

ENGAGEMENT WITH WRITTEN CORRECTIVE FEEDBACK: WHAT CAN WE LEARN FROM STUDENT ENGAGEMENT RESEARCH IN L2 WRITING?

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Providing feedback on students' writing is an important aspect of pedagogical practices that teachers constantly adopt, but how students react to it and benefit from it is sometimes less clear-cut. Studies in second language writing research demonstrate the importance of studying student engagement with feedback to understand differential success in students' gaining from feedback. Informed by student engagement research in education, Ellis (2010) proposed a componential framework for investigating corrective feedback (either oral or written) in which the construct of engagement is interpreted as the ways that "learners respond to the feedback they receive" (p. 342). Following his framework, research on student engagement with feedback has reached a consensus that engagement could be examined from three interrelated perspectives involving behavioural, emotional/affective, and cognitive perspectives. However, the concept of student engagement with feedback in second language writing is open to various interpretations and encompasses numerous measurements. Therefore, it is important to trace how the construct was operationalised and interpreted in previous studies and how different dimensions of student engagement were measured. To this end, this paper reviews definitions and measures of student engagement in written corrective feedback research and discusses factors impacting students' engagement with feedback. Findings showed confusion in what actually constitutes student engagement, methodological difficulties in probing cognitive processes, and challenges to the validity and generalizability of case studies. Further limitations relate to difficulties in distinguishing qualitative differences in the level of engagement with feedback, and more importantly how deep/surface-level engagement with feedback contributes to students' writing developments. Given that student engagement with feedback is mediated by learner factors, some studies suggested a non-linear and reciprocal relationship between learner beliefs and their engagement with feedback while others underlined the importance of understanding student feedback literacy to foster deeper engagement with feedback. This review concludes with recommendations for further engagement research to address conceptual and methodological shortcomings and seek to find out inter- and intra-individual differences in feedback processing.