

Preferences of ESL Teachers and Student Reactions to Corrective Feedback: A Study at Chittagong University, Bangladesh

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Abstract

This mixed-methods study examined ESL teacher preference in corrective feedback strategy and students' reaction towards the feedback demands at Chittagong University, Bangladesh, to address the gap in comprehending the teacher-student interaction during feedback. The data was gathered by means of surveys and focus groups among teachers and students to examine the preferences of the feedback strategy and responses of learners. The study found that the teacher's preferences were highly positive towards the use of an indirect feedback strategy, especially recasting and clarification requests. There was a high alignment related to teacher preferences to the actual classroom practice. The students expressed highly positive responses to the corrective feedback of complex adaptive mechanisms and high receptivity. Teachers managed to use the strategies of their choice even with systematic obstacles such as limited time and large classes. The results disprove the presuppositions regarding implementation differences in language teaching and affirm that good corrective feedback entails compatibility between teacher preparation, student receptivity, and institutional support but cannot be applied universally.

Keywords: Corrective Feedback, ESL Pedagogy, Teacher Preferences, Student Responses, Chittagong University

1. Introduction

Corrective feedback plays a crucial role in ESL learning as it enables learners to identify and address errors during language acquisition. While previous studies have highlighted the importance of corrective feedback in second language acquisition, little is known about how ESL teachers' preferences for feedback methods align with student responses in specific institutional contexts such as Chittagong University, Bangladesh. The university has its own set of challenges such as overcrowded classes, inadequate teaching materials, and inconsistent teacher training, which may influence the way corrective feedback is given and received. Knowledge of these factors guides one to determine feedback strategies that are practical for teachers and engaging for students. The preferences of teachers help identify practices that are workable and effective, whereas the reactions of students help observe their engagement, flexibility, and openness. By integrating contextual factors, teacher practices, and student responses, the research builds evidence-based, context-specific ESL practices that can be used to improve learning outcomes in this institutional context and provide reflections on similar educational contexts. This study investigates ESL teachers' preferences for corrective feedback strategies and how students respond to different types of corrective feedback from the ESL teacher. By focusing on this context, the research addresses a gap in the literature regarding the interplay between teacher preferences and student responses. The findings contribute to enhancing ESL pedagogy at Chittagong University and

teacher preferences and student responses. The findings contribute to enhancing ESL pedagogy at Chittagong University and provide practical implications that may be applied in similar educational settings worldwide.

2. Literature Review

Teacher preferences and student reaction to corrective feedback used through the process of ESL teaching and learning should be based on professional language acquisition theories as well as teaching and learning pedagogy. Brown (2007) highlights that there should be much attention given to language learners, as there should be in-depth knowledge of language learning theories. He develops methods to teach and assess these curricula which he presents through feedback that helps students enhance their communicative abilities. Besides Larsen-Freeman and Anderson (2011), in teaching a second or foreign language, argue that it is mental, social, and cultural. Anderson also emphasizes that there is a necessity for the teachers to assess the teaching materials by using their experience with the learners and the research findings that have been established in the field of SLA, which is needed in the modification of the second language teaching. Taken together, these works reveal learning-connected problems that consider learning to be cognitive, social, and cultural aspects of ESL teaching and support the more systematic view of learning that considers the changing needs of learners and the learning environment continuously. The sociocultural theory advanced by Vygotsky (1978) also provides a substantive topic to the theory of corrective feedback, particularly in the Zone of Proximal Development (ZPD). According to this theory, within the range of criticism, members are given an opportunity to reach a higher scale of achieving language competence by the provision of appropriate types of scaffolding and feedback on the part of more advanced peers. This framework suggests that corrective feedback is a mediator tool that will help learners to bridge the distance between the current level of their performance and the levels that are about to be attained in the environment of learning a language. The theoretical framework behind corrective feedback is also recognized as the Interaction Hypothesis and is coupled with the acquisition of a second language. According to Long (1996), meaning is obtained by the negotiation mechanism of the interactivity process that forms because of corrective feedback, which provides a learner with the opportunity to realize a gap in his/her interlanguage and the opportunity to revise the output of the interlanguage. The importance of nature and timing of feedback is what makes this theory especially relevant in the sense that language is learnt in real communication.

2.1. *The Theorized Contexts of Corrective Feedback*

In-depth discussion on the nature of feedback shows that it is very important in improving accuracy in language and fluency among all learners of English as a second language (ESL). Corrective feedback helps students to learn language because they get to know when they are making errors and correct them. Ellis (1994) talks of different kinds of feedback that include explicit correction, recasts, and metalinguistic, among others, thus illustrating how they can be practically used in different learning environments. The given theoretical framework lays the foundation under which the process of teacher preferences for various forms of feedback could influence the outcomes of language acquisition among students.

The perceptions and attitudes toward corrective feedback (CF) by teachers are valuable in the implementation and performance of corrective feedback (CF) within the second language (L2) learning settings. In this respect, Kim and Mostafa (2021) investigate both the beliefs of teachers and students when it comes to CF. They identify that there is inconsistency between what teachers ideally think should be done on types of CFs and what they indeed do, hence highlighting the fact that these beliefs are situation-specific, as they can be defined as dynamic or dependent upon circumstantial considerations. Wei and Cao (2020) also demonstrate that what teachers do when providing feedback may not correspond to what they believe they should do because of such reasons as training, cultural background, or available resources.

The study conducted by Uysal and Aydin (2017) is an example of a study that explored what EFL teachers believe about correcting the speaking mistakes in their classes and the importance of correcting the mistakes to enhance both speaking skills on the one hand and the skills in grammar, vocabulary, and pronunciation on the other. Herein, it can be stated that error correction should be included among teacher training programs, thus raising awareness and effectiveness of corrective strategy utilization. The study by Golpour et al. (2019) focuses on the perceptions and practices of Iranian English as a foreign language (EFL) instructors regarding written corrective feedback (WCF) in instructing the process of writing. It generated findings, which revealed disparities between teacher beliefs and how they provided corrections; hence, it is evident that beliefs must correspond with instruction to have successful feedback.

2.2. *Response to Correctional Feedback from Students*

The effectiveness of correctional feedback response differs extensively regarding the personal (learner) qualities and situational aspects. In the study, correspondence and differences in opinions were observed between teachers and students. The teachers and the learners placed a lot of value on feedback effectiveness and welcomed explicit feedback, which came in the form of metalinguistic corrections and the others. Regarding frequency of providing feedback, learners preferred receiving feedback at the earliest possible time, and some of the concerns raised by teachers regarding instant feedback were students' emotional states and disruption of speech flow.

The study by Sato and Loewen (2018) focuses on the discussion of individual differences in language learning ability. In his writing, an emphasis is placed on various skills and qualifying attributes of learners that determine how they will respond to specific forms of instruction. These concerns comprise the cognitive abilities, motivation levels, and learning styles of the learners towards acquiring a second or foreign language, and its influence on the perception of the learners towards the corrective feedback style and the uptake of this feedback in their language acquisition process constitutes an issue of the study.

In their research, Ammar and Spada (2006) determine whether various types of corrective feedback have the same effect on learners or if they could be more beneficial when they are provided with different characteristics of learners. The paper also discusses difficulties in offering corrections; the paper also examines the results obtained with the help of recasts and prompts with learners at different levels of proficiency within different groups. This study highlights the way the response of students is influenced by personal differences and levels of proficiency.

2.3. *Effectiveness and Types of Corrective Feedback*

The numerous studies that have delved into types of corrective feedback and their different effects on language learning have managed to come up with extensive findings on the matter. Evaluation of the literature on written responses by second language students has been done by Ferris (2003), who is, however, critical of the literature he reviews, although some useful teaching insights come to light that may be used to support teaching. The book gives examples of the student writings, commentaries, corrections, and errors made by the teacher, and responses given by the teacher to students, therefore showing how critical it is to respond to student writing in teaching composition with a second language. Besides, Lee (2013) describes debates on the usefulness of written corrective feedback (WCFs) in enhancing L2 writing abilities. He also explains the information that is given to us nowadays about WCFs and how this knowledge can be applied to our classrooms in a successful manner.

As an example, Sheen (2007) conducted a study on the effects of focused written corrective feedback on article acquisition by ESL students, and the results show the various forms that are more effective than others depending on the ability level of the learners. Additionally, Ellis (2009) develops the types of writing typology to establish a generalized method of examining the efficacy of the feedback plan in relation to the learning outcomes in the field of language. A meta-analysis by Russell and Spada (2006) sought to measure the effectiveness of rectification feedback about the acquisition of a second language (L2). Based on their results, corrective feedback, in the form of direct error corrections, improved performances of the learners in terms of grammar achievements. Nevertheless, it showed some differences in its effectiveness based on the feedback type and on the level of proficiency of learners.

On the same note, Li (2010) is also informative on how correctives should best be utilized to improve language learning performance according to different research studies. Environmental differences and learning levels of the students were considered during the assessment of various forms of corrective feedback, such as explicit correction, recast, or prompt, through such experiments. Furthermore, Sheen (2010) compares both oral and written methods of giving out feedback when teaching English as a second or foreign language (ESL/EFL) instructions. The research by Sheen (2010) is based on a series of empirical studies that have been carried out to establish the impact of these two modes of correctional response on various language learning outcomes.

2.4. *Implementing Corrective Feedback in Context*

There are intricate teacher and student interactions and situational demands involved in the application of corrective feedback in a classroom setting. Lyster and Ranta (1997) address the issue of the efficacy and process of delivering correction in the situation when the ESL classroom functions under the communicative approach. The study rationale is focused on the qualitative procedure of the implementation of corrective feedback in the real classes to address the mistakes of learners and their overall language development.

Branden (2006) investigates what task-based language teaching is and how to implement language teaching in real practice. The book considers some of the issues in providing corrective feedback in task-based language learning. It looks at various forms through which corrective feedback can be integrated in task-focused activities, with considerations being made about such factors as task planning, student participation, and the relationship between fluency and accuracy.

In addition, Yoshida (2021) also refers to the procedure of noticing CF in various contexts. Laboratory-based studies suggest that there are certain variables that could affect perceptibility, e.g., the type of error and salience and the proficiency level and cognitive processing of the learner. Moreover, Adzhar and Sazalli (2024) highlight the importance of training and context-dependence in the effectiveness of feedback delivery when conducting a systematic investigation of the interpretation of written and corrective feedback by teachers and students. They also indicate that the focus on the feedback can be understood as having two dimensions, namely that the teachers should give official feedback to students and that students should show appreciation of the feedback in a critical application to ESL contexts.

2.5. *Issues and Debate with Corrective Feedback*

The studies concerning corrective feedback and its application in classrooms are marked with complexities. The conventional technique of grammar correction in second language writing classes is being challenged by Truscott (1996). He argues against the efficacy of eliminating grammatical errors produced by students who are learning a second language when they are engaged in writing. In his belief, such correction does not help linguistic competence but obstructs the development of the latter one. This learning process questions the most accepted approaches to feedback on errors and highlights their limitations and the negative outcomes. In this regard, most of the single-draft classrooms that have been implemented in the Hong Kong secondary schools concern error correction. This is, however, going against the recommendations of the curriculum guidelines, as indicated by Lee (2008) in his case study on the practices around the written feedback of teachers. Requirements and expectations could be in relation to the examination culture, beliefs, accountability, and some values, among others.

Kormos and Smith (2012) bring to the fore the methods by which the language has been taught even in the past, but the particular focus is on the difficulties that are seen among the teachers who teach learners with Special Learning Processing

Disorders (SLP). The book focuses on the reasons why teachers ought to be aware of such disabilities and their implications for the improvement of language acquisition, the understanding geared towards easing curriculum development, and the training of teachers about different groups of people.

2.6. *ESL Context in Bangladesh*

The situation in Bangladesh makes it necessary to consider the local conditions and obstacles of education to understand how the teachers prefer and how the students respond to the remedial correction. The English Language Teaching (ELT) context in Bangladesh forms a core part of economic growth and a source of manpower development (Rahman et al., 2019). The authors explore current learning materials available in the country to uncover the factors that render teaching less effective, including language usage, educational policies, communicative approach limitations, assessment practices, and needs of teacher professionalism, among others.

Begum (2019) explores how to transition towards teaching a language system based on communication that addresses the needs of the students and counters the disadvantages of the former and advises self-sufficiency in students. The study is interested in discovering the perceptions of teachers in universities toward independent learning among the students at the universities in Bangladesh at the tertiary level of study of teaching English as a foreign or second language. Rahman and Pandian (2018) highlight the issues and opportunities of foreign language teaching of English in Bangladesh. They identify the barriers to the successful realization of the new communicative language teaching curriculum and the ways to improve the ELT curricula in a more effective manner.

According to Islam et al. (2021), the assessment of the English language brings out the significance of the English language within Bangladesh in realizing the goals of its curriculum. They discuss the difference between principles of assessment and practice of assessments, the negative impact that high stakes testing has on learners, teachers, and the curriculum, and advocate for a change in policy. Furthermore, they suggest that teachers ought to be provided with assessment literacy through specialized training programs that will make the teachers acquire knowledge, adequate skills, and professional expertise.

Rahman et al. (2021) address the complex systems of language teacher cognitions in Bangladesh and apply complexity theory in understanding such systems and employ methods such as classroom observations, stimulated recall, and in-depth interviewing. The study identifies that the teachers have multiple considerations in lesson planning, and this is based on the nature of their communication and understanding of educational practices. According to Ali and Walker (2014), successful English language teaching (ELT) in terms of collaboration and recognizing socio-cultural and economic realities requires a national ELT policy.

The English language education in Bangladesh has numerous issues, including misunderstanding the obstacles, lack of student involvement, and linguistic misapplication of the language. In this connection, the teachers are encouraged to provide constructive feedback and create an environment that will encourage the learners. Talking about second language acquisition, another thing that should be emphasized is feedback in writing improvement; its absence was one of the contributors to the fact that Bangladeshi students do not develop their writing skills. Such studies stress personalized specific remarks as a means of enhanced communication abilities among students.

This study aims at determining what the teachers of English in Bangladesh believe about correcting errors in the scope of task-based language teaching (TBLT) and content and language integrated learning (CLIL). It is also the aim of the study to determine the methods that will be practical in the undergraduate English classroom, mainly those that have high populations of students, in order that they can adopt the methods in teaching English as a second language in Bangladesh.

2.7. *Research Gap*

This literature emphasizes the significance of the theory of language acquisition, as well as the role that can be played by teachers in language development by using corrective feedback. However, little is known also about the nature of the alignment between the teacher feedback practices and student responses and expectations. Precisely, there has been no high-level study on what forms of feedback are effective and how immediate feedback is accepted at Chittagong University. Such dynamics play a key part in the improvement of teacher training and strategies. The study is to fill this gap as it examines the options of teacher selection of corrective feedback and the responses of the students in teaching English language among teachers at Chittagong University.

3. **Research Questions**

This study attempts to answer the following questions:

1. What are the preferences of ESL teachers regarding the strategies of corrective feedback at Chittagong University?
2. How do students at Chittagong University respond to different types of corrective feedback from the ESL teacher?

4. **Methodology**

4.1. *Research Design*

This study uses a mixed-methods research design combining a quantitative and qualitative approach to investigate preferences of ESL teachers in strategies of giving corrective feedback and student reactions after receiving corrective feedback at Chittagong University. Such a design will provide the opportunity for in-depth analysis of both teacher preferences and

student responses to different kinds of feedback provided. Quantitative information was collected in the form of a structured survey, and qualitative information in the form of a focus group discussion (FGD).

4.2. Participants

The present study employed convenience sampling where the participants were chosen within the ESL program of Chittagong University. A total of 15 ESL teachers completed the survey, with 5 also taking part in focus group discussions (FGDs). In addition, 5 students joined an FGD, and 32 ESL students responded to the survey. The teachers involved in the research were at different stages of experience and knowledge of the use of corrective feedback, and the students were at various levels of proficiency. This diversity provided a broader understanding of the preferences of the teachers and student reactions to corrective feedback. Although this approach allowed access to the respondents, it has its inherent weaknesses, such as possible biases and limited generalizability of the findings.

4.3. Data Collection

The gathered data were composed of a set of questionnaires distributed through Google Forms featuring both qualitative and quantitative questions related to the use, frequency, and perceived effectiveness of the strategies of corrective feedback (adapted by Amrhein & Nassaji, 2010; Almohawes, 2025). The teachers shared their strategies of choice, and the students provided their answers, preferred modes, and perceived learning impact. Five additional teachers and students were to participate in focus group discussions (40 to 60 minutes) utilizing Zoom as a platform to further express their thoughts. All the participants agreed to the recordings of their voices, and the data was kept anonymous and confidential according to the ethical standards of the research.

4.4. Data Analysis

In the research, both quantitative and qualitative methods of analysis were used. The data collected through surveys have revealed certain patterns with the help of descriptive statistical analysis of the study of teacher preferences and trends in the responses of students. The transcripts of the focus group discussions were used to identify the themes connected with the concept of teacher feedback preferences and student response patterns using the thematic analysis to gain more in-depth insights on the correlation between preferred teaching strategy and student response pattern. Frequencies, percentages, the mean, median, and standard deviation were some of the descriptive statistics used to summarize the preferences of teachers and the reactions of students in this study. For the qualitative data, thematic analysis was conducted using an inductive method based on the analysis of focus group transcripts, and reliability was ensured through cross-checking of coding patterns among the participants and triangulating the findings with the survey results.

5. Findings

5.1. Preference of Corrective Feedback Strategy among the ESL Teachers

As the analysis of the corrective feedback strategies employed by ESL teachers at Chittagong University shows, there is a certain hierarchy of preferred feedback strategies (Figure 1). Recasts were the most widely used strategy by 48.4 percent (n=15) teachers. There were clarification requests and elicitation (also referred to as self-correction prompts), each reported by 41.9% (n=13). Direct correction and metalinguistic feedback appeared at a lower frequency (35.5%, n=11, respectively), whereas other unspecified strategies occurred as little as 6.5% (n=2).

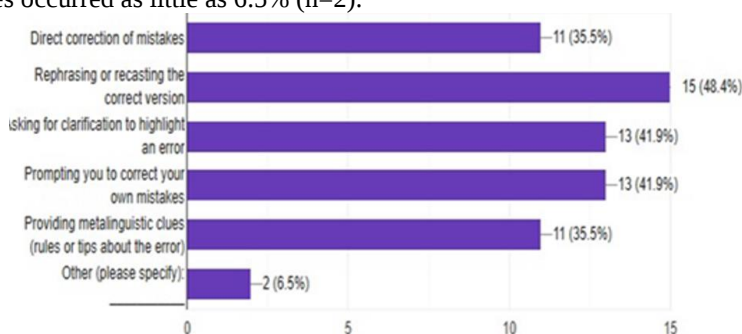


Figure 1. Techniques Used by Most Teachers

Figure 1 shows the prevalence of implicit corrective feedback strategies (recasts, clarification requests and elicitation) over the more explicit direct correction and metalinguistic feedback strategies. This distribution reveals an overwhelming tendency of indirect modes of feedback to maintain the continuity of communication but not leave the errors of learners without comments. The tendency to recast indicates that the focus of teachers is on implicit correction measures that do not disturb the classroom ambiance significantly.

Clarification requests and elicitation (self-correction prompts) also suggest a learner-centered framework in which students are prompted to monitor the output themselves and acknowledge that they have made an error. These results are consistent with the current theory of second language acquisition (SLA), the importance of which lies in implicit feedback and metacognitive involvement in long-term language acquisition processes.

5.2. Corrective Feedback Received by Students

As reported by the students, there is strong alignment between students' preferred strategies and what teachers favour (Figure 2). The most common strategy was recasts, followed by metalinguistic feedback, both with a frequency of 54.8 percent (n=17). Clarification requests, as well as elicitation, followed at 45.2 percent (n=14), and explicit correction was observed in 35.5 percent (n=11). The lowest rates were found in repetition, where only 25.8 percent of the students (n=8) reported it.

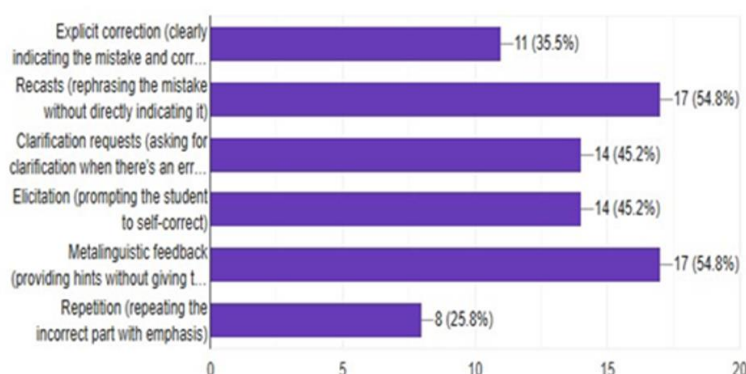


Figure 2. Types of Feedback Students Receive

According to Figure 2, the recasts and metalinguistic feedback were the most frequently used strategies in the responses of students, whereas more specific forms of strategies including direct correction and repetition were less frequent. This stability implies a high level of implementing fidelity. Direct correction (35.5 % teacher preference; 35.5 % student reception) and requesting clarifications (41.9%; 45.2 %) corresponded exactly. Interestingly, the only strategy showed greater effect in exposing students to metalinguistic feedback than teachers admitted to using; students also reported being more exposed to metalinguistic feedback than their teachers reported using, and, as such, some of these strategies might be playing out without the awareness of teachers. On average, corrective feedback was very important or extremely important to students (mean = 4.15, median = 5.0, standard deviation = 0.8), with 96.9% (n = 31) selecting one of those two options. Such an extreme result is contrary to the expectation that students in ESL classes react poorly to attempts to correct them, rather than showing an extreme interest in receiving corrections as part of learning processes.

5.3. Response Patterns and Adaptive Behaviors among Students

Student reactions to remedial feedback were varied regarding adaptive behavior (Figure 3). The highest percentage, 43.8, indicated that they were proactive in using feedback to stop committing repetitive errors and thus showed a proactive study tendency. Another 34.4 percent were found to report that feedback inspired them to do better as an indicator of positive affect/affection reaction to teacher action.

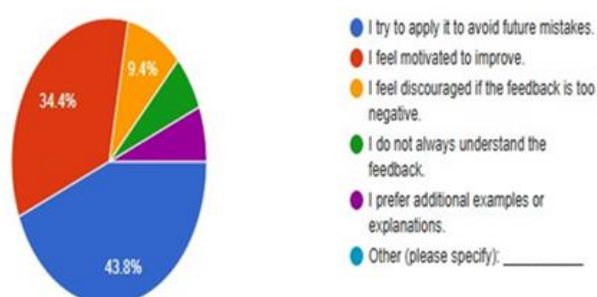


Figure 3. Reactions of Students to Corrective Feedback

Figure 3 shows that most students responded positively to remedial feedback, with many using it proactively to prevent making errors and others reported feeling motivated to improve. Meanwhile, 9.4 percent of students responded that they were discouraged because of being highly negative or excessively corrected, and as such, they stressed the necessity of moderate delivery. The results of this research indicate that, on the one hand, feedback is usually empowering; on the other hand, there are some significant individual differences and emotional sensitivities that are also important regarding feedback reception and implementation.

5.4. Implementation of Constraints and Structural Challenges

There were also several system barriers defined by the teachers as obstacles to the provision of effective feedback (Figure 4). Time constraints were the most serious problem, as was noted by 93.3 percent of the respondents (n=14). The second most acute barrier was set by large classes, with 80% (n=12) mentioning it. Combining the factors reduced the possibility of one-on-one feedback and placed a massive burden on classroom management.

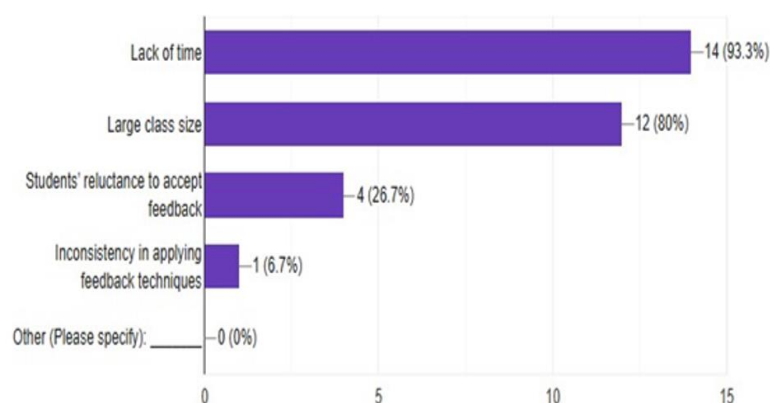


Figure 4. Challenges in Providing Feedback

Figure 4 shows that time constraints and large class sizes were the main barriers restricting teachers' ability to provide effective feedback. There were also other barriers that were less significant. Student reluctance to receive feedback was observed by 26.7 percent of teachers ($n=4$), whereas feedback method inconsistency was noted by only 6.7 percent ($n=1$). These results suggest that structures are the biggest obstacle to good feedback implementation as opposed to attitude-related resistance.

In addition, the barriers seem to be dependent on one another. The issue of many students in the classroom increases the time limits imposed on the teacher, creating a chain effect, which makes instructors resort to more generalized forms of feedback. Despite these shortcomings, however, teachers showed professional flexibility using formal methods to achieve learning value despite institutional constraints, including peer correction or selective feedback.

6. Results of Focus Group Discussion

6.1. Feedback Implementation by the Teacher

Focus group interviews demonstrated that ESL instructors at Chittagong University had a complex knowledge of corrective feedback. They pointed out that success in feedback usually depended on the kind of mistake. As one teacher explained, "About grammar mistakes, I prefer explicit correction, but in the case of pronunciation, I prefer recasts." This perception is an aspect of the strategic implementation of the approach of corrective measures according to the linguistic issues.

The teachers also seemed to have known the characteristics of the students as observed when they declared that the proficiency and personalities were also the characteristics that made them so. One participant highlighted the importance of sensitivity, stating, "I first take a measure of how much my students feel safe in the class before determining how vocal I should be about the mistakes that they are making." These notes prove that teachers had not just considered the kind of error but additional classroom conditions as well as a learner state.

Simultaneously, teachers did accept the existence of systematic obstacles, especially time and large classes. One participant pointed out, "In a class of 40 or 50 learners, it becomes hard to be attending to everybody individually." In a bid to handle these difficulties, others came up with adaptive measures whereby they incorporated peer correction techniques to ensure that teaching continued yet the students still received feedback. As one teacher explained, "I make students exchange their work with another student in a group so that they learn from each other." Recent discoveries explain the ways that instructors seek to strike a balance between teaching ideals and actual classroom realities.

6.2. Student Attitudes towards the Reception of Feedback

Attitudes of students to feedback reception throughout the focus groups, the positive attitudes towards corrective feedback were expressed by students repeatedly, with the attitude stating that they never saw corrective feedback as a punishment but as a sign of support and the need to improve the level of their English language proficiency that requires corrections to be made. One student remarked, "I hear the feedback after each activity, and then, when I make the few mistakes, I redo the job, and the mind is opened, and I do the work next time." This exemplifies the fact that the learners viewed feedback as a means of instant progress and self-improvement.

Meanwhile, students came to appreciate the reality that people were different in the way they received feedback. The personality and traits that reflect introversion/extroversion resulted in preferences. As one participant observed, "There are students who don't like to receive feedback directly because they are introverts. But some of the students take it very, very well." This reinstates the importance of not having a rigid way of correction.

The feedback also was characterized as helping to overcome linguistic insecurity and nervousness about speaking. One participant explained, "Sometimes, we tend to say a lot of wrong things, have wrong pronunciations, have wrong grammar, or something like that. As a result, we decline speaking ESL." Constructive feedback was able to reduce fear in these learners and motivate further participation. Nevertheless, they pointed out that the style of delivery was important. As one student cautioned, "It is always good to give corrective feedback to students, but it should be executed properly."

Feedback was received positively by most students, as most of them felt empowered and were able to develop confidence

and language competence. One participant summarized this perspective, noting, "Learning English, for me, is a skill. Therefore, when I receive feedback in English classes, it helps me to practice English with confidence." Their thoughts indicate that the feedback is immediate, polite, and helpful, it performs an essential role not only in correcting errors but also in motivation and self-confidence.

7. Discussion

7.1. Strategic Choices and Teaching Implications

The results indicated that the use of corrective feedback by the ESL teachers at Chittagong University is influenced by a strong orientation toward indirectly focused strategies, especially recasting (48.4%). This focus indicates the way in which teachers are keen to keep in check communicative flow and at the same time deal with learner errors as per the Interaction Hypothesis and more widely the SLA theory proposing implicit feedback introduced by Long (1996) (Ammar & Spada, 2006). A high frequency of clarification requests and self-correction prompts (both 41.9) by the teachers also speaks to a learner-focused approach and resulted in metacognitive involvement and autonomy (Sato & Loewen, 2018).

The evidence taken from the focus groups strengthens this tendency, so teachers adjust the strategy selection regarding the type of error. As a matter of example, correction was used explicitly on grammar, but in other aspects of pronunciation, recasts were applied. This indicates strategic flexibility on the part of the teacher, whereby they will give feedback on both linguistic properties and student needs—a trend that is consistent with adaptive pedagogy in SLA (Ellis, 1994).

7.2. Fidelity of Implementation and Classroom Practice

Analysis of the survey shows that there is a close fit between teacher preferences and student perceptions. Recasts and clarification requests were a common event in teacher and student reports, though explicit corrections occurred quite routinely (35.5%) across groups. Such high rates of implementation fidelity do not confirm the theoretical implications of theory versus practice gaps in ESL settings (Wei & Cao, 2020; Kim & Mostafa, 2021).

Meanwhile, a significant mismatch in metalinguistic feedback was detected: the students declared being exposed to it more (54.8%) than the teachers (35.5%). This may involve unconscious processes by the teachers or the wrong identification of implicit messages by the student as metalinguistic feedback (Li, 2010). This variance may also occur due to cultural differences since students interpret feedback differently, or because there were issues with the recording or classification of feedback, and because it is difficult to capture natural feedback in an ESL classroom in general.

7.3. Adaptivity of the Students and Affective Dynamics

Corrective feedback was of great importance to students (96.9 percent finding it very to extremely important), and a substantial number (43.8 percent) of students used feedback to proactively avoid errors. This proactive interaction works in opposition to deficit perceptions of learner resistance to correction (Adzhar & Sazalli, 2024). Observations in the focus groups revealed that students regarded the feedback as remedial and encouraging. As one student put it, feedback prompted them to fix the job and correct their own thoughts and do the job again: "The mind is opened, and I do the work next time."

But the information also highlights the emotional aspect of feedback. Although most of the learners explained positive impacts, a few of them (9.4%) reported discouragement due to excessive negativity in correction. In addition to it, the reception of feedback was influenced by personality differences. Less extroverted students at times favored less directive forms of correction, whereas the other extroverted students did not mind direct feedback. These remarks reflect the demands of diversified feedback strategies that consider the psychology of the learners and their emotional security (Kormos & Smith, 2012).

7.4. Systematic Obstacles and Compensatory Strategies

Time and large classes (93.3% and 80%, respectively) proved to be the most urgent of the identified obstacles, both of which challenged the possibility of personalized feedback. The results indicate the presence of systematic but not attitudinal barriers since the level of student hesitation was not high (26.7%). These constraints interact to producing second-order difficulties: crowded classrooms generate pressure of time; this pressure causes a need to resort to increasingly broad approaches.

The discussions of the focus groups indicate that teachers respond to these limitations in a specific way by using adaptive responses. For example, peer correction and group feedback were utilized so that there was wider involvement without much pressure on the instructors. The aim of such practices is to show teacher resiliency and professional adaptability under resource-scarce conditions (Rahman & Singh, 2021).

7.5. Cultural and Contextual Considerations

Context in Bangladesh brings a special dimension to the corrective feedback dynamics. The results are inconsistent with the assumptions about face-threatening effects of correction in collectivist culture; that is, students in this case accepted corrective feedback and regarded this feedback as a relevant process of language development. Some even termed feedback as confidence-oriented and assisted them to stop experiencing the anxiety of speaking. One student wrote, "When I get feedback in English classes, it allows me to practice English with confidence." The reasons why the Bangladeshi students reacted to the corrective feedback in a positive way could be explained by the following factors: the exam-oriented education that puts emphasis on the achievement of good grades, a high level of cultural respect for the teacher which stimulates students to take constructive guidance, and their internal desire to perform and succeed in the academic sphere. All these combined helps make students more open and accept feedback than could otherwise be the case in other collectivist environments. Teachers also

showed their awareness of culture by adjusting feedback to levels with which students feel comfortable: As one teacher reported, she would measure how safe her students feel within the classroom to plan how loudly she should speak. Such words indicate that the process of co-construction of pedagogical judgment and relational trust leads to the effectiveness of feedback (Branden, 2006).

7.6. *ESL Pedagogical/Teacher Development Implications*

The fact that teacher preferences and student receptivity meet at this point indicates that with a close adaptation to the proper context, corrective feedback might prove to be effective and well received. Indirect feedback strategies should then be the focus of training programs, including recasting and clarification requests, and the teachers should also be prepared to flexibly use the explicit methods in pedagogically conducive contexts. It is essential to have institutional support. Solving problems related to the class size and the workload would leave additional room to provide more personalized feedback. Meanwhile, peer feedback, structured feedback, and encouragement can be an adaptive step in a resource-constrained setting. These findings reiterate the fact that effective corrective feedback must be in coordination with the preparation of the teacher, the expectations of the student, and the environment of the institution (Brown, 2007).

7.7. *Limitations of Study and Future Directions*

The convenience sampling, small sample size, and cross-sectional design in this study restrict the generalizability of the findings to other institutions and geographical regions and to the self-reported data that might not be reflected in the classrooms. It concentrated on preferences and responses as opposed to the findings of learning processes, it left out majors' perspectives, and it employed non-validated tools, and results were country-specific to Bangladesh. Future studies need to be multi-institutional and longitudinal, with classroom observations being used to confirm self-reports and examine the relationship between feedback preferences, implementation and effects, and cross-context comparisons to determine cultural and institutional effects on corrective feedback.

8. Conclusion

This research, conducted using mixed methods, demonstrates that there is a high level of correspondence between preferred and actual practices of presenting corrective feedback in an ESL scenario at Chittagong University. Despite challenges such as limited time and oversized classes, teachers were able to implement the selected indirect feedback approaches effectively. Students, in turn, developed adaptive strategies and placed significant value on this feedback. These findings challenge the notion that theory and practice are always separate in the context of language teaching. Rather, they highlight that effective feedback is strongly grounded in context, considering students' perceptions of feedback and the institutional support available. Consequently, this study provides useful insights for developing teacher training programs and educational policies in resource-limited settings, as effective feedback must be adapted to local constraints while maintaining instructional standards.

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