Exploring an EFL Student's Engagement with Supervisor's Written Corrective Feedback in Undergraduate Thesis Writing

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Article information	Abstract
	This study explores the engagement of an EFL student with written corrective feedback on her undergraduate thesis writing, considering individual and contextual factors as well as affective, behavioral, and cognitive dimensions of her responses. Employing a qualitative narrative inquiry design, in-depth interviews were conducted to collect the data. Through the process of transcription and repeated readings of the transcripts, preliminary codes capturing engagement-related information emerged. These codes were compared across transcripts to create categories aligned with student engagement and contextual factors. The student's engagement with written corrective feedback was influenced by her commitment to learning English, positive attitudes, and active participation in language-related events. These factors contributed to her improvement, reflected in her successful undergraduate thesis, which showcases critical thinking. The student's responses to feedback demonstrated affective, behavioral, and cognitive engagement as she embraced criticism, made adjustments, acknowledged mistakes, and valued feedback. Her revisions and thoughtful consideration of activities reflected behavioral and cognitive involvement. This study suggests that engagement with written corrective feedback is shaped by efforts, beliefs, talents, and past experiences. Future research should explore effective methods to involve students in the revision process, a personalize feedback, and encourage active responses. By doing so, educators and supervisors can promote improved learning outcomes and writing abilities among undergraduate thesis students.

INTRODUCTION

The writing process of an EFL undergraduate thesis is an important academic milestone for students since it requires a complex interplay of language proficiency, writing skills, and

engagement with supervisor feedback. Studies indicate that, in addition to challenges in developing academic writing skills such as grammar, vocabulary, organization, and coherence (Javadi-Safa, 2018; Rizwan & Naas, 2022), students struggle with understanding academic writing conventions. These include synthesizing ideas from various sources, using their own voice, and linking theory to practice (Wale & Bishaw, 2020). Other difficulties include unintentional plagiarism (Pecorari, 2003), time management issues (Hismanoglu & Uz, 2021), and lack of motivation (Afrin, 2016). Furthermore, students may find it challenging to respond to feedback due to their personal experiences with supervisors and their perception of feedback (Boekel at al., 2023). Among these issues, students' experiences and perceptions of supervisor feedback present the most challenging problems as misinterpreting feedback can lead to incorrect revisions. Those factors can further impede their ability to write effectively in a second or foreign language. The difficulties can be attributed to a lack of writing resources, inadequate English language, and limited opportunities for writing practices. In EFL classes, students' silence, or lack of critical thinking may also reflect their limited linguistic abilities.

Research indicates that effective feedback alone is not enough to improve the quality of undergraduate thesis writing; students' positive responses to or engagement with feedback are essential for significant improvements in their writing skills (Jiang & Yan, 2020). To enhance the quality and the appropriateness of their writing, students must have positive attitude toward written corrective feedback (WCF), which encompasses error correction, grammatical correction, or error feedback (Bitchener & Ferris, 2021; Kee, 2022).

Previous studies on undergraduate thesis students' participation in supervisory written corrective feedback (WCF) have primarily focused on the impact of feedback on overall paper expression, error correction, non-error feedback, and the focus of supervisor comments (e.g., Adel et al., 2023; Agricola et al., 2020). However, these studies have not examined students' involvement in the feedback process and their responses to supervisors' input. It remains unclear how students understand comments and apply them to improve their writing skills.

In response to the issue, the current study seeks to examine the methods employed by Nia (pseudonym), an exemplary graduate of a bachelor's degree program in English Literature. She was selected as the primary respondent to be interviewed since she has good academic writing skills. Nia won an undergraduate thesis writing competition in Indonesia and her undergraduate thesis was recognized by the Ministry of Religious Affairs of Indonesia as the best thesis in the Social Sciences and Humanities category at the 2nd Biannual Conference on Research Results in 2022. Additionally, Nia successfully published her undergraduate thesis in a prestigious journal with a global readership.

As WCF is commonly given to students' written work, understanding how and to what extent students respond to WCF is critical for L2 writing teachers (Zheng & Yu, 2018). The understanding can help educators relate the WCF program to its impact on students' writing abilities. Students should not merely be passive recipients of informal learning.

A qualitative study on student engagement with WCF indicates that engagement is related to students' commitment to their writing after receiving constructive criticism (Santanatanon & Chinokul, 2022). Ellin (2020) describes engagement as "how learners respond to the feedback

they receive," acknowledging that different types of corrective feedback (CF), individual differences, and contextual factors influence student responses. He suggests that participation can be examined from three perspectives: cognitive, behavioral, and affective. This study aims to address the following questions:

1. How do individual and contextual factors influence an EFL student in completing her undergraduate thesis?
2. How does the student's affective, behavioral, and cognitive engagement with the WCF provided by the supervisor influence her undergraduate thesis?

LITERATURE REVIEW

Student's engagement with the WCF

Student engagement or involvement, according to Ellies (2010), refers to a student's commitment to their work following constructive criticism. Their engagement may be viewed from three perspectives: behavioral engagement, affective engagement, and cognitive engagement. It is influenced by various forms of corrective feedback, individual differences, and contextual or environmental factors. Therefore, engagement, context, and individuality are the three dimensions to Ellis' (2010) theory, and all of which affect how students respond to feedback.

Ellies (2010) offers a method for examining oral and written corrective feedback to identify key elements relevant to CF research, including learner-related aspects. The framework illustrates the relationship between CF, learner engagement, and learning outcomes (see Figure 1).
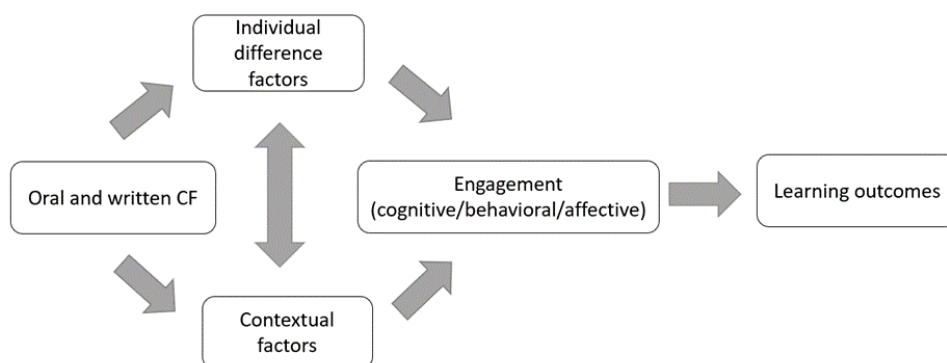

Figure 1 A componential framework for investigating CF (Adapted from Ellis, 2010)

The individual dimension

How students receive and apply feedback is assumed to be influenced by several individual learner variables, including beliefs and goals (Han & Hyland, 2015), feedback experiences (Beaumont et al., 2011) and skills (Van der Kleij & Lippervich, 2021). Feedback guidelines that

are misaligned with learners' willingness or capacity are disregarded university (p. 298) and are not taken seriously. Students' feedback experiences are likely to influence expectations of feedback systems. For instance, Beaumont et al. (2011) showed that university students often become dependent on instructor feedback due to their extensive experience of being "spoon- fed" in pre-university courses. Additionally, a student's aptitude for academic analysis influences their interest in receiving criticism.

The contextual dimension

Student engagement with feedback is influenced by several contextual factors, which can be categorized into four layers: textual (e.g., feedback characteristics), interpersonal (e.g., student-teacher connections), instructional (e.g., teacher and curricular materials), and sociocultural (e.g., roles of teachers and students) (Han & Hyland, 2019). Research indicates that students' responses to feedback depend on the modalities and types of input, as well as context. For example, Chong (2019) found that students prefer technology- mediated feedback that includes authentic and in-depth audio and video input. The interpersonal factors most emphasized in higher education feedback literature include power dynamics (Tan, 2004), trust (Gamlem & Smith, 2013), relationship (Chong, 2018), and emotion (Malloy et al., 2013). Establishing a trustworthy relationship between teachers and students, as well as among students themselves, is crucial for effective engagement with feedback (Chong, 2018). In such relationship, students are more likely to engage in open and thoughtful conversation with teachers and peers.

Feedback is considered both an interpersonal activity and a product in the literature on language learning. Allwright (1984) emphasized the importance of fostering positive interactions between teachers and students, arguing that a conflict-ridden, distrustful, and incompatible learning environment hinders language acquisition.

Students' responses to feedback in the classroom may be influenced by the feedback literacy of the teachers. Winstone and Boun (2019) found that cultures significantly affect how students react to and perceive feedback. It was discovered that Australian university students were more receptive to evaluating the worth of feedback and putting it into practice than British students.

The engagement dimensions

Engagement comprises affective, behavioral, and cognitive dimensions. Affective engagement refers to the emotional reactions and attitudes of students' experiences after receiving WCF (Han & Hyland, 2015). According to Mahfoodh (2017), these feelings can be both positive and unpleasant. Different types of instructor feedback elicit a range of feelings, such as joy, acceptance, surprise, disappointment, and frustration. For instance, students may feel surprised or dissatisfied, leading them to accept or reject the feedback. Negative evaluations can result in feelings of despair and frustration. Students' emotional responses can influence their revision strategies and comprehension of the feedback. These attitudes toward feedback are possible: positive, neutral, and negative (Han & Hyland, 2015).

Students may feel startled or dissatisfied, leading them to accept or reject feedback. Even negative evaluations can evoke feelings of hopelessness and frustration. These emotional responses can influence their revision strategies and ability to understand criticism. Ultimately, students may adopt one of three attitudes toward feedback: positive, neutral, or negative (Han & Hyland, 2015).

Behavioral engagement with feedback refers to how students act after receiving feedback. Han and Hyland (2015) define it as the external revision strategies used by students to understand WCF and correct repair errors. For example, Pawlak (2014) identified oral uptake and repair, while Han and Hyland (2015) noted text revision operations. Yu et al. (2019) discussed revision techniques and resources, and Zhang and Hyland (2018) highlighted the time spent reviewing. To examine revision strategies, Ferris (2007) proposed categories "error corrected," "incorrect change," "no change," "substitution," and "deleted text" for student revision analysis (p. 88). She found that, although students typically revised their work appropriately in response, they less frequently left their work unchanged. Ferris et al. (2013) observed several strategies students use to update their work, including reading the paper aloud and having other review it.

Cognitive engagement is the level at which students use cognitive strategies, mental effort, and processes to understand and apply WCF (Han & Hyland, 2015). How well students understand feedback may be influenced by how effective noticing is (Qi & Lapkin, 2001). Han and Hyland (2015) assert that cognitive approaches reveal the effort students invest in understanding written corrective feedback (WCF), while metacognitive strategies include their ability to regulate this process, which is essential for effectively receiving feedback.

Studies in this field examine how students process feedback, focusing on (a) the level of processing, which includes ignoring, noticing, and understanding (Pawlak, 2014); (b) the cognitive operations employed to process feedback; and (c) the metacognitive strategies used to regulate mental efforts (Han & Hyland, 2015; Zheng et al., 2023). Since it is difficult to identify a linguistic concept that all students do not know or have not acquired, Ellis (2010) interprets learning outcomes as acquisition. He argues that studies on WCF should focus on acquisition as "an increase in the accuracy with which partially acquired features are used" (2010, p. 344).

Empirical studies on student engagement with WCF

Numerous studies have explored how EFL undergraduate students read to and manage written feedback, from their supervisors. While research on CF is extensive, it still requires further attentions. For instance, a study in Saudi Arabia found that no research has examined. Saudi women EFL students' attitudes toward CF (Halim et al., 2021). Additionally, a study in Indonesia investigated how undergraduate students' emotional responses to written critiques from their supervisors influenced their thesis production (Trisdayanti et al., 2019). The findings indicated that students' feelings about the criticism were ambiguous in both positive and negative effects on their writing.

Han and Hyland (2019) investigated the emotional responses of university-level EFL students in China to written corrective comments from professors and found that students' responses

to the comments ranged from anxiety to annoyance and disappointment. In a different study, Jiang and Yan (2020) assessed 32 undergraduate thesis revisions from eight students, analyzing both supervisor input and feedback types. The research found that while error feedback and non-error feedback have somewhat different foci, both can significantly enhance the overall expression of papers. Collectively, these studies suggest that EFL undergraduate students experience inconsistent emotional responses to supervisors' WCF and that these reactions may have both positive and negative implications for their writing processes. The findings emphasize the importance of providing feedback which addresses both micro and macro components of writing.

Given the significance of student engagement in WCF research, several recent studies have exa mined how low and average EFL students engage with CF using various approaches. Han and Hyland (2015) and Zheng and Yu (2018), for instance, focused on how students with intermediate-and lower-level competency engagement with teacher-written CF in the linguistic domain of their writing. They found that students who were highly engaged with the feedback made more corrections than those who were less interested. However, these studies did not investigate whether, or for what extent, students' interactions with feedback equipped them with the skills needed to write more effectively on new tasks, such as composing an undergraduate thesis.

Language competency may mediate engagement with WCF and influence the outcomes of such engagement, including the quality of students' engagement, including the quality of students' revision (Lira-Gonzales et al., 2021). However, little known about the affective, behavioral, and cognitive activities of advanced proficiency students in relation to WCF or how language proficiency affects their engagement. According to Chong (2020), further investigation is needed into the interplay between contextual and individual traits using both qualitative and quantitative methods. He suggests that qualitative researchers can employ narrative inquiry and ethnographic studies to understand how students from diverse backgrounds perceive the affordances and limitations of their learning environments, which can either facilitate or hinder the development of their feedback literacy.

METHOD

This study employed a narrative qualitative research design. Personal narratives are constructed to describe individuals' lives and to collect stories about their experiences (Connelly & Clandinin, 1990). The narratives produced by researchers typically reflect the information gathered from participants, suggesting that participants' lived experiences constitute the foundation of the narratives.

Participant

The participant in this study, Nia (pseudonym), was 23 years old at the time of the research. She graduated from the English Literature Department at a university in Indonesia. Nia was selected for the interview due to her exemplary achievements, including winning first prize in an undergraduate thesis writing competition for her thesis titled "English Learners' Multiple

Identities in English Global Positioning Perspectives." Additionally, she successfully published her thesis in a prestigious, globally recognized journal indices in Scopus with Q1 status. These accomplishments make Nia's valuable model for exploring writing experiences.

Nia's educational background and experiences have significantly influenced her academic writing development. She began learning English in the first grade and developed a strong interest in the language by fifth grade. In junior high school, Nia attended an International Standard School, where most subjects were taught in English, requiring students to rapidly acquire extensive vocabulary. During her university studies, she published research papers and frequently presented at national and international conferences.

Instrument

In-depth narrative interviews were conducted to collect data from the participant. The protocols were carried out to compile the participant's educational background and responses to the supervisor's WCF. The interview primarily focused on the participant's experiences with writing in a university setting and was conducted in the language in which she felt most comfortable, allowing her to share her experiences in either English or Indonesian.

Data collection

The questions were open-ended, allowing the participant to freely share her opinions and experiences, and were aligned with the study's objectives. The interviews were audio recorded and transcribed verbatim for analysis, allowing researchers to closely examine the participant's responses and identify common themes and trends in her experiences.

Before the interviews, the participant's informed consent was obtained to ensure ethical treatment. She was informed about the study's goals, the details of her involvement, and her right to withdraw at any time. To preserve confidentiality and anonymity, a pseudonym was used instead of her real name throughout the study.

Data analysis

The researchers employed a qualitative approach to analyze data from the in-depth narrative interviews. The process commenced after data collection, involving transcription of the interview recordings and multiple readings of the transcripts. During these readings, preliminary codes emerged, highlighting engagement-related information within the text segments. The codes were then compared across transcripts and organized into categories corresponding to the three dimensions of student engagement (affective, behavioral, and cognitive), as well as contextual and individual dimensions.

To ensure the accuracy and validity of the analysis, the researchers implemented a coding system. Specific words, phrases, or sentences relevant to the research questions and objectives were marked with codes. For instance, responses regarding the participant's experiences with WCF from her supervisor were assigned a specific code.

After coding the responses, several techniques were employed to analyze the data. These included substitution, where words or phrases were replaced with an equivalent; deletion, which involved removing irrelevant or redundant information; and addition, which incorporated relevant information that was initially absent from the responses.

To ensure the reliability and validity of the narrative interview data, we employed data triangulation, peer review, and respondent (Dornyei, 2007). Different data sources were utilized for triangulation, and we discussed the data analysis and verified the codes. The first author frequently asked Nia to clarify her understanding and interpretation of her comments. The participant was also given access to the transcriptions and analysis to provide feedback. In ethical considerations, participant anonymity, and clarified boundaries were addressed through this relational responsibility process in narrative inquiry, aiming to minimize bias or misinterpretation in the final report. In summary, the data analysis process included transcription, repeated readings, coding, categorization, and techniques such as substitution, deletion, addition, and participant involvement to enhance the rigor and validity of the findings.

FINDINGS

This section presents case reports to provide a comprehensive understanding of the findings.

Nia's individual and contextual factors

How Nia received and applied WCF was influenced by individual factors, including her beliefs and goals, feedback experiences, and skills. Her strong commitment to completing her undergraduate thesis, coupled with her interest in and positive attitude toward learning English, enabled her to overcome challenges. Nia expressed enthusiasm for studying English, stating that she had focused on it more than any other subject. She pursued a degree in English literature due to her passion for the language and culture, believing that fluency in English as a global language is essential. She often questioned perceptions, such as, "Why is it deemed 'wrong' when someone speaks English with a certain ethnic accent?" This interest in language and culture informed her research focus and framework. Throughout her studies, Nia wrote papers and frequently presented at national and international conferences. She actively sought feedback from her lecturers, gaining valuable experience before her thesis. To further enhance her language skills, she enrolled in a language course during the semester break. Nia perceived herself as an evolving author in English, committed to continuous development.

Nia's contextual factors significantly influenced her success in writing and publishing her undergraduate thesis in a reputable international journal. The roles of her supervisor, Mr. Rizal (pseudonym), and the courses she took were crucial for her academic development. Mr. Rizal, a young lecturer in his forties, possessed strong academic writing skills and was an accomplished researcher with published book chapters and experience as a reviewer for international journals. He frequently guided students seeking to publish their theses. Through the elective course on post-structuralism taught by Mr. Rizal, Nia developed critical perspectives on the English language as a global medium. She valued this course for its impact on her understanding of English and her employment of the subject.

The English courses Nia completed during her university studies, including the Intensive English Course, Paragraph Writing, Essay Writing, Academic Writing, and Project Proposal Writing significantly contributed to her academic writing development so that she could finish her undergraduate thesis well. In the Intensive English Course, she learned to write in English incrementally, progressing from 100 to 300 words. Additionally, she developed logical thinking skills, understanding that each argument requires a topic sentence, supporting sentences, and a conclusion.

Nia learned to write in various contexts and styles, including argumentative and comparative formats, through her Paragraph, Essay, and Academic Writing courses. Because of these subjects, she became more comfortable writing in English. The lecturers in these courses also helped students develop their "peer-review" skills, enabling Nia to evaluate her peers' writing for grammar, punctuation, text structure, coherence, and other issues. In addition, Nia could ask her friends for their opinions on the quality of her writing. In the Project Proposal Writing course, Nia learned terminology commonly used in international journals. For instance, the phrase "the research questions are twofold" is often used to indicate the number of research questions. In response to such usage, Nia reflected, "From here, I learned to constantly update my vocabulary using a thesaurus to avoid monotonous and repetitive language."

Nia improved her academic writing by joining the Advanced Debate Community (ADC), an English debate group. In this group, Nia not only studied debate techniques but also practiced writing background information and argumentative points in English, with an emphasis on systematic and persuasive reasoning. She reflected that, through the community, she had learned not only public speaking but also how to construct a strong argument. This disciplined approach to writing facilitated her undergraduate thesis. Additionally, she developed critical reasoning skills by consistently asking "Why?" to ensure coherence between her statements. She noted, "After finishing a sentence, I question myself, "Why?" to maintain continuity with the next sentence." Furthermore, ADC taught her the phenomenon, considering both positive and negative aspects to avoid generalizations.

> This is useful for thesis writing, as it helps prevent drawing premature conclusions and approaching a phenomenon with preconceived notions. Finally, I have greater reading experience, which enables me to make arguments about a variety of subjects and concerns, including politics, culture, and social issues.

Nia recognized the importance of evidence in her writing, believing it essential for her undergraduate thesis. She stated, "To present convincing arguments in debates, I must rely on data and statistics. My supervisor often counters my claims with, "Yeah, right? Claim from whom?" This experience reinforced her commitment to incorporating evidence into her thesis. She realized she could no longer simply assert, "I have to quote a statement include concrete data to support my argument."

Nia learned from her undergraduate thesis supervisor to evaluate the reliability of sources by considering the Scopus or SINTA index of journals, the standing of publishers, and the academic credibility of authors. He emphasized that credible sources are essential for excellent writing.

Consequently, she became more selective in her reading materials and quotations, stating, "Despite my accomplishments, I still need to keep learning and expanding my writing potential."

Nia emphasized that writing allows her to apply grammar, coherence, and other theoretical concepts in practice. She stated, "By putting the learned theory into written form, we better understand the theory." She believed that actively using the language through writing enhanced her retention of grammar and other concepts. Conversely, neglecting the practice of writing led to a decline in her understanding. Thus, she asserted that practice, rather than theory alone, is essential for language learning.

To Nia, clarity in written English is essential for conveying messages and avoiding ambiguity. While understanding is more important in spoken communication than grammar or pronunciation, discrepancies are likely to occur. For instance, when writing, it is crucial to focus on clarity rather than whether phrases are in the active or passive voice. Nia also mentioned another strategy:

> Another strategy to ensure that we are included is to write in English by the conventions and rules of writing established by Western academics. However, it's important to stress that just because we adhere to certain writing guidelines doesn't mean we lack a voice.

Nia's affective, behavioral, and cognitive engagement

Affective engagement

Nia's response to her supervisor's comments indicates that she reflected on the feedback and recognized its validity and usefulness. She acknowledged her oversight regarding certain aspects of her work that the supervisor highlighted. Overall, she conveyed a sense of flexibility, openness to criticism, and a willingness to make improvements. She stated, "My supervisor was right; why didn't think of that? This is how things ought to be."

Nia believed that the revision process taught her many things she had not previously known, She mentioned, "I realized I didn't know a lot; this rewrite enlightened me." Her response indicates an open-mindedness and kindness when her supervisor pointed out grammatical mistakes. She accepted responsibility for her errors and appreciated the opportunity to receive feedback and improve her writing. Nia's willingness to accept criticism is a valuable quality, as it allows her to learn and benefit from it. She recognized that success in academic writing depends on embracing criticism and understanding its role in developing writing skills. Nia stated, "I accept it gracefully because I made mistakes, and I am grateful for the feedback that helps me progress."

Behavioral engagement

Nia's revisions and changes in error rates across drafts demonstrated her writing improvement. She described her actions following the written feedback from her supervisor:

> *After receiving written feedback from my supervisor, which consisted of scribbles on my printed thesis draft, I created a list of points to revise. I rewrote the sections in a notebook, addressing the feedback sequentially, sheet by sheet. Subsequently, I organized the feedback by difficulty level.*

Nia employed a systematic strategy to improve her draft by creating a list of required changes, addressing them in order of increasing complexity. She typically focused on grammatical and word choice issues before tackling substantive content-related concerns. Following her minor revisions, she would read the necessary materials to inform her significant adjustments. To enhance her comprehension, she underlined or highlighted key points in the readings. Additionally, she often printed the required texts for easier access and quicker reading, avoiding potential issues with digital files. After understanding the readings, she revised the content flaws in her undergraduate thesis based on the suggested sources.

Nia created a timeline for her revisions, listing daily tasks labeled A, B, C, and so on. She reassured herself that even if she only focused on reading or writing one paragraph each day, it still constituted progress, This strategy proved effective:

> *Besides making a list of revisions, I also made a timeline of revisions. What points do I have to do on days A, B, C, etc.? I emphasize to myself that the important thing is that every day there is progress, whether it's just focusing on reading that day, or just producing 1 paragraph, that's okay.*

If Nia identified any grammatical errors, she would edit them as instructed. For example, she noted that using the gerund form after the verb "seem" was a common mistake. Her supervisor advised that "seem" should be followed by the infinite form, stating "seem" should be followed by "to + verb."

When Nia encountered an unfamiliar word, she refrained from using a translation tool, as she believed the feedback was more substantive than grammatical.

> *But to correct any grammatical mistakes, I cross-check with Google/online dictionaries and journal articles. For instance, the "seem + Verb-ing" mistake. I looked up "seem + to Verb-1" in the online Oxford dictionary, and there is a usage example there. In addition, I noticed that "seem" was used in my supervisor's dissertation and that it was followed by "to Verb-1." However, if there are content-related adjustments (as opposed to linguistic ones), I communicate my understanding to my supervisor.*

Nia believed that each component of the undergraduate thesis presents varying degrees of difficulty. However, she found the abstract the easiest to write, as it involved merely summarizing the completed thesis.

> *When I'm having trouble, I read more because I can see specific instances of how to write various topics in the reading. So, whenever I'm unsure or having trouble editing or working on my thesis, I make every effort to look up examples online or in books, journals, or other sources first. If I am still unclear, I will consult my supervisor.*

Her supervisor instructed her to read "Subjectivity and Truth" by Michael Foucault. However, she struggled to understand the book due to its complex philosophical language. When she communicated this difficulty to her supervisor, he recommended that she explore Foucault's theory through other sources. He suggested "Working with Foucault in Education" by Walshaw, which provides a clearer explanation of the theory. This approach helped her successfully overcome the challenges she faced.

Cognitive engagement

Nia described the mistake her supervisor pointed out in her initial draft, particularly regarding word choice and hasty inferences made during data processing. She illustrated these mistakes with phrases such as "The excerpt above really demonstrates…" and "It represents…" The use "really" and "clearly" aligns with the structuralism paradigm, which posits that reality is unchanging and asserts definitive claims. Her supervisor noted, "I used to use these terms to influence readers' opinions and convey emphasis, "However, these words contradicted the essesnce of her undergraduate thesis, which embodies post-structuralism, emphasizing the dynamic nature of reality and the existence of multiple perspectives. Her supervisor recommended using terms like "might," "possibly," "seem to," and "appear to," as they better reflect the post-structuralism paradigm. Additionally, he advised against directly stating "it demonstrates/represents," suggesting instead to phrase it as "it might demonstrate/represent."

Besides content mistakes, Nia often jumped to conclusion. She noted, "My supervisor said it was too good to be true. I quickly classified the utterance as belonging to a particular identity after considering just one piece of information." To establish a consistent pattern for identity construction, her supervisor advised that at least three data points should be presented initially Thus, conclusions should be drawn only after analyzing three data points.

Nia has previously made snap judgments without fully evaluating details. Her supervisor illustrated this by asking her to identify keywords that indicated specific identity constructs after displaying a data extract. From this experience, Nia learned that data analysis should not be rushed and must demonstrate a logical chain of reasoning before reaching conclusions.

Nia learned the importance of consulting bibliographies and references in academic journals to identify relevant previous studies. She noted that her supervisor highlighted the valued of using earlier research, such as Sung's study (2015) to support the legitimacy of her topic. By examining the bibliography of Sung's paper, Nia could locate pertinent and reliable studies. Her supervisor emphasized that these earlier works should be used as points of comparison in the discussion section of her thesis, rather than merely listing them in the literature review, Nia recognized that many Indonesian theses often lack substantive discussion, focusing instead on summarizing prior studies.

Nia focused on the formulation of problems in her research. Initially, she intended to explore the multiple identities that international students create based on Pennycook's (2000) concept. However, she recognized that identity does not emerge in isolation, it is influenced by various factors. Nia understood the need to discuss how international students construct their

identities in the context of the increasing use of English. Consequently, her problem formulation aimed to illuminate the variables contributing to these identities. For example, she noted that one student critiques the dominance of the English language and has developed a "post-colonial performativity" identity.

DISCUSSION

Nia's individual and contextual factors

Nia's response to written feedback on her undergraduate thesis is influenced by individual and contextual factors. Her persistent commitment to learning English, positive outlook, and enthusiasm have motivated her to engage constructively with the feedback. Her strong interest in the language factors high learning motivation and a curiosity for new knowledge. This aligns with Lathif's (2017) study, which employs Ryan and Deci's (2020) self-determination theory to highlight the significance of intrinsic and extrinsic motivation for both teachers and learners. The findings indicate that students' intrinsic motivation, such as interest, passion, and inspiration, related to their personal and cultural needs, has a greater impact on writing motivation than extrinsic factors related to institutional, linguistic, and social needs in EFL writing. Prameswara and Hapsari (2023) assert that motivated EFL students are more likely to complete the undergraduate theses on time, graduate and feel satisfied with their work. Thus, Nia's motivation to improve her writing skills not only keeps her writing skills not only keep her on track to finish her thesis but also enhances her overall academic experience.

Nia's contextual factors, including her supervisor and the courses she took at university, significantly influenced her undergraduate thesis. Mr. Rizal's guidance fostered Nia's critical thinking and enhanced her English writing skills. His personalized mentoring was instrumental in her thesis development.

Academic writing courses Nia took in her university trained her to engage in scientific peer review, which can enhance undergraduate thesis writing. Similarly, Reynold and Thompson (2011) also found that students' writing skills tended to improve when they were actively involved in the learning process. In summary, strategies such as engaging students in scientific peer review, offering structural support, and providing personalized effectively foster professional writing in undergraduate theses.

Previous studies have also found that both individual and contextual factors significantly impact how well EFL students engage with WCF when composing an undergraduate thesis. These studies (Farsani & Aghamohammadi, 2021; Shen & Chong, 2022) emphasize the importance of students' interaction with WCF and examine learners' engagement from three perspectives: affective, behavioral, and cognitive. The findings demonstrate that learners' interaction with WCF is dynamic, contextualized, and individualized (Shen & Chong, 2022). In a few studies (Zheng & Yu, 2018), researchers investigated how lower proficiency students interacted with WCF in EFL writing sessions. Other studies have explored how well students interacted with Grammarly's automated written corrective feedback when editing a final

manuscript (Koltovskaia, 2020). Finally, a recent study found that scaffolding student involvement with WCF improved error correction and second language (L2) uptake (Nguyen, 2021).

As was observed by previous studies, the results of the current study have underlined the significance of WCF practices that are in line with students' learning goals and preferences. According to Zhang et al. (2021), students were more engaged with WCF when it was given to them promptly, on an individual basis, and by their preferences and learning goals. To increase students' involvement with WCF, Cheng and Zhang (2022) underlined the importance of teachers' feedback practices, pedagogical beliefs, and communication abilities. The effectiveness of WCF has been linked to learners' knowledge of and response to WCF types on various mistake, as well as learners' preferences for WCF (Li & Zhang, 2022).

In the case of Nia, her strong commitment to learning English, positive attitude, prior experience with English writing, and exposure to various contexts and styles of English writing seem to have influenced her engagement with WCF in her undergraduate thesis writing. She was able to incorporate feedback into her writing process, and her success in publishing her research papers and winning awards suggests that she was able to benefit from feedback practices that aligned with her learning goals and preferences. Overall, these previous studies support the idea that individual and contextual factors are crucial in promoting EFL students' engagement with WCF in undergraduate thesis writing.

Nia's affective, behavioral, and cognitive engagement

Nia's response to the written revisions for her undergraduate thesis reflects her affective, behavioural, and cognitive engagement. Her receptiveness to criticism and willingness to make adjustments demonstrate her affective engagement. She acknowledges her mistakes and expresses gratitude for the feedback, which contributes to her writing improvement. Nia's textual modifications illustrate her behavioural involvement; she employed a systematic approach to enhance her draft, creating a list of necessary adjustments and developing a revision timeline to track her progress. Her thoughtful consideration of these activities further exemplifies her cognitive engagement.

Previous studies consistently demonstrate that undergraduate students' effectiveness in academic writing depends on their engagement with feedback from supervisors. Jiang and Yan (2020) examined 32 thesis revisions from eight students, focusing on error feedback, non-error feedback, and the supervisor's emphasis. Their findings indicate that supervisory feedback is the most effective pedagogical tool available. Similarly, Bastola (2022) highlights the importance of engaging with supervisory feedback to enhance students' research and writing skills. Trisdayanti et al. (2019) further show that students' emotional reactions to criticism can influence their thesis writing. Consequently, earlier research emphasizes the necessity for undergraduate students to interact with written feedback to succeed in academic writing. Nia's response to her supervisor's comments reflect affective, behavioral, and cognitive engagement, which are essential for fostering this interaction and aligns with existing research on feedback and academic writing.

Nia's behavioral engagement with the written corrections that her supervisor offered is also consistent with earlier research findings. Saeed et al. (2021) discovered that generating a list of revisions and utilizing it as a guide for revisions were effective techniques for user feedback. Additionally, Yu et al. (2019) discovered that setting deadlines for each revision job and creating a revision plan may help students respond appropriately to written criticism.

Additionally, Nia's affective engagement or emotional response to the feedback is consistent with earlier studies that found that students' academic writing achievement may be influenced by their feedback literacy, or their ability to recognize, assess, and apply feedback information (Yu & Liu, 2021). According to a study by Hey-Cunningham et al. (2021), students were more likely to interact with feedback and use it to enhance their writing if they had a good attitude toward it.

Finally, Nia's cognitive engagement with the feedback is consistent with previous studies indicating that students' engagement with feedback can enhance their learning and development of writing skills (Chen et al., 2016; Schillings et al., 2021; Shi, 2021; Wu & Schunn, 2021). Therefore, Nia's engagement with the written corrections provided by her supervisor can be seen as a positive factor that could contribute to her academic writing success.

CONCLUSION

In conclusion, Nia's engagement with written corrective feedback (WCF) was shaped by her personal beliefs, experiences, and language aptitude. Her positive attitude toward feedback and determination to learn contributed to her commitment to mastering English. Active participation in the learning and revision processes, along with the use of targeted strategies, underscored the importance of her involvement in revisions. Future studies could explore the effectiveness of various methods for engaging students in the revision process, such as process-based and text-based approaches. The strategies Nia employed in responding to feedback and making revisions can serve as a model for undergraduate thesis students and their supervisors. Personalizing feedback to meet individual student needs and encouraging active participation can lead to improved learning outcomes and writing skills.

ACKNOWLEDGEMENT

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Appendix A
Background interview guidelines

1. Please tell me your background information, including age, major, and when you started learning English.
2. Please tell me your educational background, such as if you study English at a Foreign Language School or a regular school.
3. Please tell me the courses you take and your plans after graduation.
4. Why did you choose to study English as a major? Which part of it do you like or not like?
5. Please tell me about your English learning and writing experience, and the writing courses you have taken. What courses do you think help with your writing? How? Why?
6. How often do you usually write in English? What kinds of writings are they? For what purposes do you write?
7. Do you consider yourself to be a successful writer in English? Why or why not? How would you describe yourself as an English writer?

Appendix B
Interview guidelines about writing undergraduate thesis

1. Why did you choose this topic?
2. What kind of feedback did you receive from your advisor? What did you find helpful?
3. Did you seek peers' help? If so, What kind of help?
4. Did you use translation?
5. Did you find writing this paper difficult? Which part in particular? Which part did you find easy to write? What did you do when you had difficulties?
6. Did you find the thesis writing guidelines from your faculty helpful? If so, in what ways?
7. What did you find most helpful with your thesis writing?
8. Did you find citations difficult, such as when to cite and how to cite?
9. Why did you use this word/expression here?
10. Did previous writing experience/courses affect your writing this paper? If so, how?
11. How do you evaluate the thesis?