

***Student engagement with teacher written corrective feedback in a French as a foreign language classroom***

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This paper reports on an exploratory multiple-case study conducted to examine six French as a foreign language (FFL) learners' affective, behavioural, and cognitive engagements with teacher written corrective feedback (WCF) at a university in Costa Rica. Data were collected through students' writings (drafts and revisions), semi-structured interviews, and stimulated recall interviews. The students' writings were used to examine students' behavioural engagement, whereas the semi-structured and stimulated recall interviews aimed to determine how students cognitively and affectively engaged with WCF. Findings revealed that although most participants initially reported mixed feelings and at times negative emotions upon the receipt of WCF, they overcame such feelings and became more positively engaged. All participants were able to detect the teacher's WCF intention. However, only half of them reported using certain cognitive or meta-cognitive strategies when processing feedback. Even if their behavioural engagement was relatively high overall, it differed across students and varied depending on their degree of affective and cognitive engagement.