

ABSTRACT

This study investigates the corrective feedback strategies employed by English teachers in teaching speaking skills and the reasons behind their strategic choices at MAS Misbahul Ulum, an Islamic senior high school in Aceh, Indonesia. The study was designed using a descriptive qualitative approach, with data collected through six video recording observation sessions conducted with two English teachers and supplemented by in-depth interviews with both participants. Observational data were analyzed through the condensation framework proposed by Miles and Huberman, while interview data were interpreted using Borg's Language Teacher Cognition framework. The findings reveal that five out of six corrective feedback types proposed by Lyster and Ranta were identified in the classroom: recast, explicit correction, repetition, elicitation, and metalinguistic feedback, while clarification requests were entirely absent. Recast emerged as the dominant strategy across all sessions, with a total of 21 occurrences. Notably, Teacher 1 relied primarily on recast and explicit correction, while Teacher 2 demonstrated a broader repertoire encompassing all five identified strategies. Regarding the reasons behind these choices, three interacting factors were identified through triangulated analysis of interview and video recording observation data: teacher-specific factors related to educational background and teaching experience, teacher cognition encompassing beliefs about timing and error differentiation, and contextual and learner-related factors including class ability levels and the dual-language environment of the pesantren. These findings confirm that corrective feedback decisions are not arbitrary but reflect complex, context-sensitive pedagogical reasoning shaped by each teacher's unique professional history and classroom conditions.

Keywords: Corrective Feedback Strategies, Teaching Speaking, Language Teacher Cognition, Descriptive Qualitative Research

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