



LEARNERS AFFECTIVE ENGAGEMENT WITH CORRECTIVE FEEDBACK ON ORAL PRESENTATIONS IN EFL UNIVERSITY CLASSROOMS

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Abstract

The present study investigated Pakistani English as a foreign language (EFL) students' affective engagement with teachers' corrective feedback (CF) on their oral presentations. Fifty undergraduate students studying English language courses from three different universities participated in the study. The research first explored students' views on CF-related practices, including timing (immediate vs. delayed), mode (public vs. private), and focus (language accuracy vs. content and delivery). Second, students' individual and contextual factors were examined, particularly regarding speaking skills, feedback expectations, and attitudes toward error correction. Third, the study analyzed how these factors shaped students' emotional responses to CF in emotionally laden speaking skill tasks. Data from open-ended questionnaires, classroom observations, semi-structured interviews, stimulated recalls and reflected accounts revealed that while students sometimes ignored teachers' oral and written comments, they held a positive attitude for corrective feedback and expressed appreciation for its role in their language learning and communication skills development. The feedback process elicited a spectrum of distinct emotional responses, ranging from feelings of encouragement and motivation to moments of apprehension, discomfort or self-consciousness, which varied across individuals. It is also observed that students with better proficiency were more appreciative of feedback provided. The findings of the paper offer valuable pedagogical implications for English as a foreign language (EFL) instruction, particularly for oral performances and tasks. The findings suggest that teachers can play a pivotal role in shaping the emotional climate of feedback encounters, helping students transform potentially negative emotional reactions into constructive learning opportunities. By fostering an atmosphere of respect, encouragement, and mutual trust, EFL teachers can enhance students' willingness to receive and act on corrective feedback, thereby maximizing the affective and cognitive benefits of the feedback process. In short, the study highlights the need for feedback approaches that balance accuracy-focused instruction with strategies that protect learners' confidence in oral performance settings.

Keywords: Affective, Emotional, Engagement, Feedback, Oral Presentation, EFL

Introduction

In today's information-driven world (Chan, 2011), graduates are expected to be competent public speakers, capable of informing, expressing themselves, building connections, and persuading audiences (De Grez et al., 2009). Recognizing this, curricular authorities around the world such as the Common Core in the United States (Kyllonen, 2012) the European Joint Quality Initiative (2014), and the Higher Education Commission of Pakistan have made presentation skills a compulsory competency for every graduate, embedding the skill into core curricula. As a result, substantial resources and instructional time are now devoted in developing students' communication skills, with many courses incorporating oral communication tasks to help learners gain practical, real-world speaking experience. Teachers provide intensive corrective feedback on students' presentation considering it an important element for students' learning.

Therefore, over the past two decades, research interest in teachers' corrective feedback (CF) has grown, particularly in relation to improving students' presentation skills (Wang et al., 2022). Empirical studies have consistently shown that CF can significantly enhance linguistic



accuracy and support the development of both oral and written linguistic abilities (Shen & Chong, 2023) of the learner. However, while much of this work has focused on feedback in second language (L2) writing instruction, comparatively little attention has been given to how students engage with CF on their oral presentations, leaving a gap in the literature that this study seeks to address. The previous research shows that there are many advantages of feedback for gaining accuracy in communication in second and foreign language learning (Ellis, 2009; Lyster et al., 1997). Feedback is emotionally laden and as one might expect, how students feel about feedback influences whether they take action or ignore it and this emotional bond is called affective engagement by many scholars (Fredricks et al., 2004a ; Pekrun, 2006). Affective engagement encompasses, interest, enjoyment, anxiety, and a host of feelings. In high-stakes oral presentations, emotional reactions can either facilitate or hinder the learning experience. As Wang & Li (2021) remind us that there are many factors (such as tone, words, and timings of the feedback) which determines whether students engage or disengage with the feedback. Still, there are some gaps. First, feedback theories have been applied to writing and smaller class activities, but not to oral presentations with their distinctive emotional spectrum (Han & Hyland, 2015); (Lee, 2017). Second, most research treats learning and emotions as two distinct silos, rather than in the dynamic interplay as they unfold ((MacIntyre & Gregersen, 2012; Khajavy et al., 2018) . Third, while individual and contextual factors are important, we still lack understanding of how these factors operate in publicly performed settings where feedback is provided (Zhang & Rahimi, 2014 ; Wang et al., 2022). Hence this study investigates the students' affective engagement with the feedback provided by teachers on students' oral presentations and for that it employs qualitative approach by combining questionnaires, verbal reports, stimulated recalls and observation with in-depth interviews, capturing both the general patterns and the individual narratives. The study not only investigates the effectiveness of feedback and the students' emotional experiences related to the feedback but also the influence these emotions have on students' learning. The findings have two implications: emotion theory, in providing insight into the role of emotions in feedback, and practice, by enabling teachers to provide feedback that builds confidence and motivation, even if the feedback is corrective. Ultimately, this understanding is expected to enhance the learning experience in oral presentation classes and other tasks performed in a structured, performance-based context.

Literature Review

Corrective Feedback: Beyond Accuracy

Corrective feedback is a key tool for improving performance (Lyster et al., 1997). Various strategies, including explicit correction, recasts, elicitation, and metalinguistic feedback, have been widely used in both language and communication teaching. While its cognitive benefits are well known, how it's delivered can make a big difference emotionally. Immediate, public feedback can reinforce learning but may also increase anxiety, especially if students feel "put on the spot" (Bitchener, 2008 p.7). Private or delayed feedback might reduce embarrassment but risks losing the immediacy of the learning moment (Lee, 2017). Studies show that students' perceptions of fairness, clarity, and empathy influence whether they embrace feedback or reject it (Zhang & Rahimi, 2014). According to (Wang et al., 2022), corrective feedback is also a relationship-building act. Teachers who invite dialogue, asking for students' thoughts and framing feedback as a joint problem-solving process, can enhance emotional receptivity as well as understanding.

Oral Presentations: A High-Affect Task

Oral presentations are challenging because they require ideas, formal language, and delivery skills in real time. Presentations are normally public or in front of teachers and peers, which adds cognitive and emotional pressure (King, 2002) on the learners. Teachers' corrective feedback on students' presentations often covers multiple dimensions, from organization and content to delivery and language accuracy (Morita, 2004). The research clearly indicates that teachers' corrective feedback during these presentations can overwhelm students (Nhac, 2021). Wang et al. (2022) highlight that during student presentations, how feedback is given matters just as much as what kind of feedback is given (positive or corrective). Public comments may embarrass some students, especially in cultures where maintaining self respect is important, but teachers can normalize student learning from their mistakes, if handled sensitively. Therefore Wang et al. (2022) suggest that framing feedback as part of a shared learning process can turn these moments into opportunities for growth.

Affective Engagement and Corrective Feedback

Affective engagement is different from simply liking a class; it is the emotional effort that students put into the learning process and it includes emotions like enthusiasm and curiosity, but also anxiety, frustration, and fear of failure (Fredricks et al., 2004b ; Pekrun, 2006). These emotions affect the intensity of students' engagement with their work and their responsiveness to challenges. Therefore, in oral presentations, emotions are intense because the tasks are public and evaluative and within communication and language learning, it has been shown that enjoyment and anxiety often coexist in speaking activities during lessons (MacIntyre & Gregersen, 2012). A positive classroom climate can help balance anxiety and enjoyment, leading to risk-taking and greater engagement (Khajavy et al., 2018). Wang et al., (2022b) argue that students' emotional responses to feedback are active responses and that emotions impact how feedback is perceived and acted upon. With appropriate and supportive feedback, students are more inclined to view it as an opportunity for development; however, if teachers' feedback is perceived as blunt or unkind by the students, it often leads to resistance or disengagement.

Conceptual Framework

The threads connecting affective engagement, corrective feedback, and oral presentations show that emotions and learning are deeply intertwined. Feedback given without regard for students' feelings can backfire, while feedback that balances challenge and support can drive both emotional investment and skill development (Lee, 2017; Han & Hyland, 2015). Wang et al. (2022) point that sensitivity in feedback delivery matters as much as its content. From a sociocultural view feedback is a dialogue, and affective engagement keeps that dialogue going (Vygotsky, 2019). In oral presentations, where vulnerability is high, the teacher's role is to maintain a balance: enough correction to promote progress, enough encouragement to keep confidence intact (Hyland & Hyland, 2006). The present study is built on the idea that students' emotional engagement, the way teachers deliver corrective feedback, and the unique demands of oral presentations are all interconnected. At the heart of the framework is affective engagement - the feelings, attitudes, and emotional investment students bring to a learning task. These emotions can either open the door to learning or create barriers.

Corrective feedback is the second core element and it is understood not just as a tool for fixing errors, but as a social and relational act. How feedback is phrased, when it is delivered, and whether it is offered privately or in front of peers can all influence a student's emotional response. Supportive, respectful feedback can boost confidence and encourage persistence, while feedback that feels overly critical or poorly timed may trigger anxiety or withdrawal. The third element is the oral presentation task itself because presentations are

different from other tasks as they are public, and time-bound performances. This means students are not only managing content and delivery but also coping with the stress of facing the audience. In this environment, corrective feedback takes on a dual role: it helps improve performance while also affecting how students feel about their abilities.

The framework used for this study proposes that these three components work together dynamically. A student's affective engagement shapes how they interpret and act on feedback; in turn, the nature of the feedback can raise or lower affective engagement. Both are influenced by the demands and pressures of the oral presentation task. The outcome, whether a student improves and feels motivated to keep trying, depends on the balance between emotional support and instructional challenge. In essence, this framework treats feedback as more than an instructional tool; it is a bridge between teaching and the emotional world of the learner. By understanding and leveraging this connection, educators can create feedback practices that support both skill development and emotional resilience.

Learner Engagement Individual & Contextual Factor

Ellis (2010) argues that both individual factors and contextual factors shape how students engage with teachers' corrective feedback (CF). Research conducted in a variety of sociocultural settings has consistently shown that these factors can significantly influence learners' responses to feedback. According to Ellis (2010) engagement with CF is mediated by this interplay of internal and external elements, and learners should be viewed as active participants in their own learning rather than passive recipients of teacher input. Alongside individual traits, the instructional setting plays a central role in second and foreign language development. Moreover, Ellis et al., (2008) emphasize that relatively few studies have examined how individual differences, such as language aptitude and motivation, affect engagement with feedback and, in turn, impact language learning and outcomes. The research also suggests that a learner's language and analytical ability can influence how they respond to different types of feedback across language skills development.

Building on this perspective, the present study sets out to investigate two core questions: (1) How do Pakistani tertiary-level students engage affectively with teachers' corrective feedback (CF) on oral presentations in English language classrooms? and (2) How do individual and contextual factors influence this engagement? A review of past research on student engagement with CF reveals inconsistencies in definitions and analytical approaches. Some studies have framed engagement primarily as the act of revising work (Sachs & Polio, 2007), while others have assessed it through indicators like depth of understanding or problem-solving ability (Sampson, 2012). Addressing this gap, the present study adopts (Ellis, 2010) analytical framework to capture the complexity of learners' engagement during the revision and learning processes involved in oral discourse. Notably, most previous research using this framework has focused on written CF in the development of writing skills (Zheng et al., 2020; Han & Hyland, 2015; Zhang & Hyland, 2018). This leaves a clear need for robust investigation into how students engage with CF aimed at enhancing oral communication skills at tertiary level in EFL context like Pakistan.

Methodology

The methodological basis of the study, promotes the qualitative paradigm as the most suitable technique to achieve the research objectives. The selection of semi-structured interviews, observations, reflective narratives, and questionnaires as data collection methods is justified due to their effectiveness in producing detailed and deep understandings of participants' experiences.



Context of the study and Participants

The research uses purposive sampling, it carefully selected groups of individuals that are knowledgeable, and have experience of the phenomenon under investigation (Creswell & Plano Clark, 2011). The choice of universities was purposeful, based on the occurrence of communication and presentation courses at the time of data collection. The selection of the participants for this study were from level two course studying in three universities- University of Management and Technology, Riphah University and University of Central Punjab. The study included fifty undergraduate students who were enrolled in the English language communication and presentation course at their respective universities. During the selection process of participants for the study, two primary criteria were considered: (a) the willingness of students to participate in the research and (b) their consistent attendance in class, active participation in interviews, and completion of all assigned oral tasks and revisions.

Teachers Participant

The participants were provided with an information sheet and an informed consent form. During this encounter, it was communicated to them that (a) their identities and personal information would be treated with confidentiality throughout the study and in any subsequent research, (b) they possessed the right to withdraw from the study at any point, and (c) Teachers' teaching practices would not be subject to manipulation, alteration, or intrusion in any manner. The informed consent forms, containing the signatures of the participants, were acquired.

The background information of student participants is given in the table below:

| Sr | Name | Age | English Learning Experience | Native Language | Level of Education |
|----|-----------------|-----|-----------------------------|-----------------|--------------------|
| 1 | Fatima Ahmad | 20 | 13 Years | Urdu | Undergraduate |
| 2 | Ayman Zulifiqar | 20 | 14 Years | Urdu | Undergraduate |
| 3 | Duaa Azhar | 21 | 14 Years | Urdu | Undergraduate |
| 4 | Aqsa Touqir | 19 | 13 Years | Urdu | Undergraduate |
| 5 | Alishba Suban | 20 | 14 Years | Urdu | Undergraduate |
| 6 | Sidra Shokat | 21 | 14 Years | Punjabi | Undergraduate |
| 7 | Saira Javed | 21 | 14 Years | Urdu | Undergraduate |
| 8 | Fakhra Tabassum | 20 | 13 Years | Sindhi | Undergraduate |
| 9 | Fatima Mazhar | 20 | 13 Years | Urdu | Undergraduate |
| 10 | Laiba Amjad | 20 | 14 Years | Urdu | Undergraduate |
| 11 | Amara Fatima | 20 | 15 Years | Punjabi | Undergraduate |
| 12 | Fatima Afzaal | 19 | 13 Years | Urdu | Undergraduate |
| 13 | Zain Riaz | 20 | 15 Years | Urdu | Undergraduate |
| 14 | Rana Shameer | 20 | 13 Years | Saraiki | Undergraduate |
| 15 | Liaqat Sardar | 22 | 14 Years | Urdu | Undergraduate |
| 16 | Yusra Mubashir | 20 | 14 Years | Urdu | Undergraduate |
| 17 | Muhammad Asim | 20 | 14 Years | Sindhi | Undergraduate |



| | | | | | |
|----|---------------------------|----|----------|---------|---------------|
| 18 | Hamid Shehzad | 20 | 13 Years | Urdu | Undergraduate |
| 19 | Hamza Saleem | 21 | 15 Years | Urdu | Undergraduate |
| 20 | Haider Ali | 20 | 9 Years | Saraiki | Undergraduate |
| 21 | Hamza Saeed | 20 | 15 Years | Urdu | Undergraduate |
| 22 | Zainab Usman | 22 | 14 Years | Sindhi | Undergraduate |
| 23 | Ayyan Zia | 20 | 14 Years | Urdu | Undergraduate |
| 24 | Muhammad Zain | 20 | 9 Years | Saraiki | Undergraduate |
| 25 | Muhammad Hasaan | 21 | 15 Years | Urdu | Undergraduate |
| 26 | Muhammad Sarmad | 20 | 14 Years | Punjabi | Undergraduate |
| 27 | Muhammad Ahtisham Mushtaq | 20 | 14 Years | Urdu | Undergraduate |
| 28 | Farwa Fatima | 20 | 14 Years | Urdu | Undergraduate |
| 29 | Ahmad Raza | 20 | 15 Years | Urdu | Undergraduate |
| 30 | Nimra Yousaf | 21 | 15 Years | Urdu | Undergraduate |
| 31 | Syeda Javeria | 20 | 14 Years | Urdu | Undergraduate |
| 32 | Salahuddin | 22 | 9 Years | Balochi | Undergraduate |
| 33 | Aqsa Imran | 20 | 15 Years | Punjabi | Undergraduate |
| 34 | Dur-e-Zahra | 20 | 15 Years | Urdu | Undergraduate |
| 35 | Abubakar Majeed | 20 | 14 Years | Urdu | Undergraduate |
| 36 | Zahra Afghan | 20 | 9 Years | Pashtu | Undergraduate |
| 37 | Abnar Walayat | 19 | 14 Years | Urdu | Undergraduate |
| 38 | Samiya Ahmad | 20 | 14 Years | Urdu | Undergraduate |
| 39 | Adan Fatima | 20 | 9 Years | Punjabi | Undergraduate |
| 40 | Huzaifa Ahmad | 20 | 15 Years | Urdu | Undergraduate |
| 41 | Samra | 19 | 13 Years | Urdu | Undergraduate |
| 42 | Muhammad Usama | 20 | 14 Years | Saraiki | Undergraduate |
| 43 | Sher Alam | 20 | 9 Years | Pashtu | Undergraduate |
| 44 | Ayesha Manzoor | 22 | 14 Years | Urdu | Undergraduate |
| 45 | Meher Jan | 20 | 15 Years | Punjabi | Undergraduate |
| 46 | Laraib | 21 | 15 Years | Urdu | Undergraduate |
| 47 | Areeb Zahra | 20 | 14 Years | Urdu | Undergraduate |
| 48 | Mohsin Ilyas | 19 | 9 years | Punjabi | Undergraduate |



| | | | | | |
|----|-------------|----|----------|---------|---------------|
| 49 | Umaima Khan | 18 | 10 years | Pashto | Undergraduate |
| 50 | Zafra Noor | 20 | 10 Years | Balochi | Undergraduate |

Curriculum and Evaluation Methods

All non-English major students at every university were required to enroll in the level two English courses. As all students were required to complete the same assignments and take the same midterm and final exams, the instructors took measures to ensure that instruction and grading were consistent among the English departments. The researcher observed and gathered data from naturally occurring classrooms for a whole semester, or around 16 weeks. The students in each course received the presentation assignment during the second week of the course and they had to do the first assignment in the week 4, 5, & 6 and the second presentation was in the week 9, 10, 11 after the midterm exam. Before grading presentation assignment, the rubric on which students will be graded was discussed and explained to the students. Therefore, all the instructors ensured consistency in terms of criterion and grading because they had specific rubrics to follow. The rubric delineates eight speaking competencies based on the standards set forth by the National Communication Association, as identified by various scholars such as (Allen, 2002), (Dannels, 2002) (Erwin & Sebrell, 2003), and (Goldberg et al., 1996).

Data Collection Tools

The objective of the study requires collecting in-depth knowledge of students' engagement with feedback, therefore multiple sources were used to collect data from students. This included a background questionnaire, a questionnaire before the feedback, reflective reports, (after the presentation) semi structured interviews, audio recorded teachers feedback, classroom observations, written feedback rubric, and course documents. The present study designed the rubric based on competence areas discussed below but modified and adapted according to the needs and requirement of teachers' curriculum.

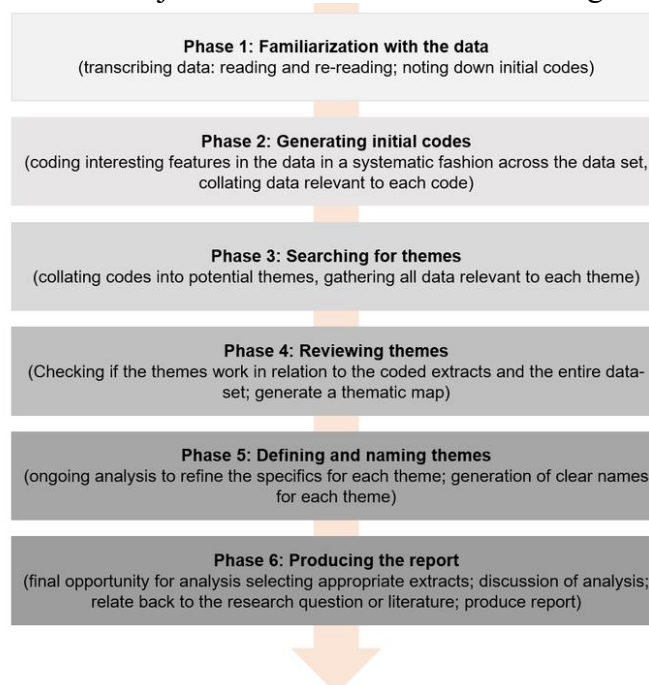
Table 1. Presentation Criteria

| Competency Area | Details |
|----------------------|--|
| Opening/Introduction | Introduces thesis / topic clearly Gained audience interest |
| Language | Fluency Vocabulary Pronunciation & articulation (clarity) Accuracy of grammar & structures Use of supporting ideas & examples Smooth transition between ideas Linking language, hedges, modal verbs etc. |
| Delivery | Maintained eye contact Voice is loud and clear Interaction with audience Suitable body language (posture & non-verbal behavior) |
| Visuals/Props | Not reading from the slides/ Using Props appropriately. |

| | |
|--------------------|--|
| | PowerPoint quality (Font size/No. of slides) |
| Overall Evaluation | Well organized Effective closing |

Data Analysis

In this study, analysis is undertaken at the thematic level, as the primary aim is not to delve into an intricate linguistic dissection of verbal reports or interview texts. Rather, the focus is on identifying prevalent patterns emerging from the interviews regarding students' comprehension and reaction with the CF experiences. Thematic analysis, as elucidated by (Fulcher, 2010), involves the identification of significant themes or categories within a data-set. (Braun & Clarke, 2006) further elaborate that thematic analysis serves to pinpoint, scrutinize, and delineate patterns or themes within the data. The coding process was conducted using NVivo 11, which facilitated the systematic organization of codes and their clustering into meaningful themes. The content analysis and text analysis were conducted to extract codes and themes. The text analysis includes analysis of errors, teacher's feedback and student revisions. As (Miles, M.B & Huberman, 1994) recommend that data analysis should be interwoven with data collection therefore the researcher made written notes of any item of data that looked significant, peculiar, or important along with recording personal comments and reflections on those items/ incidents. The researcher conducted the analysis of students' linguistics errors throughout the data collection period. Starting data analysis at the earlier stages allowed the researcher to reflect and make adjustments in data collection strategies for later stages.



Once the data collection was completed, the data analysis started by transcribing all the data in English language. The interviews and stimulated recalls took place in both English and Urdu. The purpose of this study was to investigate the ways in which students engage with CF from an affective viewpoint. Specifically, the study looked at the affective experiences and attitudes that students had in relation to CF. These responses to attitudes were categorized as either good or negative (Chandler, 2003). In the beginning codes were developed from students'



own data, making use of indigenous notions (Patton, 2002). This was done to gain an understanding of the emotional responses that students had to CF. Following the organization of these emotional descriptions into nine broad categories of emotions, as identified by (Rowe et al., 2014), the emotions were further analyzed to check whether they were positive or negative, intensity (whether they were high, neutral, or low), and focus (whether they were related to social interactions, knowledge, or personal accomplishments). The research utilized a multifaceted methodology that encompassed the examination of broad categories of emotions, individual emotions, as well as the dimensions and focuses of each of these emotions. By using this method, a comprehensive analysis of the emotional responses of students to CF was able to be conducted. This method struck a balance between the necessity to identify specific emotions and the objective of comprehending the fuller emotional landscape of student experiences within the context of CF.

Content analysis for individual and contextual factors

An inductive coding approach was employed in this study to analyze individual and contextual factors, without relying on a predetermined coding system. This study recognizes that each participant has their own unique values, historical background, and experiences. These factors influence their contributions in the collaborative research setting, commonly known as the third space. This method resulted in the implementation of NVivo 11 coding, where codes were directly extracted from the participants' own language. The study's conceptual framework allowed for the examination of both individual and environmental components, which are presented in the tables below.

Table 2 : Individual Factors Explored

| Factor | Description | Main Data Sources |
|-------------------|--|---|
| Proficiency | Learners' proficiency in English Language | Demographic Questionnaire, Class observations, Student presentations Interviews |
| Beliefs Attitudes | Learners' perspectives and opinions on learning and communicating in English language, and their views on CF from instructor | Interviews, verbal reports, reflective accounts |
| Goals Motivation | Short-term and long-term goals related to learning communication in English language | Background questionnaire, interviews, verbal reports |

Table : Contextual Factors Explored

| Factor | Description | Data Sources |
|-----------------------|---|---|
| Sociocultural Context | Norms and beliefs shaped by the sociocultural environment, shared among classmates and teachers | Interviews, verbal reports, reflective accounts, course documents |
| Institutional Context | Policies and resources available within the institution, including language requirements | Interviews, verbal reports, reflective accounts, course documents |
| Instructional Context | Teaching materials, assignments, and instructional strategies that may influence engagement with CF | Interviews, verbal reports, reflective accounts, class observations, course documents |

| Factor | Description | Data Sources |
|----------------------------|--|--|
| Interpersonal Relationship | The dynamics of the relationship between learners, their classmates, and their teacher | Interviews, verbal reports, class observations |
| Textual Context | Characteristics of CF received by learners and the types of errors addressed | Presentations |

This detailed exploration of individual and contextual factors, underpinned by a flexible and responsive coding methodology, enriches the understanding of participants' experiences and the multifaceted influences on their learning journey.

Findings and discussion

Following (Braun & Clarke, 2006) six-phase framework, the qualitative data from the student questionnaires and interviews was examined to identify patterns and develop overarching themes.

RQ1. How do Pakistani undergraduate students affectively engage with teachers' feedback on their oral presentation in EFL/ English language classroom?

Theme 1: Feedback as a Motivator for Improvement

Across institutions, many students expressed positive emotional engagement with feedback, perceiving it as a pathway to growth and self-improvement. Their responses often reflected gratitude and determination. For example:

"I try to work on my mistakes as much as I can." (Ayesha Manzoor – Riphia University)

"Feedback from our teachers makes us more accurate in phonetics as well as in confidence." (Liaqat Sardar – Riphia University)

This affective orientation suggests that constructive feedback promotes intrinsic motivation, with students not only accepting critique but actively seeking it to enhance future performance.

Theme 2: Confidence Building through Constructive Criticism

Several students highlighted that positive and constructive feedback strengthened their confidence in speaking English in public. The emotional impact of being acknowledged for their efforts was clear.

"I felt very motivated to give a good presentation for the next time." (Alishba Suba – Riphia University)

"My confidence has increased from the feedback of our teacher." (Hamza Saleem – UMT)

These sentiments show that emotional engagement is amplified when feedback balances recognition of strengths with identification of areas for improvement.

Theme 3: Negative Emotional Responses to Feedback Delivery

While most engagement was positive, some participants reported feeling demotivated when feedback was perceived as overly critical, public, or lacking specific guidance.

"I think sir demotivated us, but also we gain from sir feedback." (Salah-u-Din – UCP)

"I feel bad, but feedback was for my better skills." (Farwa Fatima – UCP)

These examples illustrate that the tone and delivery method of feedback can trigger defensive or discouraging emotions, affecting how students process and act on it.

Theme 4: Preference for Encouraging and Balanced Feedback

Students frequently described an “ideal” feedback style that blends praise with actionable critique, indicating a clear affective preference for supportive teacher communication.

“Ideal feedback from the teacher is when she tells you about your flaws but also appreciates you, not only criticize or not only appreciate but both sides.” (Laraib – Riphah University)
“Teacher should always appreciate the student’s effort and encourage so he can perform much better.” (Abubakar Majeed – UCP)

This theme underscores that emotional receptivity is greatest when students feel respected and valued during the feedback process.

Theme 5: Emotional Readiness and Proactive Engagement

Many students showed emotional maturity in treating feedback as a resource rather than a personal attack. They described intentionally not ignoring feedback, noting that it was “important” (Samiya Ahmad – Riphah University) or “valuable” (Abnar Walayat – UCP).

“I overthink it for the sake of improvement.” (Samiya Ahmad – Riphah University)
“I would definitely keep it in my mind and apply it to my next presentation.” (Yusra Mubashir – UMT)

These responses indicate high affective engagement, where feedback is internalized and used as an emotional driver for future performance.

The thematic analysis shows that students’ affective engagement with feedback is predominantly positive and improvement-oriented, with motivation, confidence, and proactive attitude as recurring affective outcomes. However, the delivery style and tone of feedback significantly mediate these emotional responses, constructive, encouraging feedback fosters confidence, whereas overly critical or unclear comments can elicit defensive or negative feelings. This suggests that in EFL/English language classrooms, teacher awareness of the emotional dimension of feedback is essential for maximizing its impact.

RQ2. How do individual and contextual factors affect the engagement of students with teachers’ corrective feedback on oral presentation?

Theme 1: Confidence as a Determining Factor in Presentation Performance

Individual self-confidence shaped how students responded to feedback. Those with high self-efficacy tended to act on corrections immediately, while less confident students either delayed or avoided implementing changes.

For example, one participant remarked:

“Sometimes I ignore feedback... when I don’t give a good presentation or I don’t understand the feedback.” (Hamza Saeed – UMT)

Another student noted:

“I work on my mistakes, flaws and try to improve them.” (Laraib – Riphah University)

Self-perception of ability was a key individual variable, influencing whether feedback was embraced or avoided.

Theme 2: Teacher Feedback Delivery and Relationship Quality

The manner in which feedback was delivered, including tone, specificity, and setting, was a major contextual factor in engagement. Students were more likely to act on feedback when it was given respectfully, constructively, and, for sensitive issues, privately.

“The feedback from teacher obviously helps, but depending on teacher, they are making fun or guiding you.” (Dur-e-Zahra Naqvi – UCP)

“Oral feedback is very helpful... it involves facing criticism in front of everyone and we work on it.” (Areeb Zahra – Riphah University)

“Depends on the teacher, if he/ she is friendly, it’s easier to ask further questions but mostly we keep quiet.” (Abnar Walayat – UCP)

This theme shows that the social dynamics of the classroom, peer presence, perceived judgment, strongly shape feedback uptake.

Theme 3 : Language Proficiency as a Gatekeeper to Engagement

Students’ ability to comprehend and apply corrective feedback was closely tied to their English language proficiency. Lower proficiency often meant difficulty understanding feedback, particularly when given in complex or technical terms. “Sometimes I don’t understand teacher’s feedback... I ask to elaborate in easy words.” (Aqsa Touqir – Ripha University)

“If I do not understand teacher feedback I request my teacher to make me understand in my native language.” (Hamid Shezad – UMT)

In contrast, higher-proficiency students tended to implement feedback more fully, suggesting that linguistic readiness mediates the effectiveness of corrective input.

Theme 4: Classroom Culture and Peer Influence

Classroom atmosphere and peer attitudes influenced how feedback was received. Supportive peer environments encouraged openness to feedback, while fear of ridicule reduced engagement.

“I think teacher should tell it alone not in front of the class because they make fun of me.” (Dur-e-Zahra Naqvi – UCP)

“We discuss it in our group if still not understandable, we ask the teacher again.” (Ahmad Raza – UCP)

This indicates that peer presence can be both enabling and inhibiting, depending on the prevailing classroom culture.

Discussion

Upon analyzing the students’ engagement and responses to the feedback they received on their presentations, it becomes evident that the impact of feedback is largely positive, serving as a source of encouragement and motivation for improvement. Many students expressed a keen interest in utilizing the CF constructively, highlighting their determination to rectify their mistakes and enhance their presentation skills. However, there were also mixed responses among the students, with some feeling certain aspects of the feedback while acknowledging its value in their growth. Notably, several students emphasized how the feedback had a profound impact on their confidence levels, instilling in them a greater sense of self-assurance. Emotional responses, such as nervousness and satisfaction, were prevalent, reflecting the significance of the feedback in their overall presentation experiences. Overall, the students perceived the feedback as a valuable learning opportunity, recognizing its role in their personal and skill development journey. The reflections indicate that while many students find teacher feedback clear and helpful, there is a need for feedback that is more balanced, focusing not only on the superficial aspects of presentations but also on content and delivery. Additionally, the students’ responses suggest a desire for more opportunities to practice and apply the corrective feedback, as well as active engagement with teachers for further clarification and guidance, underscoring the dynamic nature of the learning process.

The present study notes that students generally have favorable opinions about CF, similar to findings from previous studies such as (Chandler, 2003; Ferris, 1999; Lee, 2008). Students value teachers’ comment and engage with provided CF because they see it as a sign of the teacher’s dedication and effort. They believe that CF shows the teacher cares for their learning and is willing to spend time helping them improve. Students also see their teachers as



evaluators of their work (Sperling, 1994). They value CF because it helps them understand how well they are doing and what they need to improve. Moreover, students believe that CF can enhance their overall language skills and competency and help them write better in the future. However, some students have reservations about CF. They are worried that while CF helps them improve the specific presentation competence, it might not be as effective in other presentations in other courses or with other teachers. This concern was also noted in studies involving Iranian university students and Hong Kong secondary students (Lee, 2005; Rahimi, 2009). Even though most language students view CF positively, teachers should not assume this is true for all students in all situations. Some students may not be as enthusiastic about receiving and using CF as others. Therefore, it can be stated that while many students appreciate CF and see it as beneficial, there are concerns about its effectiveness in broader language learning. Teachers should recognize that students' views on CF can vary, and not all may find it equally useful.

In summary, the students' reflections on revising their presentations highlight a blend of emotional responses and practical strategies for improvement. Their experiences underscore the importance of feedback in developing presentation skills, the need to address both verbal and non-verbal aspects of communication, and the role of self-confidence in effective public speaking.

Conclusion

This research shows that affective engagement of students with teachers feedback on oral presentations among Pakistani undergraduates is complex, which depends both on individual differences and classroom phenomena. In general, feedback was appreciated by the majority of students because it also helped them to improve their presentation skills, and the level of confidence in front of an audience, however, some students saw feedback as demoralizing, especially when it was communicated in front of the whole group. The results indicate that some emotions, like anxiety and fear, may encourage learners to revise and improve, and feelings of embarrassment or unspecified criticism may affect self-esteem and make a learner less likely to engage. Notably, affective responses were not universal and depended on the emotional management capability of learners as well as the clarity and tone of the feedback being given. These findings stress that teacher sensitivity to the emotional experience of students plays a key role in enhancing the effectiveness of corrective feedback. Feedback, which is constructive, supportive but context-appropriate, not only enhances language-acquisition but, also promotes positive emotional climate, making students acquainted with oral presentations with a greater sense of confidence and motivation.

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