher OCF strategies. This work complements the author's major thesis (Shaltaeva 2024), which focuses on teacher OCF, by specifically exploring peer OCF to provide a more comprehensive view of students' perspectives on OCF strategies. A mixed-method design guides this research. It combines quantitative findings from surveys and qualitative data obtained via interviews. The quantitative data is based on the responses of 104 students who attended academic English courses at the University of Turku, while the qualitative data was collected through five interviews. The analyses demonstrate that university students show a general preference for recasts, explicit correction and metalinguistic feedback. Clarification requests, repetition, and elicitation rank lowest among feedback strategies. Notably, some students' preferences differ from the overall trend. Moreover, feedback strategy choices vary based on the type of correct mistake. The study also uncovers gender differences, with female students demonstrating a more positive attitude toward recasts, while no differences have been found across English proficiency levels or academic faculties. When comparing peer and teacher feedback, students show a more positive attitude toward metalinguistic feedback used by a teacher and clarification requests and repetition used by a peer. The research highlights the importance of acknowledging and addressing individual preferences rather than focusing on common tendencies in an educational setting.

Key words: corrective feedback, oral corrective feedback, oral corrective feedback strategies, peer oral corrective feedback, teacher oral corrective feedback, students' perspectives, students' preferences, students' beliefs, second language learning

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Abbreviations

CF corrective feedback
L2 second language
OCF oral corrective feedback

1 Introduction

Communication is a necessary component of language learning in a classroom environment. Apparently, mistakes and errors happen naturally during this learning process and often require correction. It is crucial that this feedback serves as the aid for language development, not as a progress obstruction. Since in modern, professionally structured classrooms, peer interaction is both desired and encouraged, teachers no longer hold the exclusive role of a correction provider. Students also offer oral corrective feedback in response to their peers' mistakes.

Oral corrective feedback (OCF), regardless of its provider, is crucial for enhancing second language (L2) proficiency. Research specifically on peer OCF (e.g., Lynch 2007, Sato and Lyster 2012, Sippel 2019) has demonstrated its positive impact on L2 learning and various aspects of language development. Studies (e.g., Chu 2013, Sato and Lyster 2012) have proven that training students to provide OCF to each other also enhances language learning. For this training to be effective, it is important to understand students' attitudes toward peer OCF and the methods of delivering it. Additionally, Akiyama's (2017) research on teacher OCF indicates that successful uptake is highest when the feedback aligns with learners' beliefs; therefore, it can be hypothesised that this principle also applies to peer OCF.

This study is part of a broader project on students' preferences for teacher and peer OCF, with the major thesis (Shaltaeva 2024) focusing on teacher OCF and this minor thesis – on peer OCF. These two works aim to offer a balanced understanding of students' perspectives on OCF from different providers in the same educational and cultural context. The field of peer OCF is not as extensively researched as teacher OCF, and most studies on peer OCF focus on its effectiveness in relation to language learning. While students' preferences regarding peer OCF have been addressed, they have been usually explored in a general sense such as learners' positive or negative attitude towards receiving OCF from their peers, including comparison to teacher OCF. To fill this research gap, this study is designed to explore students' perspectives on specific OCF strategies received from peers. The following Lyster and Ranta's (1997) six strategies of OCF form the basis of this research: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition.

This study aims to examine university-level students' perspectives on OCF strategies delivered by peers in response to oral mistakes made during English classes. The impact of

learners' gender, language proficiency level, and academic faculty on their perspectives is also explored. Additionally, the study contrasts students' preferences for peer versus teacher OCF. The research questions are as follows:

1) What are university students' preferred strategies of peer oral corrective feedback, and what motivates these preferences?
2) How do students' perspectives differ in relation to their gender, language proficiency level, and academic faculty?
3) How are students' perspectives on peer OCF different from teacher OCF, and what impact the distinctions?

The study focuses on 104 students from the University of Turku, who are Finnish speakers and enrolled in academic English courses. By integrating data collection through surveys and interviews, this research follows a mixed-methods approach. Quantitative statistical methods and qualitative content analysis were applied to process the gathered data.

This thesis consists of five chapters, beginning with this introduction. Chapter 2 establishes the theoretical framework, defining key concepts (Section 2.1), outlining six oral corrective feedback strategies (Section 2.2), and reporting related research findings about importance of learners' beliefs in educational context, peer OCF features and effects, learners' beliefs about peer OCF and possible factors influencing these beliefs (Section 2.3). Chapter 3 details the data and methodology, covering research questions, data collection and analysis, and sampling procedures. The results are presented in Chapter 4, followed by their discussion in Chapter 5. Finally, Chapter 6 concludes the research and outlines the study's limitations, future research directions and pedagogical implications.

2 Theoretical Framework

This chapter focuses on the theoretical aspects of peer oral corrective feedback and its relevance to the research. I will define the key concepts of the thesis, such as peer OCF, mistakes, and errors, outline six strategies for peer OCF, and review previous studies on the effectiveness, characteristics, and learner beliefs associated with peer OCF.

2.1 Concept Definitions

The term "peer oral corrective feedback" contains several aspects, starting with the fundamental broader concept of "feedback". According to Thornbury (2006, 79), *feedback* stands for information on learners' performance and is provided immediately or after some time. Chaudron (1988, 132-133) elaborates that feedback serves multiple purposes such as providing learners with information about their language accuracy, their behaviour in the classroom and other areas of knowledge. Feedback can be categorised as positive or negative: negative feedback aims at addressing errors while positive feedback recognises and praises correct speech (Thornbury 2006, 79). Vigil and Oller (1976, 286) explain that negative feedback is synonymous to correction, as its main purpose is to "address" errors or mistakes. Since this research emphasises the corrective aspect of feedback rather than the positive, the term "corrective feedback" is employed.

Sheen and Ellis (2011, p. 593) define *corrective feedback* (CF) as a response to linguistic errors and mistakes in learners' spoken or written language output. Chaudron (1988, 152) characterises CF as a complex phenomenon that has different purposes. For example, it notifies learners of incorrect forms, highlights limitations within a language (Gass 2003) and stimulates adjustments in learners' produced language (Suzuki 2004). According to Li's (2014, 196) definition, CF can be delivered by a teacher or a peer. Moreover, CF can be given orally or in written form, employing verbal or nonverbal strategies, such as gestures or facial cues (Nassaji and Kartchava 2021, 3). In contrast to written feedback, *oral corrective feedback* (OCF) prioritises the enhancement of learners' speech accuracy over overall speech quality and content (Nassaji and Kartchava 2021, 3). This study concentrates on peer OCF, which is communicated verbally, contrasting it with teacher OCF.

According to van Compernolle (2015, 72), peer feedback stands for learners helping each other communicate and build language knowledge collaboratively. Van Popta et al. (2017, 25) explain that peer CF shares similarities with feedback from teachers or native speakers in

informing learners about issues in their language production but differs in "equal statuses" of feedback providers and feedback recipients as it occurs among peers. Considering the preceding points, *peer oral corrective feedback* (peer OCF) refers to the processes when learners assist each other in improving the accuracy of their spoken language through verbal interaction.

The terms *mistake* and *error* are central to the study of OCF. "Errors" are typically believed to arise from gaps in a speaker's knowledge whereas "mistakes" are the result of temporary performance difficulties, such as slips of tongue or distractions (Thornbury 2006, 75). However, in this study, these terms will be used interchangeably, as the emphasis is on how students perceive their peers' OCF, regardless of the cause of the mistake or error. Additionally, while describing their perspectives, the participants in the study use the terms without distinguishing between them or focusing on their specific definitions.

2.2 Peer Oral Corrective Feedback Strategies

The classic systematisation of OCF strategies by Lyster and Ranta (1997) offers the following six strategies: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. The classification was originally designed for teacher OCF but can also be applied to peer OCF (see e.g., Iwashita and Phung 2021; Philp, Adams and Iwashita 2014).

In a classroom setting, *explicit correction* implies that a peer directly indicates an error of their classmate and provides the correct form. Common phrases used in this OCF strategy include "Oh, you mean…", You should say …", though such phrases are not mandatory. In the case of peer OCF, explicit correction is claimed to appear less frequently compared to teacher OCF due to the primary goal to negotiate meaning (Philp, Adams and Iwashita 2014, 38).

Recasts are a feedback strategy that involves a learner correcting their peer's error by reformulating their utterance or part of it, without direct indication of a mistake. Recasts can also include translating from a peer's L1 or another shared non-target language. For example, if a learner says, "I *write* an essay yesterday", a recast could be their peer replying with "Oh, you *wrote* an essay yesterday? On what?".

By *clarification requests* a student can indicate to another learner that their statement is ether unclear and/or incorrect by asking for repetition or rephrasing. This strategy of OCF often includes phrases like “Pardon me”, “Sorry?”, “What do you mean by …?”.

The goal of *metalinguistic feedback* is also to elicit self-correction from another learner, but, in contrast to the previous OCF strategy, by providing extra information about the correctness of their utterance. This strategy of OCF can take the form of a comment, information or a question. A metalinguistic comment indicates an error with phrases like “There is an error” or “No, not that”. Metalinguistic information offers grammatical context or hints for correction (e.g., “You need an adverb”) or word definitions. Metalinguistic questions encourage a learner to identify and then correct the error (e.g., “Do you need an adverb?”).

Elicitation as a strategy of OCF can be delivered by three ways whose main goal is, as follows from its name, to elicit the correct form from a learner. One method is to repeat another learner’s utterance (or a part of it) and purposefully pause before the error, allowing the learner to complete the gap (e.g., “He didn’t …”). Another method uses open-ended questions like “How do we say … in English?” to encourage self-correction. Finally, a peer might directly request their classmate to reformulate their utterance. The key difference between clarification requests and the last elicitation method is that clarification requests are more implicit by aiming to clarify information and indirectly highlighting a mistake. In contrast, elicitation focuses directly on prompting the correct form.

Repetition involves a learner repeating their peer’s incorrect utterance and, differently from elicitation, includes the incorrect form. The learner’s intonation is often adjusted to draw their peer’s attention to the mistake by emphasising the error. Different from a recast, the correction in the form of repetition to “I *go* to the store yesterday” would be “You *go* to the store yesterday?”.

Following Lyster, Saito and Sato’s (2013) classification of OCF strategies, peer OCF strategies can be categorised by the approach a peer uses to address a mistake. Thus, the six OCF strategies can be categorised into *reformulations,* or *input-providing* OCF (recasts and explicit corrections), which include the correct form**,** and *prompts,* or *output-providing* OCF (elicitation, metalinguistic feedback, clarification requests, and repetitions), which do not include the correct form and encourage a learner to correct a mistake by themselves.

2.3 Previous Findings

This chapter presents previous research on peer OCF. First, I will discuss the connection between learners' beliefs and language development. Next, I will cover the characteristics and effects of peer OCF, also comparing it to teacher OCF. Finally, I will review existing studies on learners' beliefs about peer OCF.

2.3.1 Impact of Learners' Perspectives on L2 Development

The effectiveness of peer OCF itself regarding the L2 skills development have been demonstrated by numerous studies in the field of second language learning (e.g., Adams, Nuevo, and Egi 2011; Sato and Balinger 2016; Sippel and Jackson 2015). For instance, Sato and Lyster (2012, 27-28) suggested that, similarly to teacher-learner interaction, peer interaction and CF contribute to L2 learning. This conclusion was drawn from their finding of a positive link between the amount of feedback from peers and L2 development scores. Moreover, as highlighted in Sato (2013, 626), peer interaction can significantly increase the outcomes of learning processes if learners are taught about methods of correcting each other's mistakes.

These methods should be based not only on the effective language learning strategies but also learners' preferences. Horwitz (1988, 293) argues that teachers in general must be aware of their students' perspectives on language instruction and learning. This is because any mismatch between what learners expect and actual classroom practices might limit their L2 learning process. Studies focusing on teacher OCF have indicated that the highest level of successful uptake occurs when the feedback aligns with learner's beliefs (Akiyama 2017, 69). It is reasonable to hypothesise that the same principle might extend to peer OCF. Therefore, thorough examinations of learner's beliefs about peer oral OCF should be conducted so that educators understand learners' perspectives on peer OCF and reasons behind them before instructing their students to engage in peer correction activities

2.3.2 Features and effects of peer OCF

Previous research has shown that peer OCF differs from teacher OCF in its form and spontaneity. While teacher OCF often highlights mistakes for learners to correct, peer OCF tends to focus on clarifying connotation and completing tasks (e.g., Philp, Walter and Basturkmen 2010; Philp, Adams and Iwashita 2014; Iwashita and Dao 2021).

Many studies highlight the effectiveness of peer OCF in language learning, particularly in oral performance (Lynch 2007), grammatical accuracy, fluency (Sato and Lyster 2012), vocabulary knowledge (Sippel 2019), reading, and pronunciation (Tost 2013). Peer OCF enhances self-correction (Sippel and Jackson 2015), directs attention to language form (Dao 2017), and fosters learning skills and active reflection on both personal and peer performance (Ertmer et al. 2007; van Popta et al. 2017). Compared to teacher OCF, peer OCF improves both the frequency and quality of feedback (Philp, Adams and Iwashita 2014) and has a longer-lasting impact on students' performance (Sippel and Jackson 2015). Additionally, targeted feedback training can enhance language development, such as better grammatical accuracy (Chu 2013; Sato and Lyster 2012), fluency (Chu 2013), receptive and productive vocabulary knowledge (Sippel 2019), as well as increase the frequency of providing feedback, which also promotes language development (Fujii, Ziegler and Mackey 2016).

Nevertheless, peer OCF has notable drawbacks. Some studies, sometimes contradicting other research, indicate that, compared to teacher OCF, peer OCF can be of lower quality (McDonough 2004), may contain incorrect information (Dao 2017), and provide less clear guidance on language errors (Sato and Lyster 2012), which can reduce its effectiveness. Additionally, learners may doubt their peers' linguistic abilities (Yoshida 2008) and face embarrassment when correcting or being corrected (see Chu 2013, Fujii and Mackey 2009), which can further limit the effectiveness of peer feedback.

2.3.3 Learners' beliefs about peer OCF

Previous research demonstrates that students are often open to receiving feedback from their peers (e.g., Katayama 2007; Sato 2013) and believe that peer OCF can lead to better learning outcomes (Chu 2013; Sato 2013). As noticed by Sippel (2020, 186), this is particularly relevant for university students. In general, students are less afraid of making mistakes during peer interactions compared to student-teacher interactions (Tulung 2008, Sato 2013). For instance, Lintunen, Mäkilähde and Peltonen (2017) found that many students considered peer OCF less stressful than teacher OCF concerning pronunciation mistakes.

However, many studies reveal that students have various concerns about peer OCF and generally express stronger preference to teacher OCF than to peer OCF (e.g., Hamed Mahvelati 2021, Oladejo 1993; Sippel and Jackson 2015; Zhu and Wang 2019). Learners often feel uncomfortable about providing or receiving peer feedback (Ha and Nguyen 2021, Hamed Mahvelati 2021, Yoshida 2008, Yoshida 2010), which can lead to reluctance in

correcting mistakes (Philp, Walter and Basturkmen, 2010; Sato, 2013). Many students perceive teachers as more reliable and beneficial sources of feedback (Chu 2013; Hamed Mahvelati 2021; Schulz 2001) and believe that correcting is the teacher's prerogative (Chu 2013, Hamed Mahvelati 2021, Sippel 2020). Peer feedback is often viewed as less accurate and trustworthy, particularly if peers lack confidence or have lower language proficiency (Katayama 2007; Philp and Mackey 2010; Yoshida 2008). Nonetheless, preferences for OCF vary depending on a student and their needs: for instance, some learners prefer working with peers who have a higher or lower than their level of language skills (Lintunen, Mäkilähde and Peltonen 2017; Sato 2013), while others may like working with classmates who are little or very talkative during activities (Sato 2013).

Regarding peer OCF strategies, Sato (2013) found that most participants believed output-prompting strategies were more effective than recasts. One explanation for this choice is that prompts encourage learners to recognize and analyse their mistakes on their own.

2.3.4 Factors influencing learners' beliefs about OCF

The fact that there is lack of research on learners' preferences for the strategies of peer OCF does not allow to identify factors that affect the beliefs about peer OCF. However, previous research about teacher OCF demonstrates that preferences are likely to be shaped by learners' cultural background, language proficiency, gender, and error type.

For instance, Schulz (2001) found Colombian students more receptive to teacher OCF than their US counterparts, likely due to different teaching traditions. Similarly, Yang (2016) noted that Chinese learners favoured explicit corrections for pragmatic errors, while North American and European learners preferred clarification requests for phonological errors.

Regarding the influence of gender, Khorshidi and Rassaei (2013) found Iranian males were more open to receiving teacher OCF than female learners, while Ha, Murray and Riazi (2021) reported Vietnamese females favoring teacher OCF more than male students. Amalia, Fauziati and Marmanto (2019) found Indonesian males preferred explicit corrections, while females leaned toward recasts and metalinguistic feedback to avoid embarrassment and promote self-correction. The studies of Katayama (2006), Papangkorn (2015), and Yang (2016) showed that Advanced learners often prefer repetition and elicitation, while intermediate learners favor clarification requests.

Preferences also shift based on the type of mistake, with recasts preferred for phonological errors (Huang and Jia 2016; Yang 2016) and OCF being easier recognized for lexical and morphosyntactic than for phonological mistakes (Mackey et al. 2007). Thus, these factors will be taken into account in this research on peer OCF as well.

3 Data and Methods

This chapter provides a detailed overview of the study's purpose and research questions, followed by an explanation of the selected data collection methods and study sample description. In additional, the data analysis methods are described and justified.

3.1 Research Questions

Research specifically examining students' perspectives on peer OCF is limited, as visible in the Theoretical Framework chapter. While studies have explored learners' general beliefs, such as their preferences for peer correction existence and frequency, there is notable absence of research on learners' preferences regarding specific strategies of peer OCF. Despite investigations into learners' perceptions of feedback strategies received from teachers (e.g., Katayama 2007), to my knowledge, there is currently no research on this aspect concerning peer feedback. Therefore, the objective of this study is to conduct a detailed examination of university-level students' perceptions of English peer OCF and its strategies within the Finnish context. Consequently, this research focuses on answering the following questions:

1) What are university students' preferred strategies of peer oral corrective feedback, and what motivates these preferences?
2) How do students' perspectives differ in relation to their gender, language proficiency level, and academic faculty?
3) How are students' perspectives on peer OCF different from teacher OCF, and what impact the distinctions?

University students' preferences for peer OCF strategies are the focus of the first research question, which shapes the overall study and data collection process and provide the basis for the two subsequent research questions. The second research question investigates background factors that may presumably affect students' perspectives on feedback strategies. The objective of the third question is to explore whether students' preferences for OCF strategies vary depending on the feedback provider and identify the possible reasons.

3.2 Data Collection Methods and Participants

A mixed-method approach is utilised in this study, employing both quantitative (a survey) and qualitative (a semi-structured interview) methods. Mixed methods research enhances the reliability of findings by using the strengths of different methodologies (Lazaraton 2005,

219). Specifically, the combination of survey and interview methods is optimal due to their distinct characteristics, such as differences in their levels of structure and the degree of the interviewer engagement (Axin and Pearce 2006, 10-11).

The questionnaire and interview guide were initially developed as part of the author' broader research project to investigate students' perceptions of both teacher and peer OCF. The project included the author's master's major thesis (Shaltaeva, 2024), which focused on teacher OCF, and this minor thesis, which primarily explores peer OCF. Therefore, this study will focus on the data and survey/interview questions relevant to the research topic and research questions on peer OCF.

3.2.1 The survey method and its participants

To gather initial information on students' perspectives for peer and teacher OCF, a questionnaire, as a type of survey, was employed. The survey questions focus on students' preferences for OCF strategies without exploring the reasons behind them (research questions 1 and 3) and contribute to identifying background factors (research question 2). This survey method was implemented since in SLA research surveys are considered to be effective for capturing participants' perspectives, and written questionnaires, as a common quantitative tool, facilitate quick and efficient extensive data collection (Dörnyei and Csizér 2011, 74-75) and offer participants opportunity to carefully consider their responses (Friedman 2011, 190). Questionnaires also enhance generalizability (Dörnyei 2007, 34) and standardisation of results (Axin & Pearce 2006, 10).

The complete questionnaire designed for the author's master's thesis (Shaltaeva 2024) and this study, following Dörnyei and Csizér's (2011) guidelines for creating questionnaires, required approximately 20 minutes to complete and was divided into multiple digital pages with shuffled questions and sentences for rating. The questionnaire has four sections: consent, background information, 24 questions about OCF, and a form offering respondents to share their email address to participate in a voluntary interview. Only the background information and 6 questions related to peer and teacher OCF from the full questionnaire are relevant to this study. Background information necessary to answer the second research question of this thesis included participant's native language, gender, English proficiency level, student status (degree or exchange), and the faculty of study. The choice of these variables is practically and theoretically motivated by the previous research indicating their established or presumed influence on students' OCF perspectives (see Chapter 2.3.4).

In the key part of the questionnaire designed with a Likert scale from 1 (“I would not like to be corrected this way at all”) to 5 (“I would very much prefer to be corrected this way”), the participants were asked to rate corrective responses from both peers and teachers to learners’ utterances with errors. This part features 3 statements that could be made in a university-level English class. Participants rated a total of 36 corrective feedback instances: 18 provided by a peer and 18 by a teacher, each in response to 3 learner’s utterances containing either a lexical, grammatical, or phonological mistake. The feedback instances were automatically shuffled for each participant by the Webropol platform to ensure variety. The survey questions are presented in Appendix 1.

The quantitative research data was obtained in February 2024 through a Webropol questionnaire during English classes at the Centre of Language and Communication Studies at the University of Turku, where students, who were not majoring in English, participated in courses on Academic English and English for intercultural communication. The respondents were selected through convenience sampling strategy which is, as described by Dörnyei and Csizér (2011, 81), “partially purposeful” because the respondents still have relevant characteristics for the research – they are Finnish-speaking students attending university-level English courses in Finland. The data was collected by visiting 8 language classes, chosen based on teacher availability and readiness to participate in the study. The students’ participation was voluntary, and students were given the option to complete an alternative class-related task instead. To ensure anonymity, students used personal devices (e.g., a laptop) for both tasks, making it unclear if they were completing the survey or an alternative task. Information regarding the voluntary participation, data storage details, and instructions were provided to the participants (see Appendix 1).

A total of 125 students participated in the survey, with 104 of them reporting Finnish as their native language (or one of them). Due to possible cultural differences (refer to Chapter 2.3.4), the analysis is focused only on 104 Finnish-speaking participants. Out of 104 respondents, 79 students identified as “female”, 18 as “male”, 4 as “other” and the gender of the remaining 3 students is unknown. In terms of participants English proficiency level, 60 respondents described it as “Advanced”, 34 – “Intermediate”, 4 – “Elementary”, 3 – “Expert”, and 2 – “Basic”, which result in 95,2% of students reporting their proficiency level as at least Intermediate. Additionally, 60 students were registered as degree students in the Faculty of Humanities, and 44 in the Faculty of Social Sciences.

3.2.2 The interview method and its participants

To gain better understanding of the reasons behind students' preferences and distinctions between OCF strategies from peers and teachers, interviews as a qualitative data collection method were chosen to be conducted. As Friedman (2011, 182-182) explains, qualitative research often focuses on providing in-depth insights into individual differences, rather than achieving statistically significant results. Similarly, addressing research questions 1 and 3, this study aims to explore diverse students' perspectives on OCF strategies and cover not only mainstream points of view, but also alternative opinions.

The data for this study was gathered through semi-structured interviews, and the questions were designed to guide the discussion and allow for subsequent questions or clarification. The interviews consisted of two parts: participants evaluated six corrective feedback responses to an erroneous statement from both a teacher and a peer and explained their preferences. The erroneous utterances as well as feedback instances were identical to those in the questionnaire, but the participants' original questionnaire ratings were not provided to avoid biased answers. The goal was to encourage them to express their actual opinions and reasons rather than defending their earlier responses. The interview guide is presented in Appendix 2.

24 Finnish-speaking students indicated their interest in participating in an interview by providing their email addresses at the end of the questionnaire form. To present various attitudes, the interview aimed to include participants from varied backgrounds and with different OCF preferences. After selecting and contacting suitable candidates based on their questionnaire responses, interviews were scheduled with 5 participants. This selection reflected the overall 19% male and 81% female gender distribution in the questionnaire by including one male (20%) and four female (80%) participants. One student had Intermediate English proficiency, and the others claimed Advanced levels. Two were Humanities students, and three were from Social Sciences. Thus, the interview sampling strategy combined convenience sampling, based on accessibility, with purposeful selection of participants meeting specific criteria.

3.3 Data Analysis Methods

Both the survey and interview data were analysed to address students' preferences for peer and teacher OCF strategies (questions 1 and 3). The second research question on the influence of the background factors relied solely on the quantitative data from the questionnaire.

3.3.1 Quantitative data analysis

SPSS, a statistical software, was used to work on the quantitative data: students' ratings for peer and teacher OCF strategies were put in mean values and used to provide an overall view of the rating responses with the help of descriptive statistics (e.g. frequency distributions, minimum and maximum values). A non-normal data distribution was discovered after inspecting both graphical (Q-Q plots, boxplots) and numerical summaries (skewness metrics, Shapiro-Wilk test) for normality assessment as recommended by Larson-Hall (2010, 75-76). Traditionally, a significance value of 0.05 or less suggests strong evidence against the null hypothesis (Dörnyei 2007, 210). As visible in Appendix 3, a number of outliers, curved Q-Q plots, $p<.05$ in Shapiro-Wilk tests (Larson-Hall 2010), and skewness over 1 (Porte 2002) in more than half of the cases contribute to the non-normal distribution. Regarding outliers, some suggest excluding them for analysis (Larson-Hall 2010, 91), but this study purposefully includes them to investigate various learners' perspectives. Therefore, non-normal data distribution determines utilisation of non-parametric statistical tests.

A related-samples Freidman's test was conducted to assess whether there are significant differences between peer OCF strategies (Chapter 4.1.1). Since the test showed significant differences, 15 post-hoc tests were run for each pair of six strategies of peer OCF (e.g., explicit correction – clarification requests, explicit correction – metalinguistic feedback). The same tests were utilised to determine significant differences between peer OCF strategies within and across mistake types (Chapter 4.1.3), within genders (Chapter 4.2.1), English proficiency levels (Chapter 4.2.2), and academic faculties (Chapter 4.2.3). In addition, the tests were also conducted for revealing significant differences between teacher OCF strategies (Chapter 4.3). This choice of test is determined by the need to compare two or more related samples.

A pairwise Mann-Whitney U test was used to measure differences between two independent groups: the preferences for peer OCF strategies between male and female learners in Chapter 4.2.1, learners with Intermediate and learners with Advanced English level in Chapter 4.2.2, and students from the faculties of Humanities and Social Sciences in Chapter 4.2.3. For measuring the significance of differences between the mean values of ranking OCF strategies depending on their provider (e.g., recasts received from a peer and recasts received from a teacher), a Wilcoxon signed-rank test was performed. This is due to the fact that there are two

related conditions, peer OCF strategy and teacher OCF strategy, ranked by the same group of survey participants.

In order to identify correlations between learner's preferences for peer OCF strategies in Chapter 4.1.2, a Spearman's rank order test was conducted for 15 pairs of OCF strategies (e.g., recasts – explicit correction, recasts – elicitation, etc.). To illustrate these correlations, raincloud plots were created in JASP, a program for statistical analyses.

3.3.2 Qualitative data analysis

Content analysis was applied to code and analyse the qualitative interview data in order to complement the quantitative survey data, following Baralt's (2011, 229-234) steps for coding. The interview data was organised, reduced to focus on peer OCF, transcribed with minimal detail to prioritise content, and then systematised in a qualitative analysis tool NVivo for, as described by (Baralt 2011, 224) enhancing data management and credibility.

The coding process followed three stages of Glaser and Strauss's (1967) grounded theory, described in Freidman (2011): open, axial, and selective coding. During the open coding, the interviews were segmented into 18 files, each focusing on advantages, disadvantages, or differences between peer and teacher OCF for each OCF strategy (e.g., "Advantages of recasts", "Disadvantages of recasts", and "Peer vs. teacher recasts"). Each document was further coded by labelling, for instance, advantages and disadvantages. To avoid bias and label the data based only on its contents, pre-existing categories from prior studies were intentionally not incorporated. In the second stage, axial coding compared categories across participants, adding the following new codes to the already existing 18 codes: "Phonological mistakes", "Lexical mistakes", and "General peer vs. teacher OCF". The final step of the qualitative analysis involved describing the coding process and its findings in this thesis.

According to Freidman (2011), dependability and credibility are essential for evaluating qualitative research quality. To ensure dependability, the study provides detailed documentation of the methodology, processes, and examples, while credibility is supported through including multiple interviewees (triangulation) and adhering to methodological guidelines. Moreover, in this study, authenticity (see Lincoln and Guba, 2000) is supported by the openness about any biases that might impact the research findings.

4 Results

This chapter presents an analysis of the survey findings and interview responses, structured according to the previously outlined research questions.

4.1 What are university students' preferred strategies of peer oral corrective feedback, and what motivates these preferences?

In this section, I will analyse survey and interview data to address the first research question. I will determine students' preferred strategies of peer OCF, explore patterns in these preferences, and compare them based on mistake types.

4.1.1 Students' preferences for peer OCF strategies

Based on the questionnaire data analysis, recasts received the highest average rating (mean = 4.03) among the six OCF strategies, followed by explicit correction (mean = 3.17) and then metalinguistic feedback (mean = 2.69). The least preferred OCF strategies appeared to be clarification requests (mean = 1.83), repetition (mean = 1.83) and elicitation (mean = 1.80), with no particular order between them. According to a non-parametric related-samples Friedman's test ($p<0.001$) and its post-hoc pairwise analysis on each of 15 pairs of OCF strategies (e.g., a pair of recasts and metalinguistic feedback, a pair of recasts and repetition), the triplet of clarification requests, repetition and elicitation ($p^a=1$ for each pair) showed no statistically significant differences. Due to the high number of pairs, the standard <0.05 significance level was adjusted with a Bonferroni correction (p^a). The differences between the other 12 pairs appeared to be significant. The values of significance of all 15 pairwise comparisons are presented in Appendix 4.

Table 1 Descriptive statistics for peer OCF ratings

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Mean	4.03	3.17	2.69	1.83	1.83	1.80
Std. deviation	1.05	1	1.05	.80	.84	.84
Minimum	1	1	1	1	1	1
Maximum	5	5	5	4.67	5	5

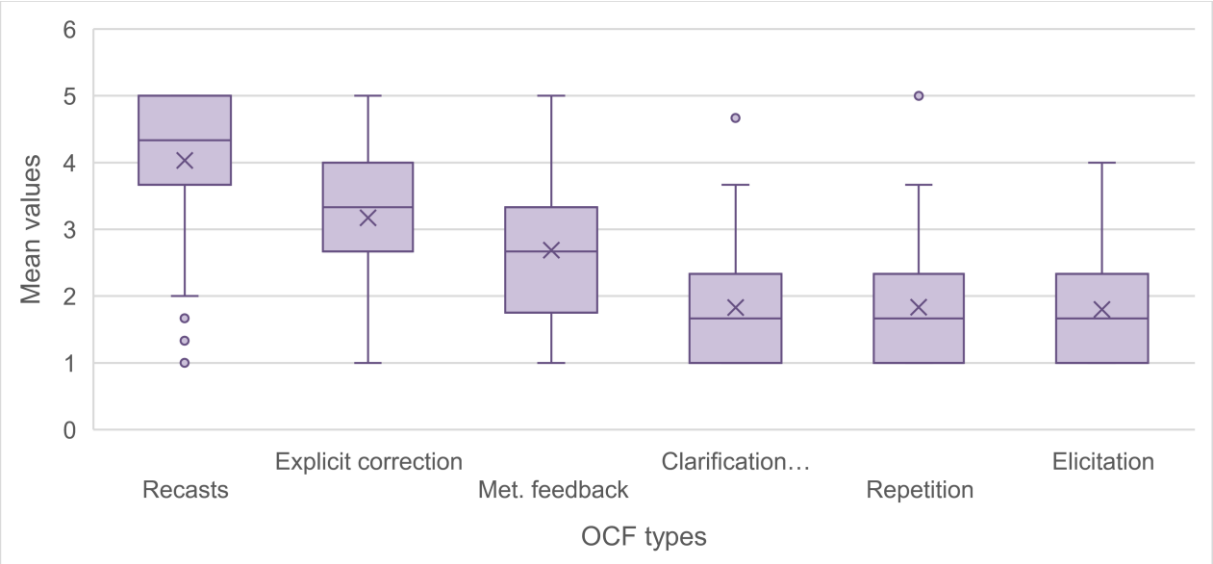

Figure 1 Boxplots of the students' preferences for the strategies of peer OCF

Recasts, as the highest rated strategy of OCF, received the highest score (5) across three erroneous instances from 31 participants. In comparison, only 6 people gave the rating of 5 to explicit correction. According to Interviewees 1, 3, and 4, recasts were mostly appreciated for not pointing out a mistake, as 3 out of 5 interviewees explained. The second most popular reason was the perceived politeness of recasts (Interviewees 1, and 4). The presence of the correct form in the feedback utterance was another reason for rating it high for Interviewee 4. The following interview quote illustrates these three reasons: *"… so correcting it but not pointing it out too much and just kind of moving on… Because it's still polite at the same time … and it's not focusing on too much on the mistakes"* (Interview 4). Although recasts generally received high ratings, outliers presented in Figure 1 and the minimum score rating of 1 in Table 1 indicate that some students did not valued this feedback strategy. Interviewee 3 emphasised that corrections within recasts might go unnoticed by them: *"I don't know he's just kind of replying to me or is it the situation that he's trying to really correct me in this way"*.

The reason for favouring *explicit correction* was its direct approach by stating out the mistake: *"It's like stating the fact and I would understand what they're trying to say."* (Interviewee 5). However, other interviewees criticised this strategy of feedback for the similar reasons: Interviewee 1 explained that understanding is more important than correct words (*"That's some that kind of situation that you [a peer] clearly understood me, but so is it really important that I use just correct words?"*), and Interviewee 3 described an explicit correction from a peer as "*arrogant*".

Metalinguistic feedback was appreciated for providing mistake explanation but still enabling another peer to independently identify the correct form (*"That's a good thing – someone explains it to me but gives me room to think what the correct word is"* (Interview 1)). In addition, this OCF strategy allows to "*dig deeper*", as Interviewee 5 said (the similar view is shared by Interviewee 2). Nevertheless, metalinguistic feedback was also perceived as "arrogant" by Interviewee 3 and inappropriate to be given by a peer by Interviewee 4. Interviewee 1 shared their concern that they might not know the correct form.

Clarification requests is the only OCF strategy in this study which maximum score is lower than 5 (max = 4.67). Interviewee 2 described it as less "mean" in comparison to elicitation. Interviewee 4 shared that they would feel comfortable to start explaining in case of one-to-one conversation but would feel embarrassed in front of a bigger group of peers. The most frequent reason named by Interviewees 1, 3, and 4 as the disadvantage for this OCF strategy is it causing confusion as it might not be clear whether a peer hints about a mistake or genuinely asks for clarification: *"I'm probably going to read it out that I mumbled, or I said something wrong or I need to say clearer. Then I would try to fix that instead of fixing the sentence."* (Interviewee 4). Interviewee 5 also expressed their opinion that "*being understood is the most important thing in languages*", stating that if meaning is clear, a mistake does not have to be corrected.

Repetition, being one of the three strategies of peer OCF with the lowest ratings, received no positive attitudes from the interviewees. Similarly to clarification requests, Interviewees 1, 2, 4, and 5 criticised it for its indirect nature and causing confusion about the underlying reason of the peer's feedback statement: "*I wouldn't probably understand even from this that I said something wrong or empathising it [the wrong word] would make me very confused what they are aiming for*" (Interviewee 1). Interviewee 5 explained that it would even make them feel "*dumb*".

Elicitation, resembling the two previous strategies, was disliked for confusing a student as their peer's intention of providing the feedback would not be clear enough (mentioned by Interviewees 1 and 3). Moreover, Interviewee 2 described elicitation as "*mean*".

4.1.2 Correlations between OCF strategies

The study investigated correlations between different strategies of OCF based on students' ratings to identify any possible patterns in the learners' preferences. To reveal significant

correlations between different strategies of OCF feedback, a Spearman's rank-order correlation test was performed (refer to Table 2 for detailed results). Statistically significant correlations were determined by using a significance level of p <.05*, and p <.01** and p <.001*** represent even stronger significance. Positive correlations found during the analysis imply that if a participant gave a high or a low rating to an OCF strategy, they are likely to rate the other correlated strategies in a similar way. The following pairs showed positive significant correlations: recasts and explicit correction (r=.27**), explicit correction and metalinguistic feedback (r=.62***), metalinguistic feedback and clarification requests (r=.20*), metalinguistic feedback and repetition (r=.30**), metalinguistic feedback and elicitation (r=.37***), clarification requests and repetition (r=.32**), clarification requests and elicitation (r=.40***), and repetition and elicitation (r=.69***). These values demonstrate a correlation, where participants who rated recasts high or low tend to rate explicit correction in a similar way. The same principle applies to metalinguistic feedback and to correlating with it explicit correction, clarification requests, repetition, and elicitation. Additionally, students who rate any of the three least-preferred OCF strategies high or low often provide comparable ratings for the other strategies within this group.

Table 2 Spearman's correlation test results for peer OCF strategies

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Recasts		.27**	.05	.02	-.16	-.07
Explicit correction	.27**		.62***	.08	.15	.13
Metalinguistic feedback	.05	.62***		.20*	.30**	.37***
Clarification requests	.02	.08	.20*		.32**	.40***
Repetition	-.16	.15	.30**	.32**		.69***
Elicitation	-.07	.13	.37***	.40***	.69***	

p<.05, **p<.01, ***p<.001

The correlations are illustrated in the raincloud plot of average ratings of peer OCF strategies in Figure 2. The connection lines between, for example, clarification requests, repetition and elicitation demonstrate that the ratings stay on a similar level. The lines between these three strategies of feedback being concentrated in the lower half of the plot also provide evidence for the higher significance level of correlations between them and lower standard deviation values (can be found in Table 1). The lower but still significant level of correlation between metalinguistic feedback and clarification requests can also be seen from the Figure 2, as along

with many parallel lines, there is a group of lines descending from left to right indicating that there is a group of students rating metalinguistic feedback high and clarification requests (together with repetition and elicitation) low.

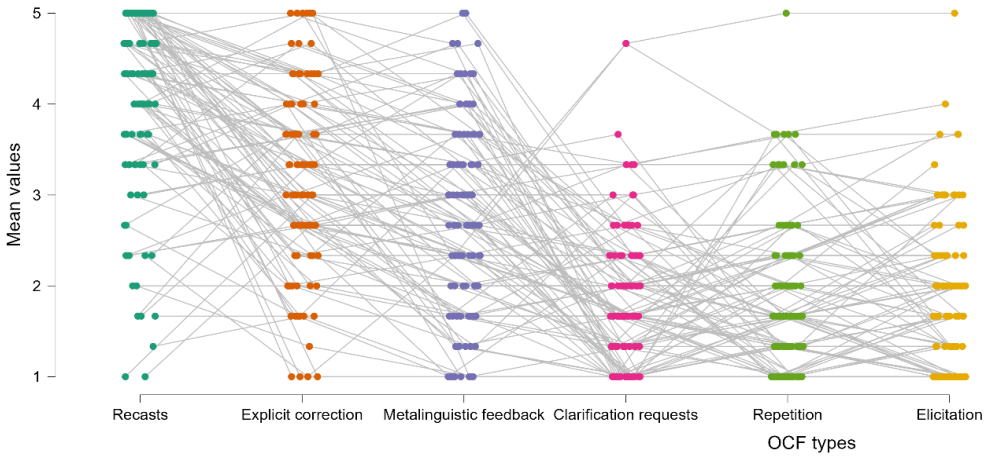

Figure 2 Raincloud plot of learners' average ratings of peer OCF strategies

Another interesting finding is that there are no negative significant correlations that would indicate that in case a student rated one strategy of OCF highly (or low), they would indicate the other strategy in a correlation pair in the opposite way. For example, there is no correlation between any of the two highest-rated strategies (recasts and explicit correction) and any of the three lowest-rated strategies (clarification requests, repetition, and elicitation). Figure 3 illustrating correlations between explicit correction and clarification requests (r=.08) and explicit correction and repetition (r=.15) shows that despite the group rating explicit correction high and the other two strategies low, there is a group of students rating the three strategies similarly and resulting in parallel lines. Similar pattern, though less distinguished, is also visible in Figure 4. Therefore, the possible reason for the lack of correlation between these strategies of OCF is the wide variation of learners' preferences.

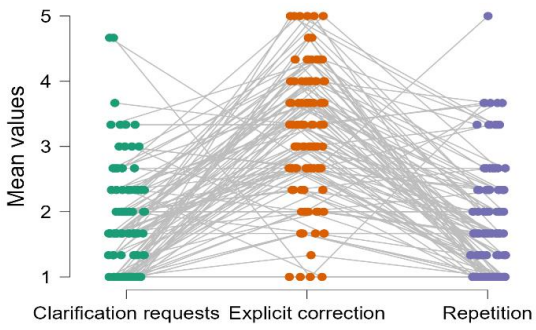

Figure 3 Raincloud plot of preferences for clarification requests, explicit correction, and repetition received from peers

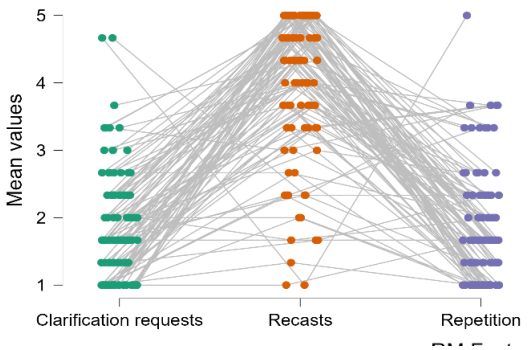

Figure 4 Raincloud plot of preferences for clarification requests, recasts, and repetition received from peers

4.1.3 Students' preferences for peer OCF strategies based on mistake type

The three erroneous utterances in the questionnaire, which included either a grammatical, lexical, or phonological mistake, were designed this way to explore whether the type of mistake being corrected influences students' preferences for different OCF strategies. The results are displayed in Table 3 and Figure 5.

First, to identify significant differences between the six strategies of OCF across the 15 pairs within each mistake category, a non-parametric Friedman's test and its post-hoc tests with Bonferroni corrected significance values for each pair (e.g., recasts and elicitation, repetition and elicitation) were conducted and revealed significant differences for all three mistake types ($p<.001$) and some pairs within the types. Similarly, the Freidman's test was used to detect significant differences in preference pairs for each strategy of OCF across the different mistake categories (e.g., grammatical and lexical mistakes for explicit correction, lexical and phonological mistakes for explicit correction). The values of significance for all pairwise comparisons are presented in Appendixes 4.2 and 4.3.

Table 3 Students' preferences for peer OCF strategies based on mistake types

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Grammatical mistake	3.91 (SD=1.91)	2.64 (SD=1.17)	3.18 (SD=1.24)	1.82 (SD=0.973)	2.02 (SD=1.05)	1.88 (SD=1.05)
Lexical mistake	4.16 (SD=1.22)	3.52 (SD=1.10)	2.89 (SD=1.21)	2.07 (SD=1.14)	1.84 (SD=0.95)	1.85 (SD=1.03)
Phonological mistake	4.02 (SD=1.20)	3.36 (SD=1.28)	1.98 (SD=1.22)	1.60 (SD=0.99)	1.64 (SD=0.94)	1.66 (SD=0.91)

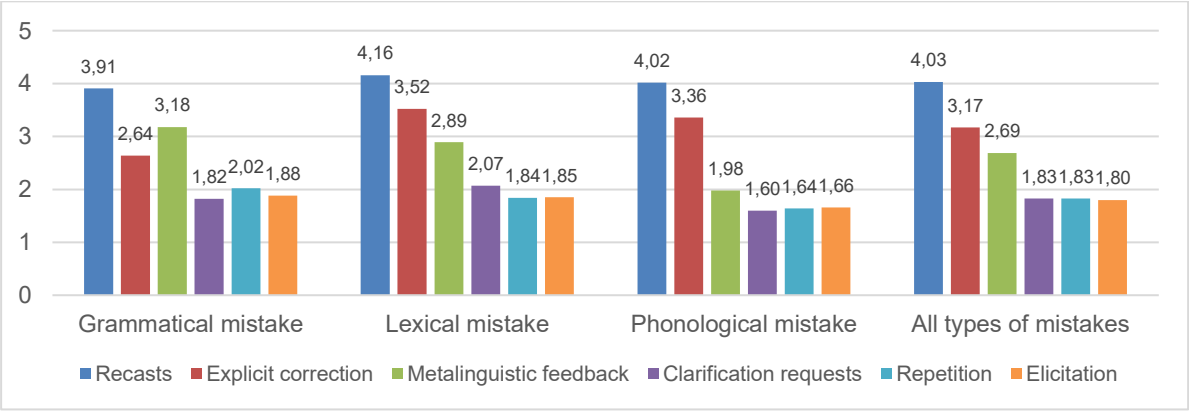

Figure 5 Students' preferences for peer OCF strategies based on mistake types

Regarding the *grammatical mistakes*, the order of preferences has changed. Recasts (mean = 3.91) and metalinguistic feedback (mean = 3,18) appeared to be the most preferred strategies of OCF feedback with no statistically significant difference between them (p^a=.16). Explicit correction took the third place with a mean rating of 2.64. The order of the three lowest-rated strategies, repetition (mean =2.02), elicitation (mean = 1.88), and clarification (mean = 1.82), has also changed, although the difference between each of them is insignificant (p^a=1).

The phenomenon of metalinguistic feedback overtaking explicit correction for grammatical mistakes can be explained by the inclusion of mistake explanations in the metalinguistic feedback. Interviewee 1 shared: *"I would maybe be glad to hear some kind of explanation for why it [student's statement] is wrong"*.

The preference order for *lexical mistakes* is almost identical to the order of all three types of mistakes together, with the exception of elicitation (mean = 1.85) being rated 0.01 points higher than repetition (mean = 1.84). However, the difference between them as the difference between them and clarification requests (mean = 2.07) is statistically insignificant (p^a=1), resulting in these three strategies remaining the least preferred OCF strategies. The ranking of the top three preferred strategies remained consistent with the overall preference order; however, recasts (mean = 4.16) and explicit correction (mean = 3.52) have insignificant difference between them (p^a=1), followed by metalinguistic feedback (mean = 2.89).

For *phonological mistakes*, the participants' ratings grouped the OCF strategies into two groups. Recasts (mean = 4.02) and explicit correction (mean = 3.36) were the most preferred without significant difference between them (p^a=0.65). The least preferred strategies appeared to be metalinguistic feedback (mean = 1.98), elicitation (mean = 1.66), repetition (mean = 1.64) and clarification requests (mean = 1.60) also with insignificant differences between them (p^a=1) for each pair).

Regarding the preferences within OCF strategies between mistake types based on Freidman's test, statistically significant differences appeared in the following pairs: grammatical-lexical (p^a=.0) and grammatical-phonological for explicit correction (p^a=.0), grammatical-phonological (p^a=.0) and lexical-phonological (p^a=.0) for metalinguistic feedback, lexical-phonological (p^a=.001) for clarification requests and grammatical-phonological (p^a=.011) for repetition. No significant differences between mistake types for recasts and elicitation were identified. These results mean that explicit correction was viewed more positively for

vocabulary (mean = 3.52) and phonological mistakes (mean = 3.36) than grammar mistakes (mean = 2.64). Metalinguistic feedback was rated more positively for grammatical (mean = 3.18) and lexical mistakes (mean = 2.89) than pronunciation mistakes (mean = 1.98). For the remaining lower-rated peer OCF strategies, the students were more unfavourable toward clarification requests for phonological (mean = 1.60) than lexical mistakes (mean = 2.97) and to repetition for phonological (mean = 1.64) than grammatical mistakes (man = 2.02).

The fact that phonological mistakes are rated significantly lower than other mistake types for half of the OCF strategies (metalinguistic feedback, clarification requests, and repetition) is evident in one of the interview answers. Interviewee 1 explained that as long as a pronunciation mistake does not prevent understanding, it should not be corrected: *"I think the main point is that they understand what I'm trying to say, and in future when I probably use English in different situations, the main point is that I get understood. So, it just feels… could feel very humiliating if trying to tell someone something and they would just stop to individual words that I pronounce wrong".* At the same time, Interviewee 3 expressed their wish to have their "*obvious*" pronunciation mistake be corrected in case later they would need to, for example, speak out loud in front of the class.

4.2 How do students' perspectives differ in relation to their gender, language proficiency level, and academic faculty?

I will explore the second research question by examining how gender, English proficiency, and academic faculty influence learners' perspectives on peer OCF strategies. Only the survey data will be used for this analysis.

4.2.1 The effect of students' gender

Due to the small size in some gender categories (4 – "another gender" and 3 – "unknown"), the analysis includes only the female (79) and male (18) groups. In this case, the order of preference based on gender is almost identical – female participants rated elicitation higher than clarification requests by 0.03 points while male participants gave clarification requests 0.2 points more than elicitation. However, both differences are statistically insignificant (p^a=1 for both cases) based on Friedman's post-hoc tests (all results are presented in Appendix 4.4). Regarding the significance level, *female* students rated recasts the highest (mean = 4.17) and put explicit correction (mean = 3.19) and metalinguistic feedback (mean = 2.73) on the second place with insignificant difference (p^a=.26) between them. The remaining three OCF

strategies, repetition (mean = 1.89), elicitation (mean = 1.86), and clarification requests (mean = 1.83) received the lowest ratings from female participants with insignificant differences between them (p^a=1 for each pair). *Male* participants rated recasts, explicit correction and metalinguistic feedback the highest with insignificant differences between them (p^a=.92 for recasts-metalinguistic feedback, and p^a=1 for the other two pairs). At the same time, there are also insignificant differences between metalinguistic feedback, clarification requests, repetition, and elicitation, with p^a=.61, p^a=.49, p^a=.17 for metalinguistic feedback-clarification requests, -repetition, and -elicitation, retrospectively, and p^a=1 for the other three pairs.

Table 4 Students' preferences for the peer OCF strategies based on their gender

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Male	3.37 (SD=1.26)	3.07 (SD=0.98)	2.54 (SD=1.09)	1.83 (SD=0.73)	1.70 (SD=0.63)	1.63 (SD=0.70)
Female	4.17 (SD=1.26)	3.19 (SD=0.47)	2.73 (SD=1.10)	1.83 (SD=1.04)	1.89 (SD=0.38)	1.86 (SD=0.83)
Sig.	.005	.608	.456	.777	.661	.348

A pairwise Mann-Whitney U tests were performed to assess if gender significantly influences preferences for various feedback strategies. As shown in Table 4, the tests revealed a significance difference only in recast preferences, with p=.005. Female students gave recasts a higher average rating of 4.17, while male students rated it at 3.37, reflecting a 0.8-point difference between the genders. The average rating for recasts was 4.17 from female students, whereas male students rated it at 3.37, which lead to a difference of 0.8 points.

To conclude, female learners favoured recasts over explicit correction and metalinguistic feedback, while male learners ranked two strategies, recasts and explicit correction, as their favourite OCF strategies. A group of clarification requests, repetition and elicitation appeared to be the least preferred by both genders. Moreover, the findings indicate that female participants have a more favourable perspective on recasts than male participants.

4.2.2 The effect of students' perceived English proficiency level

Only the Intermediate (34 students) and Advanced (60 students) groups were included in the analysis due to the limited sample sizes of the other proficiency levels (Elementary – 4, Expert – 3, Basic – 2), as shown in Table 5.

Intermediate students gave the following ratings to the OCF strategies: recasts – 4.17, explicit correction – 3.40, metalinguistic feedback – 2.74, repetition – 1.86, elicitation – 1.78, and clarification requests – 1.67. According to the Freidman's post-hoc pairwise tests (results are presented in Appendix 4.5), it is not possible to claim that recasts are preferred over, for example, explicit correction, as the difference between them is statistically insignificant (p^a=1), and the differences are insignificant between each pair in the ratings order. However, recasts are significantly preferred over metalinguistic feedback and the three lowest-rated OCF strategies, explicit correction is preferred over the three lowest-rated OCF strategies, and metalinguistic feedback – over elicitation and clarification requests. *Advanced* students preferred recasts (mean = 3.95) over explicit correction (mean = 3.07) with statistically insignificant differences between them (p^a=.14) and over metalinguistic feedback (mean = 2.68) with difference between explicit correction and metalinguistic feedback being insignificant (p^a=1). Clarification requests (mean = 1.84), elicitation (mean = 1.85), and repetition (mean = 1.84) are the least preferred by advanced students and have insignificant differences between each pair (p^a=1). The pairwise Mann-Whitney U tests found only insignificant differences in the preferences for OCF strategies between students with Intermediate and Advanced levels, with p-values exceeding 0.05, as shown in Table 5.

Table 5 Students' preferences for the peer OCF strategies based on their English level

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Intermediate	4.17 (SD=0.85)	3.40 (SD=0.86)	2.74 (SD=1.00)	1.67 (SD=0.68)	1.86 (SD=0.72)	1.78 (SD=0.76)
Advanced	3.95 (SD=1.14)	3.07 (SD=1.01)	2.68 (SD=1.08)	1.97 (SD=0.85)	1.84 (SD=0.90)	1.85 (SD=0.91)
Sig.	.504	.102	.643	.073	.485	.909

Overall, no significant differences in preferences were detected between the Advanced and Intermediate proficiency levels. The only statistically significant finding from the analysis is that both Intermediate and Advanced students preferred recasts and explicit correction over other feedback strategies.

4.2.3 The effect of students' academic faculty

Students from two faculties, Humanities (60 participants) and Social Sciences (44 participants), participated in the survey. Based on the questionnaire results, presented in Table 6, and the results of the Friedman's and its post-hoc tests (all results presented in Appendix

4.6), the order of preference for both groups is almost similar to each other and the overall preference order of all the students together. The participants from the faculty of *Humanities* rated the OCF strategies as follows: they preferred recasts (mean = 3.87) over explicit correction (mean = 3.07) and metalinguistic feedback (mean = 2.64) with statistically insignificant difference between the latter two (p^a=.96). Clarification requests (mean = 1.86), repetition (mean = 1.81), and elicitation (mean = 1.69) remained the least preferred strategies without insignificant difference between each pair (p^a=1). For the faculty of *Social Sciences*, the order of the three highest-rated OCF strategies remained the same with the difference that there is no significant difference (p^a=.21) between recasts (mean = 4.26) and explicit correction. The difference is insignificant (p^a=.20) for explicit correction and metalinguistic feedback (mean = 3.31), as is the difference for metalinguistic feedback (mean = 2.74) and elicitation (p^a=.07). The preference order of the three lowest-rated strategies is also different with elicitation (mean = 1.95) followed by repetition (mean = 1.86) and clarification requests (mean = 1.79), but the difference between each of the three pairs is insignificant (p^a=1).

Table 6 Students' preferences for peer OCF strategies based on their academic faculty

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Humanities	3.87 (SD=1.19)	3.07 (SD=1.05)	2.64 (SD=1.11)	1.86 (SD=0.90)	1.81 (SD=0.92)	1.69 (SD=0.84)
Social Sciences	4.26 (SD=0.78)	3.31 (SD=0.93)	2.74 (SD=0.97)	1.79 (SD=0.66)	1.86 (SD=0.72)	1.95 (SD=0.84)
Sig.	.207	.276	.561	.917	.317	.062

The pairwise Mann-Whitney U tests results, also displayed in Table 6, demonstrate that the difference between the faculties and their attitude to the OCF strategies are insignificant. Only for elicitation the level of significance (p=.062) is close to the value of .05. More participants could improve the test results, but in this study, it is not possible to state that one faculty has a more positive attitude to elicitation than the other.

To conclude, the ranking order of the students' preferences for OCF strategies are similar for both Humanities and Social Sciences faculties, and no significant preference differences were observed between the two groups.

4.3 How are students' perspectives on peer OCF different from teacher OCF, and what impact the distinctions?

In this chapter, I will examine the students' perspectives for the strategies of OCF received from a peer or a teacher based on the survey and interview data. The results of questionnaire related only to peer OCF are presented in detail in Chapter 4.1.

The participants rated the six strategies of OCF received from a teacher in the following way: recasts (mean = 4.10) appeared to be their most favourite strategy, followed by explicit correction (mean = 3.21) and metalinguistic feedback (mean = 3.00) with no significant difference between them (p^a=1) according to Friedman's test (p<.001) and its post-hoc tests (full results are presented in Appendix 4.7). The least preferred strategies, elicitation (mean = 1.85), clarification requests (mean = 1.67), and repetition (mean = 1.66), also remain the same as for peer OCF and the differences between the three strategies are statistically insignificant (p^a=1 for each pair).

Table 7 Students' preferences for peer and teacher OCF strategies

	Recasts	Explicit correction	Metalinguis-tic feedback	Clarification requests	Repetition	Elicitation
Peer OCF	4.03 (SD=1.05)	3.17 (SD=1.00)	2.69 (SD=1.05)	1.83 (SD=0.80)	1.83 (SD=0.84)	1.80 (SD=0.84)
Teacher OCF	4.10 (SD=1.01)	3.21 (SD=0.91)	3.00 (SD=1.01)	1.67 (SD=0.74)	1.66 (SD=0.74)	1.85 (SD=0.83)
Sig.	.215	.695	<.001	.002	.002	.333

Wilcoxon signed-rank test for each strategy of OCF was applied to investigate whether the differences between rating peer and teacher OCF strategies are statistically significant. According to the results (see Table 7), only the difference for metalinguistic feedback (p=<.001), clarification requests (p=.002) and repetition (p=.002) is significant. This means that students perceive metalinguistic feedback more positively when it is received from a teacher (mean = 3.00) than a peer (mean = 2.69). Two interviewees' speculations on metalinguistic feedback support this finding. Interviewee 3 explains that it would be "arrogant" for a peer to give feedback in this way as a teacher is "the authority of the class", not a student. Interviewee 4 perceives their peers as equals to them and that a teacher, due to its authority role, is supposed to provide such feedback: *"... because it's another person who I think, at least at some parts, is equal to my understanding. So, it's easier to take feedback*

from a teacher who you are expected that they know more than you do. Especially in grammatics, they know things better".

At the same time, Interviewee 5 shared that they would perceive metalinguistic feedback better from their peer, as "*it will be more casual and I could ask what they mean by that and like ask more questions, and that like dig deeper*".

On the contrary, students perceive clarification requests and repetition more positively when they receive it from a peer (mean = 1.83 for both strategies) than from a teacher (mean = 1.67 and 1.66, retrospectively).

In general, five interviewees expressed different views on teacher and peer OCF. Some would feel more comfortable and "*less nervous*" to be corrected by a peer due to several reasons. Firstly, a teacher is perceived as an authority, while a peer is on the same level: "*Neither of you [students] is like expert in that language or teaching the language so... I just think that the power dynamics are different"* (Interviewee 2). Secondly, a peer correction usually happens one-to-one or in a smaller group, whereas a teacher is likely to correct a student in front of the whole class, which can be embarrassing: *"If a teacher corrects you, it's in front of the whole class, so it's that might be, you know, kind of an embarrassing situation, but in a conversation setting like with peers I would take it better"* (Interviewee 2). Thirdly, peer interaction encourages discussion and working on finding the correct forms together: *"With peers, the relation or the communication should be more like discussing, and together we are trying to find how certain sentences are structured and how things should be said"* (Interviewee 1).

Nevertheless, there is a contrary opinion. For some students, teacher's authority is perceived in a positive way, as a teacher is expected to have more and better knowledge and, therefore, a teacher has a right to correct: "*It's easier to take feedback from a teacher who you are expected that they know more than you do*" (Interviewee 4).

5 Discussion

This section focuses on analysing the results from the previous chapter. First, I will interpret and discuss learners' perspectives on peer OCF strategies. Second, I will speculate on students' background factors affecting their preferences. I will also deliberate on differences between peer and teacher OCF preferences. Overall, the findings of this study align with the author's earlier research (Shaltaeva 2024) on teacher OCF and provide additional details and insights specific to peer OCF.

5.1 Perspectives on peer OCF strategies

Overall, the results showed that students' perspectives on peer OCF strategies vary and are shaped by individual differences. An OCF strategy can be appreciated and disliked by different learners, and the same strategy can be valued and disliked for the same characteristic.

Recasts appeared to be the most favoured OCF strategy received from a peer. Explicit correction was ranked second, and metalinguistic feedback took the third place. Clarification requests, repetition, and elicitation are the least favoured peer OCF strategies with insignificant differences between them. This means that, following Lyster, Saito and Sato's (2013) classification, reformulations (input-providing) were preferred over prompts (output-providing). This finding contradicts Sato's (2013) study where learners believed prompts to be more effective than recasts. However, Sato's (2013) finding is connected to learners' beliefs about peer OCF effectiveness, while this study focuses entirely on preferences.

In this study recasts were appreciated for not focusing on a mistake, perceived politeness and inclusion of the correct form. However, a concern that the correction might go unnoticed was also expressed. Similarly, such characteristic of explicit correction as offering the correct form was also valued. Nevertheless, this strategy was criticized for the same feature of form provision as understanding the meaning is more crucial than the correct form. In addition, explicit correction, together with metalinguistic feedback, were described as arrogant ways for a peer to provide OCF. Metalinguistic feedback was also appreciated for creating the opportunity to learn due to the mistake explanation without directly providing the correct form. This reason is consistent with Sato's (2013) finding that input-providing feedback is valued for encouraging learners to identify and reflect on mistakes. Nevertheless, other input-providing OCF strategies did not receive praise for this reason in this study, and there was an

opinion that metalinguistic feedback would not work if a learner did not know the correct form. Regarding other prompts, clarification requests, repetition, and elicitation were criticised for being too indirect, which leads to confusion and negative feelings. Some study participants believed that they could feel embarrassed by clarification requests, "dumb" from repetition, and viewed clarification requests and elicitation as "mean". This study supports Chu (2013) and Fuji and Mackey's (2009) finding that learners feel embarrassed when corrected by peers, but in this study, such feelings were only linked to clarification requests and repetition, not all strategies of OCF.

This study revealed correlations between students' preferences for OCF strategies, which can be attributed to the common traits of correlated strategies. The presence of the correct form may explain why learners who rated recasts highly (or low) tended to have similar ratings for explicit correction. A peer's direct indication of a mistake through explicit correction or metalinguistic feedback may account for the positive correlation between these two strategies. Additionally, the positive correlation among all four prompts might stem from their shared characteristic of omitting the correct form, causing confusion or negative emotions.

In terms of the types of mistakes corrected, metalinguistic feedback received higher rating than explicit correction for grammatical errors and appeared as the most preferred OCF strategy alongside recasts, with statistically insignificant difference between them. This preference for metalinguistic feedback may stem from its inclusion of mistake explanations, a common approach to learning grammar, as supported by one interviewee. For lexical mistakes, recasts and explicit correction were similarly preferred, likely because it is easier to identify the corrected word or phrase in these strategies; thus, detailed explanations through metalinguistic feedback may be less necessary.

When addressing phonological errors, reformulations were favoured over prompts, with no significant differences within the groups. It is important to note that OCF for phonological mistakes was less preferred across half of the OCF strategies: for phonological mistakes metalinguistic feedback was less favoured than for lexical and grammatical mistakes, repetition was rated lower than for grammatical errors, and clarification requests were preferred less for lexical mistakes. This pattern of peer OCF preferences follows Mackey et al.'s (2007) finding about teacher OCF, which suggests that teacher OCF is more easily recognised for lexical and grammatical errors than for phonological ones. The only exception in this study was that explicit correction for phonological mistakes was rated higher than for

grammatical ones. The reason could be that recognising the corrected phonological form and processing why the correction was made is easier than for a corrected grammatical one. Additionally, explicit correction for lexical mistakes was rated higher than for grammatical ones, possibly because, as one interviewee noted, the main emphasis should be on meaning instead of form, and grammatical errors interfere with comprehension less than lexical ones.

For recasts and elicitation, no significant differences were observed between mistake types. This consistency across mistake types indicates that both the advantages and disadvantages of each of these two strategies are perceived similarly, regardless of the type of mistake.

5.2 Background variables influencing perspectives on peer OCF strategies

Such background factors as learners' gender, perceived English proficiency level, and academic faculty were explored concerning their impact on learners' preferences for peer OCF strategies.

Regarding genders, the order of preferences for OCF strategies of female students remained similar to the overall preference order. However, for male students, the differences between the top-rated options (recasts, explicit correction, and metalinguistic feedback) were statistically insignificant, likely due to the small sample size and limited statistical power (Larson-Hall 2010, 55). A significant difference emerged between male and female ratings for recasts, as female learners showed a more favourable attitude towards recasts than male learners. This finding partially aligns with Amalia, Fauziati and Marmanto's (2019) study on teacher OCF, where females preferred recasts and males favoured explicit correction. However, in this study on peer OCF, recasts still ranked among the most favoured strategies for both genders. Additionally, unlike Amalia Fauziati and Marmanto's (2019) study, the reasoning of female and male students was similar, as both genders appreciated the indirect nature of recasts. This result may reflect cultural differences between Finland and Indonesia and gender roles in these countries.

No significant differences were found between English proficiency levels. The small sample sizes for the Basic, Elementary, and Expert groups contributed to low statistical power, while the Intermediate and Advanced levels were likely too close to show any noticeable differences. The groups might have also blended because the proficiency levels were self-reported by participants rather than formally assessed. Nonetheless, since most participants identified as Intermediate or Advanced, their preferences are clearly reflected in this study's

results. These findings contradict the studies about teacher OCF of Katayama (2006), Papangkorn (2015), and Yang (2016), which suggest that Advanced learners typically favour repetition and elicitation, while Intermediate learners show the preference for clarification requests. In this study, however, these three feedback strategies were the least preferred by both groups. This could be due to cultural or research methodological differences in the studies.

There was no significant impact of students' academic faculties (Humanities or Social Science) on their perspectives on OCF either. This lack of difference may be due to the similar nature of these fields. A comparison between more distinct disciplines might reveal different results.

5.3 Peer versus Teacher OCF preferences

Significant differences in learners' preferences for peer and teacher OCF were found in only three strategies: metalinguistic feedback was rated higher for teacher OCF, while clarification requests and repetition were preferred for peer OCF. This challenges the common belief that students generally favour teacher OCF over peer OCF (e.g., Hamed Mahvelati 2021; Oladejo 1993; Sippel and Jackson 2015; Zhu and Wang 2019). In this study, preferences depended on the strategy of OCF, suggesting that the general idea of students favouring teacher OCF may overlook variations between specific feedback strategies.

The more negative attitude towards metalinguistic feedback received from peers may stem from learners not appreciating their peers providing detailed explanations because, as mentioned in the interviews, learners see teachers as class authority responsible for correction. This view aligns with findings by Chu (2013), Hamed Mahvelati (2021) and Sippel (2020). Another reason could be that peer OCF often focuses more on clarifying meaning rather than correcting language form (Philp, Walter and Basturkmen 2010; Philp, Adams and Iwashita 2014; Iwashita and Dao 2021). As a result, when peers provide such feedback, they likely expect and prefer to receive similar OCF in return. However, one interviewee in this study noted that receiving such explanations from peers could feel more casual and lead to deeper analysis of mistakes.

The more positive attitude towards clarification requests and repetition received from peers may be attributed to feeling more comfortable and less anxious during peer interactions compared to those with teachers, as explained by some of the interviewees. This is consistent

with the studies of Tulung (2008), Sato (2013), and Lintunen et a. (2017), which found that students are less afraid of making mistakes during peer interactions. Additionally, as supported by Chu (2013), Sato (2013) and interviews, peer interactions can encourage collaborative discussions to find correct answers. However, some interviewees preferred receiving these strategies of feedback from teachers, trusting their authority and expertise, which is consistent with findings of Chu (2013), Hamed Mahvelati (2021), and Schulz (2001) that learners generally trust teachers' knowledge more than peers' knowledge.

6 Conclusions, Limitations and Pedagogical Implications

The results showed that perspectives on peer OCF strategies differ from learner to learner and reflect their personal preferences. A particular OCF strategy and even the same characteristic of a strategy (e.g. inclusion of a correct form) may be favoured by some students and disliked by others.

In this study, recasts were generally the most favoured OCF strategy delivered by a peer, as it does not highlight the mistake, is perceived as polite and includes the correct form. However, some learners believed that the lack of emphasis on the mistake could result in the correction being overlooked. Explicit correction, the second most preferred strategy, was appreciated for providing the correct form but was also described as arrogant. Some learners expressed that conveying meaning was more important than correcting form. Metalinguistic feedback was ranked third and valued for offering explanations and learning opportunities, but similar to explicit correction, it was also seen as arrogant. Clarification requests, repetition, and elicitation were the least preferred strategies, criticized for their indirectness, causing confusion, and evoking negative emotions. Students often rated certain OCF strategies similarly, likely due to shared characteristics. Correlations were noted between recasts and explicit correction, explicit correction and metalinguistic feedback, and the group of metalinguistic feedback, clarification requests, repetition, and elicitation.

Students' perspectives also varied depending on the mistake type being corrected. For grammatical errors, metalinguistic feedback was preferred over explicit correction and rated similarly to recasts, likely because of its use of explanations. For lexical mistakes, recasts and explicit correction were preferred, possibly because these mistakes are easier to identify without the need for detailed explanations. For phonological mistakes, metalinguistic feedback, repetition, and clarification requests were rated lower compared to other mistake types, while explicit correction was rated higher, possibly because phonological errors are easier to recognize with direct feedback.

Female learners showed a more favourable attitude towards recasts than male learners, but both had it as the or one of the most preferred strategies. No impact of perceived English proficiency level or academic faculty was observed in this study.

The order of the preferred OCF strategies for peer and teacher OCF remained similar. However, metalinguistic feedback received a higher rating for teacher OCF, while students

preferred clarification requests and repetition from peers. This preference stems from the perception of teachers as authority figures responsible for corrections. In contrast, explanations from peers can feel more casual, promoting deeper analysis of mistakes. Students also reported feeling more comfortable and less anxious during peer interactions, which fosters collaborative discussions to find correct answers. However, many still preferred receiving clarification requests and repetition from teachers, valuing their authority and expertise.

It is important to acknowledge the limitations of this study. Firstly, the findings cannot be generalized to all Finnish students because of such issues as uneven gender distribution and the focus on two English proficiency levels and two academic faculties. Moreover, the self-reported origin of the learners' proficiency levels may not fully represent their real language abilities. Furthermore, the qualitative data was based on a limited sample of five interviewees, which may not fully represent the complete existing range of students' perspectives and reasons. In addition, the laboratory setting of this research may distort students' perspectives on OCF strategies and how they are perceived in classroom environment. This may lead to variations of reported preferences and actual beliefs. Therefore, a greater diversity of language proficiency levels and academic faculties, and a more balanced gender distribution should be considered in the future research about students' perspectives on peer OCF strategies.

Although this study primarily focuses on peer rather than teacher OCF strategies, educators should still take into account their learners' perspectives on peer OCF when designing learning activities for their classes that include peer interaction, as considering students' beliefs enhances learning (e.g. Horwitz 1988, Akiyama 2017). Moreover, as peer feedback training is beneficial for L2 development (e.g., Chu 2013, Sippel 2019), acknowledging students' preferences while designing the training is also essential. Additionally, it is important to recognise and support personal differences by encouraging various OCF strategies, not only generally preferred ones such as recasts, explicit correction, and metalinguistic feedback, and, therefore, to meet the individual needs of the class.

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Appendices

Appendix 1 Survey

Only the questions relevant for this study are presented.

University Students' Preferences on Teacher English Oral Corrective Feedback

This study aims to explore the preferences of university-level students regarding the corrective teacher feedback on their oral speech.

1. I agree to the rules outlined in the privacy notice and hereby consent to participate in the study.

- ☐ Yes
- ☐ No

Background information

2. Gender

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Prefer not to say

3. My native language(s)

- ☐ Finnish
- ☐ Swedish
- ☐ English
- ☐ Other. Specify: _____

4. Evaluate your skills in English

Basic	Elementary	Intermediate	Advanced	Expert
☐	☐	☐	☐	☐

5. Are you a degree student or an exchange student?

- □ a degree student (Bachelor's or Master's)
- □ an exchange student
- □ other _____

6. What faculty do you study at?

- □ Faculty of Education
- □ Faculty of Humanities
- □ Faculty of Law
- □ Faculty of Medicine
- □ Faculty of Science
- □ Faculty of Social Science
- □ Faculty of Technology
- □ Turku School of Economics
- □ Other _____

Imagine you are in an English class and say a sentence with a mistake. How would you prefer to be corrected by a <u>teacher</u>? Evaluate each corrective feedback from 1 to 5 where 1= "I would not like to be corrected this way at all" and 5 = "I would very much prefer to be corrected this way".

7. I didn't went to the university yesterday.

	1	2	3	4	5
- It's not "didn't went", you should say "didn't go".	□	□	□	□	□
- You need the infinitive form of "go" after "didn't".	□	□	□	□	□
- Sorry?	□	□	□	□	□
- I didn't "went"? (emphasizing "went")	□	□	□	□	□
- You didn't went? You didn't ...? (pausing and waiting for your answer)	□	□	□	□	□
- You "didn't go" to the university yesterday?	□	□	□	□	□

8. **And how would you prefer to be corrected by your <u>peer</u> (classmate)?**

I didn't went to the university yesterday.

	1	2	3	4	5
- It's not "didn't went", you should say "didn't go".	□	□	□	□	□
- You need the infinitive form of "go" after "didn't".	□	□	□	□	□
- Sorry?	□	□	□	□	□
- I didn't "went"? (emphasizing "went")	□	□	□	□	□
- You didn't went? You didn't ...? (pausing and waiting for your answer)	□	□	□	□	□
- You "didn't go" to the university yesterday?	□	□	□	□	□

9. **And now again by a <u>teacher</u>:**

I think I'm doing good in keeping up with the coursework.

	1	2	3	4	5
- What do you mean by "doing good"?	□	□	□	□	□
- You're doing well? I'm happy to hear that.	□	□	□	□	□
- You're doing …? (pausing)	□	□	□	□	□
- It's better to say "I'm doing well" here.	□	□	□	□	□
- "Good" is an adjective. After the verb "do" you need an adverb.	□	□	□	□	□
- You're doing "good"? (emphasizing "good")	□	□	□	□	□

10. I think I'm doing good in keeping up with the coursework. (corrected by a **<u>peer</u>**)

	1	2	3	4	5
- What do you mean by "doing good"?	□	□	□	□	□
- You're doing well? I'm happy to hear that.	□	□	□	□	□
- You're doing …? (pausing)	□	□	□	□	□
- It's better to say "I'm doing well" here.	□	□	□	□	□
- "Good" is an adjective. After the verb "do" you need an adverb.	□	□	□	□	□
- You're doing "good"? (emphasizing "good")	□	□	□	□	□

11. Yesterday was a <u>tough</u> [taʊg] day. (*[tʌf] is correct) (corrected by a **<u>teacher</u>**)

	1	2	3	4	5
- Yesterday was a ... ? (pausing)	□	□	□	□	□
- Yesterday was "[tʌg]"? (emphasizing "[tʌg]")	□	□	□	□	□
- "No, not [tʌg]. How do we pronounce "gh" in (writes on a board) "enough" and "rough"?	□	□	□	□	□
- Pardon me?	□	□	□	□	□
- Oh, actually, the correct way to say it is "[tʌf]".	□	□	□	□	□
- Yesterday was a [tʌf] day. Why?	□	□	□	□	□

12. Yesterday was a <u>tough</u> [taʊg] day. (*[tʌf] is correct) (corrected by a **<u>peer</u>**)

	1	2	3	4	5
- Yesterday was a ... ? (pausing)	□	□	□	□	□
- Yesterday was "[tʌg]"? (emphasizing "[tʌg]")	□	□	□	□	□
- "No, not [tʌg]. How do we pronounce "gh" in (writes on a board) "enough" and "rough"?	□	□	□	□	□
- Pardon me?	□	□	□	□	□
- Oh, actually, the correct way to say it is "[tʌf]".	□	□	□	□	□
- Yesterday was a [tʌf] day. Why?	□	□	□	□	□

In addition to this questionnaire, I would also like to conduct interviews to further explore students' feedback preferences. I would like to invite you to participate in the interview, and I would greatly appreciate your involvement. If you are willing to participate, please provide your email address. Your email will be kept separate from the questionnaire data and will only be used for contacting you. Details regarding consent and privacy will be discussed further before the interview.

13. Email _____

Appendix 2 Interview guide

(Only the questions relevant for this study are presented).

[Interviewer]: The purpose of this interview is to gain a better understanding of the students' beliefs about oral corrective feedback. This interview will last approximately 30 minutes. You will be asked a series of questions about your feedback preferences. The participation in the study is voluntary and you can pause or stop taking part in the study at any time without giving a reason, and there will be no negative consequences for you. The interview will be audio recorded. Do you have any questions? Are you comfortable with proceeding?

Part 1

An interviewer shows a paper for Task 1 (see below).

[Interviewer]: Here is a sentence with a mistake that a learner could say during an English class, and they are being corrected by a teacher. You have seen this sentence and corrections in the online questionnaire. Could you please rate the corrections and explain why. 1 = You would not like to be corrected this way at all and 5 – you would very much prefer to be corrected this way. Don't worry if your answers will not match the previous answers, just think out loud.

Additional questions:

- What if a teacher replied "Sorry?/Pardon?" (About clarification request "What do you mean by doing good?")
- Would your rating be different if it was a grammar mistake? (example: I didn't went to the university yesterday.)
- Would you your rating be different if it was a pronunciation mistake? (example: Yesterday was a tough [tʌg] day.)

Part 2

Same paper as for Task 1.

[Interviewer]: Let's talk about the feedback from the teacher's point of view and reasons why they use them.

1) A teacher tries to encourage a learner to reformulate themselves but doesn't provide a correct example. Why might a teacher use this kind of feedback, in your opinion?

2) A teacher raises the intonation of their voice to suggest that an error has been made but doesn't correct it by themselves. Why might a teacher use this kind of feedback?
3) A teacher aims to show a learner that there is something wrong with what they have said and offers a reformulation. Why might a teacher use this kind of feedback?
4) A teacher shows that there is a mistake and provides a description of why a learner cannot say something that way. Why might a teacher use this kind of feedback?
5) A teacher shows that they haven't understood the meaning, but they don't provide the correct option. Why might a teacher use this kind of feedback?
6) A teacher shows that something is wrong and offers a reformulation. Why might a teacher use this kind of feedback?

Appendix 3 Normality characteristics of data

Normality characteristics of all participants for peer OCF data

OCF strategies. Peer	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	Yes	-1.166	No
Explicit correction	.039	No	-.164	Yes
Metalinguistic feedback	.010	No	.195	Yes
Clarification request	<.001	Yes	1.172	No
Repetition	<.001	Yes	1.180	No
Elicitation	<.001	Yes	1.135	No

Normality characteristics of male participants for peer OCF data

OCF strategies. Male	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	.071	No	-.645	No
Explicit correction	.373	No	.270	No
Metalinguistic feedback	.562	No	.525	Almost
Clarification request	.030	No	.385	No
Repetition	.035	No	.844	No
Elicitation	.003	No	1.134	No

Normality characteristics of female participants for peer OCF data

OCF strategies. Female	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	Yes	-1.298	No
Explicit correction	.055	No	-.213	Almost
Metalinguistic feedback	.027	No	.125	Almost
Clarification request	<.001	Yes	1.330	No
Repetition	<.001	Yes	1.102	No
Elicitation	<.001	Yes	1.081	No

Normality characteristics of participants with Intermediate English proficiency level for peer OCF data

OCF strategies. Intermediate	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	No	-.713	No
Explicit correction	.377	No	-.208	Almost
Metalinguistic feedback	.346	No	-.104	Almost
Clarification request	<.001	Yes	1.316	No
Repetition	.002	No	1.048	No
Elicitation	.002	No	.707	No

Normality characteristics of participants with Advanced English proficiency level for peer OCF data

OCF strategies. Advanced	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	No	-1.108	No
Explicit correction	.275	No	-.030	Almost
Metalinguistic feedback	.025	No	.407	No
Clarification request	<.001	Yes	1.007	No
Repetition	<.001	Yes	1.268	No
Elicitation	<.001	Yes	1.217	No

Normality characteristics of Humanities participants for peer OCF data

OCF strategies. Humanities	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	No	-.947	No
Explicit correction	.116	No	-.163	Almost
Metalinguistic feedback	.026	No	.270	No
Clarification request	<.001	Yes	1.246	No
Repetition	<.001	Yes	1.371	No
Elicitation	<.001	Yes	1.652	No

Normality characteristics of Social Science participants for peer OCF data

OCF strategies. Social Science	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	No	-1.137	No
Explicit correction	.248	No	-.060	Almost

Metalinguistic feedback	.148	No	.104	No
Clarification request	.002	No	.675	No
Repetition	.002	No	.690	No
Elicitation	<.001	No	.561	No

Normality characteristics of all participants for teacher OCF data

OCF strategies. Teacher	Shapiro-Wilk test. Sig.	Outliers	Skewness	Q-Q plots. Are lines straight?
Recasts	<.001	Yes	-1.030	No
Explicit correction	.007	No	-.403	No
Metalinguistic feedback	.044	No	-.099	Almost
Clarification request	<.001	Yes	1.623	No
Repetition	<.001	Yes	1.548	No
Elicitation	<.001	Yes	1.054	No

Appendix 4. Values of significance from statistical tests

Appendix 4.1 Freidman's post-hoc pairwise analysis on six strategies of peer OCF

Freidman's post-hoc pairwise analysis on six strategies of peer OCF

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.045	.000	.000	.000	.000
Explicit correction		.038	.000	.000	.000
Metalinguistic feedback			.000	.000	.000
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.2 Freidman's post-hoc pairwise analysis on six strategies of peer OCF based on mistake type

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for grammatical mistakes

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.000	.158	.000	.000	.000
Explicit correction		.024	.000	.036	.004
Metalinguistic feedback			.000	.000	.000
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for lexical mistakes

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	1	.000	.000	.000	.000
Explicit correction		.016	.000	.000	.000
Metalinguistic feedback			.001	.000	.000

Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for pronunciation mistakes

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.651	.000	.000	.000	.000
Explicit correction			.000	.000	.000
Metalinguistic feedback			1	1	1
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.3 Freidman's test and its post-hoc pairwise analysis on six strategies of peer OCF within mistake types

Freidman's test and its post-hoc pairwise analysis on six strategies of peer OCF within mistake types

Peer OCF strategy	Freidman's test (p-value)	Lexical-grammatical (adjusted p-value)	Lexical-phonological (adjusted p-value)	Grammatical-phonological (adjusted p-value)
Recasts	.011	.122	.599	1
Explicit correction	<.001	.000	.944	.000
Metalinguistic feedback	<.001	.198	.000	.000
Clarification requests	<.001	.332	.001	.170
Repetition	<.001	.636	.288	.011
Elicitation	.034	1	.636	.288

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.4 Freidman's post-hoc pairwise analysis on six strategies of peer OCF based on participants' gender

Both Freidman's tests showed p-value >.001. The results of their post-hoc tests for pairwise comparisons are presented in the tables below:

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for male participants

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	1	1	.003	.002	.000
Explicit correction		.921	.001	.001	.000
Metalinguistic feedback			.607	.488	.167
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for female participants

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.015	.000	.000	.000	.000
Explicit correction		.259	.000	.000	.000
Metalinguistic feedback			.000	.001	.000
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.5 Freidman's post-hoc pairwise analysis on six strategies of peer OCF based on participants' English proficiency level

Both Freidman's tests showed p-value >.001. The results of their post-hoc tests for pairwise comparisons are presented in the tables below:

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for participants with Intermediate English proficiency level

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	1	.005	.000	.000	.000
Explicit correction		.321	.000	.000	.000
Metalinguistic feedback			.002	.130	.013

Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for participants with Advanced English proficiency level

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.135	.000	.000	.000	.000
Explicit correction		1	.000	.000	.000
Metalinguistic feedback			.013	.001	.001
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.6 Freidman's post-hoc pairwise analysis on six strategies of peer OCF based on participants' faculty of studies

Both Freidman's tests showed p-value >.001. The results of their post-hoc tests for pairwise comparisons are presented in the tables below:

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for participants from the faculty of Humanities

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	1	.004	.000	.000	.000
Explicit correction		.956	.000	.000	.000
Metalinguistic feedback			.002	.002	.000
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Freidman's post-hoc pairwise analysis on six strategies of peer OCF for participants from the faculty of Social Sciences

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.214	.000	.000	.000	.000
Explicit correction		.198	.000	.000	.000
Metalinguistic feedback			.003	.017	.066
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.

Appendix 4.7 Freidman's post-hoc pairwise analysis on six strategies of teacher OCF

Freidman's post-hoc pairwise analysis on six strategies of teacher OCF

	Explicit correction	Metalinguistic feedback	Clarification requests	Repetition	Elicitation
Recasts	.005	.000	.000	.000	.000
Explicit correction		1	.000	.000	.000
Metalinguistic feedback			.000	.000	.000
Clarification requests				1	1
Repetition					1

The significant values are adjusted by the Bonferroni correction for multiple tests. The significant level is .050.