مجلة العلوم الإنسـانية

دورية علمية محكمة تصدر عن جامعة حائل

بسم الله الرحمن الرحيم

مجلة العلوم الإنسانية

نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكين الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة البحث

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.

2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.

3- يُكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

اولاً: شروط النشر

1. أن يتّسم بالأصالة والجِدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلًّا من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلًّا لبحثه.
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيًّا أو إلكترونيًّا، ويحقّ لها إدراجه في قواعد البيانات المحلّية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملاً أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

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Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). The Saudi Journal of Special Education, 18 (1): 19-48

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic ....1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعًا: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامسًا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشره (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراه.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونيّاً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (**1000**) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغيًا.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. في حال اكتمال تقارير المحكِّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمّن إحدى الحالات التّالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنّشر؛ بعد التّعديل.

ج. تعديل البحث، ثمّ إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا ترّد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنّياً.

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Learners' Perceptions of Oral Corrective Feedback: Uptake in Traditional vs. Online Classrooms

آراء المتعلمين حول التغذية الراجعة الشفوية التصحيحية: الاستيعاب في الفصول التقليدية مقابل الفصول الافتراضية

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Abstract

Previous studies showed that the more salient the oral corrective feedback (OCF), the more likely the uptake will occur according to teachers' views in a form-based approach. Extensive studies have explored the effectiveness of various forms of OCF and their role in second language (L2) learning, mainly conducted in traditional face-to-face settings. However, to the best of our knowledge, there is a lack of studies about OCF in web-based settings, particularly studies about students' perceptions of the effective OCF types that lead to better uptake from students' perceptions in online settings compared to face-to-face settings. This study aimed to fill this gap by investigating how various OCF types influence learners' immediate uptake, as perceived by learners in both traditional and virtual classrooms. EFL learners from the English Department at the University of Hail (UOH), enrolled in both distance and traditional learning classes, were invited to participate in the study. The data collection tool used in the current study is a questionnaire. One hundred eighty-five male and female students responded to the questionnaire. The data collected were then analyzed using descriptive analysis and percentages. The findings showed that explicit OCF, particularly salient recasts, was the most beneficial OCF type according to learners' perceived uptake. Students in virtual classes may be more confident than students in traditional settings regarding providing uptake following OCF.

Keywords: EFL learners, Learners' perception, OCF strategies, the effectiveness of different types of OCF, Uptake.

المستخلص:

أظهرت الدراسات السابقة أنه كلما كان التصحيح الشفوي أكثر وضوحًا (OCF)، زادت احتمالية استجابة الطلاب له، وفقًا لآراء المعلمين في بيئات تركز على الشكل اللغوي. وقد تناولت العديد من الدراسات فعالية أشكال مختلفة من التصحيح الشفوي ودورها في تعلم اللغة الثانية (L2)، وذلك في إطار بيئات التعليم التقليدية التي تعتمد على التفاعل المباشر. ومع ذلك، لا تزال الدراسات حول التصحيح الشفوي في بيئات التعلم عبر الإنترنت محدودة، وخاصة فيما يتعلق بآراء الطلاب حول أنواع التصحيح الفعالة التي تؤدي إلى استجابة أفضل، مقارنة ببيئات التعلم التقليدية. يهدف هذا البحث إلى سد هذه الفجوة من خلال دراسة تأثير أنواع التصحيح المختلفة على استجابة المتعلمين الفورية، كما يدركها الطلاب في الفصول الدراسية التقليدية والافتراضية. وقد تمت دعوة طلاب وطالبات اللغة الإنجليزية من جامعة حائل (UOH) من كلٍّ من برامج التعلم عن بُعد والتعلم التقليدي للمشاركة في الدراسة. وقد اشتملت أداة الدراسة على استبيان لجمع البيانات: حيث استجاب 185 طالبًا وطالبةً للاستبيان. وقد تم تحليل البيانات باستخدام التحليل الوصفي والنسب المئوية. أظهرت النتائج أن التصحيح الشفوي الصريح، لا سيما إعادة الصياغة البارزة، كان أكثر أنواع التصحيح فعاليةً من وجهة نظر الطلاب. كما تشير النتائج إلى أن الطلاب في الفصول الافتراضية قد يكونون أكثر ثقة في تقديم استجاباتهم بعد تلقي التصحيح الشفوي مقارنة بزملائهم في الفصول التقليدية

الكلمـات المفتاحية: إستراتيجيات التصحيح الشفوي (OCF)، الاستجابة، تصورات المتعلمين، متعلمو اللغة الإنجليزية كلغة أجنبية (EFL)، فعالية الأنواع المختلفة من التصحيح الشفوي.

wipast (2022) suggested that shy students might find it easier to engage in online classes, where they are not required to activate their cameras during speaking tasks. However, Gopalakrishnan et al (2022) propose that combining face-to-face and virtual learning methods is the best approach to enhance their desire to interact. Furthermore, it is essential for educators to carefully consider factors such as learners' feedback experiences and expectations, instructional goals and methods, developmental stages, self-monitoring abilities, and their capacity to give OCF to peers. While the usefulness of OCF hinges on various variables, such as its nature, the contexts of its delivery, and the characteristics of the students receiving it, OCF can significantly enhance students' desire to interact within classroom environments (Oliver & Adams, 2021).

Literature Review

Definitions and classifications of OCF forms

The term oral correction forms refers to various methods used in language teaching to correct oral language errors made by learners. According to Lyster and Ranta (1997), the most common types of oral corrections include repetition, recast, clarification request, metalinguistic feedback, elicitation, and explicit correction. Researchers such as Ellis (2009) and Nassaji (2007) have further categorized these methods. Scholars like Lyster and Saito (2010) have grouped these forms into broader categories. The first classification, elicitation/prompt, includes metalinguistic feedback, repetition, elicitation, and clarification requests. These methods prompt the learner to correct their production through OCF. The other categorization involves reformulation/recast, where the teacher repeats the learner's oral erroneous output and provides the correct version implicitly or explicitly (Alshammari, 2019).

Common categorizations of different types of OCF were adopted by several researchers (such as Ellis, 2009; Lee, 2013; Lyster & Ranta, 1997; Safari, 2013), which can be categorized into: 1)   Elicitations/prompts, and 2) Reformulations/recasts.   Elicitations/prompts include the following:

1. **Clarification request:** which indicates that the student's utterance was not understood and asks the student to reformulate it.

Introduction

The connection between immediate uptake or non-uptake and learner awareness remains debated. While some researchers argue that immediate uptake reflects awareness, others have questioned this link, suggesting that immediate correction may not always indicate conscious understanding (e.g., Mackey & Philp, 1998).

Others argue against the importance of uptake in the learning process facilitated by feedback. For instance, Mackey's (2006) research discovered no correlation between being aware of recasting and subsequent learning outcomes. In subsequent research by Mackey et al (2007), only a tiny percentage of corrective feedback was understood as planned by the instructor. However, this finding does not dismiss the possibility for students to advance in their second language proficiency. It was suggested that immediate correction only indicates short-term noticing rather than fostering long-term learning (Mackey & Oliver, 2002; Mackey & Philp, 1998). The discussion regarding the effectiveness of recasting remains ongoing and is a key area of interest in traditional face-to-face classes (Goo & Mackey, 2013; Lyster, & Ranta, 2013; Punyaporn & Soontornwipast, 2022; Sato & Loewen, 2020) and virtual settings as well in recent studies, such as: Alenezi, 2024; Kruk, 2021; Zhao, & Li, 2021).

The impact of various variables on the effectiveness of error correction choice, the selection and application of OCF involve a multifaceted procedure influenced by multiple variables affecting the learning environment (Gass & Lewis, 2007; Zhao & Li, 2020). Additionally, learners' views regarding OCF (Sheen, 2007), instructors' perceived views of learners' self-correction abilities (Yoshida, 2008), educational factors related to students' emotional responses (Roothooft & Breeze, 2016), students' ability to notice the OCF (Zhao & Li, 2020) learners' proficiency in the targeted language (Brown, 2009; Gass & Lewis, 2007), and logistical aspects such as time limitations and classroom size (Ha & Nguyen, 2021) have impact on the effectiveness of OCF. However, other variables, such as context, may affect students' desire to interact; for instance, web-based platforms create a stress-free environment that helps introverted students feel more comfortable participating in speaking activities (Kruk, 2021). Additionally, Punyaporn and Soontorn-

5. Isolated recast + enhanced prompts can be defined as a reformulation of the erroneous part of the utterance using rising intonation and/or extra emphasis in addition to oral prompts or explanation.

6. Embedded recast + enhanced prompts is a reformulation of the whole utterance using rising intonation and/or extra emphasis in addition to oral prompts..

The importance of OCF

There is ongoing discussion and disagreement regarding the role of OCF in L2 acquisition, where questions persist about its impact on language improvement, including whether it reinforces existing knowledge or facilitates new learning (Goo & Mackey, 2013). To discuss students' perceptions regarding OCF, we need to refer to the context of our research. In our study, English language teaching in the Saudi context is primarily "focused on knowledge transmission; classroom interaction is largely dominated by teachers" (Al-Seghayer, 2014, p.20). While the goal of English instruction is to enhance learners' ability to communicate in English, past studies have indicated that teaching in such settings often adheres to traditional methods emphasizing grammar and translation (Al-Seghayer, 2014; Alshammari, 2012; Harmer, 2003; Harmer, 2007; Li, 1998). Moreover, it has been argued that in instruction-based settings, such as those found in many classes where English is taught as a foreign language (EFL) (Ahangari & Amirzadeh, 2011; Li, 1998), including our current study setting, oral correction on learners' language mistakes is prioritized to enhance language acquisition outcomes (Ahangari & Amirzadeh, 2011; Harmer, 2003; Harmer, 2007). Consequently, salient corrective feedback on learners' mistakes in these contexts was critical. Therefore, the approach to handling errors in EFL teaching contexts may differ significantly, with the correction being predominantly provided more explicitly, more expressly, and directly (Alshammari, 2019).

Most used type of OCF

Much debate has focused on the efficacy of different forms of OCF, prompting extensive research to assess their effectiveness in facilitating

2. **Meta-linguistic clues** give technical linguistic information or clues about the error without explicitly providing the correct answer to elicit the students' answer.

3. **Elicitation + prompt means to** prompt the student to self-correct by pausing with intonation so the student can fill in the correct word or phrase.

4. **Elicitation + enhanced prompts** involve a request for the student to repeat, correct, or continue.

5. **Repetition + prompt** requires repeating the student's error while highlighting the error or mistake using emphatic stress.

6. **Repetition + enhanced prompt** requires repeating the student's error while highlighting the error or mistake using emphatic stress, in addition to the verbal prompt.

7. **Non-verbal hints** or 'paralinguistic signals', as defined by Ellis (2009), include identification of the errors by using gestures or facial expressions.

The second category is reformulations/recasts, which includes six sub-types given by Nassaji (2007), while the other two were modified and extracted from the literature:

1. **Isolated recast - prompt is defined as reformulating** the erroneous part of the utterance in a confirmatory tone without any prompt, such as emphasizing the erroneous part or motivating the student to reply (p. 527).

2. **Isolated recast + prompt** is similar to the previous subtype in that only the erroneous part of the utterance is repeated in the correct form. However, it differs in that it occurs in a rising intonation and/or with additional prompts, such as extra emphasis to prompt learners to reply to the correction, and/or paralinguistic signals.

3. **Embedded recast – prompt** involves reforming the whole utterance in a confirmatory tone, with no emphasis on the erroneous part, to prompt learners to reply.

4. **Embedded recast + prompt** reformulates the whole utterance in rising intonation and/or with additional emphasis to prompt students to reply to the correction and/or paralinguistic signals.

2016). All participants agreed that instructors should avoid immediately supplying the accurate versions of their erroneous utterances, as they felt it was essential to allow time for reflection and to encourage self-corrections for better retrieval of information over time (Ye & Hu, 2024). It was revealed that all participants emphasized reproducing the accurate version in the spoken correction. They believed that repeating these versions might solidify their memory of the mistakes made and the corrected version to apply. They also suggested reproducing these correct versions could showcase their proficiency in the targeted language.Bottom of Form

Students' noticing of (recast) OCF

Recasting has attracted substantial interest, surpassing other forms of OCF (Goo & Mackey, 2013; Han & Kim, 2008). In specific terms, recasts were more likely to be correctly recognized as corrections when delivered within longer sentences accompanied by pointing gestures (Kamiya, 2021). Furthermore, Kamiya (2021) found that headshaking and rhythm enhanced the accuracy of identifying pronunciation mistakes. Overall, the findings challenge other studies (e.g., Smith and Thomas, 2021) that shorter recasting is preferable to longer ones. Instead, beginners may find it easier to recognize OCF within longer spoken sentences, thus facilitating more precise comprehension of recasting. Alomaim (2023) found that learners' responses following OCF were various. Still, it was revealed that recasts and elicitations were the OCF forms that led students to produce uptakes following correction the most. Additionally, it was found that immediate uptake followed most recasts in an instruction-based context more than in a communication-based context (Llinares & Lyster, 2014). A significant portion of the past studies on oral OCF has been carried out in classes where communication is the primary focus (Mulyono & Rahayu, 2023; Sato & Loewen, 2022; Punzalan, 2022; Sheen & Ellis, 2021; Yüksel et al, 2021; Karakas, & Güler, 2021; Lyster, & Saito, 2020; Brown, 2016). Previous research found that the teaching context may influence students' responses to OCF (Llinares & Lyster, 2014).

language acquisition (Oliver & Adams, 2021). A study by Alshammari and Wicaksono (2022) indicated that recast was the most commonly utilized form of OCF, mainly because it benefits students' uptake and facilitates their English language acquisition. In contrast, other studies suggested that recast was not always considered the most efficient in eliciting students' uptake, as in Lyster and Ranta (1997). Others suggested that recasts were employed to maintain communication and prevent embarrassment. Recasts remain the predominant type of OCF used across different language educational contexts (Al-Faki, 2013; Ahangari & Amirzadeh, 2011; Brown, 2016; Ellis et al, 2006; Lee, 2013; Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008). Recasting may offer more significant benefits in instruction-based settings than in settings focused on a communicative approach and conveying meaning. In form-focused environments, like in many EFL contexts, recasting is more likely to be consistently recognized as corrective feedback rather than a strategy to sustain communication. This perspective is supported by Kim and Han's (2007) study, which found that recasting used for correction in instruction-based settings was more efficient in enhancing learners' knowledge of recasting than in communication-based settings.

Students' preferences for various OCF types

Earlier studies have indicated variations in perspectives between instructors and learners regarding OCF, as demonstrated by Roothooft and Breeze's study (2016). The authors showed that educators frequently prioritized avoiding learners' negative emotions over providing salient OCF of their language-spoken mistakes. Additionally, there was a discrepancy between instructors and learners in their preferences for different OCF forms. For example, most learners preferred metalinguistic feedback and explicit correction, whereas only about 20% of instructors considered it beneficial. Learners showed a preference for different approaches of OCF, such as elicitation, repetition, and explicit feedback (Ye & Hu, 2024), which was not in line with teachers' choices, as in previous research (Al-Faki, 2013; Ahangari & Amirzadeh, 2011; Brown,

Each question asked for students' perceptions of each OCF type on their uptake. The instrument used in this study to collect data came from a review of recent research on OCF. Participants were male and female; 72.92% were female, whereas 27.03% were male. A Likert-type scale was used in the study. The response alternatives for each item were: Always, usually, sometimes, and never. The participants were expected to choose one option from the four given options to represent their opinion. Students' responses were then analyzed using figures that showed the percentages of students' perceptions toward each type of OCF.

Validity and Reliability

To ensure the research instrument's validity, the study instrument was given to a jury of three specialists at the University of Hail in KSA. Their suggestions and comments were highly considered, and the questionnaire was modified accordingly. A pilot study of 30 students was carried out to establish the reliability of the questionnaire. The participants were asked to fill in the questionnaire. After two weeks, they were asked again to fill in the questionnaire for the second time. The scores from the pilot study on the questionnaire were collected, and a set of reliability tests was conducted to determine the Cronbach Alpha reliability coefficients. The result was found to be (0.88). The reliability coefficients for the instrument used in this study showed that the study instrument was satisfactorily reliable.

Findings of the Study

This study explored learners' perceptions of the effectiveness of oral correction in traditional and online classrooms. The findings highlight how students view the impact of OCF on their uptake in both settings, offering insights into the similarities and differences between face-to-face and online learning environments. The following are the results of the current research as depicted in the figures below:

However, the majority of previous research about the effectiveness of OCF in terms of students' uptake in traditional settings has been conducted in face-to-face classrooms rather than online environments (for example, Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008; Alshammari & Wicaksono, 2022; Alomaim, 2023). Relatively limited research explored instructors' oral correction approaches in distant environments. There is generally a dearth of studies on students' attitudes toward OCF in online class contexts (German & Mahmud, 2021). The present research aims to contrast learners' attitudes toward the various forms of OCF between Traditional Learning (TL) and Distance Learning (DL) contexts. Most previous studies about uptakes following OCF in traditional settings were conducted according to teachers' perceptions (e.g., Lyster et al., 2013; Panova & Lyster, 2002) in the online setting such as Zhao & Li (2020), and Zhao & Li (2022), while some conducted comparative research between traditional and web-based settings (e.g., Gao & Cheng, 2021; Tavakkol & Rezazadeh, 2021; and Li, 2018), rather than students' perception in OCF in terms of uptake following OCF.

## The Objective of the Study

This study investigated students' perceptions of the effectiveness of OCF of different types in terms of their uptake in traditional vs. online-based classes.

Research Methodology

This study targeted two types of participants: students of EFL in Traditional learning (TL) settings and students of EFL in Distance Learning (DL) settings. During the data collection period, the participants had to attend either a TL or a DL course of EFL. Therefore, 106 participants were from the TL setting, and 79 were from the DL setting. The data collection tool used in the study was a questionnaire consisting of 15 questions and an open-ended question, providing both quantitative and qualitative data.

Figure 1

If someone used Elicitation + Enhanced Prompt with me, I would ensure I pronounce the word correctly.
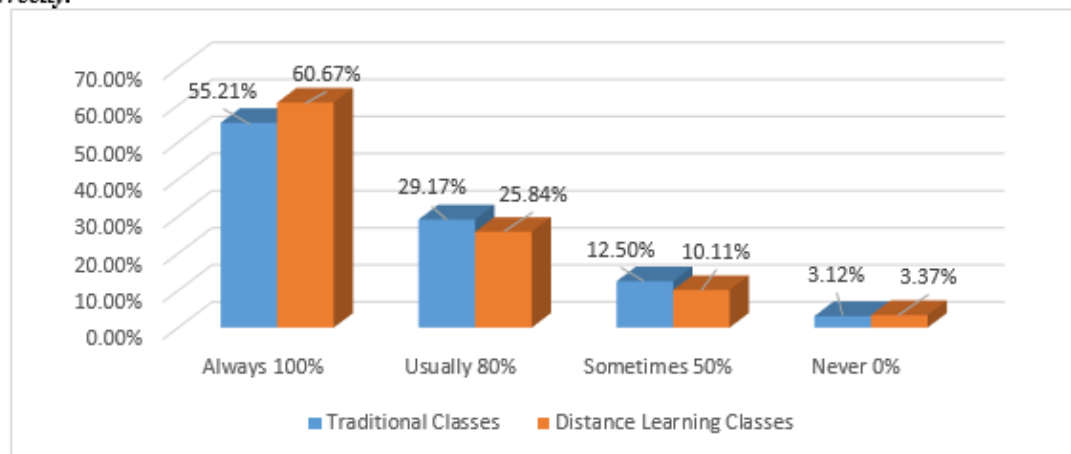
According to Figure 1, more than half of the participants (60.67% of DLS and 55.21% of TLS) believe they would correct their errors if someone used elicitation with enhanced prompt OCF.

Figure 2

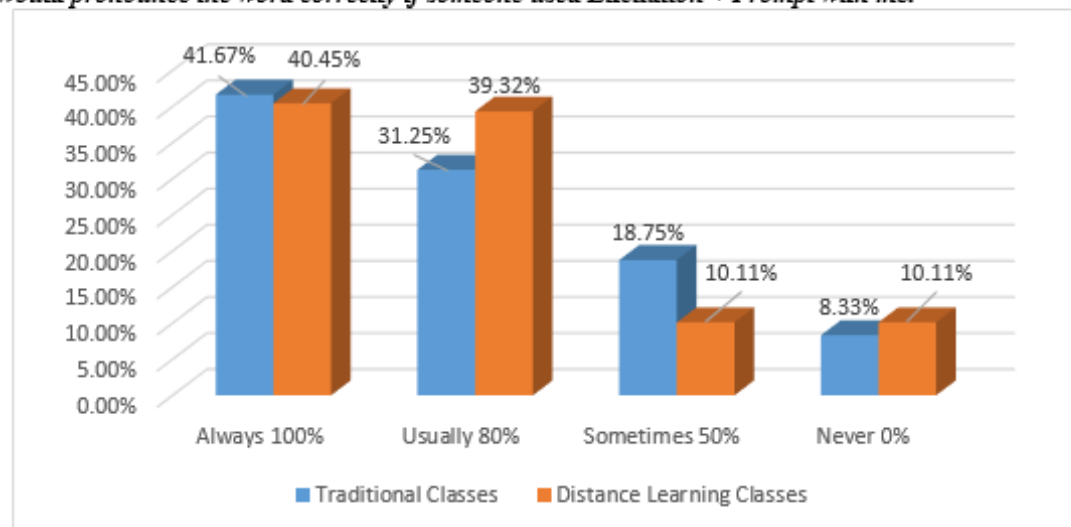*I would pronounce the word correctly if someone used Elicitation + Prompt with me.*

Figure 2 shows that most participants from both settings (72.92% of TLS and 79.77% of DLS) believe they always or usually correct their errors if someone uses elicitation with prompt OCF.

Figure 3

If someone uses Repetition + Enhanced Prompt with me, I make sure that I pronounce the word correctly.
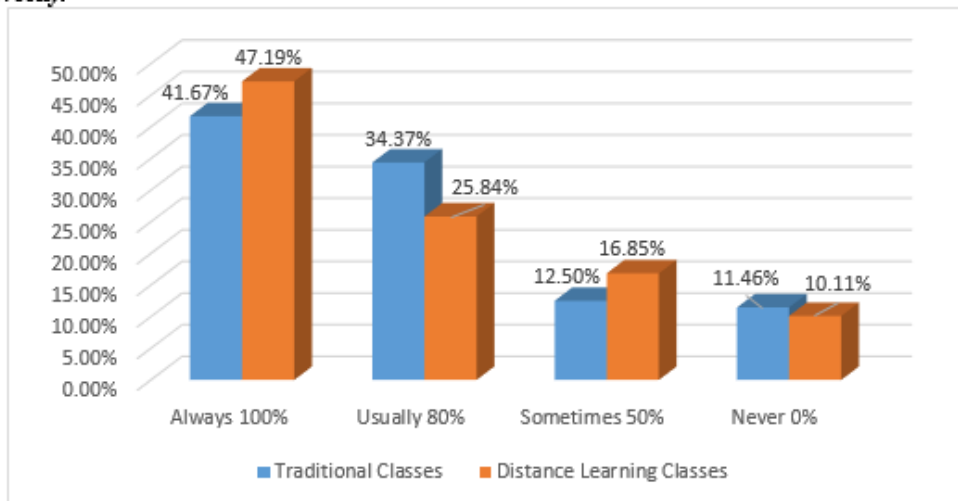

Figure 3 shows that 76.04% of the participants in the TL setting and 73.03% in the DL setting believe that they either always or usually produce the correct form following repetition with enhanced prompt OCF.

Figure 4

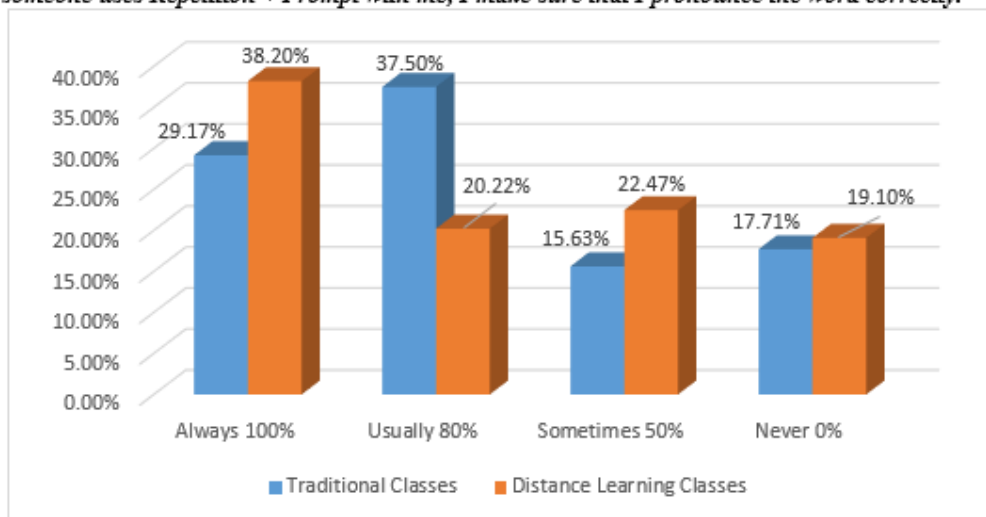*If someone uses Repetition + Prompt with me, I make sure that I pronounce the word correctly.*

Figure 4 shows that 66.67% of the participants in the TL setting reported that they either always or usually amend their utterances following repetition with prompt OCF. 58.42% of the DLS revealed that they either always or typically amend their utterance following this type of OCF.

Figure 5

If someone uses metalinguistic Feedback with me, I make sure that I pronounce the word correctly.
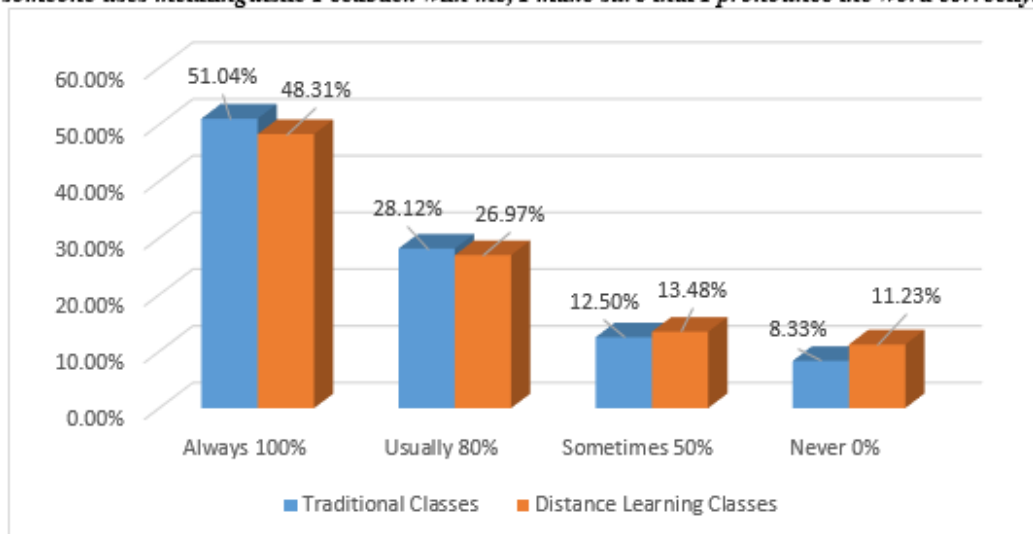

Figure 5 reveals that most participants from both settings (79.16% of TLS and 75.28% of DLS) anticipated that they would either always or usually amend their utterances following metalinguistic OCF.

Figure 6

If someone uses a clarification request with me, I make sure that I pronounce the word correctly.
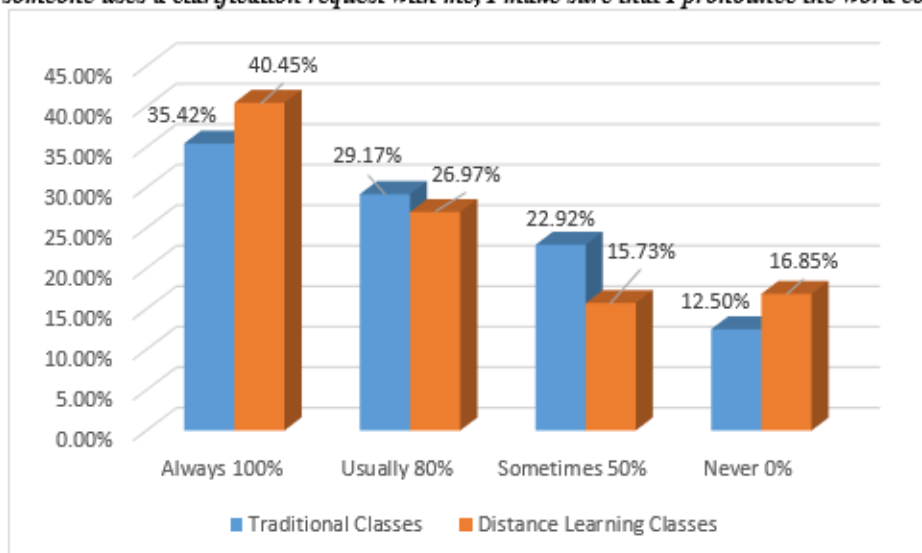

Figure 6 shows that most participants from both settings (64.59% of TLS and 67.42% of DLS) believe that uptake would always or usually follow a clarification request OCF.

Figure 7

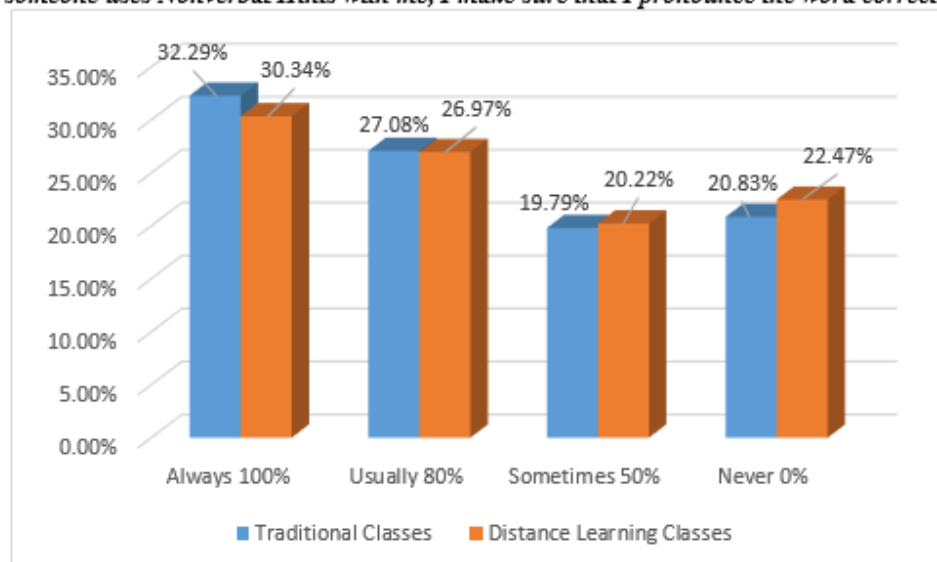*If someone uses Nonverbal Hints with me, I make sure that I pronounce the word correctly.*

Figure 7 indicates that most participants from both settings (59.37% of TLS and 57.31% of DLS) reported that uptake would always or usually follow nonverbal hints of OCF. That could be because students consider non-verbal hints less salient than other types of OCF.

Figure 8

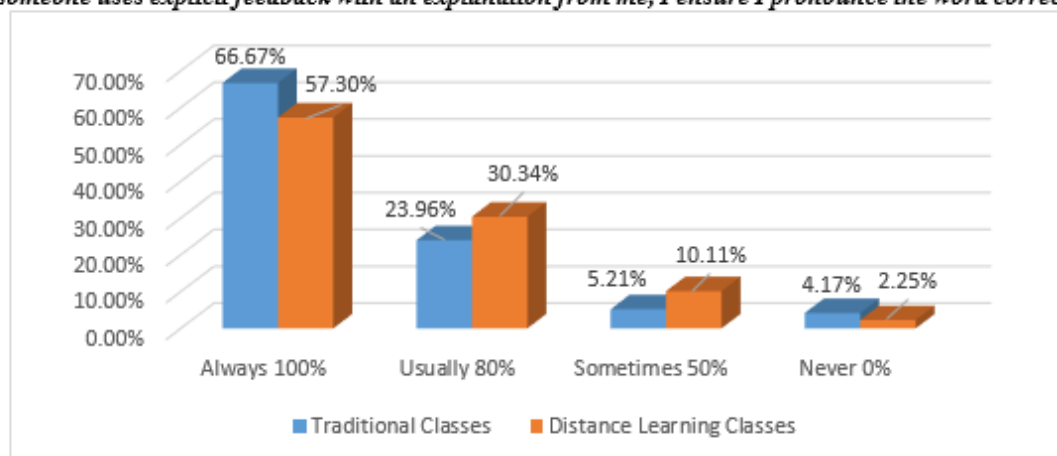*If someone uses explicit feedback with an explanation from me, I ensure I pronounce the word correctly.*

Figure 8 shows that most participants from both settings (90.63% of TLS and 87.64% of DLS) reported that uptake would always or usually follow explicit feedback explaining OCF. According to students' views from both classes, the more salient the OCF, the more likely the uptake will occur.

Figure 9

If someone uses an indication that an error has been committed with recast/+-embedding with me, I make sure that I pronounce the word correctly.
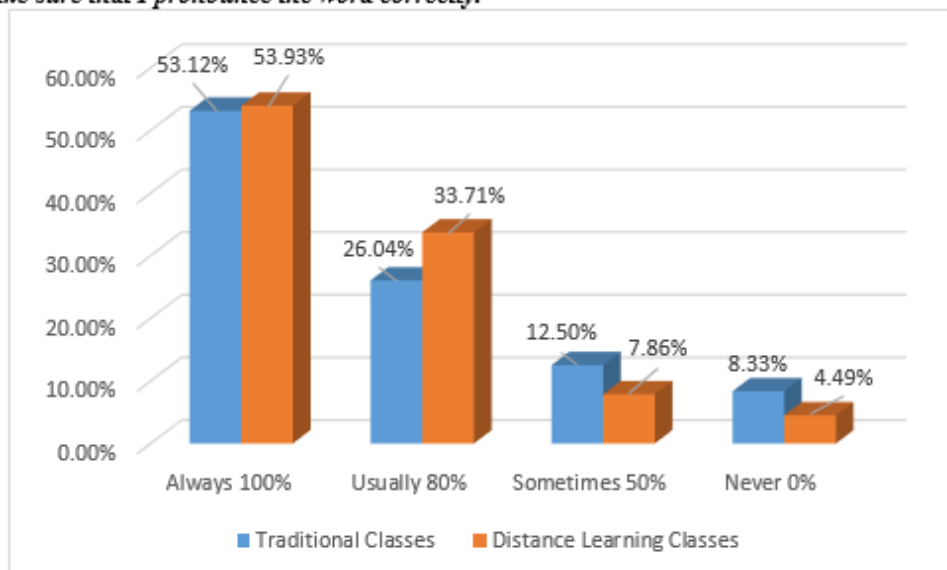

Figure 9 reveals that most of the participants from both TL classes (79.16%) and the DL classes (87.64%) reported that uptake would either always or usually follow receiving an indication that an error has been committed, with recast/+-embedding OCF of their errors.

Figure 10

If someone uses Isolated Recast + Enhanced Prompt with me, I make sure that I pronounce the word correctly.
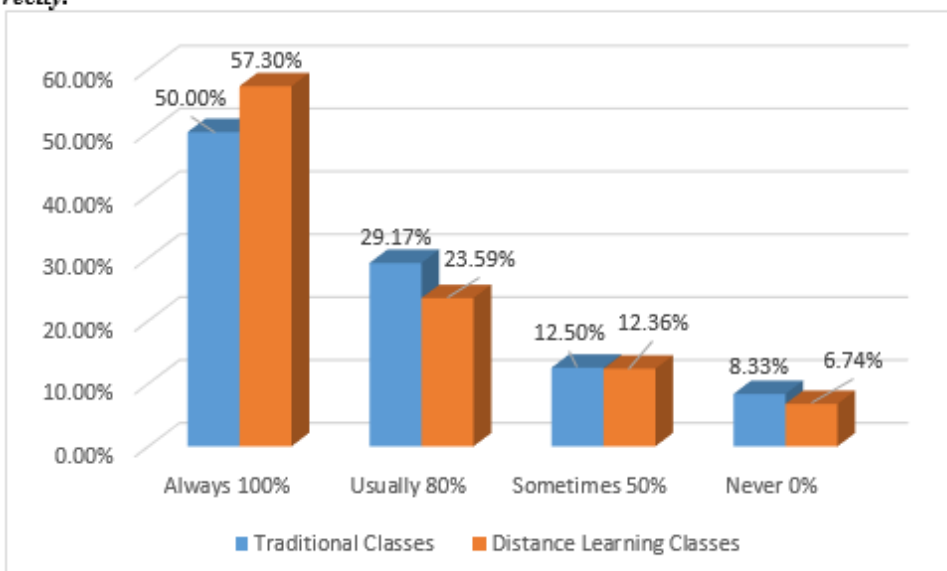

Figure 10 shows that 79.17% of the participants from TL and 80.89% from DL classes suggested that uptake would either always or usually follow receiving isolated recast with enhanced prompt OCF of their errors.

Figure 11

If someone has used isolated recast with Prompt OCF with me, I would pronounce the word correctly.
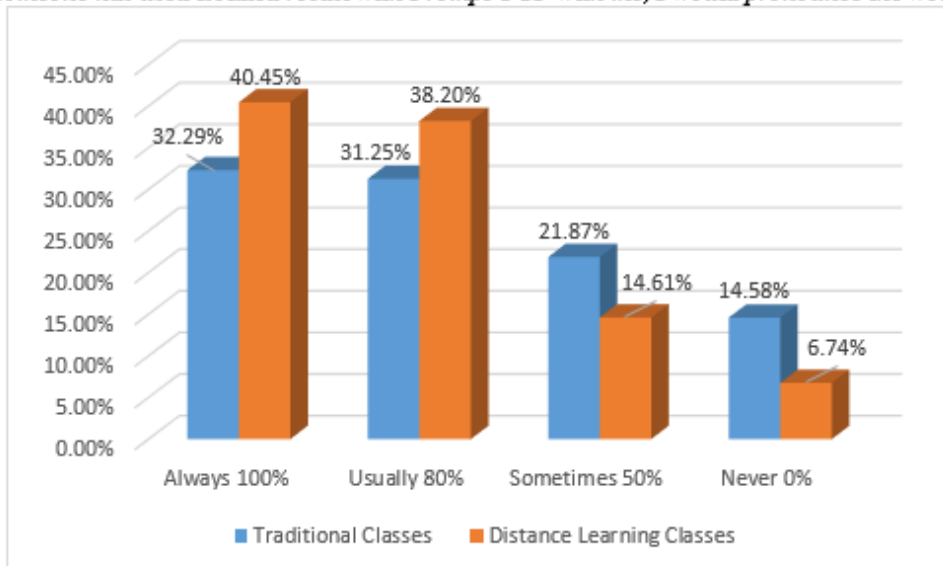

Figure 11 shows that 63.54% of the participants from the TL setting and 78.65% from the DL setting reported that uptake would either always or usually follow receiving isolated recast with prompt OCF of their errors.

Figure 12

If someone has used isolated recast without a prompt with me, I make sure that I pronounce the word correctly.
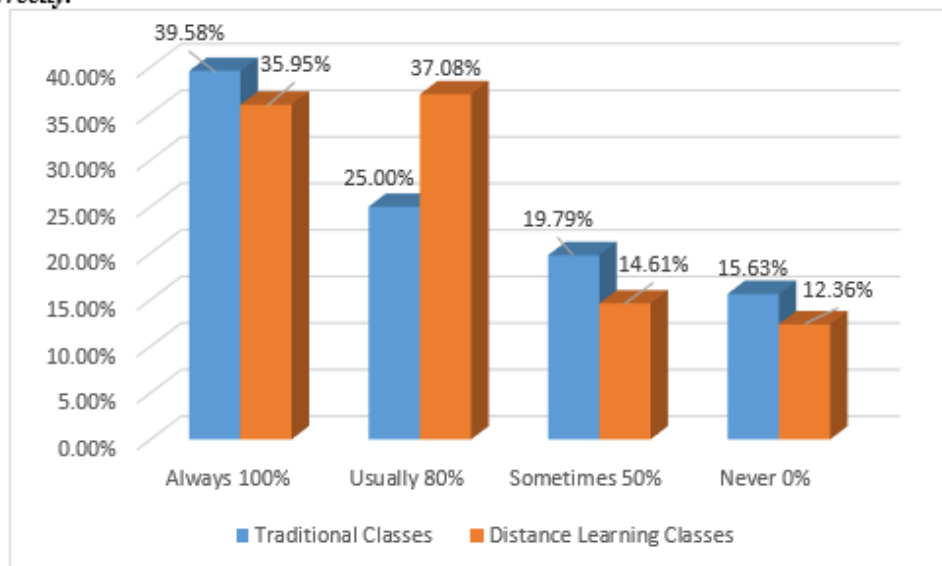

Figure 12 shows that 64.58% of the participants from TL classes and 73.03% of the participants from DL classes suggested that uptake would either always or usually follow receiving isolated recast without prompting of their errors.

Figure 13

If someone has used Embedded Recast with Prompt with me, I make sure that I pronounce the word correctly.
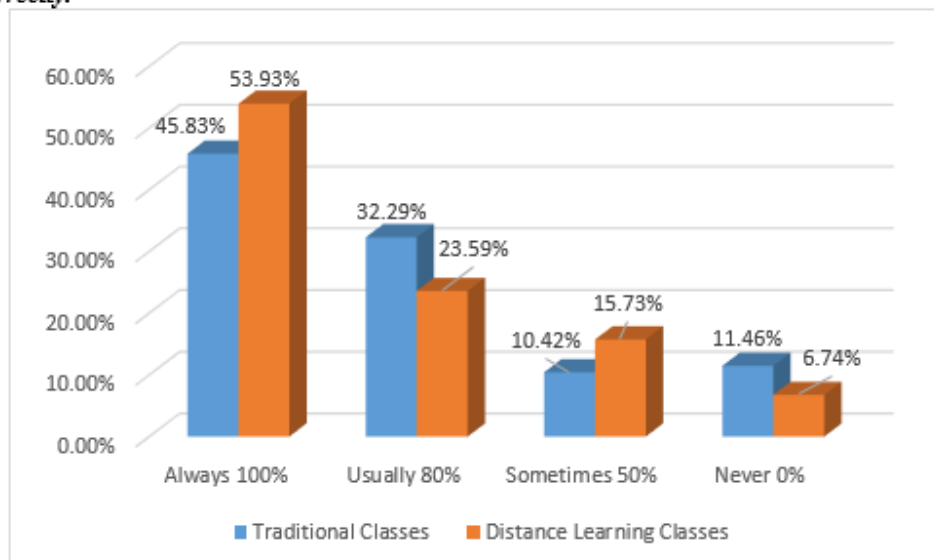
Figure 13 shows that 78.12% of the participants from the TL and 77.52% from the DL classes believe that uptake would either always or usually follow embedded recast with the prompt of their erroneous utterance.

Figure 14

If someone has used embedded recast with an enhanced prompt with me, I make sure that I pronounce the word correctly.

Figure 14 indicates that most participants from both TL (83.33%) and the DL classes (87.64%) reported that uptake would either always or usually follow receiving embedded recast with enhanced prompt OCF of their erroneous production.

Figure 15

If someone has used embedded recast without a prompt with me, I make sure that I pronounce the word correctly.

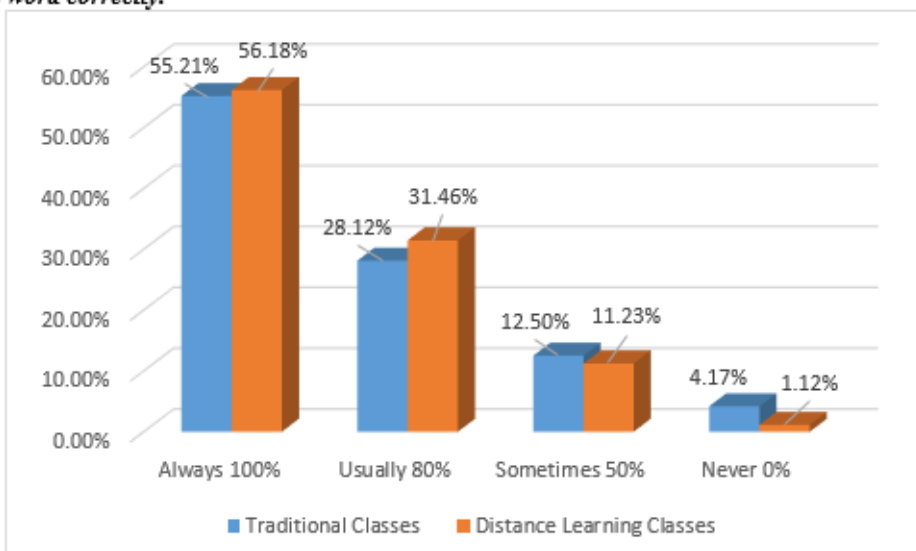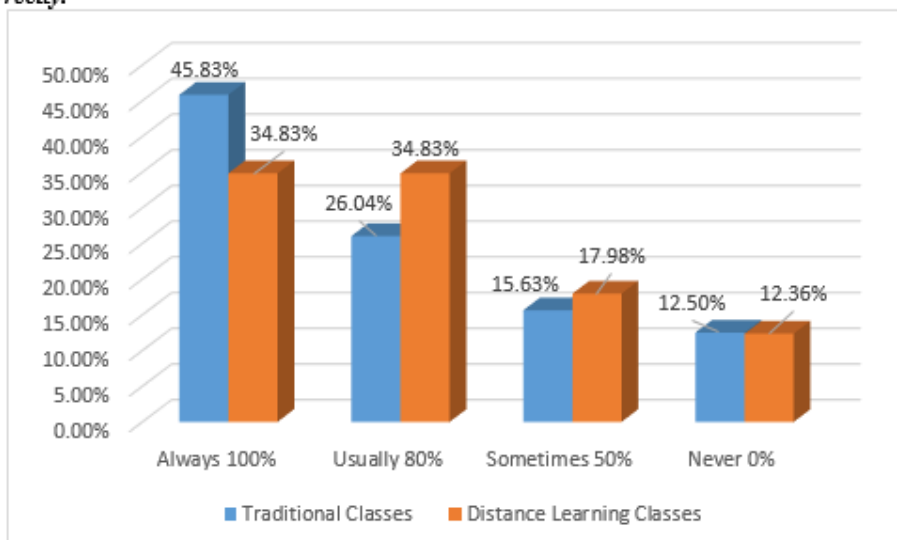Figure 15 illustrates that 71.87% of students in TL classes and 69.66% in DL classes reported that they would always or usually respond with uptake following embedded recasts, even without prompt oral corrective feedback (OCF) on their spoken errors.

face-to-face classes can be uncomfortable, as everyone watches you. I once made a mistake in front of a professor during an in-person class, and she kept pointing it out. Since then, I have become afraid to speak up, fearing the same situation might happen again."

The study's findings provide significant insights into the effectiveness of various types of oral corrective feedback (OCF) in supporting students in addressing and correcting their pronunciation mistakes. Below is an interpretation of the findings along with key conclusions:

1. High Effectiveness of Explicit and Direct Feedback

- Explicit Feedback with Explanation, as indicated in Figure 8, received the highest positive response (90.63% in TLS and 87.64% in DLS). This suggests that students find direct correction with explanation the most helpful in modifying their pronunciation errors.
- Indication of Error with Recast/+-Embedding as in (Figure 9) also showed strong effectiveness, with 79.16% of TLS and 87.64% of DLS participants reporting they would usually or always correct their errors after this type of OCF.

According to the open-ended question at the end of the questionnaire, most of the students' responses were off topic. However, the following responses reflected that most students' feedback centred around embarrassment when being corrected in front of their classmates.

"I feel like if the teachers try to correct me directly in front of the class, I will be embarrassed and try not to speak, but at the end of the class, it'll be completely fine, and I will take my notes." Stude

- "We are in an educational institution where we learn from our mistakes. Therefore, it is beneficial for the teacher to correct students' pronunciation. However, it is also important that this correction is made academically sound and polite to avoid embarrassing the student and to consider that this is not her native language — thus, making mistakes is only natural."

- "It is always preferable for the professor to discuss the student's mistakes politely and gently, so as not to cause the student any embarrassment."

-"I prefer online learning because it allows me to participate and express my opinions without fearing embarrassment. In contrast,

ble because uptake is crucial in terms of learners' memory retention. Furthermore, it was observed that fewer participants in DL chose 'Never' to accurately reproduce their mistakes after receiving OCF compared to students in TL settings. This difference may stem from DL learners feeling more assured about being corrected and being able to repeat the form correctly. Students' confidence in the DL context is a key factor in their language learning journey, especially for shy and introverted students, for the following factors:

1.   They feel less anxious in virtual classes, which helps them interact freely and reproduce the corrected utterances for the following reasons; this result is aligned with some of the students' responses on an open-ended question.

2.   They feel more comfortable correcting their errors without the pressure of being judged, as often happens in face-to-face interactions in traditional classrooms.

3.   They may have more time to reflect on and respond to feedback, while in the traditional classroom, responses are often immediate.

4.   They might feel more comfortable using digital tools for learning and communication, so they are more confident about participating and responding to feedback.

All the above-mentioned results are in line with Kruk (2021) and Punyaporn and Soontornwipast (2022).

Therefore, it is recommended that a combined approach that combines the advantages of face-to-face and web-based settings is beneficial to help students interact with the corrected. This aligns with Jafari and Khodabakhshi (2020), who evaluated the blending of offline (face-to-face) and online feedback in an English for Academic Purposes program, highlighting the strengths of each feedback mode and how their combination can lead to more pedagogically rich feedback.

The influence of the explicitness of OCF on students' uptake in both traditional and virtual settings is a significant factor in language learning. According to students ' perceptions, the current study showed that uptake is more likely to follow explicit correction with explanation and embedded recasts with enhanced prompts than the other OCF types. The more explicitly students perceive the OCF, the greater the likelihood it will be followed by uptake according to students' views,

2. The Role of Repetition and Reinforcement

- Isolated Recast with Enhanced Prompt, as indicated in Figure 10, was highly effective (79.17% in TLS and 80.89% in DLS), indicating that students respond well to corrective feedback when combined with explicit prompts.
- Repetition with Enhanced Prompt, as represented in Figure 3, also showed high effectiveness (76.04% in TLS and 73.03% in DLS), reinforcing the idea that repetition helps reinforce correct pronunciation.

3. Lower Effectiveness of Nonverbal Hints

- Nonverbal Hints, as indicated in (Figure 7), received the lowest positive response (59.37% in TLS and 57.31% in DLS), suggesting that students may find these cues less noticeable or less effective compared to other types of OCF.

4. Importance of Interaction in Feedback

- Clarification Requests, as represented in (Figure 6), showed moderate effectiveness, with 64.59% of TLS and 67.42% of DLS participants responding positively. This suggests that while clarification requests encourage self-correction, they may not be as effective as direct feedback strategies.

5. Similar Trends across Learning Environments (TLS vs. DLS)

Overall, the findings indicate no significant differences between traditional learning settings (TLS) and distance learning settings (DLS) regarding the effectiveness of different OCF types. This implies that the type of feedback used plays a more crucial role in students' uptake than the learning environment itself. Only a few students responded to the open-ended question, expressing their preference for the online setting to avoid embarrassment when corrected.

Discussion

Uptake, or the immediate use of corrected language, following OCF in DL and TL contexts, is crucial to language learning. In most DL and TL settings, students believe they will reproduce the correct language following OCF, which aligns with Ye and Hu (2024), and that is possi-

chose "Never" to reproduce the accurate form of their erroneous production after OCF is provided is less than that of students in the TL setting. This could be attributed to learners in the DL context feeling more confident about being corrected and repeating the corrected form. Thus, a blended approach that leverages the benefits of face-to-face and web-based environments is advantageous for helping students in general and shy and introverted students in particular engage with the corrected forms precisely, with classroom interactions more broadly, and reproduce the utterances freely without feeling anxious. This aligns with the findings of Gopalakrishnan et al. (2022. However, the current study is limited to the students at the UOH. This underscores the need for further studies with mixed methods to investigate the efficacy of OCF techniques in various settings. Such research is essential to assist educators in tailoring their OCF techniques according to students' needs and considering multiple factors such as the context of the teaching classes (DL vs. TL settings), personality, and L2 language proficiency. Therefore, further studies are necessary to offer educators clear guidance on how different types of OCF in diverse settings facilitate students in acquiring various aspects of language.

Recommendations

Based on the study's findings, the following recommendations can be drawn, which may help instructors select the most effective OCF with EFL learners in diverse settings. Nevertheless, further studies are necessary to offer EFL learners clear guidance on how different types of OCF facilitate the acquisition of various aspects of language:

1. Prioritize explicit and direct feedback, as it leads to the highest rates of pronunciation correction. For example, if a student mispronounces a word like "vegetable", directly correct them by saying: "Say: /ˈvedʒ.tə.bəl/, not /ˈve.dʒɪ.tə.bəl/."

2. Utilize repetition and reinforcement strategies (e.g., enhanced prompts and recasts) to solidify learning. For example, after the student self-corrects, ask them to repeat the correct form three times or use a recast: "Yes, he goes to school every day—that's correct!"

3. Limit reliance on nonverbal hints, as they appear less effective in prompting correction. For example, instead of raising an

and that is possibly because the current study is more likely to be conducted in a more form-focused setting, such as many foreign language contexts where explicit OCF is crucial (Alshammari, 2019). Non-verbal hints, clarification requests, and elicitation are the least preferred OCF types in the current study, contradicting previous research such as Ye and Hu (2024). This finding is consistent with prior research, which suggests that students typically favor explicit feedback to be considered more beneficial in their learning (e.g., Roothooft & Breeze, 2016). Furthermore, it was noticed that embedded '*long*' recasts with enhanced prompts were more effective than isolated '*short*' recasts for learners, and this was possible because students were beginner learners of English (Kamiya, 2021).

According to the findings of this study, embedded recasts accompanied by enhanced prompts, explicit corrections, and then elicitation with enhanced prompt techniques are most likely to result in uptakes, aligning with Kamiya (2021) and Al-Omaim (2023). Similarly, Llinares and Lyster (2014) found that uptakes followed most recasts in a form-based context. It also matched with teachers' choice of explicit recast as the most used technique (Al-Faki, 2013; Ahangari & Amirzadeh, 2011; Brown, 2016; Ellis et al, 2013; Lyster & Ranta, 1997; Roothooft, 2014; Safari, 2013; Yoshida, 2008) and that because explicit feedback considered adequate in terms of students uptake which match with results in previous research (Alshammari & Wicaksono, 2022). This also aligns with Kim and Han's (2007) study, which argues that recasting is considered more effective in a form-based context, like the context of the current research, than in a communicative context. In contrast, it mismatched previous studies arguing that recast was the least effective OCF in eliciting uptakes (e.g., Lyster & Ranta, 1997) and that recasts were mainly used to maintain interaction or to avoid embarrassing students.

Conclusion

The current research has revealed that learners are more likely to repeat the correct utterance after a given salient OCF, such as explicit feedback recasts with enhanced prompts, elicitations with enhanced prompts, and repetitions with enhanced prompts, compared to less explicit feedback, such as recasts without prompts, in both DL and TL settings. Furthermore, it was observed that the number of participants in DL who

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eyebrow or gesturing, use verbal cues like: "Can you try that again?" or "There is a small mistake — listen carefully."

4. Adapt feedback strategies to students' responses, ensuring they receive the most effective correction. For example, if a student seems confused after a direct correction, shift to a more guided approach like: "What is the past tense of 'go'?" before offering the correct form.

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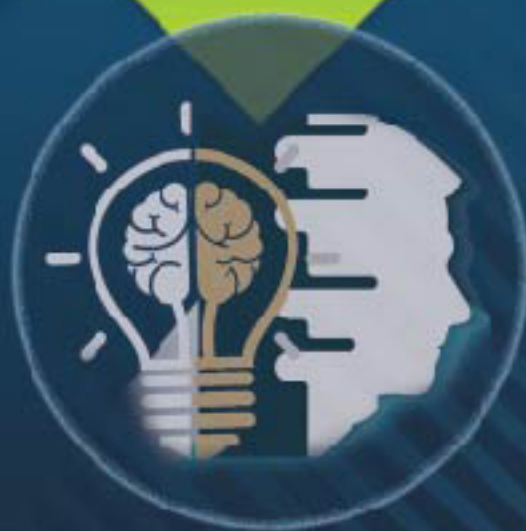
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