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EFL STUDENTS' ENGAGEMENT ON THE LECTURER'S GLOBAL COMMENTS AS WRITTEN CORRECTIVE FEEDBACK IN UNDERGRADUATE THESIS COURSEWORK

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Abstract: *Although there have been studies discussing written corrective feedback, there are still limited studies exploring how students engage with the written corrective feedback (WCF), especially the lecturer's global comments as WCF in the context of the EFL undergraduate thesis writing process. This interview study discusses students' engagement with the lecturer's global comments as written corrective feedback. Four students participating in undergraduate thesis coursework agreed to participate in this study. Data were mainly collected through interviews. The study indicates that the students demonstrated affective engagement, like becoming more patient and satisfied with their drafts, confident with their writing, and responsible with their tasks. They also demonstrated behavioural engagement, such as responding to feedback regularly and becoming more consistent with the content. They also show cognitive engagement, such as being more attentive, detailed, and focused in the coherence of citations and references with background, research questions, and methodology, and grammatical accuracy, based on the lecturer's feedback on the process of writing an undergraduate thesis. However, the findings in this study are still limited to identifying the types of engagement from the lecturer's global comments as WCF. Future research may include more deliberative discussion on localised comments and surface versus deep-level awareness of WCF.*

Keywords: *interview study; students' feedback engagement; undergraduate thesis; written corrective feedback*

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INTRODUCTION

Delivering written corrective feedback is necessary for the development of second or foreign language writing (Lim & Renandya, 2020). Despite its importance, Hyland & Hyland (2006) argued that teachers often perceived themselves as not making the most in delivering feedback on their students' writing. It is because there is often a mismatch between what teachers deliver as written corrective feedback and what learners expect from feedback. Lee (2019), for example, argued that second language (L2) educators across various contexts dedicate considerable efforts to provide feedback on grammatical inaccuracies in student compositions. Both teachers and students face many difficulties due to this extensive and thorough written remedial feedback, which remains a common practice in many L2 contexts.

However, in a more recent study, Almanea (2025) reveals that EFL learners enrolled at a Saudi university preferred comprehensive feedback that covers aspects of writing, a combination of direct and indirect feedback methods, and actionable and encouraging feedback. Almohawes (2025) also finds that most EFL undergraduate learners from various colleges at Hail University prefer direct written corrective feedback over indirect and metalinguistic feedback.

In the context of Indonesia EFL writing in higher education, Febrian & Nurcholis (2025) found that written corrective feedback enhances the students' writing proficiency and highlighted that the feedback should be personalized, accessible, and timely. Rahmadhani & Hapsari (2023) found that undergraduate students writing thesis proposals perceived written corrective feedback from their lecturers as important and valuable for the development of their writing, and they did not feel discouraged or bad about the feedback, even though they perceived that their lecturers could be overcritical.

Student engagement is regarded as the anchor that connects the dots between feedback provision and learning outcomes and has been applied to second language feedback research (Ellis, 2010). Before the concept of student engagement entered second language feedback research, Fredricks et al. (2004) argued that it has emerged as an explanatory variable for improved academic performance, encompassing a wide range of goal-directed behaviors, psychological investment in learning, and affective states. Providing a lens for viewing, Zhang & Hyland (2018) categorize students' engagement in feedback practice into behavioral engagement, affective engagement, and cognitive engagement. Several perspectives, including cognitive and socio-cultural perspectives (Bitchener & Storch, 2016), sociocognitive perspectives (Han, 2019), and ecological perspectives (Mao & Lee, 2022), have influenced research on student engagement with written feedback.

Although there have been studies discussing written corrective feedback in the EFL higher education context (Almanea, 2025; Almohawes, 2025; Febrian & Nurcholis, 2025; Lim & Renandya, 2020; Rahmadhani & Hapsari, 2023), there is still a limited study exploring

how students engaged with the feedback (Bitchener & Storch, 2016; Han, 2019; Mao & Lee, 2022; Zhang & Hyland, 2018), especially in the context of the EFL undergraduate thesis writing process in Indonesian higher education.

This research provides critical evidence on the research question: how do EFL undergraduate students engage with the lecturer's general comments as written corrective feedback in undergraduate thesis coursework? This interview study aims to discuss types of EFL students' engagement with the lecturer's global comments as written corrective feedback in the process of writing their undergraduate thesis.

LITERATURE REVIEW

Written Corrective Feedback (WCF) in EFL Learners' Writing in Higher Education Context

In higher education, undergraduate thesis writing for EFL learners needs to be scaffolded by completing several coursework. In the context where the research was conducted, for example, undergraduate thesis writing was one option that the students could choose as the final requirement to complete a Bachelor of Education (or in Indonesian language *Sarjana Pendidikan/ S.Pd*) in English language teaching. The other two options are internship and best practice reports. These optional pathways are designed to acknowledge that not every student plans to conduct or publish their research in national or international academic journals.

Following Hyland (1998), lecturers use two types of feedback practices to evaluate students' undergraduate theses: global comments and localized comments. Feedback that tackles a piece of writing's general problems rather than concentrating on particulars such as grammar or punctuation is referred to as global comments. Frequently, these comments concern the writing's overall organisation, clarity, content, structure, and efficacy. Their purpose is to help students evaluate how well their writing conveys its content and engages the reader. Meanwhile, localised comments are feedback that targets specific issues within a piece of writing. These comments target specific areas, such as grammar, punctuation, spelling, word choice, or sentence structure. Localised comments, as opposed to global comments, analyse the general effectiveness and organisation of the work and provide more detailed corrections.

Recent developments on pedagogical practices in English as a Foreign Language (EFL) writing have brought attention to the potential advantages of written corrective feedback (WCF). Gu & Aslan (2025) highlight the possible benefits of WCF in relation to several SLA theories (Long, 1996; Schmidt, 1990; Swain, 1991), which are: facilitating the second/foreign language noticing process, interaction, and output. In the recent five years, there have been several studies discussing WCF in the EFL writing higher education context (Almanea, 2025; Almohawes, 2025; Febrian &Nurcholis, 2025; Rahmadhani & Hapsari, 2023; Lim & Renandya, 2020). Students' perception of the benefit of different kinds of

feedback sometimes differed from those suggested by research as the most beneficial. WCF can harm students' writing performance if not given meticulously. The way WCF is delivered, the type of feedback, and the student's unique learning style all affect its beneficial influence, and research on student engagement in written corrective feedback practice may connect the dots between feedback provision and learning outcomes.

Student Engagement with the Lecturer's Written Corrective Feedback

Student engagement is important in connecting lecturer feedback practice and students' attainment of the learning outcome. To explain student engagement, several scholars have explored different perspectives on student engagement in lecturer-written corrective feedback (Han, 2019; Liu & Storch, 2023; Mao & Lee, 2022; Zhang & Hyland, 2018). Han (2019) investigates how learner and contextual factors mediated learner engagement with written corrective feedback in a Chinese university EFL language classroom in an ecological perspective, gathering data from students' writing, verbal reports, interviews, field notes, and class documents. The findings suggest that student engagement with WCF can be understood as the process of recognizing and responding to learning resources and WCF. In other words, student engagement with WCF can be conceptualized as a process of perceiving and acting upon resources that could afford learning. Han (2019) also suggests that to enhance individual students' engagement with WCF, it is necessary to establish an alignment between affordances and student agency.

In the Chinese higher education context, as a comparison, You & You (2025) elaborate that undergraduate research is increasingly encouraged. To support academic communication skills, instructional and practice-based contexts for genre knowledge, as Tardy (2006) proposed, encompassing aspects such as formal, rhetorical, subject matter, and process knowledge, are incorporated into writing tasks. Involving participants at the University of International Business and Economics in East China, You & You (2025) collected the data through observations, artifacts, and semi-structured interviews with a group of four female students adopting the model of genre knowledge for data analysis (Tardy, 2006; Tardy et al., 2020). Findings reveal that the participants had increased formal genre knowledge and genre awareness across languages because they recontextualize formal genre knowledge across the undergraduate research symposium to grow genre awareness (knowledge for learning, using, analyzing, critiquing, and appropriating a genre) through IMRD (Introduction Method Result Discussion) model-mediated activity to acquire formal genre knowledge.

You & You (2025) revealed that writing for the undergraduate research symposium has given the participants who are undergraduate students chances to improve their subject matter knowledge, much as the process of writing senior theses (Xu et al., 2016). The students worked on discipline-specific approaches to doing research. Their approach included defining disciplinary research goals, using accepted research techniques, and

doing rigorous data analysis. As a result, they gained a basic understanding of a field that links and combines large amounts of topic knowledge. This result differs from studies on genre learning at the graduate level (Cheng, 2006; Paltridge & Starfield, 2020), which suggests that students usually attain the most significant gains in rhetorical knowledge and genre awareness (Cheng, 2006) highlighting the need to understand local conditions of post-graduate thesis production in teaching and supervising thesis writing (Paltridge & Starfield, 2020). Although You & You (2025) do not focus on the discussion on how the instructors scaffold the students, their research gives other researchers insight that there are a lot of opportunities for instructors/lecturers to help students with their written corrective feedback as pedagogical practice to facilitate students' acquisition on genre knowledge and awareness across languages through engaging activities that help the students in defining disciplinary research goals, using accepted research techniques, and doing rigorous data analysis.

Mao & Lee (2022) investigate how socio-cultural theory (SCT) might help to theorize the idea of L2 student engagement with written feedback. Student engagement constructs were analyzed and integrated in a socio-cultural framework that emphasizes the core traits of engagement and its underlying mechanisms (i.e., mediating elements in engagement). Methodological concerns in studies on L2 student involvement with written feedback were discussed. Liu & Storch (2023) investigate how L2 students in a single university EAP course engage with instructor-written feedback on all aspects of writing and the elements influencing their response using activity theory (AT). The study first examines the uptake of feedback from nine students using data from both initial and revised texts. The study then examines how three students interact with feedback on various aspects of their writing, using data from retrospective interviews and a case study method. The findings suggest that students accepted nearly all criticism recommendations regardless of form or focus. Students, however, engaged with the feedback differently. By referencing the interaction of context and individual-related variables, the findings reveal the intricacy of student behaviour in response to feedback.

Zhang & Hyland (2018) examine student interaction with teacher feedback and Automated Writing Evaluation (AWE) systems in second language writing. They delineate the strengths and weaknesses of both types of feedback, emphasizing engagement as a critical factor in students' utilization of feedback and their writing development. During a university semester, two different students engaged with feedback from their instructor and automated writing evaluation systems. The finding offers important insights into the complex dynamics of student engagement with writing assignments, proving that this interaction is a complex process that involves simultaneous behavioral, emotional, and cognitive reactions. Though to differing degrees, both students demonstrated behavioral engagement with two types of writing feedback. The student with the highest level of engagement fully participated and gave careful thought to the teacher's and AWE's criticism

of her writing. On the other hand, the learner with moderate engagement showed less motivation and was less prepared to apply the feedback from either source. As a result, more engaged learners spend more time processing feedback, have more positive attitudes toward it, and employ a broader range of revision techniques. This demonstrates how behavioral, affective, and cognitive engagement interact dynamically.

However, according to Zhang & Hyland (2018), students' behavioral responses to instructors or AWE feedback provide little insight into whether they have incorporated cognitive and metacognitive techniques to recognize, assess, and ultimately enhance their writing. Thus, research needs to consider teaching and learning realities rather than experimental settings (e.g., Storch & Wigglesworth, 2010). This study adopted Zhang & Hyland's (2018) model to create a framework for the study, as presented in Figure 1.

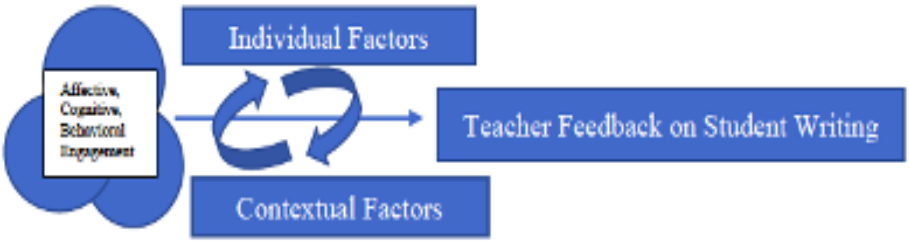

Figure 1. Adopted model of student engagement with the feedback on writing from Zhang and Hyland (2018)

From the adopted model, it is inferred that students' engagement is influenced by contextual and individual factors that interplay during the writing process. The engagement can be captured by retrospectively asking the students about their experience responding to the written feedback. Zhang & Hyland (2018) elaborated about contextual factors (which refer to external elements, such as: curriculum design, classroom environment, access to resources, institutional culture, and teaching practice that influence how students respond an interact with feedback and individual factors (which refer to personal characteristics and attributes, such as belief about learning, mental process and emotional responses, prior experience, motivation and attitude, learning strategies and language proficiency). To conclude, student engagement in responding to written corrective feedback should be investigated by aligning the contextual and individual factors that participate in the study.

METHOD

Research Design

This study employed a qualitative research design. In this study, the researchers shape their understanding of student engagement through the participants' experiences with the lecturer's global comments, as written corrective feedback, in undergraduate thesis coursework. Furthermore, the researchers aim to understand the significance of a

phenomenon for the individuals involved in it. Global comments refer to feedback that tackles a piece of writing's general problems rather than concentrating on particulars such as grammar or punctuation (Hyland, 1998).

Four Indonesian EFL university students (Murad, Osman, Zalina, and Sherina – all pseudonyms) agreed to participate in this study. All the participants were in the process of completing their undergraduate thesis under the supervision of one lecturer in the academic year 2023/2024. In the department's curriculum design where the research was conducted, the supervisor had been the participants' supervisor for a series of coursework that the participants needed to pass before enrolling in the undergraduate thesis, including thesis proposal writing and thesis proposal defense coursework. The four participants had different topics, so they preferred individual face-to-face sessions to ensure they were more focused on the content during their feedback session. Wang et al (2024) remind academics to strive to reduce the power disparity between researchers and participants by providing participants with choices rather than assigning names automatically. All four participants agreed with their pseudonyms.

The lecturer who supervised the participants delivered written corrective feedback to all the participants' manuscripts and sent the manuscripts with the feedback to the participants' email addresses. Ideally, once a week during the semester, they have 16 sessions of 30-minute face-to-face feedback sessions with the supervisor to discuss the written corrective feedback. During a face-to-face feedback session, students have the opportunity to clarify what they did not understand from written corrective feedback. They usually record the conversation or take notes during the session. Types of written corrective feedback can vary in different contexts (Hyland, 1998). In this context, the lecturer prefers to provide global comments as written corrective feedback, while localized comments are managed by the students using Grammarly.

Table 1 describes the participants' undergraduate research topics and additional notes on their completion process of undergraduate thesis writing when the interview was conducted.

Table 1.
Participants' Profile

Participants	Undergraduate Research Topic	Notes on participants and duration to complete undergraduate thesis
Murad	Language Learning Strategies	Murad was revising his undergraduate thesis proposal at the time of the interview. He engaged in undergraduate thesis activities from December 19, 2023, to July 10, 2024, and passed his undergraduate thesis defense on July 18, 2024. He had completed his bachelor's degree at the time the manuscript was reviewed.
Osman	Coping Strategies in Foreign Language Speaking Anxiety	Osman had just had his undergraduate thesis defense on October 14, 2023, and was revising it after the defense at the time of the interview. He was planning to publish his research manuscript after the revision. He completed his

		bachelor's degree when the manuscript was published, and his undergraduate thesis was published in a national journal as a co-author with his supervisor in January 2024.
Zalina	Cognition in Teaching Pronunciation	Zalina was currently collecting the data for her undergraduate thesis at the time of the interview. She was planning her wedding, so the supervision session could not really be once a week as she had planned, but she had anticipated she would finish her undergraduate thesis with an extension the following semester. She engaged in undergraduate thesis activities from July 25, 2023, to May 11, 2024, and passed her undergraduate thesis defense on May 21, 2024. She had completed her bachelor's degree at the time the manuscript was reviewed.
Sherina	Code-mixing Practices in the Classroom	At the time of the interview, Sherina had completed her undergraduate thesis defense on August 31, 2023, and was pursuing her Bachelor of Education degree.

Data Collection and Procedures

The data were collected from September to November 2023 at a university in Indonesia. Before collecting data through semi-structured interviews, the researchers designed an interview guide to investigate the participants' experience engaging with the lecturer's written corrective feedback (WCF) during undergraduate thesis supervision. According to Castillo-Montoya (2016), there are four phases of the interview protocol framework: (1) interview questions and research questions alignment, (2) inquiry-based conversation construction, (3) receiving feedback on interview protocols, and (4) piloting the interview protocols.

The interview questions, research questions, and alignment of inquiry-based conversation construction were deliberately discussed with the co-authors during the research proposal writing process. The interview protocols were piloted on one of the research participants who had completed an undergraduate thesis. The interview protocols were reviewed by the committee of the internal grant and were accepted before data collection. The primary data were collected through interview sessions. Before the interview sessions, interview guides were prepared to encourage further discussions (Kvale & Brinkmann, 2009; Rubin & Rubin, 2012). The secondary data were delivered from the lecturer's global comments as written corrective feedback, as presented in the appendix.

Instrument

The interview questions used retrospective interview prompts adapted from Hyland (1998) to recall the participants' experience, respond to global comments and ignore corrections and comments to generate data on their engagement, and thematize by referring to Zhang & Hyland's (2018) categorization of students' engagement in written corrective feedback. Table 2 elaborates on how the research's conceptual framework is operationalized into interview questions.

Table 2.
Interview Guide

The impact of teacher-written feedback retrospective interview prompts		**Student engagement in written corrective feedback**
General overview of **the revisions carried out**	1. How long did you spend revising this draft?	Contextual Factors (CF) Individual Factors (IF)
	2. Could you describe what you did as you revised? For example, did you read the feedback first, or did you refer to the feedback as you revised?	Contextual Factors (CF) Individual Factors (IF)
	3. What were the main changes you made to the draft?	Contextual Factors (CF) Individual Factors (IF)
	4. What do you think was the most important change you made to the draft?	Contextual Factors (CF) Individual Factors (IF)
General overview of **feedback use**	1. What was the most useful feedback your teacher gave you on this draft?	Contextual Factors (CF) Individual Factors (IF) 1. Behavioral engagement (BE) 2. Affective engagement (AE) 3. Cognitive engagement (CE)
	2. Did you get feedback from any other source?	
	3. What did you make use of your peers' comments?	
On global comments and changes	1. What do you think this comment is asking you to do?	1. Behavioral engagement (BE) 2. Affective engagement (AE) 3. Cognitive engagement (CE)
	2. What change did you make to your writing because of this comment?	
	3. Do you think your change has improved the writing?	
	4. How has it improved your writing?	
On comments and corrections ignored	1. Why do you think your teacher has made this comment?	
	2. Why didn't you make any changes to the writing?	
	3. Do you think there is still a problem with the writing	
Student evaluation of **their success in revising**	1. When you look at your 1st and 2nd drafts, do you feel satisfied with your revisions?	Contextual Factors (CF) Individual Factors (IF) 1. Behavioral engagement (BE) 2. Affective engagement (AE) 3. Cognitive engagement (CE)
	2. Do you feel that the essay has improved? How?	
	3. Is there anything about writing that you learned from writing this essay that you will remember and use in the future?	

(Adapted from: Zhang & Hyland, 2018)

Analysis Techniques

The interview data were analyzed grounded to Zhang & Hyland (2018) categorization of students' engagement in written corrective feedback: (1) Behavioral Engagement - whether students consolidate feedback into their revisions and how they do it; (2) Affective

Engagement – how students' emotional and attitudinal responses to feedback; and (3) Cognitive Engagement- how students use of revision operations/strategies and cognitive/ metacognitive strategies in responding feedback. The coding is presented in Table 3.

Table 3.
Data Coding

Participant (pseudonym)	Construct	Coding Samples	Interpretation
Murad (In/Mu)	Behavioral engagement (BehE)	In/Za/BehE/Ex33	The interview results from Zalina were categorized into behavioural engagement and can be found in Excerpt 33
Osman (In/Os)	Affective engagement (AffE)	In/Mu/AffE/Ex16	The interview result from Murad was categorized into affective engagement and can be found in Excerpt 16
Zalina (In/Za)	Cognitive engagement (CogE)	In/Sher/AffE/Ex47	The interview result from Sherina was categorized into affective engagement and can be found in Excerpt 47
Sherina (In/Sher)		In/Os/CogE/Ex2	The interview result from Osman was categorized into cognitive engagement and can be found in Excerpt 2

For trustworthiness, construct validation (by deliberately discussing the conceptual framework and instruments with the co-authors) and participant validation (by openly discussing the interview transcription results with the participants) were used to ensure content reliability and avoid researcher bias. Participant validation, also known as member checking. Lincoln et al. (1985) entailed giving research participants access to data, soliciting their input, and evaluating its authenticity to correct researcher bias.

RESULTS AND DISCUSSION

The four participants involved in the study were in different stages of completing their undergraduate thesis at the time data collection was conducted (September 2023-November 2023). This research aims to provide evidence to answer how undergraduate students engage with the lecturer's global comments as written corrective feedback in an undergraduate thesis coursework.

Results

Behavioural Engagement

Zhang & Hyland (2018) defined behavioral engagement as the extent to which students consolidate feedback into their revisions and how they do so. The three participants varied in their responses to the feedback from the supervisor, ranging from

three to ten days. Osman and Zalina's response reflected their commitment to work consistently as planned according to their regular schedule in responding to the lecturer's feedback. Moreover, Zalina also acknowledged that she responded faster in a face-to-face feedback session and took a longer time in if the lecturer delivered global comments as written corrective feedback and sent it online via her email.

> "I worked on revisions for the thesis draft, which took about 10 days from the time I was given feedback. (In/Os/BehE/Excerpt 1) I made changes according to the feedback given by the lecturer, because I thought it was more appropriate than what I had done before." (In/Os/BehE Excerpt 9)

> "Usually I spend approximately **3 - 5 days**, depending on the difficulty level of the revision of my thesis and my busy schedule." (In/Zal/BehE/Excerpt 31)

> "When I feel that the feedback from the supervisor I can master and I understand carefully, then I can immediately describe what I will do when revising, but if my supervisor gives feedback online /, then I will read the feedback first." (In/Zal/BehE/Excerpt 32)

> "... I understand and examine the lecturer's comments first, and then I have an idea to revise the lecturer's comments." (In/Zal/BehE/Excerpt 39)

Murad is different from Osman and Zalina, who are more disciplined. His emotions and mood highly influenced him, so there was an inconsistency in responding to the feedback from 1 to 2 weeks.

> "It usually takes me approximately one week to revise my thesis draft. It is influenced by several things such as mood, activities, and the level of difficulty of revision. When I am not excited, the time to revise the thesis draft can reach **2 weeks.** But for now, I am pursuing the target for graduation with the nearest period, so I am faster in revising my thesis draft." (In/Mur/BehE/Excerpt 16)

> "In revising the draft, the most important changes were making changes from the first draft and remembering the purpose of writing the thesis. I also make sure that the topic I choose is a topic that I am passionate about, so that in writing and revising, I raise a topic that I am passionate about." (In/Mur/BehE/Excerpt 19)

Only Sherina, who did not regularly update the feedback, she only remembered her feedback process as a whole during one semester, but during the process, she learned about being more consistent.

> "About **one semester to work** on the entire revision from the initial stage of the thesis to the final stage of the thesis." (In/Sher/BehE/Excerpt 46)

> "... Make improvements according to the comments given." (In/Sher/BehE/Excerpt 54)

> **"Consistency and broadening the knowledge** of the topic raised in the thesis and paying attention to the feedback given by the lecturer." (In/Sher/BehE/ Excerpt 60)

Affective Engagement

Zhang & Hyland (2018) defined affective engagement in delivering feedback on students' writing process as engagement that deals with how students' emotions respond to the feedback. Osman, who has passed his undergraduate thesis and is currently revising his manuscript, described his experience with the feedback from his thesis supervisor and shaped his character. He becomes more detailed, patient, and satisfied with the feedback writing process.

> "I am **more satisfied** with my writing because it has gone through the process of being checked first by the lecturer, so I feel **more confident** that what I have written is **appropriate**." (In/Os/AffE Excerpt 10)

> "I will always remember the whole process of writing my thesis well, because it will be useful if I do further studies and also when I work in any field, because in my opinion, with that process I also learnt to be a **more thorough person and patient** to finish what I have started." (In/Os/AffE Excerpt 15)

Meanwhile, Murad was in the process of revising his undergraduate thesis proposal. For Murad, her undergraduate thesis was challenging, and he was still struggling to navigate references to state her research gap. He had already found what construct he chose to frame the topic, but he still could not properly state the gap that his research would fill. However, his sense of responsibility for his task and his firm belief that his undergraduate thesis would be beneficial for his future enabled him to overcome his laziness. Despite the struggle, he remained satisfied with the feedback process.

> "I felt **more satisfied** with my writing after receiving comments from the lecturer and after I revised it." (In/Mur/AffE/ Excerpt 25)

> "In the process of writing my thesis, I learnt to be **responsible**. Because the thesis is one of the requirements for graduation, I have to be responsible with my assignment. I cannot be lazy if I want to finish my thesis quickly. This will be useful in the future." (In/Mur/AffE/ Excerpt 30)

Zalina, who proceeded slower felt satisfied because she felt the feedback simplified the way she expressed her ideas in writing. However, Zalina struggled a lot because she had to put more effort into deep reading, not only surface citation.

> "I am **more satisfied**, because with guidance and feedback I can simplify my writing, and now I have much **more control over my writing**." (In/Zal/AffE/ Excerpt 40)

Finally, Sherina, who had completed the thesis defense, felt satisfied because she perceived feedback as a source of inspiration to enrich literary discussion on the theme and make her writing consistent.

> "Yes, I feel **more satisfied** with my writing now because I get new input and inspiration from my lecturer through these comments." (In/Sher/AffE/ Excerpt 55)

Cognitive Engagement

Zhang and Hyland (2018) defined cognitive engagement as an engagement that concerns how students use revision operations/strategies and cognitive/ metacognitive strategies in responding to feedback. Research on learners' cognitive engagement with WCF has revealed individual differences in the depth of engagement (e.g., Han & Hyland, 2015) and that deeper cognitive processing may lead to improved learning (Storch & Wigglesworth, 2010).

Osman is the participant who really cared about the coherence of his writing, so he did not feel reluctant to connect the global comments from the lecturers with more references. As his comprehension was getting better on the research construct, he was willing to do extra work in minor details such as updating and adjusting his references, because before the feedback from the lecturer, his understanding was not as comprehensive as it was after accepting the feedback. Osman's diligence made him successful in publishing his undergraduate thesis manuscript after the revision of the undergraduate thesis defense.

> "I pay attention and read the feedback first, repeatedly, and then start to work on the revision. I also work on the revision while looking for things that I need such as other references to help me work on the revision to match the feedback that has been given." (In/Os/CogE/Excerpt 2)

> "For example, I made changes to the background, literature review, research questions, data analysis and small details such as citations and adjusting references in my thesis draft." (In/Os/CogE/Excerpt 3)

> "The most important change I made was to change some things that were not correct in the draft and then replace them according to the feedback." (In/Os/CogE/Excerpt 4)

Unlike Osman, Murad struggled with his English grammar. He spent most of the lecturer's global comments fixing his understanding in the appropriate grammar to express his ideas. He took longer to digest the substance of the lecturer's written corrective feedback.

> "In working on revisions, I look at the feedback first. Because it will make it easier for me to revise the thesis draft. The feedback that has been given by the lecturer becomes my main focus in working on revisions so that I do not pay particular attention to the content that is correct but go directly to the things that need to be revised." (In/Mur/CogE/Excerpt 17)

> "The changes I made included checking grammar, improving understanding of competence in the communicative competence and skills model, citing reliable reference sources, and citing quotations using APA 6th style." (In/Mur/CogE/Excerpt 18)

> "... The first thing I do is check my grammar usage. After that, I change the words that are not correct, so that the sentences and paragraphs I write have meaning and meaning that can be understood easily." (In/Mur/CogE/Excerpt 24)

From Murad's cognitive engagement, it is learned that a lower proficiency learner took a longer time to be disciplined with academic writing, referencing, and citation. From Murad, it is also learned that a lower proficiency learner struggles to navigate reliable journal references and digest them in a meaningful way; thus, he needs a longer time to progress in his writing. Meanwhile, Zalina, who occasionally struggled with her grammar and also her agenda outside the thesis supervision, also engaged cognitively a lot with the lecturer's feedback on text structure.

> "There are so many changes, one of which is that I am more thorough in writing my thesis, so that I can better understand my thesis writing and my research. (In/Zal/CogE/Excerpt 33)."

> "The component of the main theory of my thesis is very influential because if the structure of my thesis looks neat and orderly, the supervisor will find it easier to understand my thesis." (In/Zal/CogE/Excerpt 34)

Finally, Sherina, who lacked consistency but had a sense of writing self-efficacy and better English proficiency, had a balanced approach in responding to revisions for both technical aspects of language, such as grammar and spelling, and more substantive aspects, such as the quality of the way the arguments were presented.

> "In working on thesis revisions, I usually pay attention to the points in the feedback while revising directly at that time." (In/Sher/CogE/Excerpt 46)

> "The changes I make in making a draft are usually improving the writing and grammar." (In/Sher/CogE/Excerpt 47).

> "I think the most important changes I make to revise the draft are to double-check the grammar and spelling and to make sure that my arguments are well presented." (In/Sher/CogE/Excerpt 48)

Discussion

This study indicates that the students demonstrated behavioural engagement (e.g: responding feedback regularly, becoming more consistent with the content), affective engagement (e.g: becoming more patient and satisfied with their drafts, confident with their writing, and responsible with their tasks), and cognitive engagement (e.g: more attentive, detailed and focused in the coherence of citations and references with background, research questions, and methodology and grammatical accuracy) based on the lecturer's feedback on the process of writing undergraduate thesis.

In terms of behavioural engagement, the notion of distinct processing depths as presented by Han & Hyland (2015) and Park & Ahn (2022) was not captured by the findings. Han & Hyland (2015) discussed the need to distinguish between learners' surface-level awareness (i.e., noticing) and deeper-level awareness (i.e., understanding). The students were able to provide appropriate metalinguistic justifications for their errors and corrections while also recognizing their instructor's corrective purpose when they rewrote the corrected sentences and explained the rationale for the correction. Localized comments should also be investigated for a more comprehensive discussion.

Although all the participants in this study had a strong affective engagement with the WCF, there was no guarantee that they approached behavioral engagement through the action of disciplined revisions. In the same direction, Zheng & Yu (2018) examined the cognitive, behavioral, and affective aspects of twelve lower-proficiency Chinese EFL learners' interaction with teacher-provided WCF. The findings emphasized the intricate connection between the emotional, behavioral, and cognitive engagement of students. They concluded that better writing results from the condition that all three types of engagement are demonstrated in responding to feedback. In addition, Zheng et al (2023), who investigated engagement between two Chinese EFL students with lesser proficiency and their teacher's WCF, made clear that individual differences in students' behavioral, cognitive, and affective involvement were caused by a variety of personal characteristics, including student aspirations and beliefs as well as the contextual element of the teacher-student interaction. Finally, regarding cognitive engagement, the findings reveal that lower proficiency learners would respond to global comments once they were sure they had responded to the lecturer's localized comments. Face-to-face feedback was also perceived as beneficial by the participants, as it clarified the written corrective feedback delivered by the lecturer in their manuscript and sent to their email to improve their manuscript writing.

Delivering accurate metalinguistic explanations requires a higher level of cognitive engagement than simply reproducing the corrected version of their papers. It is possible that the participants did not grasp the corrections, as they were only reading the global comments from the lecturer. The varied feedback tasks with differing degrees of cognitive involvement (online and face-to-face, a combination of written and oral corrective feedback) are helpful for the participants' manuscript revision. Park & Ahn (2022) explained that a greater uptake of WCF in revision was typically associated with tasks that foster deeper cognitive processing.

However, the outcomes of post-feedback exercises differed depending on the kind of error. This research demonstrated that lower-level proficiency learners invested more time in providing localized comments before responding to the global comments from the lecturers. Cao et al. (2019) argued that cognitive engagement plays an essential role in how students feel when they deal with feedback, whether the source of feedback is from a peer

or a lecturer. They found that feedback encourages reflective thinking and internalisation of information.

In the broader context, this study suggests that global comments, as written corrective feedback, should be followed up with a face-to-face oral corrective feedback session, whether synchronous or asynchronous, especially for students with lower proficiency. How they express their understanding in a paraphrased or summarized citation often derives from their incomplete knowledge of what the reference text really means. A face-to-face oral corrective feedback session will ensure their correct understanding of the reference and what they wrote as a summarized or paraphrased citation in their manuscript. In addition to this follow-up session, the lecturer should encourage all students to be more disciplined in organizing their references in a citation manager such as Mendeley. It will avoid cognitive distraction and save time in the feedback session, potentially enhancing their behavioural, affective, and cognitive engagement with the lecturer's feedback practice.

Meanwhile, this study also suggests that students with higher language proficiency engaged cognitively with the consistency of their elaboration of the topic they chose through global comments as written corrective feedback, but demonstrated different strategies in behavioral engagement. In this study, one participant with higher language proficiency preferred to respond to feedback at regular intervals within a week. In contrast, the other participant preferred to respond to feedback once in a while in the semester. Caution should also be taken while interpreting the uptake of WCF. It is important to acknowledge disagreement over the theoretical significance of uptake. According to some interactionists, the acquisition does not follow uptake. Therefore, effective WCF uptake in revision only sometimes indicates that the students picked up the necessary linguistic elements.

CONCLUSION

The findings highlight the importance of affective engagement in addition to cognitive engagement in order to shape students' behavioural engagement in responding to the lecturer's global comments as written corrective feedback with more discipline and motivation. Students' agency in completing an undergraduate thesis is shaped through the time investment that the lecturer takes to make them more patient in the learning process and satisfied with their drafts while deciding to respond to the feedback to develop their draft into a better draft until the revision is completely finished and accepted by the lecturer for undergraduate thesis defense. Through the process, they also gained confidence in writing. However, the findings in this study are still limited to identifying the types of engagement from the lecturer's global comments as WCF. Documentation of the written corrective feedback related to localized comments was not discussed. Caution should also be taken while interpreting the uptake of WCF. It is important to acknowledge disagreement

over the theoretical significance of uptake. According to some interactionists, the acquisition does not follow uptake. Therefore, effective WCF uptake in revision only sometimes indicates that the students picked up the necessary linguistic elements. This study is also limited in terms of the scope of data from the interview. Future research may include more deliberative discussions of localized comments and surface versus deeper-level awareness on WCF.

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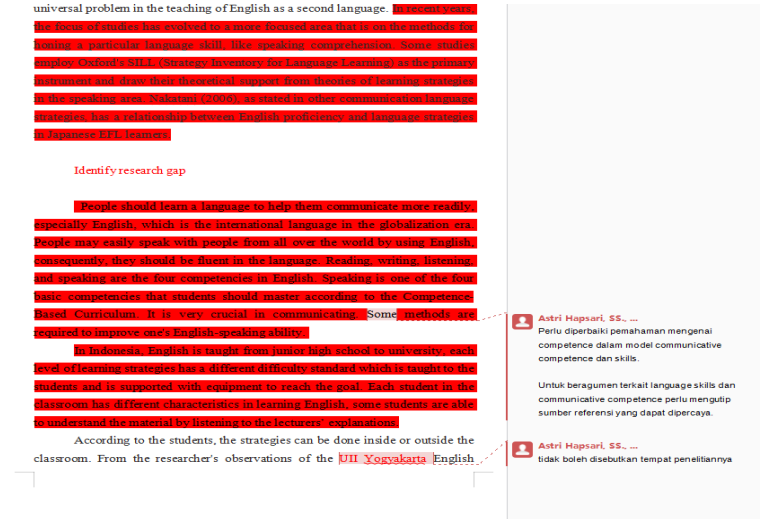
Appendix 1.
Global comments as written corrective feedback to the participants


universal problem in the teaching of English as a second language. In recent years, the focus of studies has evolved to a more focused area that is on the methods for honing a particular language skill, like speaking comprehension. Some studies employ Oxford's SILL (Strategy Inventory for Language Learning) as the primary instrument and draw their theoretical support from theories of learning strategies in the speaking area. Nakatani (2006), as stated in other communication language strategies, has a relationship between English proficiency and language strategies in Japanese EFL learners.

Identify research gap

People should learn a language to help them communicate more readily, especially English, which is the international language in the globalization era. People may easily speak with people from all over the world by using English, consequently, they should be fluent in the language. Reading, writing, listening, and speaking are the four competencies in English. Speaking is one of the four basic competencies that students should master according to the Competence Based Curriculum. It is very crucial in communicating. Some methods are required to improve one's English-speaking ability.

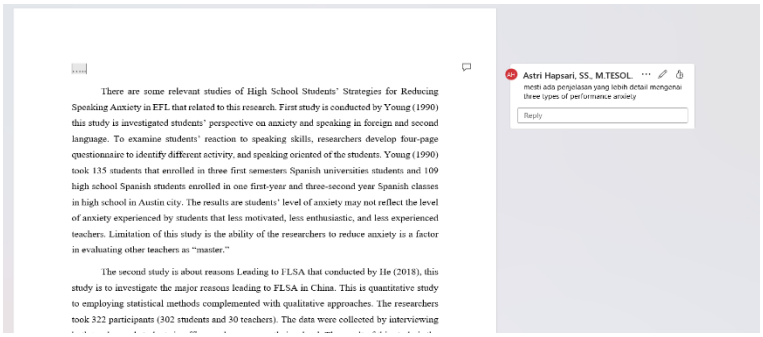
In Indonesia, English is taught from junior high school to university, each level of learning strategies has a different difficulty standard which is taught to the students and is supported with equipment to reach the goal. Each student in the classroom has different characteristics in learning English, some students are able to understand the material by listening to the lecturers' explanations.

According to the students, the strategies can be done inside or outside the classroom. From the researcher's observations of the UII Yogyakarta English

Astri Hapsari, SS., ...
Perlu diperbaiki pemahaman mengenai competence dalam model communicative competence dan skills.

Untuk beragumen terkait language skills dan communicative competence perlu mengutip sumber referensi yang dapat dipercaya.

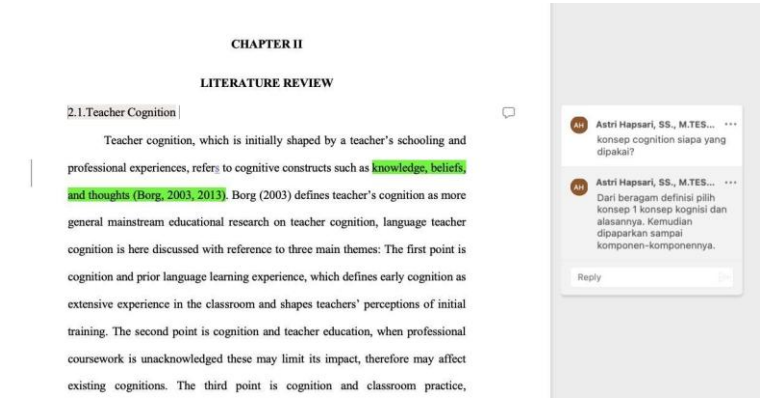
Astri Hapsari, SS., ...
tidak boleh disebutkan tempat penelitiannya


There are some relevant studies of High School Students' Strategies for Reducing Speaking Anxiety in EFL that related to this research. First study is conducted by Young (1990) this study is investigated students' perspective on anxiety and speaking in foreign and second language. To examine students' reaction to speaking skills, researchers develop four-page questionnaire to identify different activity, and speaking oriented of the students. Young (1990) took 135 students that enrolled in three first semesters Spanish universities students and 109 high school Spanish students enrolled in one first-year and three-second year Spanish classes in high school in Austin city. The results are students' level of anxiety may not reflect the level of anxiety experienced by students that less motivated, less enthusiastic, and less experienced teachers. Limitation of this study is the ability of the researchers to reduce anxiety is a factor in evaluating other teachers as "master."

The second study is about reasons Leading to FLSA that conducted by He (2018), this study is to investigate the major reasons leading to FLSA in China. This is quantitative study to employing statistical methods complemented with qualitative approaches. The researchers took 322 participants (302 students and 30 teachers). The data were collected by interviewing

Astri Hapsari, SS., M.TESOL.
mesti ada penjelasan yang lebih detail mengenai three types of performance anxiety

Reply


CHAPTER II

LITERATURE REVIEW

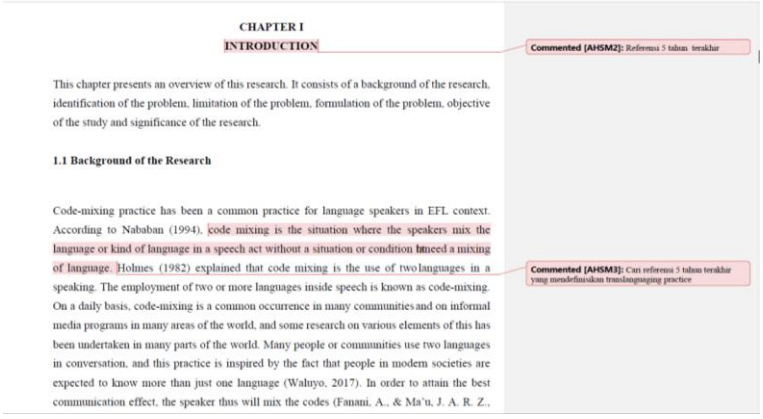
2.1.Teacher Cognition

Teacher cognition, which is initially shaped by a teacher's schooling and professional experiences, refers to cognitive constructs such as knowledge, beliefs, and thoughts (Borg, 2003, 2013). Borg (2003) defines teacher's cognition as more general mainstream educational research on teacher cognition, language teacher cognition is here discussed with reference to three main themes: The first point is cognition and prior language learning experience, which defines early cognition as extensive experience in the classroom and shapes teachers' perceptions of initial training. The second point is cognition and teacher education, when professional coursework is unacknowledged these may limit its impact, therefore may affect existing cognitions. The third point is cognition and classroom practice,

Astri Hapsari, SS., M.TES...
konsep cognition siapa yang dipakai?

Astri Hapsari, SS., M.TES...
Dari beragam definisi pilih konsep 1 konsep kognisi dan alasannya. Kemudian dipaparkan sampai komponen-komponennya.

Reply


CHAPTER I
INTRODUCTION

This chapter presents an overview of this research. It consists of a background of the research, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the research.

1.1 Background of the Research

Code-mixing practice has been a common practice for language speakers in EFL context. According to Nababan (1994), code mixing is the situation where the speakers mix the language or kind of language in a speech act without a situation or condition bmeed a mixing of language. Holmes (1982) explained that code mixing is the use of two languages in a speaking. The employment of two or more languages inside speech is known as code-mixing. On a daily basis, code-mixing is a common occurrence in many communities and on informal media programs in many areas of the world, and some research on various elements of this has been undertaken in many parts of the world. Many people or communities use two languages in conversation, and this practice is inspired by the fact that people in modern societies are expected to know more than just one language (Waluyo, 2017). In order to attain the best communication effect, the speaker thus will mix the codes (Fanani, A., & Ma'u, J. A. R. Z.,

Commented [AHSM2]: Referensi 5 tahun terakhir

Commented [AHSM3]: Cari referensi 5 tahun terakhir yang mendefinisikan translanguaging practice