

# Exploring the Engagement with Corrective Feedback at Higher Secondary School Level for Accuracy in Writing for ESL Students

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## Abstract

*Written corrective feedback plays a vital role in developing L2 writing among ESL learners, and engagement is a tool that helps students achieve error-free writing. This research shows that written corrective feedback is directly proportional to student engagement, which depends on the extent to which students follow the teacher's comments. This study uses a mixed-methods approach, combining experimental and qualitative research to calculate results. However, some drift persists in identifying the link between student engagement with feedback and the learning outcomes it yields. The population of this study comprises higher secondary school students, and the study examines how they engage with written corrective feedback behaviorally, affectively, and cognitively. Data were collected through tests and questionnaires administered to higher secondary students, and interviews were conducted with five haphazardly selected students. The results showed that variables are to some extent linked with written corrective feedback. This study is complex, in which students' engagement with corrective feedback is calculated across three dimensions of student engagement.*

**Keywords:** Written Corrective Feedback, Student Engagement, Second Language Writing, Teacher-Written Feedback.

## Introduction

Developing strong English writing skills is vital for workplace interactions and communication. When a researcher observed these phenomena among English-as-a-second-language students, he had to face many problems because he lacked competence in English. A man is a complex organism which is constituted of mind, which is the source of abstract ideas. When a student starts writing in L2, they make many mistakes. A student himself is not capable of eliminating this mistake, so he has to take support from a teacher to put him on the right path and determine his direction in writing in L2, ensuring error-free writing. So, in this research, intermediate class students are selected because it is a crucial stage for students to write accurately, as they have to enter the next phase, which is then career-making, for admission to universities or a job in different departments. So, written corrective feedback is the best way to put students on the right path and also helps develop critical thinking. The linguist's competence and critical thinking are considered the best strategies for accurate L2 writing (Dueramen, 2015). As a researcher at this level, he has observed that students at the higher secondary school level in Pakistan possess limited linguistic knowledge. The crucial step at this level is to develop students' attention to errors in writing by using written corrective feedback.

WCF is considered the best strategy to address linguistic errors and enhance accuracy in writing. According to Ferris and Hedgcock (2014), it is a time-consuming activity. Some

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researchers have shown that promoting error-free writing among students is a best practice, but its accuracy still needs to be established (Hyland & Hyland, 2019). Though WCF had its own merits (Bitchener, 2017), further research is required to identify the factors that promote its effectiveness.

Hyland and Hyland (2019) have indicated that the learner's responses toward WCF are a topic in need of research. Previous studies (Han & Hyland, 2015; Zheng & You, 2018) have highlighted the role of WCF for university students, considering the modes of engagement — behaviorally, affectively, and cognitively. They prove that engagement plays a key role in feedback. Learners who are actively engaged with WCF commit fewer mistakes than those who are less involved with WCF. According to the researchers' knowledge, no proper study has been conducted among higher secondary school students, so there is a dire need to identify the obstacles they face in accurate L2 writing in English. A significant theoretical gap is found in previous research, where data on this topic are scarce. It is also observed that students at higher secondary levels are not properly acquainted with WCF for correcting grammatical mistakes in writing, and the concept of student engagement with WCF is not evident.

So, there is a gap between these two levels. To address this, the extent to which WCF constrains students in writing accuracy, i.e., grammatical accuracy, is examined. When this research study was conducted, a separate angle was selected to explore how HSSE students engage with WCF across three modes — behaviorally, affectively, and cognitively. To delve deeply into the nature of student engagement, it is also beneficial for the English teacher to provide written corrective feedback to enhance it.

## **Literature Review**

### **The engagement of student with written corrective feedback and their accuracy in learning**

According to Ellis (2010), student engagement is linked to the learner's commitment to their writing, which is further enhanced by providing feedback. The learner's engagement depended on both contextual factors and individual student differences. It is further explained by including three psychological perspectives: behavioural, affective, and cognitive engagement. Behavioural engagement concerns learners' willpower. That shows how reluctant they are to correct their error and the techniques they use to do so. Affective engagement is associated with strong emotional factors among learners and their attitudes toward correcting mistakes. Moreover, the cognitive factor is the extent to which students pay attention to the feedback. Ellis (2010) has explained his componential Framework in terms of oral and written feedback and the time requirements. Han and Hyland further elaborate that oral feedback must be applied immediately, whereas WCF can be delayed and used later.

As per Han and Hyland (2015) and Zheng and You (2018), student engagement is a meta-construct comprising three types of engagement that must be acted upon together. According to Han and Hyland (2015), the association among these three components must be dynamic, and engagement must be acted upon holistically rather than in isolation. This inter-relationship is also found between these three types of engagement by Zheng and You (2018).

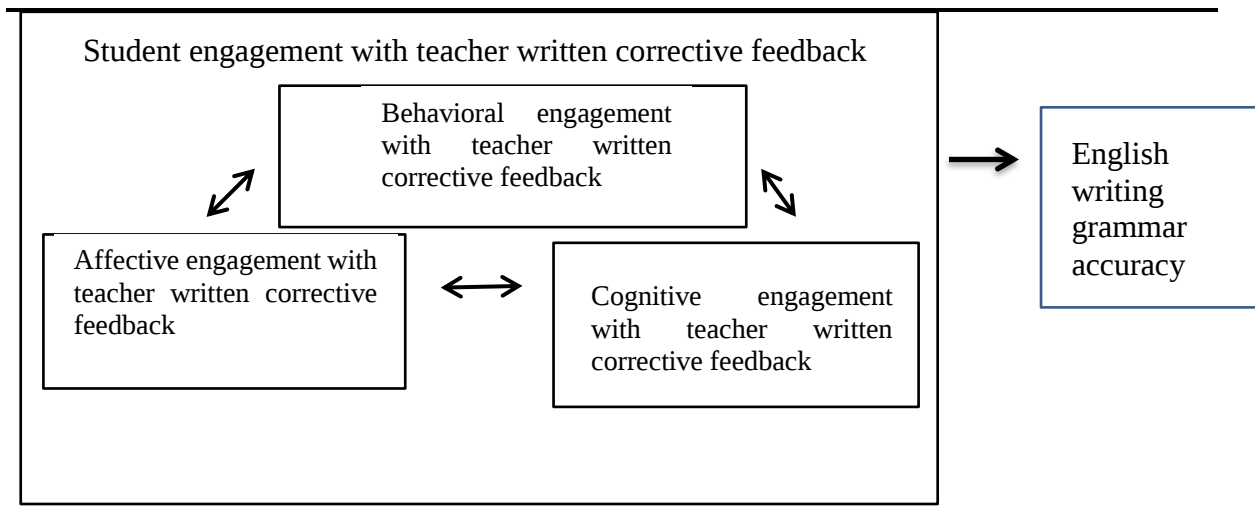
Consequently, Ellis (2010) has explained the learning outcome as acquisition, which was the basis of accurate writing. This accuracy is partially acquired through the use of features (2010, p. 344), and it is a complex process to differentiate the linguistic items that all students do not know or cannot acquire.

### **The framework of the student engagement with WCF provided by the teacher**

In this study, behavioural, affective, and cognitive engagement were interpreted as interrelated sub-constructs of student engagement (i.e., the meta-construct), aligning with the work of Han

and Hyland (2015) and Zheng and Yu (2018). Then, for this study, we treated English writing grammar accuracy as a learning outcome resulting from student engagement, as shown in the figure.

**Figure 1 : Research Framework for Student Engagement with Teacher Written Corrective Feedback**



Behavioural engagement refers to the observable revision strategies students use to understand written corrective feedback and resolve their errors (Han & Hyland, 2015). To analyse revision strategies, Ferris (2006) proposed student revision analysis categories such as "error corrected," "incorrect change," "no change," "substitution," and "deleted text" (p. 88). According to her, students make correct revisions in response to their teacher's feedback most of the time, with incorrect changes, no changes, and other revision strategies occurring to a lesser extent. Ferris et al. (2013) examined how students revised their writing and identified many observable strategies, such as rereading multiple times and asking others to read a text. Affective engagement refers to a student's emotional reactions and attitudes towards WCF after they receive it (Han & Hyland, 2015).

According to Mahfoodh (2017), these emotional responses can be positive and negative. Different types of teacher-written feedback elicit a range of emotional responses, including satisfaction, acceptance, surprise, disappointment, and happiness. For example, students may feel acceptance, rejection, surprise, and dissatisfaction, while a negative evaluation can cause disappointment and frustration. Nevertheless, negative emotional responses could influence students' revision strategies and their understanding of feedback. Ultimately, attitudes towards feedback can be positive, neutral, and negative (Han & Hyland, 2015). Cognitive engagement is the extent to which students process WCF (Ellis, 2010) and utilize cognitive strategies (Han & Hyland, 2015). The degree to which students process feedback may depend on the quality of noticing (Qi & Lapkin, 2001). It could be perception, noticing, and understanding, as outlined by Schmidt's (1990) Noticing Hypothesis. The use of cognitive strategies can indicate that students are making cognitive effort to process WCF, and their adoption of metacognitive strategies can reflect regulation, which is important for processing feedback (Han & Hyland, 2015). How students cognitively process feedback can also be explained through Bitchener's (2019) cognitive-processing stages for a single WCF episode. Bitchener has explained that students need to be motivated and focused on accuracy before they pay attention to feedback. Only then can they notice the gap between the WCF and their own misunderstandings. When students understand what the feedback reveals about their errors, they analyse and compare the WCF with their long-term linguistic knowledge to produce accurate outputs. If the student

produces a new output correctly, the consolidation process occurs; if they are not accurate, the process needs to be repeated. In addition to explaining the cognitive-processing stages involved in understanding a single piece of WCF, Bitchener (2019) has also proposed stages for accessing new knowledge from processing WCF to explain how students use recently acquired knowledge to write new texts. He has explained that students need to be motivated by accuracy and to focus on meaning while writing, because they must be aware of the relationship between form and meaning in a text. Then, when students recognize that they need to convey a particular meaning by using new knowledge, they will be ready to retrieve it and eventually produce the output. Finally, their output will be assessed, and feedback will be provided if the output is inaccurate.

### **Concerned study of the engagement of the student WCF by the teacher**

Han and Hyland (2010) explore how SNTs engage with WCF effectively, behaviorally, and cognitively. The study's variety suggests that these students engaged with WCF in various ways. The first group of students shows keen interest in the conversation between students and the teacher and demonstrates their understanding of L2 in their accurate writing. The second type of students were overwhelmed after receiving feedback from their teacher and could not manage their regulation or negative emotions. They lack understanding, have misunderstandings, and are overconfident. So they remain behind and leave some errors unchanged. Finally, they could not correct all errors. The third type of students are those with limited comprehension, despite having a writing dictionary; they did not understand the sentence structure required for correction. The fourth type of students is parasitic; they often demand corrections from peers. Their classification, based on Zheng and Yu (2018), describes how students of Chinese at the Undergraduate level engage with the WCF across three dimensions. In the case of behavioural engagement, students are keenly studying their text, identifying errors with the help of their native language, and may also consult online sources. As far as effective engagement is concerned, the students are behaving in a sophisticated manner. They appreciated the teacher's efforts to provide them in the form of WCF and responded positively, but only a few expressed frustration when they made an error in the text. The type of cognitive engagement, in this case, is the poor students are effectively facing in understanding the WCF: indirect feedback, whereas the student who can understand the teacher's views does so through symbols. However, the poor student cannot recognize these symbols and thus allows the error to remain unmodified.

### **Research Objective**

To observe the mechanism of engagement of the student with the feedback of the teacher on the accuracy of English grammar.

To explore how the Higher Secondary School students engaged with WCF behaviorally, affectively and cognitively.

### **Methodology**

A mixed-method quasi-design was used for this study to delve deep to find results, context and participants. To identify the gap in this study, higher secondary school students are selected. The classes started on 14th August of the summer vacation in Pakistan's Punjab province at Government Christian Higher Secondary School, Sialkot City. The main issue at this level for students is to clear the exam. The English paper takes about 40 minutes. This process lasts about 15 weeks. First of all, 50 students are selected, consisting of Intermediate in Computer Science, Intermediate in Commerce, and Faculty of Arts students. After this, the FA students are eliminated, and the experiment continues. ICS and ICOM students, about 25 students. The

further shortlisting also took place, and only six students were selected haphazardly for the qualitative data.

Collection: It is based on their previous performance and class orientation, as well as their educational background and experience in learning and writing English accurately.

### **Mechanism of providing feedback**

According to Lee (2017), feedback is provided in an indirect way in the form of an error code by the teacher. Eleven error codes were presented by Ferris (2006). The error categories and codes: word choice (WC), verb tense (VT), verb form (VF), word form (WF), articles (Art), singular-plural (SP), pronouns (Pro), run-on sentence (RS), fragment (F), sentence structure (SS), and subject verb agreement (SV). Some error categories focused on errors that can be about phrase level, clause level, or sentence level, such as fragments and sentence structure, and on complete erroneous phrases and sentences that were underlined. Codes of errors were written at the beginning of the phrase or sentence to point out errors at the phrase level or sentence level. Further, more errors were found in the sentences, and the error codes are also provided in different colours. The examples were provided in Figure 2. The feedback was provided in written form, as in the collaborative version of the draft, which was returned to them in Google Classroom.

### **Example of feedback provision**

Maryam's hobbies. Her hobbies know no boundaries. Whenever she gets free time, she plays games. She plays many games. However, the game she actually played was a few games like Ludo and hockey.

### **Instrument and validity of the research**

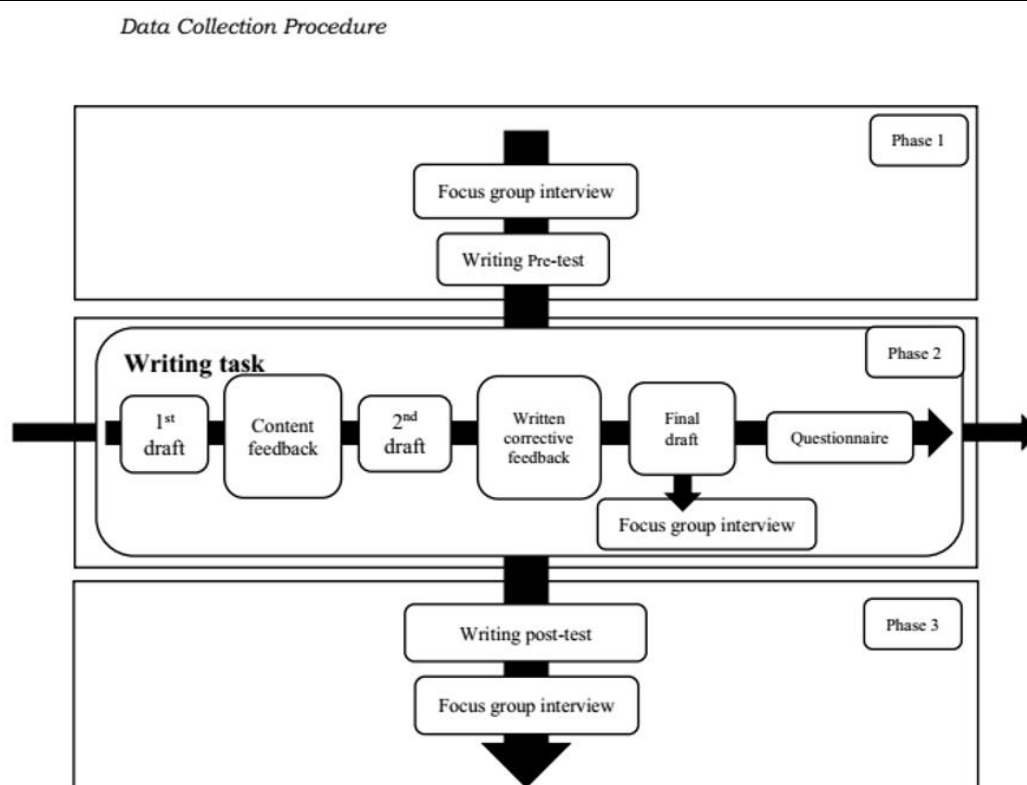
A writing pre-test and a writing post-test were used to evaluate the participants' English writing grammar accuracy before and after their engagement with teacher WCF. Each test provided one prompt for the participants to write a descriptive paragraph of 120 words in 50 minutes. The topics for the pre-test and post-test were describing a person they knew and describing a person they admired, respectively. The topic for the descriptive writing and the number of words were selected from the school coursebook. However, since this study used fewer objective written tests, two raters were necessary to ensure consistent scoring. A questionnaire on student engagement with teacher WCF was used to examine the degree of the participants' engagement after editing grammatical errors. The questionnaire comprised 30 items, divided into three parts corresponding to the three dimensions of student engagement with teacher WCF: behavioural, affective, and cognitive engagement. Each part consisted of ten items representing each dimension. While questionnaires can quickly gather responses from participants, some responses may not be accurate due to participants' desire for privacy (Creswell, 2012). To address this problem, participants in this study were assured that their responses would remain anonymous. Interview protocols were used to investigate participants' engagement with teacher WCF across three perspectives —behavioural, affective, and cognitive—before, during, and after engaging with the feedback. Because the study included three interview sessions, there were three interview protocols. The first interview protocol was developed to elicit the participants' past experiences with English writing. The second one was used to explore how the participants engaged with the teacher WCF behaviorally, affectively, and cognitively. The third one aimed to investigate participants' reflections on how their engagement with the feedback contributed to their improvement in English writing grammar accuracy. According to Creswell (2012), one disadvantage of using an interview is that interviewees may respond to please the interviewer. To solve this issue, the participants were assured that their responses would not affect their final grade in the course. Regarding

instrument validation, the writing pre-test and post-test were evaluated for content validity, and the questionnaire and interview protocols were validated for construct validity using the index of item-objective congruence (IOC) by three experts in English language teaching. These instruments were deemed appropriate and revised in accordance with their suggestions. The writing tests were measured for reliability using inter-rater reliability, with the researcher and one English teacher serving as raters. The inter-rater reliability was 0.987 for the writing pre-test and 0.989 for the writing post-test.

## Data Collection

According to Cresswell and Cresswell (2017), a mixed-methods quasi-experimental study is a research design that permits qualitative data Collection to be conducted before, during, or in some combination to enhance the qualitative foundation. The data is collected three times to include all three aspects. Hence, these three features of the data were collected, as shown in the figure 2.

**Figure 2: Data collection procedure**



The first phase consisted of a focus group interview with six students, selected haphazardly, who were asked about their background and their approach to learning to write in English. After this interview, the post-test is scheduled to assess writing grammar accuracy before engaging with the teacher's feedback as a constituent of the writing instrument. The students are required to write an essay on the given topic, about 150 words, in 50 minutes. This test was checked and rated by the researcher. Other teachers are also deployed on an analysis scoring rubric that focuses on the eleven error categories adopted from Ferris' (2016) categories: code, word choice, verb tense, verb form, article, singular/plural, pronoun, run-on, fragment, sentence structure, and SVA.

In the second phase, the students were asked to write 150-word essays after completing the first draft. The content feedback was given two days later. Then the students are given five days to revise their drafts. On the occasion of depositing the second draft, the coded feedback was introduced and explained in detail to them. Coded feedback guidelines were also given for references. Thus, the second draft was checked, and the researcher serving as the writing instructor provided WCF on the eleven categories for the next two days. The content feedback was also given to them before WCF to prevent the student from deleting the WCF, and they were striving to revise. The students finished their final draft in 5 days. The five students, haphazardly selected, had another focus group interview to assess how they engaged behaviorally, effectively, and cognitively with the teacher WCF. The five students' second and final drafts were required as prompts for the subsequent focus group interview. The 30-item questionnaires were distributed to all participants, asking them to respond to how well they have engaged with their teacher WCF. Data from the interviews, focus groups, and the questionnaire were collected concurrently. In the third phase, which is the range after one week, the participants took a writing post-test to measure their English grammar accuracy after engaging with feedback on a 150-word essay in 50 minutes. Their post-test was also rated similarly to the pretest. The focus group interviews were also held after the post-test to better understand students' engagement with the WCF regarding English writing grammar from three perspectives.

## Data Analysis

In this research study, a mixed-methods quasi-experimental design is used to analyse both qualitatively and quantitatively. As for quantitative data, to find the relation between student engagement with WCF and English writing grammar accuracy, the scores obtained from the writing post-test and the questionnaire were used to calculate the correlation. The writing post-test was examined to evaluate the participants' English writing grammar accuracy in 11 error categories after they engaged with feedback from the researcher and the English teacher. In order to reduce the variation in the text length, the first hundred words of the post-test were included in the analytic rubric score. The questionnaire consists of about 30 closed-ended questions, answered yes or no. Finally, the score depends on the extent to which participants felt their engagement was accurately discussed. The higher the score, the more engaged they are with the feedback. The two sets of scores from the post-test and questionnaire were correlated. As the participant in this research is about 30 years old, the scores were analysed to determine whether parametric or nonparametric analysis was appropriate (Pagano, 2013). The Shapiro-Wilk test was utilised to determine whether the data were normally distributed. However, the data were found to be normally distributed ( $p < 0.05$ ); therefore, the Pearson product-moment correlation coefficient was used to assess the association.

For the analysis of qualitative data, after the post-test, the focus group responses were examined using content analysis, which involved transcribing and coding the data and grouping them into themes (Cresswell, 2012). The student's responses were coded and grouped based on the contribution of the student's engagement with teacher WCF to English writing grammar accuracy. As for the second objective, responses from the pretest, post-test, and focus group interview were also analysed using content analysis. The code and the themes were based on three types of student engagement with teacher WCF.

## Results

The results of the study are described in accordance with the research objectives.

### Research objective 1

To explore how the learner engaged with WCF is related to English writing grammar accuracy. In this section, the linkages among the student, the teacher, WCF, and English writing grammar

are accurately illustrated. One side of the table indicates the relationship between the two variables. The post-test results are presented in this session and show the positive contributions that student engagement with WCF made to English accuracy across the three directions. The left side of the table shows no Correlation coefficient between student engagement with teacher WCF and English writing grammar accuracy ( $r(23) = -0.08$ ,  $p = 0.66$ ). The average scores on the pretest and post-test writing were analysed using a paired-samples t-test. The post-test average score was higher than the pretest score at the 95% confidence level ( $p=0.004$ ). The study shows that feedback effectiveness plays a crucial role in accurate writing through engagement with the study. Remarkably, an improvement in English writing grammar accuracy between the pretest and post-test was found, despite the absence of a viable relationship between the two variables, a finding further investigated through the interview with the focus group.

**Table 1: The common display of the integration between the quantitative and qualitative data**

| Quantitative findings based on the correlation between English writing grammar accuracy and student engagement with teacher written corrective feedback |                                    |               | Qualitative findings based on the participants' views about how the results of their engagement with teacher written corrective feedback affected their English writing grammar accuracy    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student engagement with teacher written corrective feedback                                                                                             |                                    |               | 1. Behavioral engagement<br>Positive contribution: - Checking for accuracy during the test<br>Negative contribution: - Not having an opportunity to practice more                           |
| English writing grammar accuracy (Post-test)                                                                                                            | Pearson Correlation Sig (2-tailed) | -.089<br>.667 | 2. Affective engagement<br>Positive contribution: - Feeling more cautious<br>Negative contribution: - Unvarying attitudes towards the feedback                                              |
|                                                                                                                                                         | N                                  | 26            | 3. Cognitive engagement<br>Positive contribution: - Paying more attention to the errors - Remembering a pattern of a structure to write for the test<br>Negative contribution: - Forgetting |

As shown in the table 1, the concern of the student engagement with a teacher WCF made to English writing grammar accuracy was found to be positive and negative in all three directions. As far as the behavioral engagement is concerned, the writing grammar accuracy is increased during the test and rate of committing errors is reduced. It is said by one of the students that he often begins the sentence with “because, and, but” so he always checked during the test, however, it is further described by some students their chances of committing error will be reduced if again feedback is applied to them. As far as the affective engagement is concerned, the feedback is provided by the teacher as a source of development of writing grammar accuracy in L2 in Pakistan. They are trained not to make mistakes in the test. It is the view of the one of the student that he is more cautious about error when he was doing the test. This type of response has positive impact of the affective engagement with the feedback. Therefore, all the students believe that their attitude toward the WCF effect their English grammar accuracy because it is general principle to correct error and learn from it. As their attitude toward correction of the error improved, so their effective engagement with the teacher WCF negatively contributed toward their English writing grammar accuracy, the student said that

they prepared themselves more reluctant not to commit error. The feedback I received from a teacher that helped me to remember the error, I made very often, so I gave more attention to them when doing the writing test. Further another student mention another cognitive strategy to compare the writing test. I have to search and self-audit for the information in the internet or grammar. It is remembered to me up till now that it is beneficial for to study the sentence structure. I have revised my writing in writing task and use it to write in the test and it was quite beneficial for me. It is indicated by these two strategies that cognitive engagement with WCF given by teacher have positive effect on writing grammar and one student has shown that he has some reservation that he has always forgotten in the test.

### Research Objective 02

To explore how the higher secondary school student engage with teacher written corrective feedback behaviorally, affectively and cognitively. This section is further distributed into four parts. The first portion is about previous experience and background knowledge of the student. And three focused on three type of student engagement teacher WCF: Behavioral, affective and cognitive engagement.

Previous experience and background knowledge: It is reported by three students that when they reached in their school through 7<sup>th</sup> and 9<sup>th</sup> grade they learned the way of writing English as L2 such as writing 130 word of descriptive essay and description of picture in writing task. Two students received direct feedback from their teacher. Other two said they had not learned writing before but appeared in about 100 words writing test. In this first and second term test, even though most of the participants did not get feedback in the past. They received it as an essential construct of developing their English writing accuracy.

Behavioral engagement: The student behavioral engagement was reflected in their revision strategy and observable strategy for editing. Table two represents the number of error that appeared in the test of six students as well as the use of revision strategies.

**Table 2: Summary of Errors in the Texts of the Five Participants and Their Use of Revision Strategies**

| Participants   | Second drafts<br>Total number of errors | Final drafts<br>Total number of errors | Revision Strategies                                         |
|----------------|-----------------------------------------|----------------------------------------|-------------------------------------------------------------|
| Participants 1 | 22                                      | 3                                      | Correct revision: 19 Incorrect revision: 2<br>No change: 1  |
| Participants 2 | 18                                      | 1                                      | Correct revision: 16 Substitution (Correct): 1 No change: 1 |
| Participants 3 | 12                                      | 0                                      | Correct revision: 11 Substitution (Correct): 1              |
| Participants 4 | 14                                      | 4*                                     | Correct revision: 13 Incorrect revision: 1                  |
| Participants 5 | 11                                      | 0                                      | Correct revision: 11                                        |

\*Note: including new errors after correct revision

According to this table, most students successfully corrected their errors based on the WCF provided by the teacher. Some of the students (student 1, 3 and 5) made a few inaccurate corrections by way of revision and without change. Student roll no #4 has never committed an error after the revision based on the feedback. The new errors he is committing after making revisions based on the feedback fall into different error categories than their initial errors. For

example, an error in the sentence structure is found. When the student revised the parallel structure error by adding the same verb, he made two subject-verb agreement errors.

*Actual:* He speaks eloquently, speaks quickly and clearly.

*Revision:* He speaks eloquently, speaks clearly and speaks quickly.

It is based on the responses before the post-test, and there are four groups. The students reported that they could accurately correct their errors because they understood the feedback after the teacher-student writing conference, as one participant explained. Some errors are elementary to correct because they are apparent. For example, when I got SP (singular and plural), I only added s to the noun to make it a plural noun (candidate 5). Regarding the incorrect revision, the student accepted that they do not know how to correct the error, particularly given their lack of knowledge about feedback. For example, one student has the following comments. When I have an SS Sentence structure, I know what it refers to, but I do not know precisely what it is or how to correct it, so I correct the error using my instinct. As for the substitution, one student reported that she was concerned about the sentences' readability, so she decided to correct them in a way that differed from the suggestion in the feedback. Some students are not very reluctant about their errors; they leave them unchanged and are also careless, failing to check them thoroughly. Consequently, they left their error unmodified with respect to the observable editing strategy. All students said they sought grammatical guidance due to concerns about their online errors. Then they compared their error with the website and their own sentences while editing. It is also different for them to correct the remaining error, so they have consulted with their peers. Therefore, they collected all their errors before attending the Student Teaching Writing Conference and spoke with a researcher about having them checked. However, some students said they did not ask their peers for help, yet they still consulted the teacher. Regardless of the influence of behavioural engagement on cognition, the student reported a method similar to the observable strategy, searching for information about specific errors by comparing example sentences with their own sentences and consulting with the teacher and their peers. One student said that the main reason they used this strategy was to understand the feedback. As for the influence of behavioural engagement on feelings, the four students reported feeling happy and proud of themselves after correcting. However, one student said that he did not feel anything because he only observed error correction as a task.

### **Affective Engagement**

Affective engagement with WCF was examined by assessing students' emotional responses and attitudes toward the feedback. Three students said that they were shocked when they received their feedback. I was amazed when I studied the teacher's feedback and saw a long line under my sentences, along with some code. I had also checked accuracy before submitting the second draft, so I did not expect to receive feedback like this. Contrary to this, the student argued that he did not feel supervised because he lacked grammatical accuracy. So he expected to receive much feedback. Another student also said he felt disappointed when he realised his writing contained errors.

Regarding the influence of effective engagement on behavioural engagement, the three students said they need a break before correcting errors because they are not ready to repeat them immediately. One of the students said he corrected his mistakes as soon as he studied the feedback; he said he had already prepared himself to do homework when he got the feedback. As far as the influence of effective engagement on cognition, some students, first of all, keenly observed the teacher's WCF, but they could not correct all their mistakes. So they cannot get a complete impression of their mistakes. Some students thought that even though they are supervised and shown. They felt the error would not be difficult to correct because they received the same error code many times. However, one of the students explained that the

correction would be complicated because they had received multiple error codes and were repeated in many sentences.

### **Cognitive Engagement**

The student's cognitive engagement could be determined by the extent to which they noticed and understood that the teacher used WCF and meta-cognition to engage with feedback. The student responses revealed that they understood the teacher's WCF at three levels: total understanding, partial understanding, and no understanding. They said that once they fully understand the feedback, they can accurately correct all the errors. If they partially understood the feedback, they needed further clarification to grasp it better. They explained that they did not know what precisely the feedback was trying to convey. Identified the categories based on the coded feedback, but did not know how to correct the error. One student said he received it as follows. When I studied VT (verb tense), it occurred to me that the tense was wrong. I understand that there was an error in the article due to a symbol. When I studied it, I could not identify the exact error. However, when I observed feedback 'F', it occurred to me that the student had made an error, but I did not know what it was. Different students have expressed their confusion about errors in various ways. One student has this comment: 'I know this F (fragment) for playing my best friend (missing verb). Because I estimate that the sentence is not complete, but I did not understand that this F for 'keep promises and keep words' (missing subject), candidate 4.

Regarding the influence of cognitive engagement on behaviour, most students reported correcting their errors. They had a better understanding of the first and saved the most difficult error for later. When they are in a state of confusion, they search the internet and consult with counsellors and teachers to better understand the feedback before making any corrections. In terms of engagement, students said they managed their negative feelings by taking a break before continuing with their correction.

### **Discussion**

Corrections aim of this study is to explore the relationship between student engagement with teacher WCF and writing accuracy, and to investigate higher secondary school students' perspectives on their engagement with teacher WCF across three dimensions. This study explored the relationship between student engagement with WCF and when students are adequately engaged with WCF, writing in L2, and English is also improved, as evidenced by improvements in the pre-test and post-test results.

#### **Negative impact of three types of student engagement with teacher WCF on English writing grammar accuracy**

Regarding the adverse effect of behavioural engagement on L2 writing in English, students are unable to complete an additional writing task. The student said that they could focus their understanding of the feedback by writing a new text and getting feedback again, if the same error occurred. As for the adverse effect of affective engagement, the students' attitude toward the feedback remained unchanged and had a minimal effect on their English writing accuracy. According to the post-test and pre-test, the students' attitudes toward the WCF are positive. Regarding the negative contribution of cognitive engagement, the adverse outcome is found to be forgetting the lesson. According to Bitchener (2019), forgetting can be explained when a student is unable to use new knowledge while writing. Consequently, students can retrieve knowledge they have recently acquired, leading to inaccuracies.

**Positive contribution of the three types of student engagement with teacher WCF to English writing grammar accuracy**

Regarding the positive association between behavioural engagement and writing grammar, they found that students achieved an understanding of English writing grammar. Accuracy after engaging with feedback: as far as the positive contribution of effective engagement is concerned, the student becomes more reluctant while writing text because the teacher's WCF draws attention to his errors. According to Bitchener (2019), the given stages for forgetting new knowledge from processing WCF, this type of continued engagement could indicate that students have developed a stronger motivation to be accurate, which is an erroneous step in achieving new linguistic knowledge and writing a text. Regarding the analysis of the impact of cognitive engagement and English writing grammar accuracy, it is observed that students are paying more attention to errors. They are committing errors and remembering a structure to keep them right accurately because they were statistically significant improvement in the accuracy of writing L2 as English. as far as the positive and negative effect of engagement of the student with WCF the teacher is concerned, it seemed that engagement of the student is not immediate lead to improvement in writing but indicate learning from engaging with the feedback. As proposed by Ellis, other factors, such as individual differences and contextual factors, are important for engaging students with WCF. Despite all, the teacher-written CF is essential for helping students improve their writing accuracy through three angles of student engagement.

**Behavioral engagement**

In this type, the focus is on revision. Bitchener (2019) also states that understanding WCF can influence the utilisation of revision strategies. Substitution is also considered an important factor of correction, but only when the other correction-related factor accuracy was raised. Behavioural engagement was found to affect cognition, and after effective engagement, the participant felt relieved and happy. It is also assumed that they have had trouble correcting the error based on the feedback.

The reason one student felt indifferent after the correction might be due to other factors.

**Affective engagement**

Different types of codes are provided to the student for correction in the form of WCF. Despite feeling suspense and shock, the students engaged their negative emotions by taking a break before correcting their errors and resting during the revision process, which indicated that they used a metacognition strategy to monitor their feelings and prepare themselves to make corrections. Han and Hyland (2015) also found that students who had a high level of engagement with WCF changed their negative feelings into motivation.

**Cognitive engagement**

The WCF given by the teacher in the research study resonates with the three levels of awareness mentioned by Schmidt (1990). Total understanding depends on the level of understanding, as it encompasses identifying the specific error and how to correct it accurately, leading to learning from the feedback. A partial understanding could be similar to the noticing level because this type of comprehension leads to learning from feedback. Cognitive engagement differs from other forms of engagement, as it involves metacognitive strategies to plan how to correct errors. The functional cognitive strategy is also promoted when the student better comprehends the teacher's WCF. It is also reported by Han and Hyland (2015), who noted that one student requested a teacher-student writing conference to seek further clarification from the teacher. These strategies resemble behavioural engagement. In cognitive engagement, students use this strategy to understand feedback, whereas in behavioural engagement, they use

it to help correct their errors. Despite this, many processes require understanding the WCF provided by the teacher. However, it is worth noting that our finding on student engagement with feedback pertains to paragraph writing, whereas previous studies focused on essay writing.

## Conclusion

In this mixed-methods experimental study, the linkage between student engagement with teacher WCF and English writing grammar accuracy was examined, and Higher Secondary School students' engagement with this type of feedback was investigated across three dimensions. Results do not demonstrate a correlation between students' engagement with teacher WCF and English writing grammar accuracy. The student engagement with feedback made both positive and negative contributions to English writing grammar accuracy. The nature of Higher Secondary School students' engagement with WCF was found to be complex, with the three dimensions mutually influencing one another. Future research should expand the scope of study by examining the extent to which individual and contextual factors are associated with student engagement, and how these linkages influence English accuracy in new pieces of writing.

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