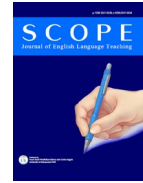




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Research Article

“It’s Kind of Frustrating...”: EFL Students’ Affective Engagement with Supervisory Feedback

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KEYWORDS

Engagement;
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 supervisory feedback;
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A B S T R A C T

Despite the importance of supervisory feedback for thesis writing, its effectiveness can be achieved only when students actively engage with it. Focusing on affective engagement, the review of literature revealed different patterns of engagement among students. Studies on affective engagement with supervisory feedback within the context of thesis writing in undergraduate level were still limited. This study has been conducted with the aims to identify how EFL students engaged affectively with supervisory feedback and what might cause the engagement. Through case study that involved three participants, it has been found that all participants experienced various of emotional responses, both positive and negative. What caused these responses include issues regarding participants’ expectations of supervisory feedback and their thoughts on supervisors’ expectations. Surprisingly, the participants highly appreciated supervisory feedback despite their negative emotions and expectations of feedback delivery. Their reliance on supervisory feedback, the value of thesis writing process, and the gratitude they had for the feedback were discovered as the reasons of their attitudinal responses. Findings suggest that thesis supervisors may provide more feedback in the form of direction. Students who are entering thesis writing process are also suggested to enhance background knowledge on their thesis topics to minimize negative emotions.

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INTRODUCTION

Feedback that is delivered by thesis supervisors has a function to assist the students for the betterment of writing during thesis writing process. Although that is the aim of supervisory feedback, it does not guarantee that the more feedback provision automatically leads to students’ writing improvement. What needs to be highlighted is that the success of supervisory feedback can be achieved only if the students actively engage with the feedback itself, as already agreed upon in previous studies (e.g. Handley et

al., 2011; Zhang, 2021; Mayordomo et. al., 2022; Tay & Lam, 2022). Undergraduate students, who experience writing thesis for the first time, are supposed to be highly invested in writing process (Reynolds & Thompson, Jr., 2011). To obtain optimal benefits from feedback, it has been suggested that students have to make plan for, invest sufficient amount of time and effort in comprehending the feedback, and engage their attention and cognitive resources with the feedback (Waller & Papi, 2017). Regarding the importance of students’ engagement, previous studies have suggested for further exploration on how feedback in supervision is responded to (Nangimah &

Wallden, 2023), as well as why the students engaged to the feedback as they do (Zheng et. al. 2019) so that the studies on supervisory feedback can be completed through the area that needs further exploration (Xu, 2016).

Ellis (2010) defined the term feedback engagement as the ways students respond to the feedback they receive. Specifically in the context of L2, engagement is also defined as both the quality and quantity of students' processing of and written responses to written feedback, taking into account their capacity and willingness to do so (Pearson, 2024). More detailed definition has been proposed by Zhang & Hyland (2018) that feedback engagement is "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." This commitment includes both state and process of how students respond to feedback (Zheng et. al., 2019).

Researchers agree that feedback engagement can be seen from three aspects, namely affective engagement, cognitive engagement, and behavioral engagement (e.g. Ellis, 2010; Han & Hyland, 2015; Han, 2017; Mercer, 2019; Tian & Zhou, 2020; Zheng et. al., 2019; Zhang & Hyland, 2018). Since this current study is a part of a larger study, the focus of this article is only on affective engagement. This dimension of engagement refers to students' emotional responses and attitudinal responses (Han & Hyland, 2015; Han, 2017).

The model of what is known as student engagement by Fredricks et. al. has been developed and strengthened by Zhang and Hyland (2018) to make it relevant for analyzing students' engagement with feedback on their L2 writing. They explained that affective engagement refers to students' emotional and attitudinal responses to feedback. Emotional responses, as said by Mahfoodh (2017), is known as affective reaction. These refer to students' feelings upon receiving the feedback along with changes in these feelings during draft revision (Zheng & Yu, 2018). As for the attitudinal responses, detailed explanation has been found in earlier study (Martin & Rose, 2003) that the responses are indicated by the students' affect (i.e. feelings and emotions expressed upon the receipt of WCF & changes in these feelings and emotions over the revision process), judgment (i.e. personal judgments of admiration or criticism and moral judgments of praise or condemnation towards WCF), and appreciation (i.e. valuing the worth of feedback).

When paying attention to the definition and coverage of emotional and attitudinal responses, there is an overlap on the "affect," which needs to be made clear. Thus, in this study, the attitudinal responses cover the judgment and appreciation since affect has been covered in emotional responses. Judgment here refers to personal judgments of

admiration/criticism as well as moral judgments of praise/condemnation towards feedback, while appreciation relates to valuing the worth of feedback.

Several studies from different contexts have been conducted specifically to explore EFL students' affective engagement. A study by Mahfoodh (2017) has been conducted on the relationship between emotional responses towards teacher written feedback and the success of students' revisions. Taking the context of Yemeni EFL, it was revealed that the students' experienced a range of emotional responses such as acceptance of written feedback, surprise, happiness, dissatisfaction, and frustration. Some negative emotional responses could be the results of miscommunication, harsh criticism, and negative evaluation, while some of the positive ones were due to reliance on the feedback as the sources for revision and improvement of writing skills. In a different EFL context, a study within the similar topic of affective engagement has also been conducted by Ene and Yao (2021) to find out Chinese EFL students' impressions, feelings, preferences, and confusions regarding written feedback that was provided by two groups of teachers. The findings also reported a range of affective responses, which were proven to influence both the students' perceptions of the teachers and further engagement with the feedback. For instance, there were requirements for written feedback to be able to boost positive feelings of the students (i.e. detailed feedback, not too many error corrections).

While the two aforementioned studies focused on students' emotional responses towards written feedback, the focus of Saeli & Cheng's (2019) study was on Iranian EFL learners' attitudinal responses. Discrepancies between students' perceptions and teacher practices were reported, which could prevent the students from experiencing positive affective engagement with the feedback. The group of students that did not receive their preferred WCF was more likely to experience negative affective engagement. Recently, a study of Saeli et. al. (2023) pointed out that two learners prefer constant exposure to feedback in English, while the three others appreciated the use of Persian when providing feedback on grammatical errors. Therefore, while the positive affective engagement of the three learners might be effective on the improvement of their understanding about the errors, the two learners might experience negative affective engagement with the feedback.

Based on review of these previous studies, there were different patterns of affective engagement among the students, and these patterns were emerged by different factors. Thus, there is importance to increase understanding of these factors in order to make it possible to move students out of states that hinder their process (Grawemeyer et. al., 2015). Furthermore, the review of

literature reveals several gaps. First, although previous studies have explored students affective engagement in various EFL contexts and covered emotional responses (e.g. Mahfoodh, 2017; Ene & Yao, 2021) and attitudinal responses (e.g. Saeli & Cheng, 2019; Saeli et. al., 2023), the studies focusing specifically on affective engagement in thesis writing process or with supervisory feedback has not been found. Second, even there have been studies on engagement with supervisory feedback, these studies focused on investigating the engagement of master's students (e.g. Bastola, 2022; Bastola & Hu, 2020; Zheng et. al., 2019) and doctoral students (e.g. Xu, 2016), leaving the context of undergraduate students underexplored. Thus, studying how the students engage affectively is important since the findings from previous studies on master's and doctoral students may not be taken as similar to what undergraduate students experience due to different characteristics, including research experience and mastery of academic scope (Bastola & Hu, 2020), which may result in different patterns of engagement supervisory feedback.

This study was conducted with the aims of identifying how EFL students engage affectively with supervisory feedback, which cover they emotional and attitudinal responses. Most importantly, the underlying reasons explaining students' affective engagement were also to find out. As such, the results can be references for EFL students who are entering or are already in the process of thesis writing so that they may adjust their responses in different situations based on the findings presented in this study.

METHOD

Due to the needs of achieving the objectives covering the patterns and the underlying factors of students' affective engagement, this study was conducted following qualitative approach. Specifically, case study was employed as the method in the larger study that also included this current one reported in this article. The decision of using case study was due to its depth in understanding the context as well as its appropriateness for the study of which the aims are to answer the phenomena and what causes the phenomena (Flyvbjerg, 314).

The participants were students of undergraduate program in English Department of a university in East Java who were in the process of writing their theses. They were invited to participate in this study through purposive sampling to select individuals that could provide important, relevant insights regarding a specific situation to study (Schoch, 2019), that was, in this context, their emotional and attitudinal responses towards supervisory feedback. A total of three participants were set to participate, as suggested by Schoch (2019) that having three to four samples for comparison in case study is the

realistic number to be handled. Besides, this decision was due to the need for exploring the case comprehensively as well as preventing the findings from not being discussed in in-depth manner.

For participant selection, some criteria were decided related to the process of thesis supervision they experienced. The criteria of the participants were those who had submitted their second and third draft consisting of the introduction to the methodology chapter, had got the feedback from their supervisors on the drafts, and had revised the drafts based on the supervisors' feedback. Furthermore, considering the necessity of representativeness, the participants were the ones who had experienced various modes of supervision process. For this purpose, online questionnaire for preliminary survey consisted of ten questions was distributed to the students. The responses were reviewed and compared to the predetermined criteria, which resulted to three out of fifteen students who met the criteria and gave their consent for participating in this study. They were identified by the following pseudonyms.

Table 1 List of Selected Participants

No	Pseudonym	Gender	Discipline	Thesis Stage
1	Amy	Female	ELT	Findings and Discussions
2	Toni	Male	ELL	
3	Devi	Female	ELT	

Following the nature of case study, the data were collected from three sources to ensure the richness. The sources were students' second and third drafts of the thesis limited to the introduction to methodology chapter, the revised version of the drafts, and the semi-structured interview with the students.

The drafts were used to obtain data in the form of supervisory feedback excerpts as well as students' revision based on the supervisory feedback from the real practices, instead of only using the data source in the form of self-reports (Xu, 2016). The availability of these data was essential in assisting the interview process to allow the participants to recall their supervision experiences, so the data on affective engagement were exactly based on their responses towards specific feedback points that were provided on their drafts.

To elicit data on emotional responses and attitudinal responses, an interview guide that consists of seven semi-structured interview questions were developed by adapting items on affective engagement from previous studies (Han & Hyland, 2015; Zheng & Yu, 2018). The questions were also adjusted the based on the theoretical framework of engagement with supervisory feedback. The interview guide was sent to two English Department lecturers whose expertise is in academic writing for their expert validation.

It took approximately 35 minutes for interviewing each participant on their affective engagement.

The recordings of the interview were transcribed and put in analysis tables for the purpose of coding. Thematic analysis was chosen since there was a need to support data interpretation using themes as illustrative examples of participants' experiences (Saldana, 2013). The process of thematic analysis was guided by six-step approach by Braun and Clarke (2006) including getting familiar with data, generating initial codes, searching for themes, reviewing the themes, defining and refining themes, and writing the report. To ensure the trustworthiness, the three participants were invited in member checking of the interview transcripts and the interpretation of interview data.

RESULTS AND DISCUSSION

1. Emotional Responses

The results from student interviews indicate that the students experienced a range of emotional responses throughout their supervisory process starting from receiving the feedback, revising the drafts, and after revising the drafts. The emotions they felt on each stage tend to differ, but there were also specific responses that remain the same from the beginning to the end of revision. The following themes were generated after analyzing students' answers to interview questions.

a. Enthusiasm and its association with feedback detailedness

From the interview, the three participants conveyed how they felt the enthusiasm about receiving supervisory feedback on their drafts.

Toni expressed how great he felt about the supervisory feedback, no matter how many points of feedback that he received. It is because one feedback point is seen as the starting of one revision so that everything is hoped to finish immediately.

Toni: "I felt great regardless the amount of feedback provided. Having one means I can work on it, so I can finish the revision as soon as possible."

Following to that, he also highlighted how he felt optimistic about the feedback by explaining how it made him believe that the drafts he would produce after the revision would be much improved than what he did previously.

Toni: "I felt quite optimistic. When there is feedback, I feel this draft can be better and better. So upon receiving the feedback, I started to have this feeling 'OK, maybe this draft can be more than I thought in the beginning'".

Regarding this kind of positive emotional response, two other students mentioned that they felt the same. However, responses from two of them also implied how these positive feelings are somehow related to feedback detailedness. This was indicated from their responses, especially when Amy added more comments about the moment she received detailed feedback. Besides, Devi even made it clearer by saying that the way she felt about supervisory feedback was related to how clear the feedback.

Amy: "I'm happy when my draft is checked by the supervisor. Overall I'm happy when my writing is corrected, especially given very detailed feedback."

Devi: "It depends on the feedback because sometimes I feel happy if the feedback is very clear and then I know what I'm supposed to do. For example I know where I should add more information or I know I should revise this part."

Upon receiving supervisory feedback, the participants told how they felt "happy" and "great" since what they had been waiting for was responded. From the responses too, it could be indicated that the feeling of enthusiasm was associated with both the quality and the quantity of the feedback points. The clues mentioned by the participants were "...regardless the amount of the feedback", "...especially given very detailed feedback", and "...if the feedback is very clear". However, it did not mean that the feedback had to be exactly as what they wanted it to be. Toni's response showed that the amount did not matter, while Amy's response indicated that she would feel happier if the feedback was detailed.

The reason behind this, according to Fong and Schallert (2023), has been explained in attribution theory that how students' interpret the feedback is the factor that shapes how they respond emotionally to it. Specifically in this case, the participants' enthusiasm was the reflection of how they perceived the amount, the detailedness, and the clarity of supervisory feedback. It implies that as long as the students were still able to grasp what the feedback was about, they—Amy and Toni—would still feel good about the feedback. However, it is still important to note that the participants' responses also implicitly conveyed that there was expectation regarding the feedback quantity and quality. This kind of response was in accordance with the one of Ene and Yao's (2021) where the feedback that was expected by student writers was the detailed one yet without overwhelming corrections. If the feedback met these expectations, especially the detailedness, the students would experience positive feelings such as feeling moved and motivated, which was also confirmed in this study especially by Toni that felt optimistic about his revision process.

b. Confusion and worry about executing the revision

Two participants expressed how their feelings when revising the drafts were related to how they should execute the supervisory feedback.

Amy explained how she sometimes felt confused about the correct step that she had to take after reading the supervisory feedback. She explained that she actually knew on what parts the feedback was actually telling her. However, it was the final result of the revision that she was trying to visualize but was not able to that made her wonder.

Amy: "At that time I was confused and worried about how the revision should be made, what was expected from the revision, so I also read more references to understand more what my supervisor meant to say."

Similar to what Amy felt, Devi also explained the confusion that she experienced, which seemed to be worse. It was not only the feeling of being confused, rather, it was frustration that was caused by the process that she had to take seriously to finish the revision. Her responses regarding her emotions indicated that sometimes she felt burdened with the quality of the thesis that she was working on.

Devi: "The feeling that I had when I revise the draft was sometimes I feel kind of confused because like... It's hard to find a good reference for my thesis and sometimes it's kinda frustrating because I don't know what to write in my draft, and I need to bring a lot of thing so that my draft can be good enough."

During the revision process, this positive feeling that the participants experienced at the beginning turned into confusion and worry about the execution of supervisory feedback. Since this shift of feelings happened to both Amy and Devi, it seemed to add the explanation of why these two participants' emotions upon receiving supervisory feedback depended on the clarity and the detailedness of the feedback. This result was similar to what was reported by Bastola (2022) that the unavailability of clear direction made one student felt frustrated. Thus, the participants' expectation of supervisory feedback was possibly the form of anticipation of what might happen in the following steps—the revision process.

Furthermore, the fact that the confusion and the frustration experienced due to the participants' efforts to produce quality thesis drafts was the point to be highlighted. The results of previous studies reported that frustration, in some cases, emerged when students did not succeed in understanding the feedback (Rowe et. al., 2013) and had a limited capacity for evaluating the quality of their writing (Li & Curdt-Christiansen, 2020), which caused the students to reconsider their knowledge (Grawemeyer et. al., 2015). These findings, compared to Devi's response,

might explain why she experienced that feeling. Thus, another study stated that enhancing existing knowledge on thesis topics is essential to minimize negative emotional responses (Papi, 2022). Moreover, this might be also related to the participants' thoughts on what if the supervisors responded negatively and did not approve the revision.

c. Contribution of thoughts on supervisors' expectations

Among different emotional responses that the three participants experienced, their responses indicated how their thoughts on supervisors' expectations contributed to their emotions throughout the revision process. It was reported that supervisor's expectation also brought about the feeling of worry for Amy. Differently, Toni perceived it as challenge as well as motivation to strive forward.

Amy: "In the revision process, it was more like... worried that my revision would not meet the supervisor's expectations."

Toni: "What I feel when revising the drafts was actually challenging. It is challenging because it's not easy to meet the expectation for revision. But that also becomes my motivation to quickly finish it because for me myself, having a set goal is like a challenge for me that I need to do it good, I cannot fail on it, I cannot do it in a bad way."

At the step after finishing the revision based on the supervisory feedback, the three participants felt relieved that they were able to submit the revision. However, apparently it did not mean that everything was fine for them. It turned out that all of them were still concerned of how their supervisors would react upon the drafts that they had submitted. The supervisors' satisfaction towards their draft improvement was indicated to be the crucial aspect that the participants had to focus on.

The responses from Amy and Devi showed that they encountered both positive and negative emotional responses as they felt relieved and worried at the same time.

Amy: "I felt relieved but there is a little worry too, still feeling worried. But I hope that my revision can satisfy the supervisor."

Devi: "I think after I finished my revision, I feel so relieved because I can finally finished my revision... but then when I want to ask about my supervisor's feedback, I do overthink like what would my supervisor think about my draft and sometimes it's like 'is it good enough for me to finally submitted my revision?' I do overthink about her reaction when read my revision."

Compared to the response from the two participants, Toni was calmer and more optimistic about his revision process.

He did think about the supervisor's expectation, but the way he felt about it at the end tended to be more positive.

Toni: "After revision, the feeling I had was obviously relieved because I'm done, I have finished the revision. Then I also hope that it met the expectation of my supervisor."

Although it seems that Toni did not have any issues with the shift of emotions, it does not mean that he felt everything was good. The fact was that it was not an easy process, yet he took his supervisor's expectations in positive ways. It is in line with what Liu et. al. (2022) studied that when students had positive emotions towards their process, they would not easily give up since they had understood their goals and maintain the motivation and desire to be persistent.

As for Amy and Devi, even when they felt relieved after finishing the revision, they still felt a sense of worry about whether the revised drafts met the supervisors' expectations or not. Somehow, this was in contrast to what Rowe et. al. (2013) concluded from their result that relief represented the end of anxiety and uncertainty period, and that the students often experienced it when they did something appropriately. However, the result of this current study was an example of evidence that anxiety (negative emotion) and happiness (positive emotion) were often reported together (Rowe et. al., 2013).

The responses showed that all participants experienced several kinds of emotional responses including happiness, great feeling, optimism, confusion, worry, frustration, challenge, and relief, which supports the findings of previous studies (Ene & Yao, 2021; Li & Curdt-Christiansen, 2020; Mahfoodh, 2017; Rowe et. al., 2013). The transitions of these feelings were moderated by the participants' expectations of supervisory feedback regarding the detailedness of the feedback and also by both negative and positive thoughts on supervisors' expectations of their revised drafts. This might also be an example of how transitions between positive and negative affective states could be found during any learning experiences (Grawemeyer et. al., 2015; Grawemeyer et. al., 2017).

2. Attitudinal Responses

The participants' attitudinal responses towards their supervisory feedback reflected positive judgment and appreciation. Supervisory feedback that was delivered on their thesis drafts was valued by the participants based on the contribution it served in thesis writing process. Three themes were generated to explain the participants' patterns of attitudinal responses.

a. Key advantages for writing improvement

The responses from all participants clearly indicated their agreement on the significance of supervisory feedback for their writing. They highlighted some improvements that they observed when having their drafts revised according to the feedback delivered by their supervisors.

Amy explained how supervisory feedback supported her in improving the quality of her writing. Being provided with supervisory feedback increased her awareness about writing accuracy so that she became more cautious of not making mistakes in further thesis draft revision.

Amy: "I think supervisory feedback is very important and helpful because it can improve my writing becomes better, becomes more readable. The feedback also has benefits for me as it helps me to be more aware of mistakes that I make when writing my thesis. That way I can pay more attention if I make grammatical mistakes or not, so I will not make the same mistakes when writing the next chapter."

Besides the improvement of writing, Toni saw the feedback to be valuable as the primary source for him to set goals so that he could manage working on his thesis. He believed that without having supervisory feedback, it would be impossible to act on thesis writing.

Toni: "Personally I think that the supervisory feedback is very valuable. No matter what, supervisory feedback must be available. It is like primary needs because I cannot write or work on a draft without any supervisory feedback. In the end, one, maybe I would not have a set goal, and two, I may not know what to write. So supervisory feedback here, besides helping me to decide on what to do in the meantime, also gives me enlightenment of which part that should be improved."

Devi also experienced how supervisory feedback played roles in the process of evaluating her writing and reflecting on what she had done so far to produce a better thesis draft. Although in the previous interview questions she straightforwardly conveyed how frustrating receiving less detailed feedback was, she still highly appreciated the feedback. As presented below, Devi's answer indicated that supervisory feedback, even if sometimes not delivered as what she expected, was still essential to be the source of learning for revision ideas.

Devi: "For me it is very valuable. Even if it is not detailed enough, I can think like 'What should I revise? What should I add in my draft to make it better? From this question [supervisory feedback in the form of questions], what should I search? And from the underlines, what is wrong? Is it my grammar, or should I add more references?' So for me it is very valuable."

From how the participants judged and appreciated their supervisory feedback, all of them agreed that receiving and implementing the supervisory feedback resulted in some key advantages for their thesis writing improvement. As what was reported by Amy, she became more aware of writing accuracy which benefited her in producing more meaningful and readable thesis drafts. It is in line with the result of a previous study in which a participant admired feedback for improvement he made on conveying ideas to be more logic and reader-friendly (Shi, 2021). Besides, the way Amy became more cautious of grammatical aspects to avoid the same mistakes was aligned with Ene and Yao's (2021) finding on students' determination to apply feedback by avoiding the same mistakes and improving in a certain area.

In addition to the improvement, Toni even considered the feedback as "the source" and "primary needs" of goals that he had to set to make the revision process possible. This finding was similar to the one of Shi (2021) in which the feedback was regarded as a valuable reference for revision process. Besides, the evidence of supervisory feedback role as the primary needs was also explained by Devi who made use of it for evaluating her thesis drafts and assisting her throughout thesis writing process. Being able to do so despite having transitions of feelings showed how the participant put a high value on what she had to do.

This finding supported as an example of a statement that feedback influenced motivation by increasing or decreasing the value of a task, but the pre-existing value of a task also influenced the interpretation of the feedback (Fong & Schallert, 2023). In this case, it pointed out that although supervisory feedback influenced the participants' feelings that might lead to motivation, the feedback still obtain participants' high acceptance as they also valued thesis writing process that they were responsible for to complete. Besides, the result was similar with the one of earlier studies (Razali & Jupri, 2014; Rowe et. al., 2013) on which the students appreciated and valued the feedback from their teachers regardless the content and the issues they encountered.

b. Being comfortable with the current feedback

Responding to whether the participants expected to have the supervisory feedback changed, two of them tended to disagree on this idea. Their responses showed that they had been accustomed to and been comfortable on how the feedback was delivered.

It was said by Devi that she did not think changing the way her supervisor's giving her feedback would be good. The feedback that had been provided during the supervisory process was beneficial for her revision regardless the delivery techniques.

Devi: "I don't think so. So far, I'm already comfortable with the feedback. Even if it's just like my supervisor just underline my draft or maybe like give me some questions, I think it really helped me doing my revision because from the questions or from the underline, I found something like 'Oh... I need to give more info here and revise my grammar.'"

Toni shared different perspective of experiences that made him did not even think about having his supervisor changing the feedback delivery. It was reported that his supervisor had known him well in a way that the methods she used in supervising was the perfect ones for his needs. Therefore, it was not surprising that he emphasized he did not want the feedback delivery to be something different from what he had been used to.

Toni: "I don't want my supervisor to change the way she gives me the feedback because I know my supervisor knows me well. She knows how to trigger my way of thinking, how to trigger my work. I sometimes lost of track, so what I have to do is not done, instead, I did other things that I actually don't need to. So with the way she delivered this message to me, it's like the most suitable way, and it's the best way to approach me."

An interesting finding captured from Toni and Devi's responses was that they experienced different ways of feedback delivery that elicited different emotional responses, yet both of them expressed similar attitudinal responses regarding the value of supervisory feedback. This could possibly happen because both of them perceived supervisory feedback as the sources they relied on for the purpose of revision as well as for the improvement of their writing quality, which was consistent with the finding of Mahfoodh's (2017) study.

More explanation could be based on their individual responses. From Toni's explanation, it was obvious that he received supervisory feedback that was personalized since the supervisor really paid attention to which area that he needed more support on and how she could communicate this feedback to him. This specific finding was in harmony with the one of Rowe et. al.'s (2013) study that students who experienced personalized feedback expressed positive emotional responses including comfort. Furthermore, from Devi's response, how she valued and appreciated supervisory feedback, and the way she always said even if the feedback was somehow provided her with only clues, implied the gratitude the participants had for the feedback. This point was also in accordance with Rowe et.al.'s (2013) finding that students who considered feedback as something helpful tended to be those who were grateful for it.

c. Possibility of changing feedback delivery modes

Although the three participants saw supervisory feedback very positively, two of them—Amy and Devi—had thoughts on how the feedback might be delivered in a better way. From their responses, they shared their wishes if there would be any possibility of changing the feedback delivery modes in order to have more detailed and clearer understanding of the feedback. Feedback delivery modes here referred to whether the feedback was delivered through online platforms or by having face-to-face offline meetings.

Amy specifically addressed her problem in the earlier time of supervisory process. The problem was not that the supervisor's way of delivering feedback was not clear, but the feedback was considered not detailed enough when it was provided through online meeting platforms. She wished the supervisory feedback could be totally changed from online to offline meetings.

Amy: "So far, the way my supervisor gave feedback is easy enough to understand, but I felt that it was not really detailed especially in the early supervisory process when we had sessions using Google meet or online. I hope later it would be changed from online to full offline to make it more detailed. But the way my supervisor gave the feedback is already understandable."

Similar to Amy, Devi wished the supervisor to have more schedules for face-to-face meetings so that she could ensure that she did not have any problems with comprehending what the supervisor wanted her to do.

Devi: "Perhaps if it is changed, I just need more time to meet my supervisor directly, so the feedback is clearer for me and I can ask a question directly to my supervisor. That's all."

Focusing on how Amy and Devi talked about this particular issue, it implied that another thing that was crucial for them besides having detailed feedback was also having face-to-face offline meetings as the addition to the written supervisory feedback. It did not mean they did not value the feedback they had received. The supervisors were said to have delivered the feedback in good ways, but for the two participants, having full offline meeting would provide them with more comprehensive inputs. This result was consistent with their emotional responses regarding the needs for the detailed and clear feedback. Moreover, from Devi's response on this, she was consistent that she did not need any changes on supervisory written feedback on her drafts. What she expected turned out to be the face-to-face meetings.

These responses, although they were not directly about the written supervisory feedback that became the focus of this study, was an important finding because they supported and confirmed the participants' expectations of

supervisory feedback. This could be a consideration, as also stated in previous study (Grawemeyer et. al., 2017), that presenting feedback that accommodates students' affective state is important especially if students are in a state of being confused or frustrated.

CONCLUSION

This current study aims to identify the patterns of EFL students' affective engagement with supervisory feedback during their thesis writing process. More importantly, the reasons of participants' emotional responses and attitudinal responses were also discovered.

From the aspect of emotional responses, the findings indicate that all participants experienced various kinds of emotions including happiness, great feeling, optimism, confusion, worry, frustration, challenge, and relief, which substantiate previous findings of studies within the similar topic. This also becomes evidence of literatures regarding transitions between positive and negative affective states that occur during any learning experiences as participants in this study also encountered the shift from positive emotional responses to the negative ones. This current study found that the reasons that explain these emotional responses include some problems due to the participants' expectations of supervisory feedback as well as their thoughts on supervisors' expectations of their revision.

Moreover, from attitudinal responses, the findings suggest that all participants put a high value for supervisory feedback despite their negative emotional responses and their expectations of how the feedback should have been delivered. This overall result is in agreement with the final result of earlier studies on which the students appreciated and valued the feedback from their teachers regardless issues they encountered. The participants' responses indicated that the reasons explaining their engagement were related to their reliance on supervisory feedback, the value of thesis writing process, and the gratitude they had for the feedback.

Taken together, these findings add substantially to our understanding of students' affective engagement with supervisory feedback as well as result to some implications. The implication of the findings suggests that thesis supervisors may need to try to provide more written feedback in the form of direction or suggestion over the feedback in the form of questions and underlines or highlights. In addition, it also suggests the importance of setting the balance between online and offline supervision so that the students will also have chances to discuss more on the written feedback that they have received. As for the students who are entering the stage of writing their theses or are in the writing process, enhancing existing knowledge on the thesis topics is essential to minimize negative

emotional responses during the process. Moreover, it is also important to add the value that they have towards thesis writing process so that the way they judge the supervisory feedback can be more from the positive point of view.

Finally, a number of potential limitations need to be considered. First, given the small sample size, the findings might not be generalizable to the larger population of students. Second, further data collection is needed to determine specific techniques that the supervisors use in delivering supervisory feedback so that interview with the students can be much deeper and the data analysis and discussion can be more specific when it comes to talking about the detailedness of supervisory feedback. Nevertheless, we believe that this study can be an important source of references for other researchers who would like to conduct further studies on this matter as well as for thesis supervisors and student writers.

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