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Indonesian University Students' Engagement with Teacher's Written Corrective Feedback in English as an Additional Language Writing Classroom

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ABSTRACT

Students' engagement plays a pivotal role in how they respond to teacher's written feedback on their writings. Despite the ubiquity of prior research on teacher's corrective feedback in EFL writing classrooms, university students' engagement with the teacher's written corrective feedback (WCF) in tertiary writing classrooms receives scanty attention in the literature of second and foreign language writing. To fill this gap, this classroom case study aims to explore how 25 undergraduate students from an Indonesian university experience and engage with the teacher's WCF on their writings. Data were collected from the documentation of the students' essays, semi-structured interviews, and teacher-student conferences. Empirical evidence showed that the participants found the teachers' WCF helpful. Most of the students felt positively engaged since they received explicitly direct corrections or assistance from the teacher. They preferred the direct WCF because this strategy helped them correct their mistakes in micro writing skills, such as errors in articles, word choice and singular/plural forms, sentence structure, and fragments. However, it was found that negative engagement emerged when the teacher provided the indirect WCF to fix the students' macro writing issues, including unclear main ideas, disconnected ideas, lack of logical sequencing and development of the topic. It mainly resulted from poor English proficiency, less writing experiences, negative beliefs, and attitudes of the students towards the corrective feedback. This suggests that teachers should enact different ways of providing meaningful indirect corrective feedback on students' writings.

Keywords: *direct and indirect WCF strategies; students' engagement; students' essays; teacher's WCF; university students; writing skills*

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Introduction

A number of previous studies (e.g., Bozorgian & Yazdani, 2021; Kim et al., 2020; Mahvelati, 2021; Shen & Chong, 2022; Zeng) have shown that teacher's written corrective feedback could help EFL students compose texts, such as paragraphs and essays when they could respond to such feedback appropriately. For students to attend to teachers' written corrective feedback (WCF), empirical evidence (Han & Hyland, 2019; Zeng, Yu, & Liu, 2020) suggests that when language teachers provide corrective feedback to their students' work, they need to understand various factors such as students' beliefs, attitudes, experiences, goals, language proficiency, and types of WCF strategies influencing the extent to which EFL students engage with WCF. In this regard, language teachers play a pivotal role in assisting students with writing development through WCF and in motivating them to deal with the WCF provided. They also need to have a heightened awareness and understanding of students' emotional responses to or attitudes towards how they engage cognitively, behaviorally, and affectively with the WCF that focus on both language accuracy (Zheng & Yu, 2018) and fluency (Bitchener & Ferris, 2012). Therefore, teacher corrective feedback should embrace such important aspects as language appropriateness, content, organizational clarity, readership, and fluency (Ferris, 2014).

Of many important aspects of teacher's WCF, how language learners respond to teacher feedback or comments either in written form or orally called student engagement is the focus of the present study. As prior research (Zhang & Hyland, 2018) shows student engagement plays a pivotal role in assisting students in revising their writing based on the teachers' feedback, which eventually affects their writing improvement if the students respond to teacher feedback appropriately. It is empirically hypothesized (Han & Hayland, 2015; Yu, 2020) that if students have active or positive engagement with teachers' WCF, teachers' WCF will exert significant influence on students' writing improvement and development. Zhang and Hyland (2018) highlight that students' engagement is the central aspect of formative assessment success where students have the opportunity to receive feedback and re-write their writings following the teacher's WCF. Thus, student engagement with teacher corrective feedback should be seen as an important part in learning to write in a second or foreign language (Zheng, Yu, & Liu, 2020). By engaging student writers in dialogical teacher corrective feedback, they can voice their own arguments (Widodo, 2012).

While there have been some studies examining the relationship between English as a foreign language (EFL), student engagement with corrective feedback (CF) and its impact on writing quality in higher education (e.g., Boggs, 2019; Carless, 2020; Pearson, 2022), there is still much to be explored regarding the comprehensive understanding of language students' engagement with their teachers' written corrective feedback (WCF) from a multidimensional perspective. This understanding should encompass the affective, cognitive, and behavioral dimensions, as well as the use of WCF strategies to address proportionally both micro-level and macro-level aspects of written productions. To meet this urgency, the present study aims to investigate university students' affective, cognitive, behavioral engagement with the teacher's WCF in an Indonesian English as an additional language (EAL) classroom. The contributions of the present study are twofold: Firstly, the present study attempts to provide a nuanced understanding of how EFL university students engage with WCF provided by a teacher in which students have the opportunity to revise their writings. Secondly, the present study provides an empirical account of the complexity of students' engagement with the teacher's WCF which embrace affective, behavioral, and cognitive engagement dimensions. Therefore, the present study addresses the following questions:

1. How do the Indonesian university students engage cognitively, affectively, and behaviorally with the teacher's WCF to make revisions?
2. What factors affect the Indonesian university students' engagement with the strategies of the teacher's WCF?

Literature Review

Student Engagement: Theoretical Perspectives

Student engagement is a multidimensional construct that has garnered significant attention in educational research and practice. It refers to the degree of attention, interest, and involvement that students demonstrate in their learning activities, and it plays a vital role in promoting academic achievement and positive student outcomes. Several theoretical perspectives have been developed to understand and enhance student engagement, providing valuable insights into its nature and facilitating the development of effective strategies.

One prominent theoretical perspective is flow theory, proposed by Csikszentmihalyi (1990). Flow theory suggests that engagement arises when students experience a state of optimal challenge and immersion in their learning tasks. According to this theory, when students are fully absorbed in their activities and perceive a balance between their skill level and task difficulty, they are more likely to be engaged. Furthermore, self-determination theory (SDT) focuses on students' intrinsic motivation and psychological needs. Thus, SDT suggests that students are more engaged and motivated when they feel a sense of autonomy, competence, and relatedness. When students have choices, perceive their activities as meaningful, and have supportive relationships, they are more likely to engage in their learning (Deci & Ryan, 2000).

Meanwhile, social cognitive theory, suggested by Bandura (1986), emphasizes the reciprocal interaction between personal factors, behavior, and the environment. In the context of student engagement, social cognitive theory posits that students' beliefs about their abilities (self-efficacy), their observational learning experiences, and the social context of their learning can significantly influence their engagement levels. Furthermore, ecological systems theory views student engagement as a result of the interactions between individuals and their environmental systems. It considers multiple levels of influence, including the microsystem (classroom and school), mesosystem (relationships between microsystems), exosystem (community and societal factors), and macrosystem (cultural and societal norms). This perspective highlights the importance of creating supportive and nurturing environments to foster student engagement (Bronfenbrenner, 1979).

These theoretical perspectives provide valuable insights into the factors that contribute to students' engagement and can guide teachers in designing instructional practices, learning environments, and support systems that enhance student engagement. By considering these perspectives, teachers can create learning experiences that foster optimal challenge, autonomy, competence, relatedness, self-efficacy, and supportive environments to promote student engagement and ultimately improve student outcomes.

Empirical Studies on Students' Engagement with Teacher's Written Corrective Feedback

A number of empirical studies have established the definitions of students' engagement with teachers' WCF. For instance, Zheng and Yu (2018) initially defined students' engagement with

teachers' WCF as students' responses to revised texts and their attitudes toward writings. Further, Zhang and Hyland (2018) operationalized students' engagement as their efforts to commit to their learning, factors influencing their responses, and attitudes to writing. Hence, engagement refers to the extent students are invested or committed to their learning, embracing a complex of factors which can be seen in students' responses to texts and their attitudes to writing and responding. It also pertains to students' degree of attention, curiosity, interest, and willingness to employ their language proficiency and a repertoire of learning skills to make progress regarding their writings (Lin & Huang, 2018). For students to engage with teacher feedback, they need to be equipped with feedback literacy that embraces (1) the ability to appreciate feedback, (2) the capability of making judgments, and (3) the capacity to manage emotions – which potentially lead to successful student uptake of feedback information (Chong, 2021).

The literature of second and foreign language writing advocates that EFL teachers should understand the concept of students' engagement with written corrective feedback and translate this into their feedback practices to optimize the quality of learning to write (Krause & Coates, 2008; Rastgou, 2022). Previous studies into student engagement with teacher corrective feedback have demonstrated that how students respond to their teachers' corrective feedback is affected by behavior, affection, and cognition (e.g., Han & Hyland, 2015; Koltovskaia, 2020; Zhang & Hyland, 2018; Zheng & Yu, 2018). Therefore, Han and Hayland (2015) summarize and define the dimensions of students' engagement with WCF.

Table 1

Summary of Multi-Dimensional Framework of Students' Engagement with WCF

Dimensions of engagement with WCF sub-constructs on each dimension	
Cognitive engagement	(a) Depth of processing of WCF, i.e., awareness at the level of noticing vs. awareness at the level of understanding. (b) Meta-cognitive operations that regulate learners' mental effort exerted to process WCF (c) Cognitive operations deployed to process WCF and generate revisions.
Behavioral engagement	(a) Revision operations in response to WCF. (b) Observable strategies taken to improve the accuracy of the draft, the accuracy of future writing, and/or L2 competence.
Affective engagement	(a) Immediate emotional reactions upon the receipt of WCF and changes in these emotions over the revision process. (b) Attitudinal responses toward WCF.

By understanding these dimensions of the students' engagement, second language or foreign language writing teachers are expected to help their students build a heightened awareness of learning writing texts, improve their self-editing skill and harness their learning autonomy. As Zheng and Yu (2018) suggest, language teachers should provide clear guidance or instruction on how to engage students affectively, cognitively, and behaviorally regarding their WCF. It is also important to bear in mind that language teachers have to understand the student writers' needs to give appropriate corrective feedback (Yu, 2020) so that students can properly address teachers' feedback.

When providing the corrective feedback comprehensively, macro (e.g., content quality, development, and organization of ideas) and micro (e.g., grammatical rules, word choices, and mechanics) skills of writing can be the guide for teachers to improve the students' writing skills and the ultimate goal of the teaching of EFL writing. Feedback on micro and macro skills can help students to gain experience in detecting and diagnosing their problems in writing. When receiving feedback, it is important that the students are made aware of the areas of their writing problems, which eventually lead them to have reflective knowledge building and own a particular degree of knowledge in writing to produce good writing (Huisman et al., 2018). Thus, when

providing feedback on students' writings, language teachers should embrace such dimensions as: (1) content quality, (2) rhetorical organization, (3) argument flow, and (4) language quality so that students learn to write meaningfully.

Method

Driven by the interpretative paradigm, the present study employed a classroom case study investigating how Indonesian undergraduate students engaged with the teacher's WCF. The type of this study is suitable because one of the researchers is the teacher who taught the course. He, therefore, had access as the insider who interacted with the students (Widodo, 2016). This condition provided us with an opportunity to collect extensive and detailed data. By utilizing a hermeneutic narrative frame, this study attempted to capture the undergraduate students' experiences of responding to the teacher's WCF. The responses were related to the students' writing errors and the process of addressing CF strategies in revising errors in the drafts.

Writing errors in the current study refers to error categories adapted from Ferris (2006), such as content, organizing ideas, word choices, verb tense, verb forms, word form, articles, singular-plurals, pronouns, run-ons, fragments, punctuation, sentence structures, subject-verb agreements, and other miscellaneous (case-by-case errors). Therefore, the main variable investigated in this present study was students' engagement with the teacher's WCF. More specifically, the engagement was divided into three sub-variables: cognitive engagement (efforts made by students to strategically attend to and self-regulate their text revisions in response to teachers' feedback), affective engagement (emotional feelings e.g., interest, boredom, anxiety, sadness, willingness, and happiness that evoke positive or negative responses to the teacher's WCF), and behavioral engagement (students' attitudes in writing and learning tasks, involving effort, attention, questioning, active participation, and specifically during the revision of their writing drafts) (Zhang & Hyland, 2018; Zheng & Yu, 2018).

Teaching Context and Participants

In this context, the teacher taught the essay writing course in the second semester to undergraduate students of the English language education program in one of the private Indonesian universities in South Kalimantan province, Indonesia. This core course was intended to equip the students with foundational writing skill in which they were supposed to compose essays with different genres (e.g., a descriptive, a recount, and an opinion). It lasted for 14-week meetings; each session spanned 90 minutes.

The study involved 25 undergraduate students who took an essay writing course as part of the English language education program. These participants aged between 18-19 years old and their native language was Banjarese (one of the dialects in Indonesia). The number of female students was bigger (approximately 80%) than the male counterparts (about 20%). In the university, the students of the English language education study program had to take a placement test before studying the program. It aimed to measure and identify their levels of English language proficiency according to their performance on a placement test score. Based on the English language proficiency test, most of the students' English ability level was low, and very few were intermediate. Table 2 details the tasks and the WCF intervention as well as timelines.

Table 2
Timeline of the Study

Sessions	Activities	Notes
Week 1	Introduction to the course	In this week, the students were informed about the plan of research and asked for their consent
Week 2	Writing a descriptive essay	
Week 3 & 4	WCF Intervention (direct and indirect CF)	
Week 5	Writing a recount essay	
Week 6 & 7	WCF intervention (direct and indirect WCF)	
Week 8 & 9	Students-teacher conference (evaluation)	Discussing micro and macro writing problems or errors faced by the students
Week 10	Writing an opinion essay	
Week 11 & 12	WCF intervention (direct and indirect WCF)	
Week 13 & 14	Students-Teacher conference (evaluation)	Discussing micro and macro writing problems errors encountered by the students

For each task, the students were advised to compose an assigned essay with the length of 250-500 words on the computer. After writing the tasks, the teacher then employed direct and indirect CF strategies for commenting on students' essays as presented in Table 3.

Table 3
The Adoption of Direct and Indirect WCF Strategies

Direct WCF Strategy for addressing micro writing skills	Indirect WCF Strategy for addressing macro writing skills
1. The teacher indicated some grammatical errors, inappropriate words, and wrong spellings, punctuations, and capitalizations (micro-skills) and highlighted them with the red font and meta-linguistic explanation	1. The teacher only underlined implicitly written comments regarding the content and organizational issues
2. The teachers corrected errors explicitly in the margin, employing the "comments" or "track changes" forms in Microsoft Word. Meta-linguistic explanations and explicit correction can allow the teacher to elaborate on certain writing areas, especially grammatical issues (Fu & Nassaji, 2016)	2. Then, the students were instructed to correct errors by themselves without providing any assistance.

Data Collection and Analysis

The data were collected from the students' written drafts with written corrective feedback, semi-structured interviews, and teacher-student conferences which generated a coherent set of data. To begin with, the students were instructed by the teacher to submit their writing drafts through the class coordinator; the class coordinator then sent their classmates' works to the teacher via e-mail. After that, the teacher commented on each draft comprehensively by employing direct and indirect WCF strategies in the review feature, employing the "comments" or "track changes" in Microsoft Word. Having completed the drafts, the teacher returned them to the students to be revised. After revising the first draft, the students re-submitted their second drafts similar to what they did before. The teacher then evaluated and compared their second draft with their first draft to double check their revisions regarding the teacher's WCF to see whether they had revised the errors they made or had revised only a few.

Furthermore, the oral narratives of this study were undertaken through semi-structured interviews with five students who consented to narrate their lived experiences and engagement with the teacher's WCF. All the recruited students were pseudonymized as Lina (female), Wati (female), Fitri (female), Madi (male), Anto (male), and Dina (female). Prior to the interviews, one of the

researchers first contacted the participants via e-mail to discuss and negotiate the project with them regarding the time and the venue of the interviews. This negotiated process was required between the researchers and the participants to sustain dialogue and engagement in which they were involved in the entire interview process (Widodo, 2014). The interviews were carried out three days after contacting the participants via e-mail and took place in different places in the afternoon and the evening. The language of the interviews was Indonesian so that the students could express their ideas in their native language comfortably. The duration of each interview session ranged between 45 and 60 minutes. The interviews data were transcribed from the audio recording by listening to the spoken data carefully and repetitively so that all the recorded data were precisely documented. This transcription process played an essential role in representing, analyzing, and interpreting the recorded talking data (Widodo, 2014). Each transcript took 1-2 hours to complete; the number of pages was about 3-5 texts per interview session with one participant.

Then, to provide more consultative support in revising their essays, the teacher held writing conferences to allow the students to ask questions face-to-face and received verbal feedback. For the data taken from the student-teacher conference, one of the researchers carefully checked the revisions of micro and macro issues, whether the students made changes, revised a few, or ignored some teacher's comments, and compared their second revisions with their first drafts. This process was further validated via cross verification from a face-to-face teacher-student conference. As seen in Table 2, the teacher-students conference was conducted in Weeks 8, 9, 13, and 14. It was intended to discuss micro and macro writing problems encountered by the students. During the conference, the students were afforded the opportunity to express their opinions and feelings after receiving the CF. This could give more in-depth data regarding the students' engagement. In this respect, those data were reviewed, identified, coded, searched for themes, categorized, and defined themes to answer the research questions (Widodo, 2014). Furthermore, all participants in this study were provided with their initial interview transcriptions as a member checking process conducted by one of the researchers. This allowed them to confirm, clarify, or provide additional comments if necessary, ensuring accurate representation of their intended meaning (Fishman, 2001).

Findings

Indonesian University Students' Engagement with the Teacher's WCF

The interviews and commentary data showed that all the students felt engaged affectively, cognitively, and behaviorally with the teacher's direct WCF while they received explicitly direct corrections from the teacher. They also reported that they needed the teacher's help to rework their essay drafts in terms of language-related issues. As shown in Figures 1 and 2 below, the teacher's direct WCF was provided clearly in the students' drafts:

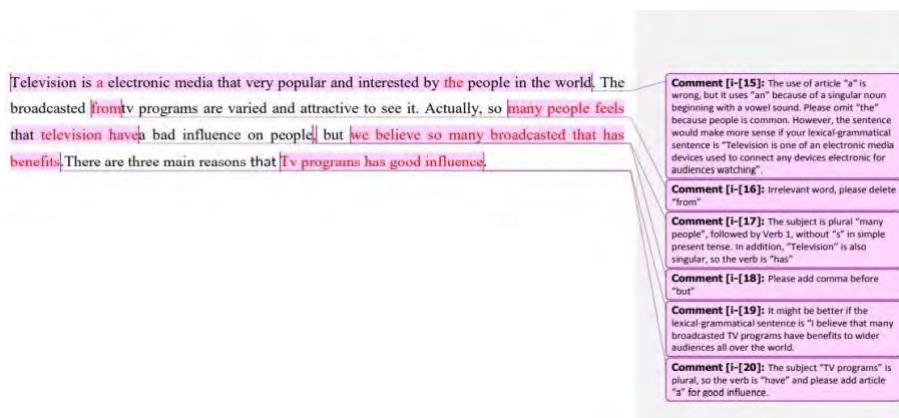


Figure 1. An Example of Direct WCF Focusing on Language Issues

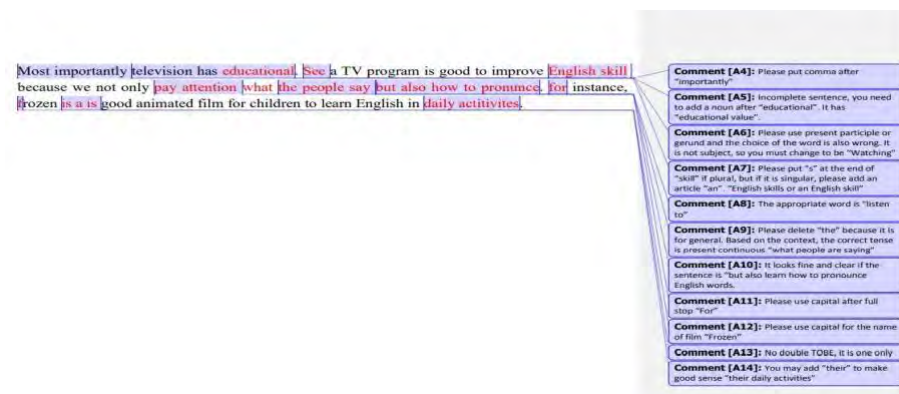


Figure 2. An Example of Direct WCF Focusing on Language Issues

The teacher's direct WCF addressed such language-related errors as sentence structures, word choices, and mechanics. This indicated that the students needed to be aware of such language-related errors. Although such errors might not hinder the reader from understanding the text, language quality in writing should be of top priority. Therefore, the teacher underlined language-related errors so that the students were fully aware of attending to such errors. By making such errors explicit, the students were expected not to make further mistakes in their future essay writings.

Since the students received the teacher's direct WCF, they felt satisfied, happy, and keen on making corrections in their drafts. Therefore, most of the students liked it very much and enjoyed the revision process because they gained new knowledge and found effective solutions to language accuracy, word choice, and mechanics from the teacher. It is worth noting that explicit comments had positive effects on the students' micro writing development processes and made the students more confident and motivated to learn to write. It could be known from the student-teacher conference at the class where the students were given the opportunity to express their engagement after receiving the direct CF strategy. As seen in the interview data, Lina expressed her narrative frame that she was able to articulate a solution.

After I got the direct WCF along with the explicit grammar explanations in detail from the teacher in my draft, I was eager to revise language-related errors immediately so that my essay looked better than before. I thought the direct WCF helped me solve my difficulties, especially language structures, and guided me to do my best. I could learn a lot from this strategy. (Face to face interview, June 2021)

While Wati also reported that she was positively engaged with the direct WCF strategy.

Direct WCF helped me revise the language-related errors as sentence structures, word choices, and mechanics of my first draft; after that, I copied and pasted from the teacher's explicit corrections for my second draft. I could learn directly from the errors that I made and change them for the better. I was so pleased to read and edit my essay based on the teacher's corrections and assistance, and I got more grammatical explanations about my mistakes. It was so effective to do that. (Face to face interview, June 2021)

On the other hand, when the teacher employed an indirect WCF strategy, most of the students did not like it and negatively perceived it because the teacher did not correct their content quality and rhetorical organization of writing issues. In this indirect WCF strategy, the teacher asked for clarification requests of the content and organization, but those were left to the students to work out the correct forms. Unclear main ideas, disconnected ideas, a lack of logical sequencing and development of the topic were the main concerns in this strategy to underline and gave critical questions such as “*how and why the ideas are connected to other sentences or paragraphs*” and “*what the sentence mean*”

After that, the students were advised to interpret content quality and rhetorical organization problems and re-order the sentences or paragraphs to be linked accurately. They were not able to demonstrate their abilities cognitively in responding to them. Figures 3 and 4 below revealed the students' efforts to address the teacher's indirect WCF strategies.

First draft	
Another reason is that television is entertaining. <u>This is one of the TV programs that is liked by almost everyone. For instance, music program, talk show, comedy and so on. It makes us enjoy to watching because that is light spectacle.</u>	
Second Draft	
Another reason is that television is entertaining. It is because many television channels present <u>enjoyable programs to entertain audiences.</u> Those are presented in several interesting TV shows such as <u>the Opera Van Java in Trans 7 and WIB (Waktu Indonesia Bercanda) in Net TV</u> and many more which all provide a good entertainment for public.	

Comment [A4]: Why everyone likes the program?

Comment [A5]: What does the sentence mean

Comment [A6]: What does it mean "light spectacle"?

Overall, change of opinion statement very weak and Ideas disconnected, lacks logical sequencing.

Comment [A7]: What is it like? And how audiences feel entertained with TV programs. Please explain clearly.

Comment [A8]: Could you explain how those programs entertain public. Please elaborate and organize again your ideas.

Figure 3. An Example of Indirect WCF Focusing on Content Quality and Rhetorical Organization Issues

<p>First Draft</p> <p>First of all, watching TV has the value of relaxation. [Watching TV is a nice break] [When someone watches TV it will make him feel relaxed. Besides that, when no one who accompanied watching TV can be used as a friend to talk so as not to feel lonely]</p>	<p>Comment [A1]: What does it mean?</p>
<p>Second Draft</p> <p>First of all, watching TV has the value of relaxation. [The fact is true if watching television can make someone relax. When someone tired of working all the day, watching TV can be a place to relax and eliminate fatigue. They can watch comedy television programs. For example opera van java, super family 100, and many others.]</p>	<p>Comment [A2]: Your topic sentence or main ideas stated clear, but fairly well organized and generally coherent. You need to explain your topic sentence for making strong supporting sentences, why and how?</p>
	<p>Comment [A3]: Your supporting sentences are still unclear, again you have to explain clearly why it has the value of relaxation. Please re-organize supporting sentences and a sentence example. Overall, Loosely organized but main ideas clear, logical, but incomplete sequencing.</p>

Figure 4. An Example of Indirect WCF Focusing on Content Quality and Rhetorical Organization Issues

Figures 3 and 4 demonstrate that the students' works from the first draft to the second draft have no significant changes or slight improvement in the substantive development. The students did not regulate their efforts to execute their ideas and organize them into coherent and logical sentences. The students also did not motivate themselves to understand the meaning of processing the indirect WCF. Regarding these content quality and rhetorical organization cases, the teacher then conducted a conference with the students to help them explain how to write relevant ideas and then provided the students with evidence to make their arguments strong. This could build learner autonomy as they went through the entire revision process. The teacher also had short dialogues with the students regarding their reactions and engagement with the writing class's direct and indirect WCF strategies. The interactions between the teacher and the students within this conference evoked negative and positive emotional responses. A majority of the students' responses tended to have such negative feelings as frustration, disappointment, and sadness to make the second revision when the students first read the teacher's indirect WCF. Consequently, they had little attention or low motivation to make significant changes, and even some students ignored the teacher's implicit comments. They deployed this strategy that was challenging and perplexing to modify the content quality and rhetorical organization errors, as recounted by Fitri in the interview session:

I felt frustrated and sad when reading the teacher's indirect written corrective feedback. Many content quality and rhetorical organization errors appeared in my first drafts, but I did not understand how to revise the implicit comments. The teacher just asked some questions and instructed me to clarify our errors without giving solutions. That was why I sometimes ignored the implicit comments. Thus, it was confusing and challenging. (Face to face interview, June 2021)

Another student, Madi, in another interview data also opined that.

When the teacher commented implicitly on my essay in the aspects of the content and rhetorical organization, I felt disappointed to read the feedback and as if I had the unwillingness to revise them because I did not understand well how to respond to the teacher's indirect feedback. My weaknesses were content and organizing ideas of writing because I lacked knowledge and information about the topic I wrote. (Face to face interview, June 2021)

Interestingly, only a minority of the students engaged with the indirect WCF strategy, and even they enjoyed addressing it. Although they first felt sad to receive the teacher's indirect WCF in their first drafts, they quickly altered their negative emotion to a positive attitude. They believed that the implicit comments positively affected learning writing and enhanced their learning autonomy. Thus, they were happy to revise their drafts multiple times and struggled to meet the teacher's expectations. In the end, there was significant improvement in their second drafts.

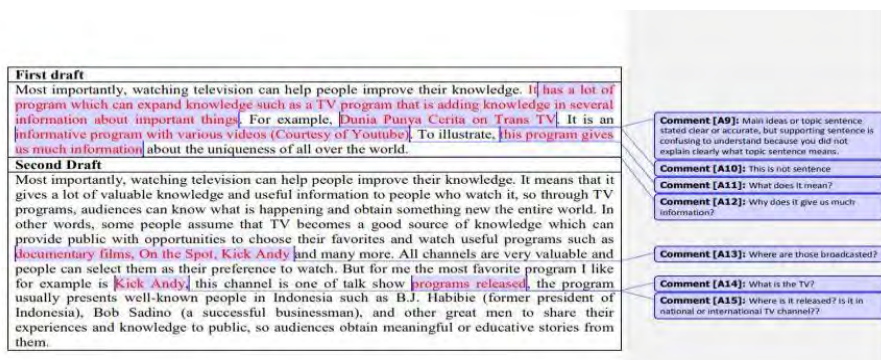


Figure 5. An Example of Indirect WCF Focusing on Content Quality and Rhetorical Organization Issues

Figure 5 shows that there is a remarkable difference from the first draft to the second draft. In this case, the students overcame their obstacles and did the best for the construction of the second draft, although there were a few implicit notes left. It meant that the students could interpret the implicit comments and operate the revision to be clear, coherent, and logical. The teacher's indirect CF could engage the student in addressing the content quality and rhetorical organization issues. The students believed that this strategy could build their logical and critical thinking because it encouraged them to think hard about finding relevant ideas and relating them to each other. In the interview data, Anto expressed that he spent much time on the revision process:

I first reacted negatively when reading the teacher's comments on my work. I thought that was my learning process, but later I got up and showed my appreciation to the teacher's indirect WCF. I tried to revise my failure by practicing more and sometimes asked my teacher to get more explanations. Finally, I got the points why I made many errors in my draft; then, I altered the mistakes to become better and better. I refined multiple times to meet the teacher's expectations. I believed that the implicit comments from the teacher were valuable and useful to construct my content quality and rhetorical organization errors in the essays. (Face to face interview, June 2021)

Another student, Dina, also told in another interview session about her deep engagement in the teacher's indirect WCF.

I liked this indirect WCF because it taught me a lot to think critically and logically in writing. Through this strategy, I had to find relevant knowledge and linked ideas to be logical and coherent in my revisions. So, I felt engaged and satisfied with this, and the quality of my writing improvement was imposing. (Face to face interview, June 2021)

In conclusion, the data revealed that most of the students preferred direct WCF over indirect WCF. It was because the teacher's direct WCF explicitly addressed their writing micro writing problems and changed them to the correct forms, so the students were able to directly respond to the feedback. The use of indirect WCF strategy, on the other hand, was more challenging and demanding than indirect WCF because the students were forced to reconstruct their texts and interpret the intended meaning in revising macro writing errors.

Factors Affecting the Indonesian University Students' Engagement with the Teacher's WCF

When direct and indirect WCF strategies were adopted by the teacher in the writing class, the students' engagements with those strategies varied and depended on the students' English language proficiency, experience, beliefs, and attitudes towards responding to them. The findings of the direct WCF usage with correcting the language issues appeared as the most frequent grammatical errors. Most of the students experienced distinct grammatical errors, such as no subject or verb, noun ending (plural and singular) errors, the article's errors, gerund and present tense usage, and other grammatical mistakes. The cases of Figures 1 and 2 present an overview of the students' lack of proficiency in English, particularly in the linguistic structure, which remained inadequate and had a detrimental impact on their level of engagement. Although the students had limited proficiency in the English language, they still got engaged fully with this strategy because the teacher adjusted their language issues along with explicit grammar explanations in the direct WCF. They automatically acquired new knowledge with particular language accuracy from the teacher's corrections. Therefore, upon receiving explicit or indirect written corrective feedback (WCF) addressing language-related errors like sentence structures, word choices, and mechanics, the participants exhibited a sense of delight and enthusiasm. This can be attributed to their understanding of the specific areas to be corrected, the rationale behind the corrections, and the resulting improvements they could expect. In the interview session, Wati recounted that she was not good at English, but the direct correction made her deeply engaged, and most of her language-related errors as sentence structures, word choices, and mechanics were solved.

Actually, I was poor in English, but the direct correction was beneficial. I was engaged with this because the teacher has aided me in adjusting language-related errors as sentence structures, word choices, and mechanics, especially sentence structures to make it better. Finally, the teacher's direct WCF improved my self-confidence, knowledge, and understanding of writing language issues for further drafts. (Face to face interview, June 2021)

Another student, Fitri, also noted that:

I liked the teacher's direct WCF so much because the teacher guided me to find direct ways to solve my English problems, particularly sentence structures. I sometimes consulted the teacher if I required additional explanation, especially about the language errors in or out of the classroom. So, I got some help to fix the errors in my essays. (Face to face interview, June 2021)

Meanwhile, the content quality and rhetorical organization issues were the most notable weaknesses that existed in their writing drafts, as seen in Figures 2 and 3. These proved that when the teacher highlighted content quality and rhetorical organization errors without giving the correct form, the students had no more outstanding efforts or motivation to refine their content quality and rhetorical organization errors. The evidence in Figures 3 and 4 reveal that most of the students did not supply more pieces of clarification and evidence or example when they were requested to explain the sentences they wrote. Furthermore, once they added more supporting sentences or new pieces of evidence in the second draft, the sentences did look irrelevant, illogical, and incoherent. Consequently, their efforts remained slight or unchanged revisions from the first to the second drafts; what Wati remarked in the interview session seemed to sum up most students' experiences.

The most frustrating feeling happened to me when I saw a lot of indirect comments or errors regarding content quality and rhetorical organization issues in my first and second drafts. The teacher asked me to construct the ideas and re-organize them to be logical and clear. I tried the revisions many times, but the work was still far from the teacher's expectations. It was really perplexing for me, and I did not like it. (Face to face interview, June 2021)

Concerning these cases, the students' engagement with the teacher's indirect WCF was influenced by the lack of experience in learning writing skills. It happened at the beginning once the students were at junior and senior high schools. They rarely learned writing skills at schools and never experienced written corrective feedback employed by the university teacher/s or any instructor to respond to particularly the macro writing issues. While they were at schools, English teachers just focused on preparing the students to pass the national examination for an English subject with orienting on grammar, reading, and listening, but scarcely taught speaking and writing skills. Madi expressed his lack of learning experience in writing essays at junior high and senior high schools.

I learned an English subject for six years from junior high to senior high school, but I lacked experience in learning an English essay; as far as I knew, the teachers just paid more attention to teaching grammar, reading, and listening skills as main lessons to prepare the students to pass the national exam. With my lack of experience, I absolutely got difficulties in writing practice and never accepted the WCF focusing macro skills from my English teachers at schools. So, this was the first time for me experiencing the WCF, but I was not engaged well for indirect WCF. (Face to face interview, June 2021)

Other factors that influenced the students' engagement with indirect WCF were the students' beliefs and attitudes. The students believed that learning writing skills were very complicated and challenging because they did not only attend solely on language issues but also required having a higher level of knowledge or cognitive engagement in processing WCF to reach the excellent content quality and rhetorical organization issues. This complexity of composition affected their behavioral engagement and affected their writing performance. If the students were not engaged in this strategy, there would be little attention or no willingness to respond to the feedback they received. Moreover, some of them even ignored to revise some content quality and rhetorical organization errors that they made in their drafts.

On the contrary, very few students who had positive beliefs and attitudes claimed that although the indirect WCF was challenging, it was insightful and valuable for the long term. Therefore, they were keen to respond to this strategy. One student, Dina, shared her beliefs and attitude of writing and revision in responding to the indirect feedback.

I knew many classmates' feelings would be shocked if they received implicit comments and saw red font of content quality and rhetorical organization errors existing in their first and second drafts. But I was sure that those comments were fixable as long as I had strong beliefs, desires, and a positive attitude to revise every writing problem. I thought all the indirect words were insightful and beneficial for improving my writing quality and would affect greater than direct feedback for the long-term. (Face to face interview, June 2021)

Table 4
Indonesian Students' Engagement with both Direct and Indirect WCF Strategies

The Teacher's WCF Strategies	Description	Indonesian Students' Engagement with the Teacher's WCF Strategies	Factors Affecting the Students' Engagement with the Teacher's WCF Strategies
Direct/Explicit WCF	The teacher indicated grammatical errors, inappropriate words, and wrong spelling, punctuation, and capitalization (micro skills) and highlighted with the red font and meta-linguistics explanations. After that, the teachers corrected errors explicitly in the margin, using the "comments" or "track changes" forms in Microsoft Word	<ul style="list-style-type: none"> ➤ Behavioral engagement. e.g. The students asked their teacher to get some help and explanations, willing to correct revisions, eager to revise language issues immediately. ➤ Cognitive engagement e.g., "It guided me to do my best" (planning for cognition), "direct WCF helped me revise the language issues and I got more grammatical explanations about my language errors" ➤ Affective engagement. e.g., students were satisfied, happy, confident, positive, and keen for re-editing quickly on error corrections in their drafts. Most of them liked it very much and did enjoy the process of the revisions. 	<ul style="list-style-type: none"> ➤ The students' English language proficiency especially in the linguistic structure was still poor. Therefore, the students automatically acquired new knowledge with particular language accuracy from the teacher's corrections. ➤ The students had a lack of experiences in learning writing skills. ➤ The students had negative beliefs and attitudes towards their English writing learning.
Indirect/Implicit WCF	The teacher only underlined implicitly written comments regarding the content quality and rhetorical organization issues (macro skills). Then the students were instructed to correct errors by themselves without providing any assistance or help	<ul style="list-style-type: none"> ➤ Behavioral engagement e.g., little attention or no willingness to respond to the feedback they received, some students ignored the teacher's implicit comments. ➤ Cognitive engagement e.g., most of the students did not regulate their efforts to execute their ideas and organize them into coherent and logical sentences, "I tried to revise my failure by practicing more and sometimes asked my teacher to get more explanations." ➤ Affective engagement e.g., a majority of the students' responses tended to be negative feelings such as frustration, disappointment, and sadness. They did not like revising implicit comments. However, only a minority of them were happy to revise their drafts multiple times. 	

Discussion and Conclusion

Addressing the first research question, the findings reveal that students had different affective, behavioral, and cognitive engagement towards each kind of WCF strategy implemented in the writing class. Affectively, direct WCF is preferred by the students compared to indirect feedback. In the direct WCF, teachers supply an acceptable form for students' errors so they get clear information about what to correct (Boggs, 2019; Kim et al., 2020). Direct WCF cognitively facilitated the students to spot their errors in writing, especially in the language-related errors as

sentence structures, word choices, and mechanics. It also made them engaged to learn the micro errors. As a result, reflected in their behavioral engagement, most of the students were more willing to revise their drafts based on the explicit feedback. Implicit feedback sometimes was ignored. Although indirect WCF was not students' preference, some of the students admitted that it helped them to think critically and logically. Therefore, when providing indirect WCF, it is advised for a teacher to give clear instruction on what to revise so the students can identify the errors correctly (Fukuta et al., 2019). Ambiguous indirect WCF may frustrate learners because they get difficulty in understanding the reason for correction (Boggs, 2019).

Regarding the second question, some factors such as language proficiency, previous experiences, and their beliefs as well as attitudes become the factors that drove their choices. The students' preference on direct WCF is plausible because it helps learners to avoid confusion and lessen the cognitive load. For a low proficiency student, they do not need to think critically to find out the mistakes because it is already appointed by the teacher in the direct WCF. This finding extends the previous research findings for the popularity of direct WCF over indirect CF (Guo & Barrot, 2019; Kim et al., 2020; Mahfoodh, 2017; Zheng & Yu, 2018).

The students' engagement with the teacher's WCF depends on the teacher's strategies and objectives in providing WCF on the students' writing. This engagement was definitely influenced by individual differences and contextual factors regarding what and how much effort the teacher and students wanted to achieve writing learning goals. A key aspect of lacking English language proficiency could cause students' difficulty identifying target linguistic forms and become a source of influence on the students' engagement (Wu, 2019, Zheng, Yu & Liu, 2020; Zheng & Yu, 2018). However, this factor could be solved if the teacher gave the effective WCF by using the direct or explicit WCF strategy and focusing on the most frequent errors. Providing more explicit feedback such as direct correction or meta-linguistics explanation was required when the students could not overcome the language errors. This way helped students overcome their difficulties and facilitated them to attain information about micro errors. Thus, as seen in the empirical data in Figures 1 and 2, the students who were given explicit guidance and explicit grammatical explanations were fully engaged cognitively, affectively, and behaviorally with the teacher's direct WCF. Shirani (2019) argued that the explicit feedback played a critical role in improving language accuracy for those with the low language ability. Most of the students preferred the explicit feedback to achieve the target language.

As a result, it evoked positive engagement; all students were highly interested in re-editing their drafts quickly. It was in line with some studies reporting that the teachers who prioritized grammatical instruction and employed direct, focused written corrective feedback (WCF) yield more favorable outcomes compared to those who solely emphasized error correction (Fukuta, Tamura & Kawaguchi, 2019; Reynolds & Kao, 2019). Suzuki, Nassaji, and Sato (2019) also pointed out that direct WCF with meta-linguistic explanations enabled the students to significantly improve language accuracy from the first drafts to the subsequent drafts. It positively affected the improvement of the language issues, particularly language accuracy and their engagement with the teacher's direct WCF. Chen and Liu (2021) pinpointed that positive engagement could be a valuable support to help students in the WCF process.

In contrast, remarking on the indirect WCF was challenging and demanding for many students in processing the implicit inputs in which the students were stuck in developing and organizing ideas. It was illustrated in Figures 3 and 4; some of the implicit inputs remained full of red fonts as the indications of existing content quality and rhetorical organization errors. Within this context, the students' difficulties of revising implicitly created negative engagement. Most of them looked frustrated and disappointed to edit because they did not know how to solve the implicit comments. Consequently, there was no or slight improvement in responding to the substantive content in their essays. Other factors negatively affecting the students' engagement with this

strategy were a lack of experience, negative beliefs, and attitudes towards learning writing skills. The students tended to have little attention or no desire to strive for written accuracy and fluency.

Interestingly, just a few engaged with this strategy, as illustrated in Figure 5, because they believed that indirect WCF had a significant impact in the long run. Han and Hyland (2015) point out that the interconnection of contextual factors, learners' factors (beliefs, experiences about WCF, L2 writing, their learning goals), and their writing abilities contributed to the students' attempts to engage with the teacher's WCF. Ellis's (2010) framework also emphasized individual factors such as age, language aptitude, memory, learning style, personality, motivation, language anxiety, and learner's beliefs. These factors mediated the feedback that students accepted and their engagement with the teacher's WCF and thereby exerted learning outcomes.

The present study offers some pedagogical implications for teaching writing. First, students should be trained to be familiar with the corrective feedback, especially for the macro skills. Students' unfamiliarity with the indirect WCF was identified as one of the factors hindering them to understand the teacher's implicit suggestions. Introducing indirect and direct WCF strategies not only in university, but also in junior or senior high schools is suggested to improve their writing skills. Then, direct WCF is recommended for a writing class with low proficiency students. Using this strategy, it is easier for the students to identify their grammatical errors. Last, student-teacher conferences can be an alternative way for helping the students to understand the teacher's direct and indirect feedback. After WCF intervention, it is advised to have this kind of conference so the students have the opportunity to get more detailed explanation and discussion.

Future studies on WCF are advised to have a longitudinal research design. The present study implemented WCF for a few sessions only, which becomes its limitation. A longer duration of study can significantly report about the long-term effect of direct vs. indirect WCF. Additionally, the empirical exploration of the effects of written corrective feedback (WCF) on both students' language-related concerns and the quality of their content and rhetorical organization remains limited. Consequently, there is a clear research gap that warrants further investigation in future studies employing diverse research methodologies, allowing for a more comprehensive understanding of this topic.

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