

Investigating the Perspectives of Saudi EFL Students and Teachers towards the Effect of Oral Corrective Feedback on Academic Engagement

Oral corrective feedback (OCF) is one of the significant educational strategies that influences foreign language learning and teaching whilst enhancing learners' engagement during classroom instruction can contribute to make ultimate learning. This attitudinal study has been conducted to investigate the perspectives of EFL Saudi learners and teachers towards the effect of OCF on behavioral, emotional, cognitive, and social academic engagement of students as a significant factor in the learning process. The study is one of the first to focus on the effectiveness of OCF as an important strategy to nourish teacher-student interaction in EFL classrooms, to co-construct the learner's cognitive development, and to maintain students' multidimensional engagement. Data collection has taken place at University of Bisha in Saudi Arabia, as 150 EFL male and female students from different educational levels at the university have completed a close-ended questionnaire, while 15 of them have participated in semi-structured interviews. In addition, 50 male and female EFL teachers at the same university have completed a questionnaire with both close-ended and open-ended questions. The findings have revealed that both the students and the instructors have strongly agreed on the positive effect of teacher OCF to increase students' behavioral, emotional, cognitive, and social academic engagement. Moreover, the results have indicated no significant differences between male and female of both groups regarding estimating the effect of OCF on academic engagement. However, male students have expressed statistically significant higher level of agreement towards the effect of OCF on social academic engagement. Furthermore, educational level of EFL learning for students and EFL teaching experiences for teachers have not been found as influencing factors on the participants' perspectives. In the analysis of the qualitative data, the dynamicity and multidimensionality of students' engagement have been confirmed. Students have reported intrapersonal factors (emotions and anxiety), social factors (social support), and course-related factors (classroom dynamics) as mediating factors that can enhance or hinder them to benefit from OCF to increase their academic engagement. Additionally, teachers have provided varied recommendations concerning utilizing OCF to increase students' engagement during classroom instruction. Based on the findings of this study, pedagogical implications and recommendations for EFL learners, teachers, and policy makers in the Saudi EFL context have been highlighted and potential suggestions for further research in the areas of OCF and academic engagement have been provided.

Keywords: *academic engagement, classroom dynamics, oral corrective feedback, perspectives*