

**INVESTIGATING EFL STUDENTS' FEEDBACK UPTAKE AND
ENGAGEMENT WITH TEACHER WRITTEN CORRECTIVE FEEDBACK:
A MIXED-METHODS STUDY**

Thesis



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**English Language Education Study Program
Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
2025**

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APPROVAL SHEET (I)

This thesis entitled **Investigating EFL Students' Feedback Uptake and Engagement with Teacher Written Corrective Feedback: A Mixed-Methods Study**, written and submitted by Christian Leonardo with the student number 1213021005, has been approved to be examined by the Thesis Board of Examiners.



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I declare that this thesis is my own writing and that it is true that I did not take any scholarly ideas or work from others dishonestly. All of the cited works were quoted and written as the references in accordance with the ethical code of academic writing. I will take full consequences if plagiarism is found in this thesis.

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A handwritten signature in blue ink, consisting of a stylized 'C' and 'L' intertwined.

Christian Leonardo

(1213021005)

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Abstract

This mixed-methods study investigates English as a Foreign Language (EFL) students' feedback uptake and engagement with teacher Written Corrective Feedback (WCF). This study focuses on examining the extent to which students act upon feedback, engage with feedback behaviorally, affectively, and cognitively, as well as the extent to which engagement relates to uptake. Implementing the explanatory sequential mixed-methods design, this study first collected the students' written works before they were given feedback. Then, the researcher analyzed the students' second drafts after they had been revised. Following that, a five-point questionnaire on engagement was distributed, and several interview sessions were conducted for the students whose engagement and uptake patterns showed a mismatch. The findings demonstrated that the students had high levels of feedback uptake. Furthermore, they scored average to high on the three aspects of engagement as well. Ultimately, a relationship was found between the students' engagement and uptake. In contrast, a minority of the population showed a disparity between the two variables. The interview sessions disclosed that there were far more complex contextual factors contributing to feedback uptake, such as individual differences, levels of English proficiency, as well as the type of feedback given. In conclusion, the results imply that while teacher WCF is generally effective, there may be a smaller group who requires additional support to foster greater engagement, which as a result can impact students' feedback uptake positively.

Keywords: written corrective feedback, feedback uptake, learner engagement