**Examining Language Learners’ Engagement with Teacher Versus Peer Written Corrective Feedback in EFL classrooms**

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**Abstract**

This study was aimed at examining language learners’ engagement with teacher and peer Written Corrective Feedback (WCF)**.** Inthis qualitative study,28 intermediate-level learners of English as a foreign language were assigned to two groups. Both groups had to do the same e-mail writing task. In the first groups, the participants received corrective feedback on their text from their teacher and in the second group, the participants received peer written corrective feedback. After considering the teachers’ and peers’ comments and teacher-student writing conferences, the revised versions of the texts were analyzed and the participants took part in a one-to-one semi-structured interview to investigate their engagement with the written corrective feedback they received based on the multi-dimensional framework of learner engagement proposed by Ellis (2010). Using content and thematic analysis, the findings revealed that language learners’ affective engagement with teacher WCF was positive and most of them negatively engaged with peer WCF. From behavioral perspective, they were positively engaged with teacher WCF and most of them with peer WCF as well. With regard to cognitive engagement, the students were positively engaged with teacher WCF but failed to engage with peer WCF. On the whole, the findings represent the complexity and individual differences in the learners’ engagement with teacher and peer WCF. These findings help teachers and researchers gain a comprehensive understanding of language learners’ engagement with teacher as well as peer written corrective feedback and compare learners’ engagement when the feedback provider varies.

**Keywords:** *Language learner engagement, teacher written corrective feedback, peer written corrective feedback*