

ABSTRACT

This qualitative case study aims to investigate how teachers provide oral corrective feedback during online learning sessions conducted through video conference applications, as well as to identify the challenges they encounter in this process. Data were collected through observations and semi-structured interviews involving one English teacher and eight tenth-grade students from a Vocational High School in Tasikmalaya. The study specifically examines the experiences and challenges faced by teachers and students. The findings reveal that teachers are proficient in delivering various types of oral corrective feedback, including recast, explicit correction, and repetition, within the online learning environment. Nevertheless, challenges such as poor internet connection and technical issues disrupt communication and impact the oral corrective feedback process. This study sheds light on the complexities of providing oral corrective feedback in online learning contexts and emphasizes the importance of addressing technical barriers to enhance the effectiveness of oral corrective feedback delivery. Based on the findings, it can be concluded that (1) the teacher is able to provide oral corrective feedback in video conference application for online learning (2) the teacher encounter challenges and technical constrains in providing oral corrective feedback through zoom meeting in online learning such as poor internet connection and technical issues.