

APPENDICES



Appendix 1: List of Reviewed Articles

- A1:** Albashtawi, A. H. (2019). Improvement of EFL students' academic reading achievement through the Cognitive Academic Language Learning Approach (CALLA). *Reading Psychology*, 40(8), 679-704.
- A2:** Alghonaim, A. S. (2020). Impact of related activities on reading comprehension of EFL students. *English Language Teaching*, 13(4), 15-27.
- A3:** Ardi, P., & Rianita, E. (2022). Leveraging gamification into EFL grammar class to boost student engagement. *Teaching English with Technology*, 22(2), 90-114.
- A4:** Barber, A. T., Gallagher, M., Smith, P., Buehl, M. M., & Beck, J. S. (2016). Examining student cognitive and affective engagement and reading instructional activities: Spanish-speaking English learners' reading profiles. *Literacy Research and Instruction*, 55(3), 209-236.
- A5:** Cetinkaya, Y. B. (2021). Vocabulary size: Experiences of successful vocabulary learners in EFL context. *Novitas-ROYAL (Research on Youth and Language)*, 15(2), 21-36.
- A6:** Chen, M. R. A., & Hwang, G. J. (2022). Effects of experiencing authentic contexts on English speaking performances, anxiety and motivation of EFL students with different cognitive styles. *Interactive Learning Environments*, 30(9), 1619-1639.
- A7:** Chen, M. R. A., & Hwang, G. J. (2020). Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety. *British Journal of Educational Technology*, 51(3), 817-834.
- A8:** Comajoan, L. (2019). Cognitive grammar learning strategies in the acquisition of tense-aspect morphology in L3 Catalan. *Language Acquisition*, 26(3), 262-281.
- A9:** Denker, K. J., Knight, K., Carroll, R. K., Bradley, K. R., Bonine, P. J., Lauck, S. M., & Storr, M. L. (2022). Assessing student mindset, interest, participation, and rapport in the post-pandemic public speaking classroom: effects of modality change and communication growth mindset. *Journal of Communication Pedagogy*, 6(1), 178-194.
- A10:** Esfandiari, S., Mahmoudi, A., & Davaribina, M. (2021). ENGAGE model as an innovation in teaching speaking: A case of cognitively more and less active EFL learners. *Jordan Journal of Modern Languages and Literatures*, 13(4), 729-753.

- A11:** Fard, E. E., & Vakili, A. (2018). The effect of problem-based learning on Iranian EFL learners' vocabulary learning. *Journal of Asia TEFL*, 15(1), 208-216.
- A12:** Farsani, M. A., & Aghamohammadi, N. (2021). Exploring students' engagement with peer and teacher written feedback in an EFL writing course: A multiple case study of Iranian graduate learners. *MEXTESOL Journal*, 45(4), 1-17.
- A13:** Karimova, K., & Csapó, B. (2021). The relationship between cognitive and affective dimensions of reading self-concept with reading achievement in English and Russian. *Journal of Advanced Academics*, 32(3), 324-353.
- A14:** Koltovskaia, S. (2020). Student engagement with automated written corrective feedback (AWCF) provided by Grammarly: A multiple case study. *Assessing Writing*, 44(4), 1-12.
- A15:** Kusuma, I., Mahayanti, N. W. S., Adnyani, L. D. S., & Budiarta, L. G. R. (2021). Incorporating e-portfolio with flipped classrooms: an in-depth analysis of students' speaking performance and learning engagement. *JALT CALL Journal*, 17(2), 93-111.
- A16:** Latipah, I. (2020). Students' behavioral, emotional, and cognitive engagement in learning vocabulary through flipped classroom. *English Ideas: Journal of English Language Education*, 1(2), 93-100.
- A17:** Lee, C. (2020). A study of adolescent English learners' cognitive engagement in writing while using an automated content feedback system. *Computer Assisted Language Learning*, 33(1-2), 26-57.
- A18:** Li, J. T., & Tong, F. (2020). The effect of cognitive vocabulary learning approaches on Chinese learners' compound word attainment, retention, and learning motivation. *Language Teaching Research*, 24(6), 834-854.
- A19:** Mansouri, B., & Jami, P. Y. (2022). A survey study of secondary students' beliefs and preferences about grammar instruction: An investigation of Iranian EFL context. *MEXTESOL Journal*, 46(2), 1-12.
- A20:** Miralpeix, I., & Muñoz, C. (2018). Receptive vocabulary size and its relationship to EFL language skills. *International Review of Applied Linguistics in Language Teaching*, 56(1), 1-24.
- A21:** Ng, C. W. (2020). Instruction on the English tense system through systemic theoretical instruction and cognitive grammar: impacts on students' grammatical production. *New Waves-Educational Research and Development Journal*, 23, 1-25.

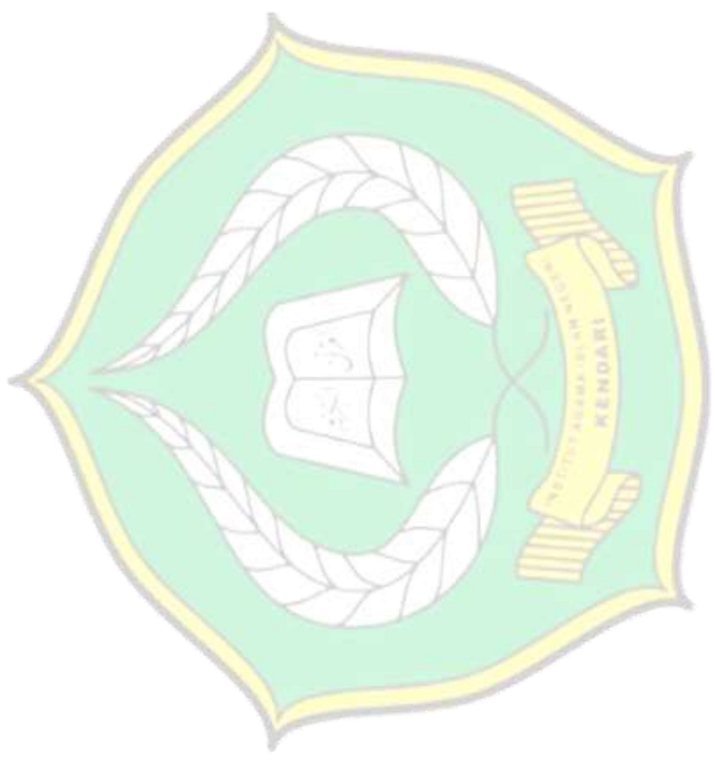
- A22:** Santanatanon, T., & Chinokul, S. (2022). Exploring and analysis of student engagement in English writing grammar accuracy based on teacher written corrective feedback. *Journal of Language Teaching and Learning in Thailand*, 63, 35-65.
- A23:** Tsao, J. J., Tseng, W. T., Hsiao, T. Y., Wang, C., & Gao, A. X. (2021). Toward a motivation-regulated learner engagement WCF model of L2 writing performance. *Sage Open*, 11(2), 1-13.
- A24:** Williams, K. J., Martinez, L. R., Fall, A. M., Miciak, J., & Vaughn, S. (2023). Student engagement among high school English learners with reading comprehension difficulties. *School Psychology Review*, 52(1), 38-56.
- A25:** Yu, S., Zhou, N., Zheng, Y., Zhang, L., Cao, H., & Li, X. (2019). Evaluating student motivation and engagement in the Chinese EFL writing context. *Studies in Educational Evaluation*, 62, 129-141.



Appendix 2: Data Coding Procedure

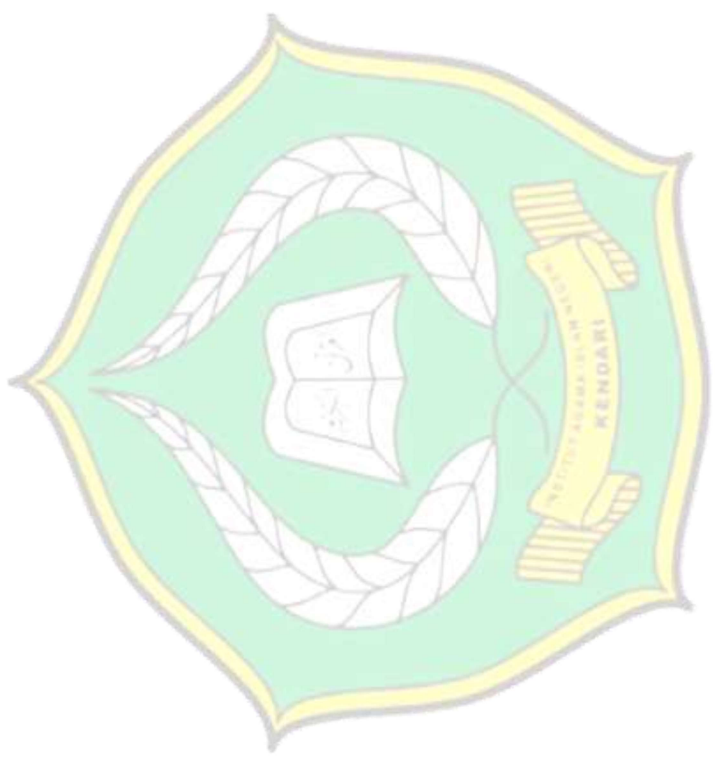
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	The Relationship Between Cognitive and Affective Dimensions of Reading Self Concept With Reading Achievement in English and Russian	Karimova & Csapo (2021)	<p>What is the structure of the reading self-concept in the foreign language domain, and how does it differ between English and Russian?</p> <p>To what extent do cognitive and affective dimensions of reading self-concept predict reading achievement in English and Russian?</p> <p>How does the relationship between cognitive and affective dimensions of reading self-concept with reading achievement differ between English and Russian?</p> <p>To what extent does</p>	Self-regulated learning	This study involved secondary school students (54.7% boys, 44.7% girls) in Grade 10 (12 schools) of all 12 administrative districts) used descriptive qualitative and questionnaires.	<p>The results of structural equation modeling demonstrated that cognitive and affective self-concepts were independent, but strongly interrelated constructs. The separated components of the reading self-concept construct showed a more explicit structure than a conflated model. The relationships among cognitive and affective self-concepts with achievements in the reading</p>	<p>First, balance cognitive and emotional aspects: Address both emotional and cognitive aspects of self-concept in foreign language reading to boost students' confidence. Second, longitudinal studies needed: Conduct long-term research to better understand how self-concept influences foreign language achievement over time. Third, domain-specific strategies: Customize self-</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1			<p>the I/E model of self-concept apply to the reading self-concept in the foreign language domain, and how does it differ between English and Russian?</p> <p>How do the findings of this study contribute to the understanding of the multidimensionality of self-concept and its relationship with achievement in the foreign language domain?</p>			<p>domain were invariant across gender. The results of this study can encourage future research on the examination of more domain-specific self-concepts that conceptualizes a twofold multidimensional structure</p>	<p>concept strategies to suit specific domains like foreign language reading.</p> <p>Future research focus: Further research should explore domain-specific self-concept in various age groups within the foreign language context.</p>
2	Impact of Related Activities on Reading Comprehension of EFL Students	Alghonaim (2020)	<p>What is the effect of reading engagement on the comprehension level of EFL students?</p> <p>What is the relation between reading engagement and</p>	<p>Students participate in class activity</p>	<p>This study involved 51 EFL students in English Department at Qassim Private Colleges. Used qualitative and two instruments: (1) Reading Engagement Scale and (2) pretest/posttest</p>	<p>The result of the study showed that the difference between the two groups was statistically significant. The students in the experimental groups far</p>	<p>1. Boost EFL comprehension with pre-reading activities: Teachers should use critical-thinking pre-reading exercises to improve</p>

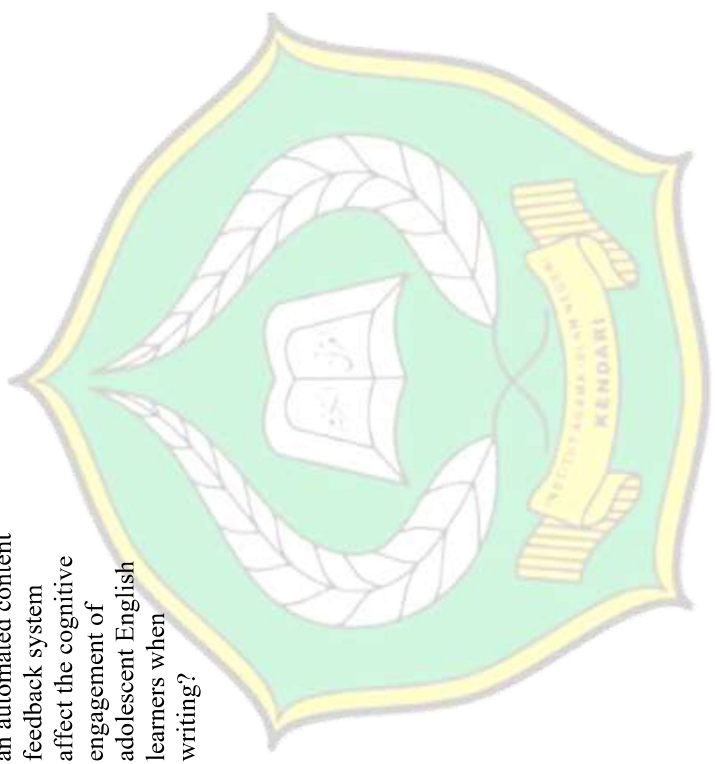
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			comprehension level of EFL students?			<p>outperformed those in the control group.</p> <p>Reading engagement has a positive impact on the reading comprehension of EFL students in the experimental group</p>	<p>students' reading skills.</p> <p>2. Enhance comprehension through reading engagement: Institutions should create courses that encourage students to engage with reading and train teachers in effective course design.</p> <p>3. Emphasize reading comprehension: Institutions should prioritize the development of reading comprehension skills in EFL students for global success.</p> <p>Future research focus: Upcoming</p>

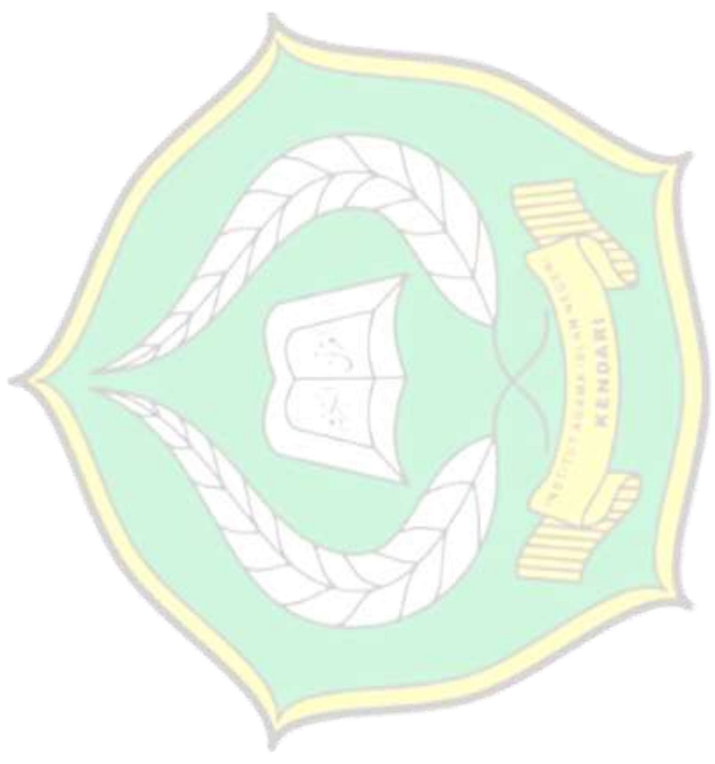
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
3	Improvement of EFL Students' Reading Achievement Through the Cognitive Academic Language Learning Approach (CALLA)	Albashtawi (2019)	<p>What is the effect of CALLA on the academic reading achievement of Jordanian EFL undergraduate students?</p> <p>What are the perceptions of Jordanian EFL undergraduate students towards the effect of CALLA on their academic reading achievement?</p>	<p>Students think critically in learning activities</p>	<p>This study involved 122 Jordanian EFL undergraduate students. This study used mixed-methods with reading test and focus group interviews</p>	<p>The results obtained through the analysis of the quantitative data showed that CALLA has positively affected students' academic reading achievement. This was obvious because the analysis of the ART showed that the scores of the students in</p>	<p>studies should assess pre-reading activities' effectiveness and examine how reading engagement affects other language skills like writing and speaking in EFL students.</p> <p>1. Enhance academic reading with CALLA: CALLA proves effective for Jordanian EFL undergraduates, indicating its potential to improve academic reading achievement, language proficiency, and</p>

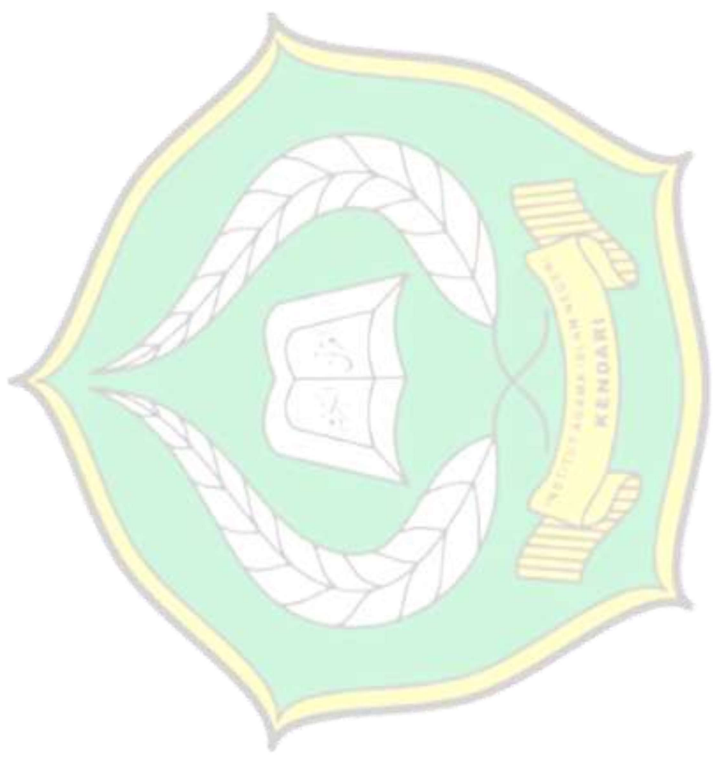
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0						<p>the experimental group were higher than the students in the control group. These results were also supported by the results of the analysis of the qualitative data which were obtained from the analysis of the transcriptions of the focus group interviews.</p>	<p>metacognitive skills.</p> <p>2. Teach cognitive strategies: Teaching cognitive strategies, as shown in the study, can help EFL students focus on academic content effectively, resolving reading challenges.</p> <p>3. Promote self-regulation: Enrich academic reading classes with activities that encourage self-regulated learning, fostering independence and confidence</p>

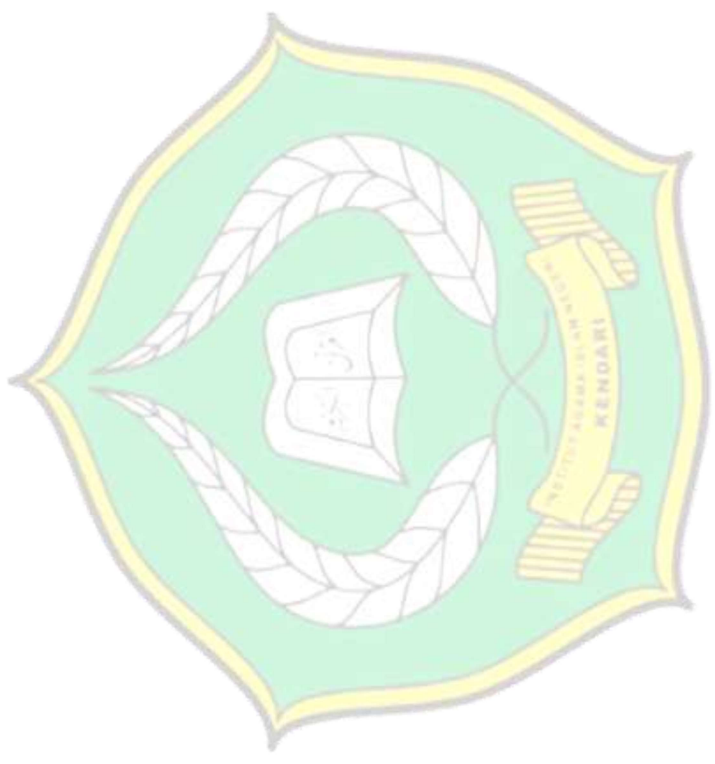


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
4	A study of adolescent English learners' cognitive engagement in writing while using an automated	Lee (2020)	What cognitive engagement strategies do adolescent English learners use when writing with an automated content feedback system?	Self-regulated learning	This study involved 32 students voluntarily joined five English writing workshops. This study used a cased study with The verbal reports answered RQ1 and the stimulated recalls answered RQ2	Demonstrating cognitive engagement: the composing process and strategies adopted by language	<p>in students. Instructors should demonstrate effective learning and reading techniques.</p> <p>4. Expand research scope: Future studies should consider EFL university contexts beyond Jordan, with larger participant groups to provide broader insights applicable to other settings.</p> <p>1. Enhance writing with automated feedback: ECS 2.0 positively impacts cognitive engagement in</p>

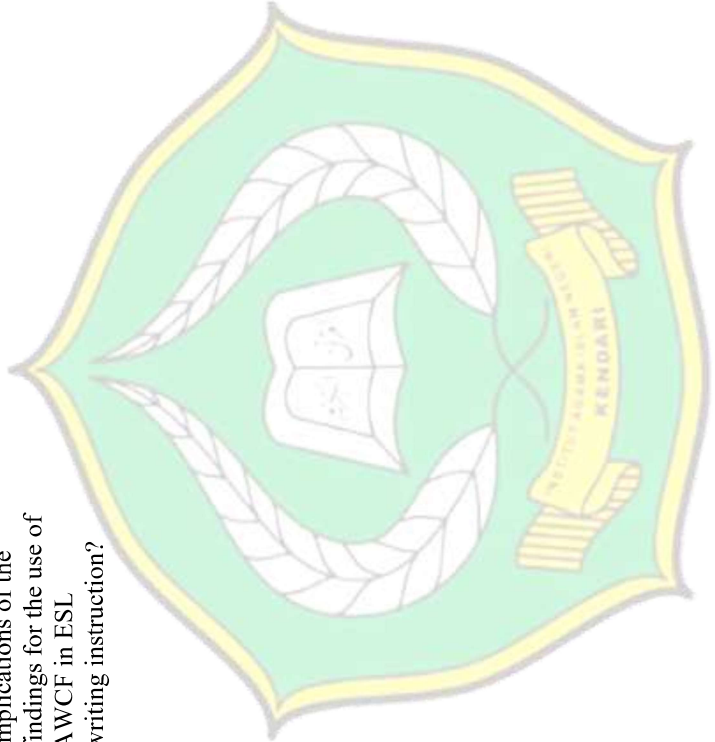
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	content feedback system.		How does the use of an automated content feedback system affect the cognitive engagement of adolescent English learners when writing?			<p>learners while they are writing on the System. The participants' cognitive engagement while using the System was demonstrated through the 48 identified composing and problem-solving strategies grouped under four types of mental activities, corresponding to each respective composing process. According to Figure 2, the four types of mental activities were (1) understanding a writing topic at the initial stage; (2) questioning</p>	<p>adolescent English learners by helping them identify and correct errors, boosting confidence and motivation in writing. 2. Tailor feedback and promote active learning: Teachers can utilize automated feedback to identify individual issues, offering more targeted guidance and encouraging proactive use of the system and writing skills. 3. Differentiate instruction with automated feedback: Automated</p>

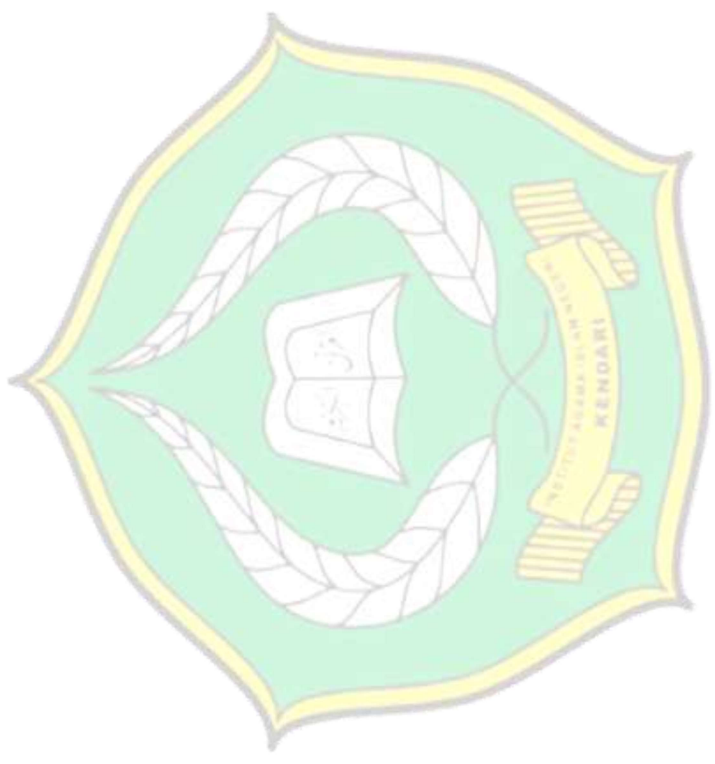
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>oneself before writing; (3) planning for content, reasoning, identifying problems with solutions, and revising content/language; and (4) polishing up the draft before submitting the final version to the System. The four mental activities have embraced the writing behaviors of L2 writers (from high school, undergraduate to postgraduate level) reported in the pen-and-paper writing conditions.</p>	<p>systems allow for personalized cognitive engagement strategies, adapting to individual student needs.</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
2.	Demonstrating cognitive engagement: aspects that L2 learners attended to in their writing during silence or pauses.					<p>In response to RQ2, it was found that content, discourse and language use were the three main aspects that the six high-, mid- and low-proficiency participants were most concerned with in their writing.</p> <p>According to the overall frequency rates, content and language use were the two aspects of their</p>	


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>writing that were mentioned most frequently by the three proficiency groups, followed by discourse organization. The high proficiency students, however, cared more content and about discourse organization, with their frequency rates being higher than that of language use. Regarding the reasons for silence or pauses, the participants stated that they did so because they did not have any writing ideas or examples. They did not know a word or how to express a meaning in</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
5	Student engagement with automated written corrective feedback (AWCF) provided by Grammarly: A multiple case study	Koltovskaia (2020)	<p>What are the different levels of behavioral, cognitive, and affective engagement that two ESL college students have with AWCF when revising a final draft?</p> <p>How do the students' levels of engagement with AWCF change over time?</p> <p>What factors influence the students' levels of engagement with AWCF?</p> <p>How do the students' levels of engagement with AWCF affect their writing performance and revision strategies?</p>	<p>Students' understanding of learning material</p>	<p>This study involved 7 undergraduate students enrolled in the International Freshman. Used case study and Stimulated recall, and semi-structured interview.</p>	<p>English. A low proficiency participant, A1004, struggled with both content and language. The results show that students had different levels of engagement with AWCF. One showed greater cognitive engagement through his questioning of AWCF. However, he did little to verify the accuracy of feedback which resulted in moderate changes to his draft. The other's overreliance on AWCF indicated more limited cognitive engagement which led to</p>	<p>1. Instruct students on effective AWCF use: Teachers should explicitly teach students how to use tools like Grammarly for revision, covering feedback interpretation, error prioritization, and applying feedback to improve writing.</p> <p>2. Foster cognitive and affective engagement: Encourage students to not just correct</p>

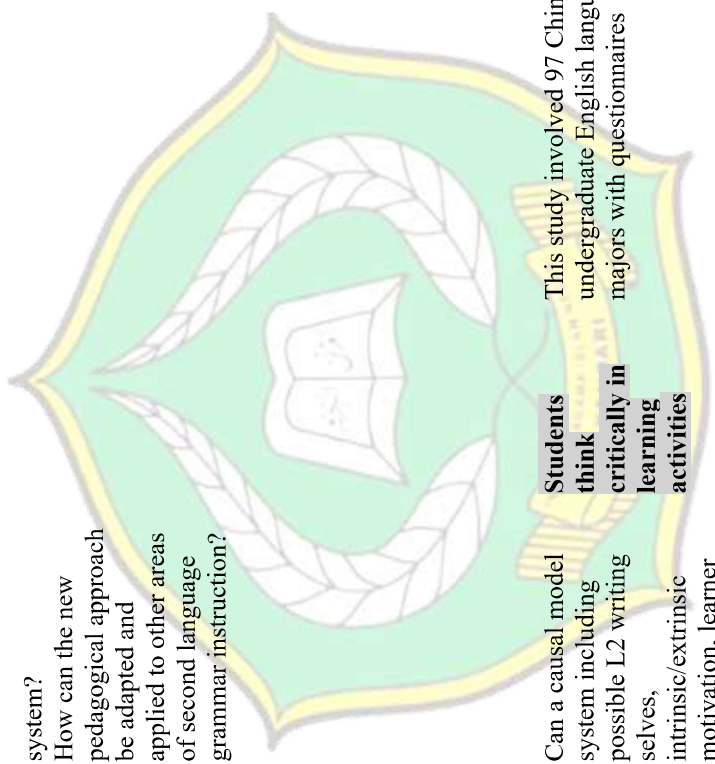
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>What are the implications of the findings for the use of AWCf in ESL writing instruction?</p>			<p>feedback's blind acceptance. Nevertheless, this also resulted in moderate changes to her draft.</p>	<p>errors but to actively engage with AWCf feedback by reflecting, asking questions, and seeking clarification.</p> <p>3. Acknowledge AWCf limitations: Teachers should recognize that while AWCf provides immediate feedback and lightens their workload, it might not catch all errors or address higher-level concerns. Use it alongside human feedback.</p> <p>4. Consider individual</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>student differences: Recognize that student engagement with AWCf can vary based on factors like prior grammar knowledge, motivation, and perceived usefulness. Provide tailored instruction and support to accommodate these differences. Explore longitudinal student engagement: Future research should investigate how students' engagement with AWCf changes over time, examining</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
6	STUDENTS' BEHAVIORAL, EMOTIONAL, AND COGNITIVE ENGAGEMENT IN LEARNING VOCABULARY THROUGH FLIPPED CLASSROOM	Latipah, Saefullah & Rahmawati (2020)	<p>How does the use of flipped classroom procedures affect students' behavioral, emotional, and cognitive engagement in learning English vocabulary?</p> <p>What are the students' experiences and feelings towards learning English through flipped classroom procedures?</p> <p>What are the effects of flipped classroom procedures on students' vocabulary mastery and learning outcomes?</p>	Self-regulated learning	<p>This study involved 5 students. This study used qualitative method with Interview, reflective journal, and artifact</p>	<p>Students' Cognitive Engagement in Learning Vocabulary Through Flipped Classroom The result showed that students are fully engaged in cognitive engagement. The students show their willingness to learning the material by watching video and analyzing the video for answering some questions which are related with the material.</p>	<p>factors influencing these changes, as the study only analyzed one draft.</p> <p>1. Boost English vocabulary learning with flipped classrooms: Flipped classes using pre-class materials enhance student engagement, motivation, and learning outcomes.</p> <p>2. Foster a positive, engaging environment: Create an enjoyable learning atmosphere through diverse methods in</p>

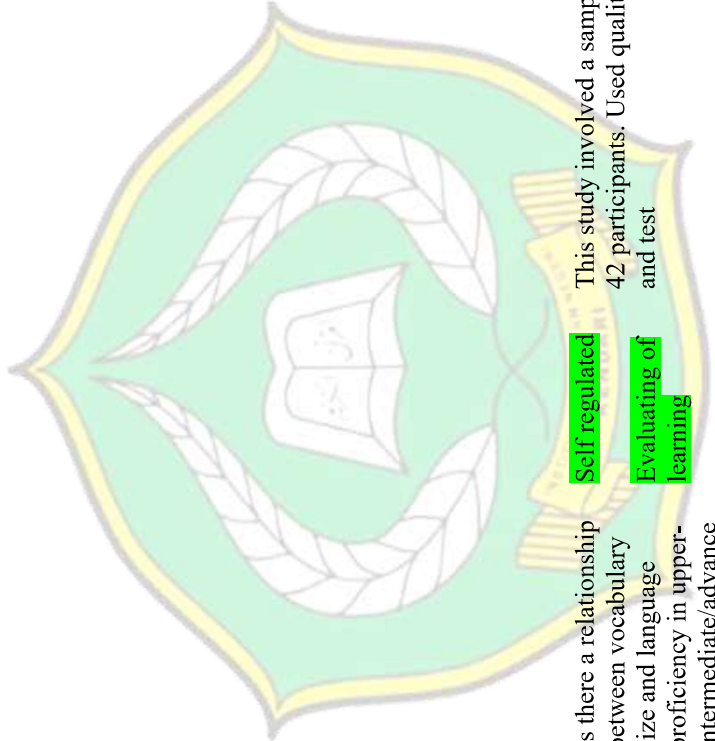
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10			<p>How do students participate in learning activities such as asking questions, paying attention, and showing enthusiasm in learning English through flipped classroom procedures?</p> <p>What are the affordances of flipped learning in terms of student engagement and achievement in learning English vocabulary?</p>			<p>From five students, four students say that flipped classroom make them easier to understand the material. They said studying English is more fun and encourage them to be more active in the classroom. Based on the interview and reflective journal most of the students has increased in vocabulary skill. Through flipped classroom, they have known a lot of new vocabulary, it can be seen from students worksheets that most students can answer</p>	<p>flipped classrooms. 3. Enhance vocabulary mastery: Flipped classes with pre-class materials and in-class activities improve vocabulary acquisition and academic performance. 4. Embrace student-centered learning: Empower students to take ownership of their learning for increased motivation and better outcomes.</p>

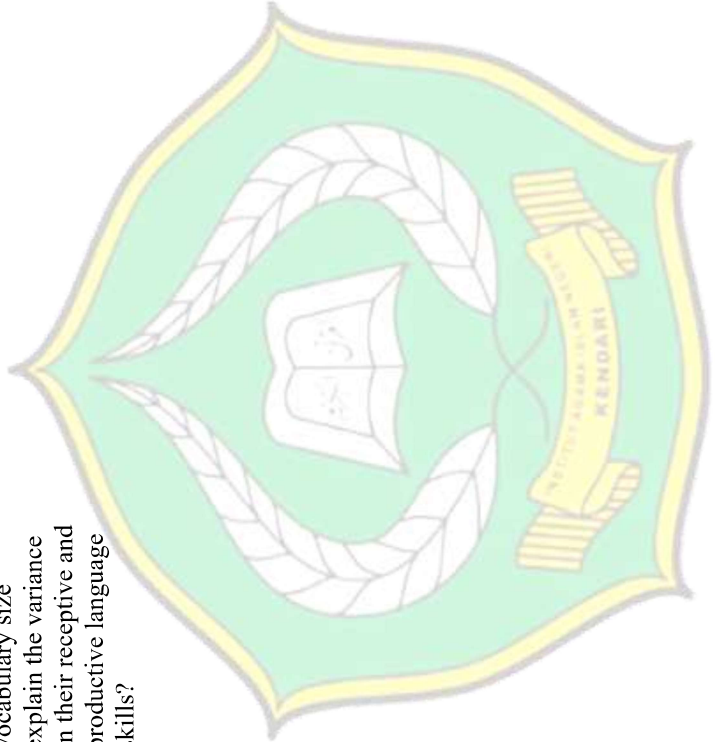
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
7	Instruction on the English Tense System through Systemic Theoretical Instruction and Cognitive Grammar: Impacts on Students' Grammatical Production	Ng (2020)	<p>How does the use of systemic theoretical instruction and cognitive grammar impact students' understanding of the English tense system?</p> <p>To what extent does the new pedagogical approach improve students' grammatical production in English?</p> <p>What are the perceptions of students regarding the effectiveness of the new pedagogical approach?</p> <p>What are the factors that influence the effectiveness of the new pedagogical approach, such as students' language proficiency and prior</p>	<p>Self-regulated Monitor</p>	<p>This study involved 13 student in an English language classroom. This study used a mixed-method approach with a pre-test and a post-test</p>	<p>correctly and get high scores.</p> <p>The finding is exert limited impacts on students' controlled and free grammatical production statistically, yet the effect size of the pedagogy on the students' grammatical production was large. Several factors ought to be taken into consideration in the application of the pedagogy to second-language grammar instruction.</p>	<p>Improve English tense teaching: Language teachers can enhance students' grammatical production and learning outcomes by using systemic theoretical instruction and cognitive grammar for English tense instruction. Enhance instruction with time and mediation: Teachers should provide ample time and mediation when teaching complex grammatical concepts to</p>


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
8	Toward a Motivated-Learner Model of L2 Writing Performance	Tsao, Tseng, Hsiao, Wang, & Gao (2021)	<p>knowledge of the English tense system?</p> <p>How can the new pedagogical approach be adapted and applied to other areas of second language grammar instruction?</p>		<p>Students think critically in learning activities</p> <p>This study involved 97 Chinese undergraduate English language majors with questionnaires</p>	<p>The results showed that cultivation of an ideal self-image significantly promoted both intrinsic and extrinsic motivations and enhanced learners'</p>	<p>ensure a more coherent learning experience for students. Precise proficiency assessment: Accurately measure students' English proficiency by using language proficiency tests alongside daily writing assignment scores for categorization.</p> <p>Encourage feedback interaction: Teachers should promote learner engagement with written corrective feedback (WCF) by providing chances for</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0			<p>relationship between possible L2 writing selves and intrinsic/extrinsic motivation?</p> <p>What is the relationship between intrinsic/extrinsic motivation and learner engagement with WCF?</p> <p>What is the relationship between learner engagement with WCF and writing performance?</p> <p>What is the mediating role of learner engagement with WCF in the relationship between possible L2 writing selves, intrinsic/extrinsic motivation, and writing performance?</p>		<p>engagement with WCF, but ought to self-image was found to have no such effects. Furthermore, both intrinsic motivation and learner engagement with WCF could directly influence writing scores, with the latter being more explanatory than the former.</p>	<p>response and delivering specific, actionable feedback. Address motivation and writing identities: Consider learners' intrinsic motivation and ideal L2 writing selves when planning feedback interventions, as they boost engagement and performance. Be aware that extrinsic motivation and ought-to writing identities have adverse effects. Investigate motivation's complexity: Intrinsic</p>	

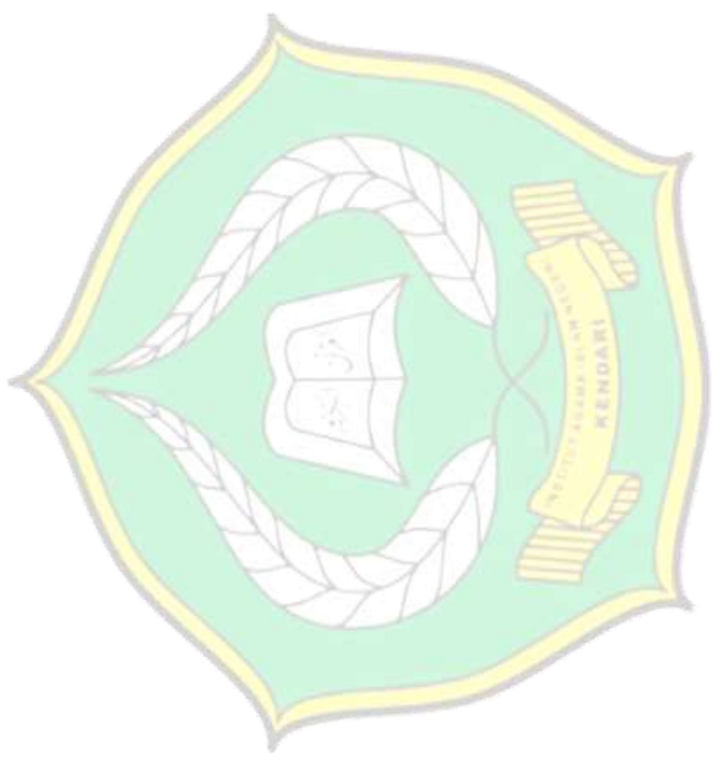
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
9	Receptive vocabulary size and its relationship to EFL language skill	Miralpeix, & Muñoz, (2018)	Is there a relationship between vocabulary size and language proficiency in upper-intermediate/advanced EFL learners, and if so, how strong is this relationship?	Self regulated Evaluating of learning	This study involved a sample of 42 participants. Used qualitative and test	Students showed that vocabulary size explains language proficiency to a large extent, even in learners with vocabularies of more than 5,000	motivation positively affects feedback engagement, while extrinsic motivation hinders it. However, the interplay with learners' possible L2 writing identities complicates this relationship. Future research should explore these interactions further.



No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>To what extent can learners' receptive vocabulary size explain the variance in their receptive and productive language skills?</p>			<p>words, though its influence on performance is not as strong as in learners with smaller vocabularies. At a high proficiency level, vocabulary size is closely linked to writing and is moderately correlated with reading, speaking and listening. The findings help to provide a more complete picture than earlier research by including more proficient learners in EFL settings</p>	<p>speaking, and listening. It underscores vocabulary as a key predictor of language ability, particularly in writing and oral fluency. Incorporating Vocabulary Instruction: Encouraging educators to make vocabulary instruction an integral part of language courses at all levels. Emphasizing the use of diverse strategies for vocabulary acquisition and stressing the importance of continuous assessment and monitoring.</p>

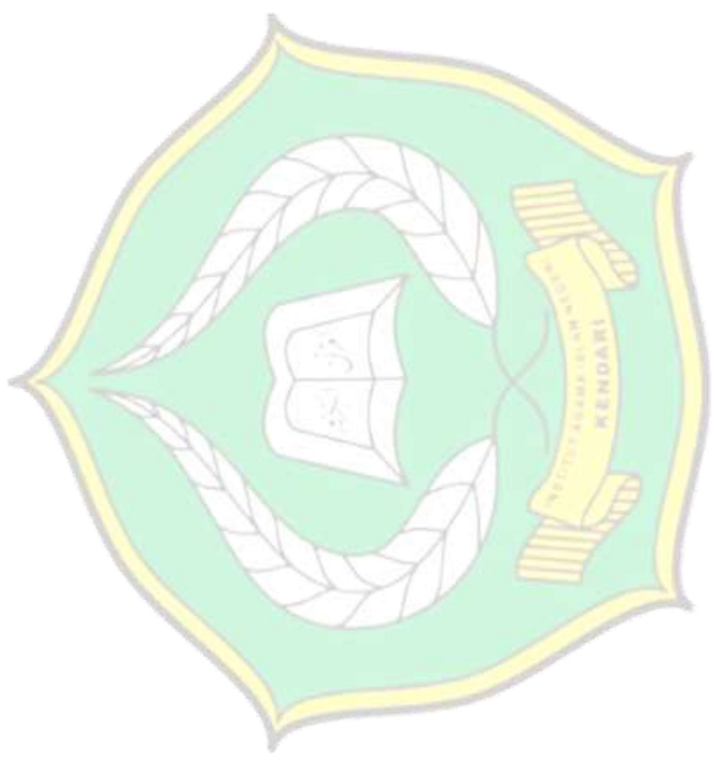
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10	Vocabulary Size: Experiences of Successful Learners in EFL Context	Bektas (2021)	<p>What is the current vocabulary size of university students majoring in ELT?</p> <p>Does vocabulary size change from freshman year to senior year?</p> <p>What facilitates vocabulary learning and retention of successful students?</p>	<p>Self-regulated learning</p>	 <p>This study involved 11 participants used a mixed methodology with interviews</p>	<p>The result of the study indicated that the vocabulary size of university students ranges from mid-frequency (6,000) to low-frequency (14,000) word families and the increase in vocabulary size</p>	<p>Learner Prioritization: Advising learners to prioritize vocabulary expansion and employ a range of learning methods and real-world applications to boost their vocabulary and overall language proficiency.</p> <p>Extramural Exposure: Educators should encourage learners to use English in real-world settings to expand their vocabulary. Learner Involvement: Instructors should create</p>

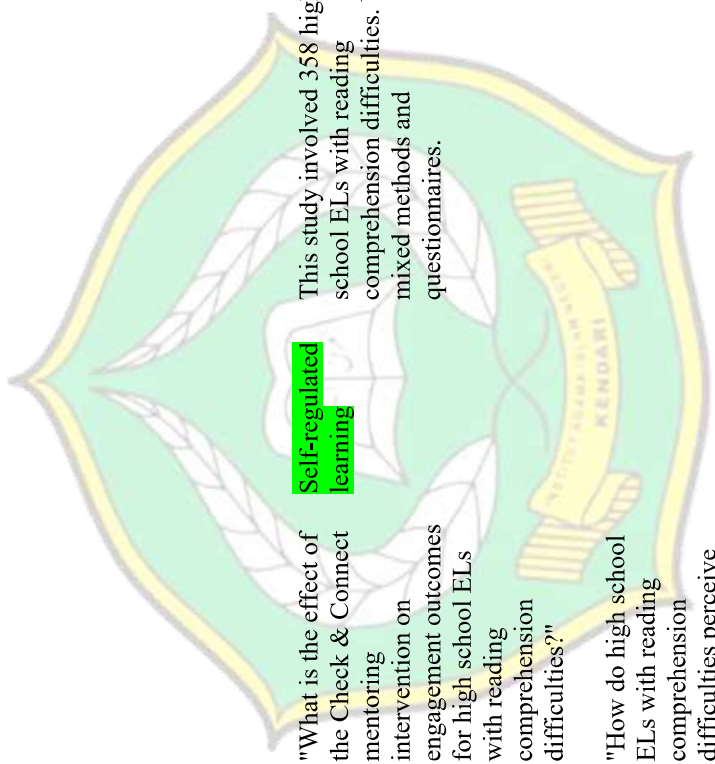
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10						<p>is not linear from first to last year. It appears that individual learner's extramural English exposure from childhood to university plays a crucial role in the increase in vocabulary size rather than formal schooling.</p> <p>Technology use in the form of playing computer games, using online sites, and watching TV series and movies facilitate the acquisition and retention of new vocabulary for these successful learners.</p>	<p>activities that motivate and empower learners to actively learn, seek word meanings, and evaluate new terms for vocabulary growth. Extramural Opportunities: To address vocabulary challenges, educators should promote the use of extramural resources like computer games, TV, and online materials, enabling learners to acquire words independently alongside classroom instruction.</p>

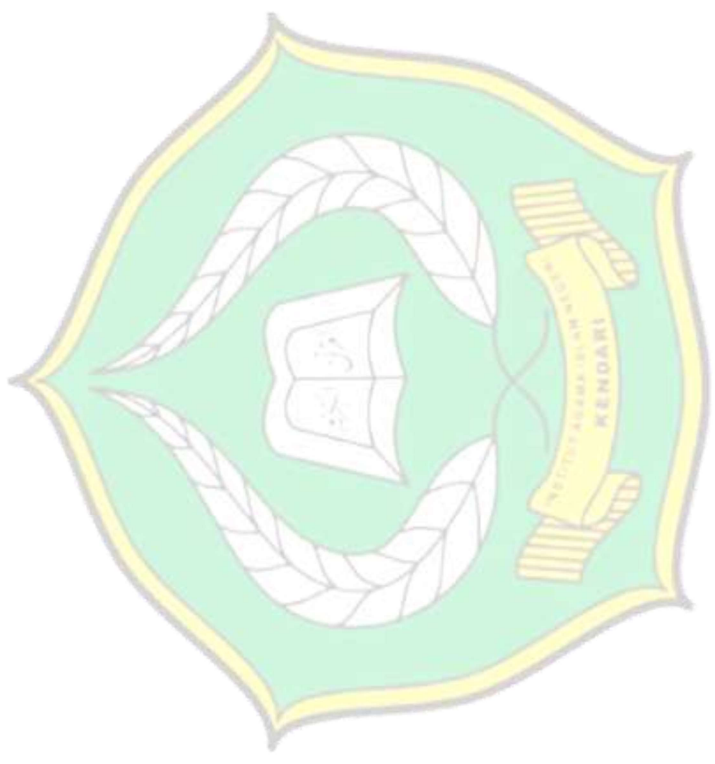


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
11	ENGAGE Model as an Innovation in Teaching Speaking: A Case of Cognitively More and Less Active EFL Learners	Esfandiari, Mahmood, & Davaribina (2021)	Does the ENGAGE Model have a significant effect on the speaking performance of EFL learners compared to Task-based Language Teaching? Does cognitive ability have a significant effect on the speaking performance of EFL learners in the ENGAGE Model and TBLT groups? What are the perceptions of EFL learners towards the ENGAGE Model and TBLT in terms of their speaking performance and motivation?	Students participate in class activity	This study involved 60 students used experimental group with review of the literature, interviewed experts in the field, and developed an open-ended questionnaire	The results of the present study showed that experiencing the ENGAGE Model resulted in better speaking command in the learners compared to learners undergoing TBLT. It was revealed that this method can lead to higher strategic L2 speaking development in an EFL context. This implicates that ENGAGE-based teaching techniques might provide a better learning context for EFL learners. L2 speaking compared to those of the TBLT method,	Effective Speaking Instruction: The ENGAGE Model is a valuable approach for teaching speaking skills to EFL learners, emphasizing engagement, collaboration, and autonomy. Cognitive Flexibility: Cognitive ability does not significantly impact the ENGAGE Model's effectiveness, making it suitable for a wide range of students. Learner Perceptions Matter: Learner perceptions

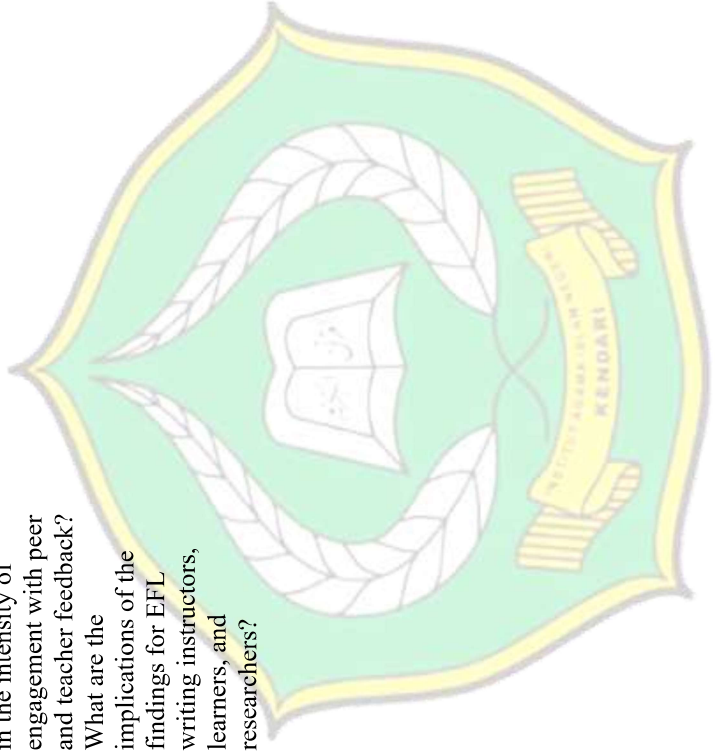
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>even though it still needs more studies to come up with a solid conclusion</p>	<p>influence teaching success; positive perceptions in the ENGAGE Model group highlight the significance of how learners view their learning experiences. Promoting Autonomy and Engagement: The ENGAGE Model enhances learner autonomy and engagement, crucial for successful language learning. Contextual Exploration: Further research is needed to assess the ENGAGE Model's</p>



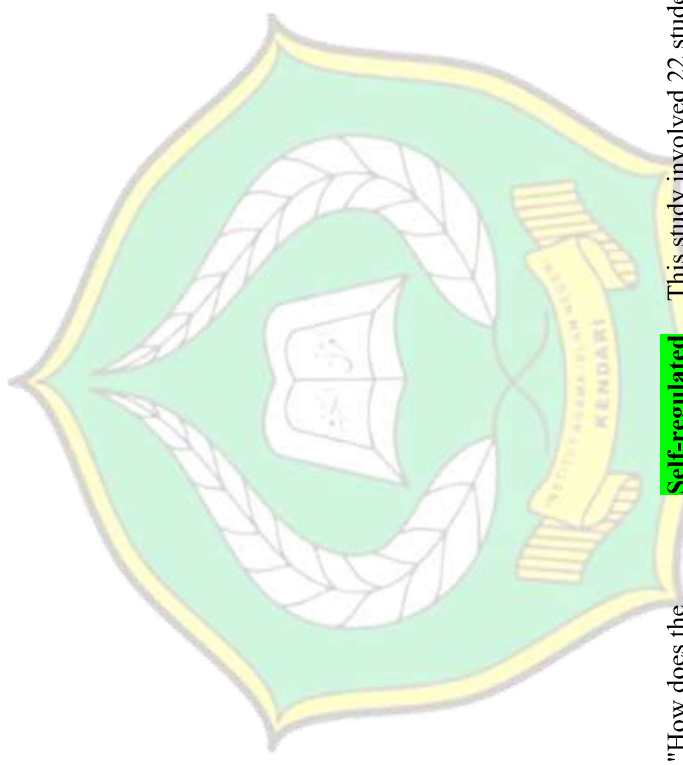
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
12	Student Engagement among High School English Learners with Reading Comprehension Difficulties	Williams, Martinez, Fall., Miciak, & Vaughn (2023)	<p>"What is the effect of the Check & Connect mentoring intervention on engagement outcomes for high school ELs with reading comprehension difficulties?"</p> <p>"How do high school ELs with reading comprehension difficulties perceive their engagement with school and to what extent do they attribute changes in</p>	<p>Self-regulated learning</p>	 <p>This study involved 358 high school ELs with reading comprehension difficulties. Used mixed methods and questionnaires.</p>	<p>This finding was not corroborated by their interview responses nor other indicators of engagement collected during the efficacy study. Participants reported positive relationships with their Check & Connect mentors; however, these relationships were not</p>	<p>Effectiveness in diverse educational contexts and with various learner populations. Generalizability across settings should be explored.</p> <p>Effective Engagement Improvement: Check & Connect mentoring enhances student engagement, emphasizing the need for a holistic approach to consider cognitive and affective aspects of engagement and the value of</p>

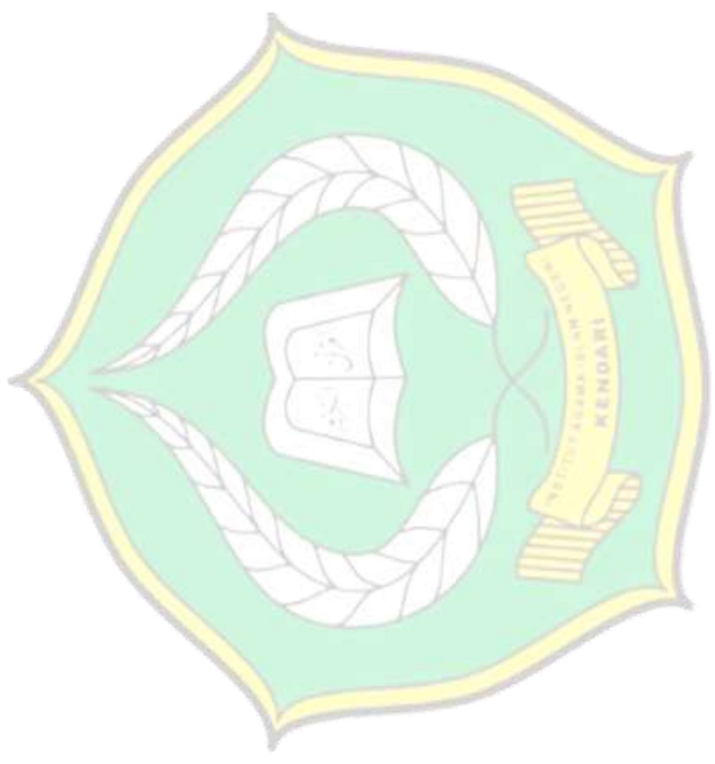
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0			their engagement to contextual factors?"			<p>sufficient to facilitate participants' academic, behavioral, or cognitive engagement. Implications for implementing check & connect with high school ELs with reading comprehension difficulties and measuring engagement with this population are discussed.</p>	<p>qualitative interviews. Understanding Student Engagement: It's crucial to grasp student perceptions and contextual factors influencing engagement, requiring interventions that address teacher-student relationships, school belonging, and academic experiences. Systemic Support: Extensive research is needed to understand systemic challenges faced by ELs with reading</p>

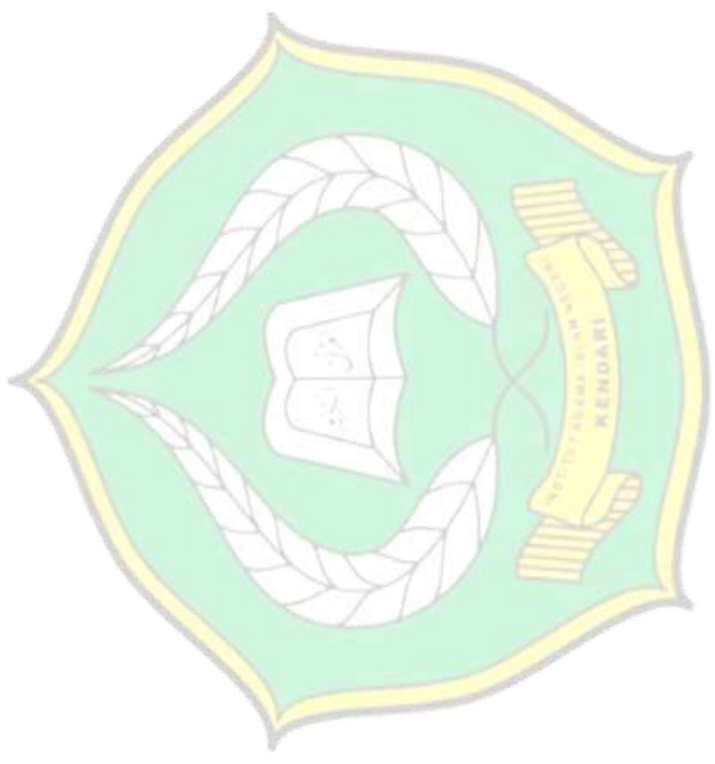
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
13	Exploring Students' Engagement with Peer-and Teacher Written Feedback in an EFL Writing Course: A Multiple Case Study of Iranian Graduate Learners	Farsani., & Aghamohammadi (2021)	What are the different dimensions of engagement with peer and teacher feedback in an EFL writing course? How do graduate EFL learners engage with peer and teacher feedback in an advanced writing course?	Students' understanding of learning material	This study involved Iranian EFL graduate students' engagement. Used case study and Interview, a narrative inquiry sheet, a peer feedback sheet, and students' writing tasks	The findings revealed that all of the learners were engaged with the WCF they received from both their peers and instructor. However, the intensity of each dimension of	comprehension difficulties. This research should guide the development of appropriate supports for improved school engagement and life outcomes, necessitating ongoing research to identify effective interventions for this vulnerable student group. Timely and Appropriate Feedback: Instructors play a vital role in student engagement through timely and precise feedback, which activates cognitive,

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10			<p>Are there any significant differences in the intensity of engagement with peer and teacher feedback? What are the implications of the findings for EFL writing instructors, learners, and researchers?</p>			<p>engagement with peer and teacher WCF was different. Specifically, as for peer-feedback engagement, we found that behavioral engagement was the most frequent engagement type. The second most frequent was cognitive engagement and the least common was affective engagement. As for teachers' feedback engagement, the findings revealed that cognitive engagement was the most frequent engagement type. The second most frequent</p>	<p>affective, and behavioral engagement. Instructors should provide suitable writing tasks and timely feedback to enhance learner engagement with the feedback process. Type of Feedback Matters: The type of feedback is critical in activating student engagement. Instructors should ensure that feedback is constructive and encourages improvement, fostering students' writing skills.</p>

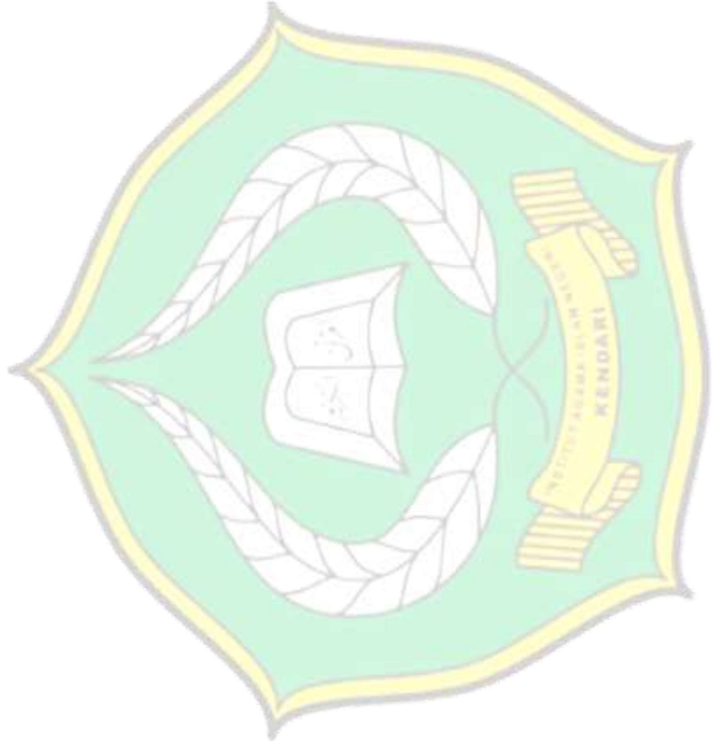
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
14	LEVERAGING GAMIFICATION INTO EFL GRAMMAR CLASS TO BOOST	Ardi & Rianita (2020)	"How does the implementation of Kahoot! in EFL grammar learning boost student engagement?"	Self-regulated learning	This study involved 22 students used qualitative case study with observations, reflective journals, and interviews.	The results revealed that the platform enhanced student engagement in EFL grammar learning in six	Process-Oriented Approach: To enhance learner engagement with the feedback process, a process-oriented approach to writing instruction is recommended. This approach emphasizes the writing process and feedback cycle, diverging from the more common product-oriented approach in EFL writing courses.



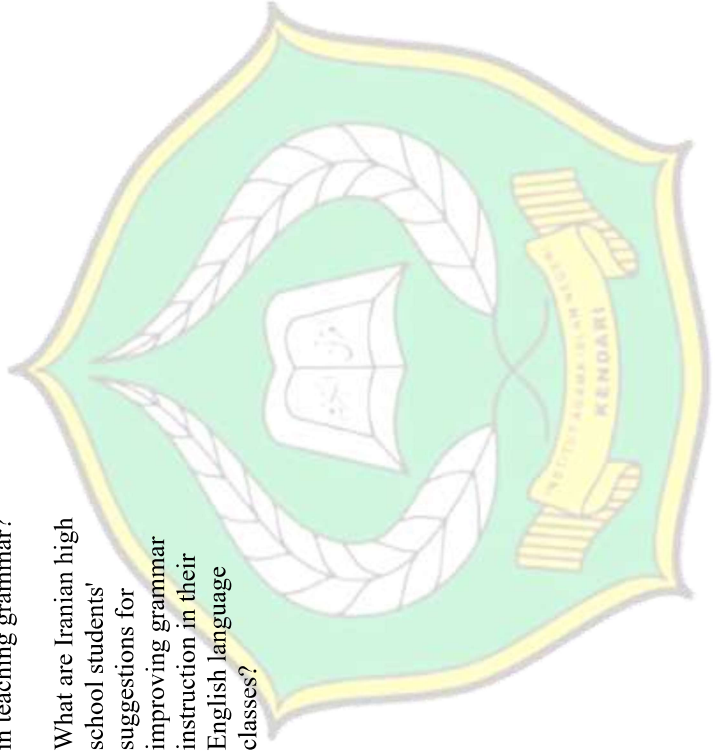
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10	STUDENT ENGAGEMENT					<p>ways, namely enabling students to set goals, helping students focus more on the tasks, facilitating students to build enthusiasm and interest in learning, allowing students to experience playful learning activities, facilitating students to collaborate with their friends, and fulfilling students' need of reward and sense of competition.</p>	<p>grammar learning, as it enhances student engagement through fun, interactive, and motivating activities. Material Selection: Choosing appropriate materials for gamification is crucial, as not all content may be suitable for game-based learning platforms like Kahoot!. Balanced Question Design: Maintaining a balance in question difficulty and length on Kahoot! is</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>essential to ensure sustained student engagement and motivation. Promoting Collaboration: Implementing Kahoot! in team mode encourages collaboration and interaction among students. Mixed-Methods Research: Future studies should employ mixed-methods to comprehensively investigate the impact of gamification on student engagement and learning outcomes. Student Engagement Inventory: There</p>

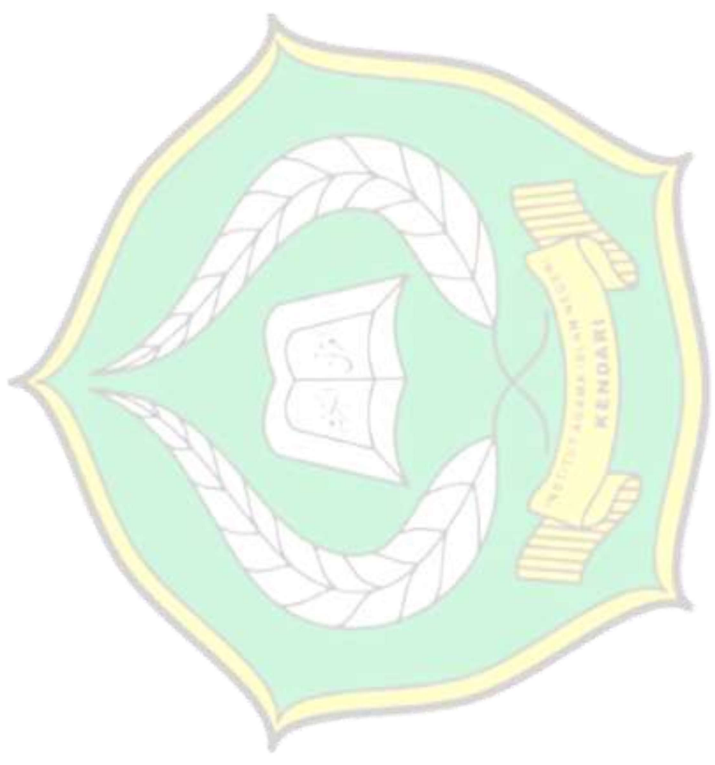
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
15	Effects of experiencing authentic contexts on English speaking performances, anxiety and motivation of EFL students with different cognitive styles	Chen & Hwang (2022)	<p>What are the effects of ISVVR on EFL learners' anxiety?</p> <p>What are the effects of ISVVR on EFL learners' motivation?</p> <p>How do EFL learners with different cognitive styles respond to ISVVR?</p> <p>How does move analysis of TED talks</p>	<p>Students participate in class activity</p>	<p>This study involved 93 students of two classes used experiment with scores of students' oral presentations, and the survey questionnaire of the students'</p>	<p>The results showed a significant effect for the interaction between the cognitive styles and the learning modes on the students' oral presentation and speaking anxiety. Their structural moves in oral presentations with the ISVVR</p>	<p>is a need for the development of an EFL student engagement inventory to measure student involvement in the English classroom and explore different types of engagement during gamification.</p> <p>Authentic Contexts: Incorporating authentic contexts in EFL teaching benefits speaking performance, and reduces anxiety, and enhances motivation. Real-life situations enable learners to develop</p>


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0			affect EFL learners' spoken discourse?			<p>learning mode showed more similar spoken genre patterns to those of TED speakers. Findings further support the benefit of incorporating cognitive styles into the ISVVR learning mode for EFL learners.</p>	<p>communicative competence. Cognitive Styles Consideration: EFL teachers should take into account learners' cognitive styles when designing instructional materials. Learners with different cognitive styles may respond better to specific learning modes, so customization is important. Rhetorical Teaching Tool: Utilizing move analysis of TED talks is an effective method to teach EFL learners about spoken discourse's rhetorical features,</p>

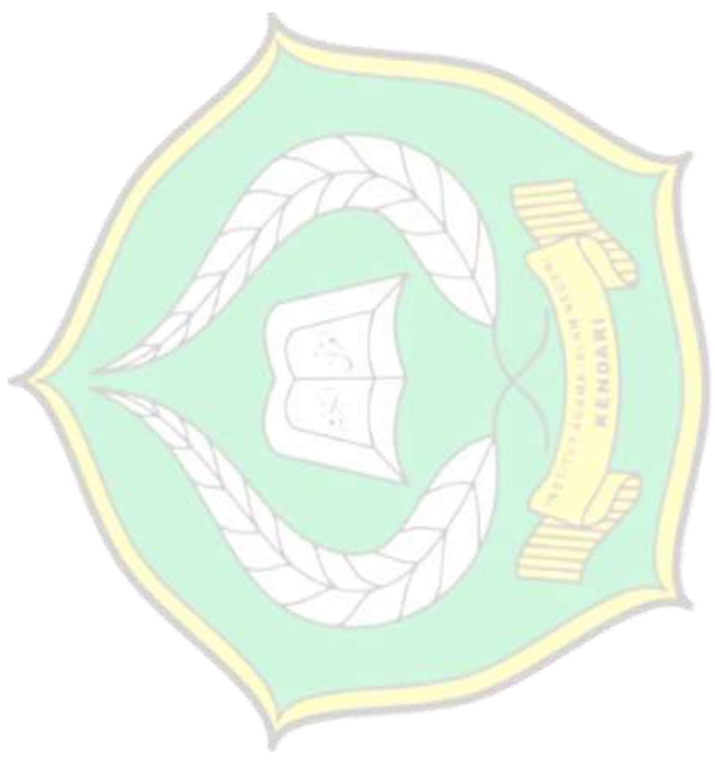
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
16	A Survey Study of Secondary Students' Beliefs and Preferences about Grammar Instruction: An Investigation of Iranian EFL Context	Mansouri & Jami (2022)	<p>What are Iranian high school students' beliefs and preferences about isolated and integrated FFI?</p> <p>How do Iranian high school students' beliefs and preferences about isolated and integrated FFI vary based on their gender, age, grade, self-reported proficiency, high school major, and length of exposure to English?</p> <p>What are Iranian high school students' perceptions of the effectiveness of textbook and</p>	<p>Self-regulated learning</p>	<p>This study involved 1,053 students in the Iranian public school system used a snowball sampling method with questionnaire</p>	<p>The results of the analysis showed that most participants expressed preference toward having more integrated FFI grammar in their curricula. The analysis also indicated that learners' preferences for each of these types of grammar instructions vary depending on their high school major and length of exposure to English. The results are discussed with</p>	<p>structure, and organization, akin to professional TED speakers.</p> <p>Consider Student Preferences: Teachers and curriculum developers should consider students' preferences for grammar instruction. Prioritize integrated FFI, encourage communicative language teaching, and provide opportunities for teacher feedback. Contextual Adaptation: Acknowledge the contextual</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>teacher(s)' instructional practices in teaching grammar?</p> <p>What are Iranian high school students' suggestions for improving grammar instruction in their English language classes?</p>			<p>special attention to the context of the research and in light of the country's attempt to implement communicative language teaching at K-12 schools</p>	<p>variations in L2 education in Iran. Customize instructional practices and materials based on demographic and language learning backgrounds, recognizing differences in student preferences. Promote Learner Autonomy: Teacher education programs should equip educators with critical skills to enhance learner autonomy and self-efficacy. Shift from a banking model of education to a critical pedagogy-oriented system.</p>

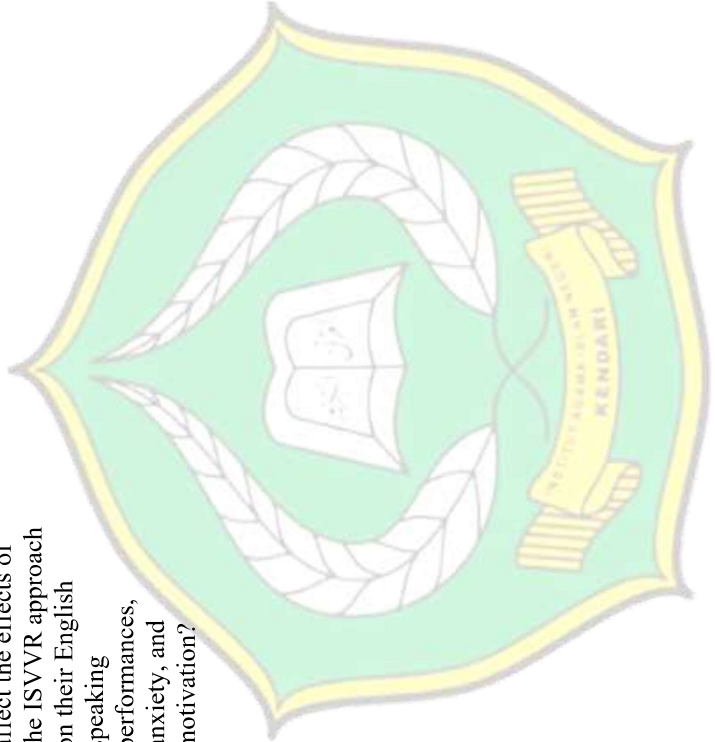
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
17	Assessing Student Mindset, Interest, Participation, and Rapport in the	Denker., Knight., Carroll., Bradley., Bonine., Lauck	What is the Instructional Beliefs Model and how does it relate to this study? How did the COVID-	Students participate in class activity	This study involved 35 students with canvas	The results indicated that modality does not significantly impact student	Flexible Content Access: On-demand access to course content

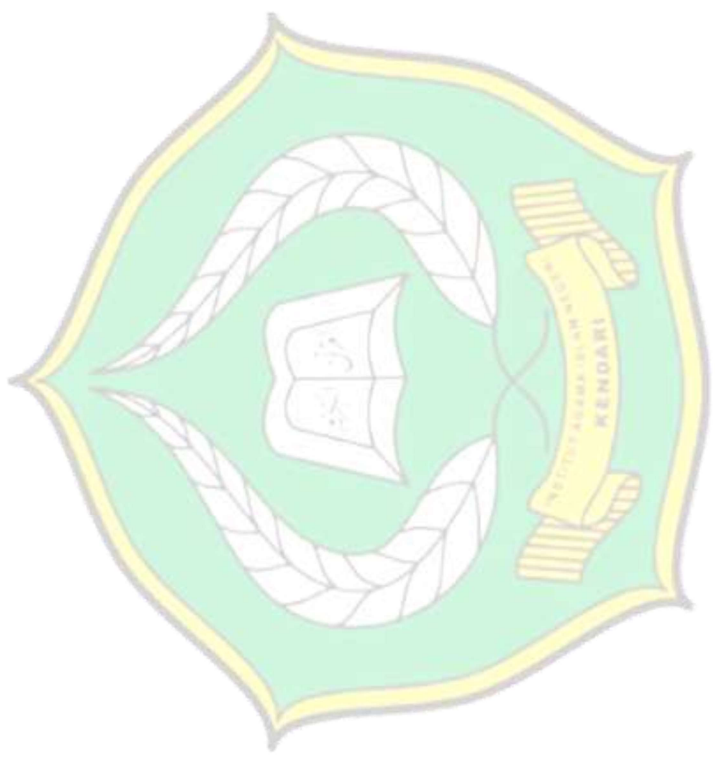


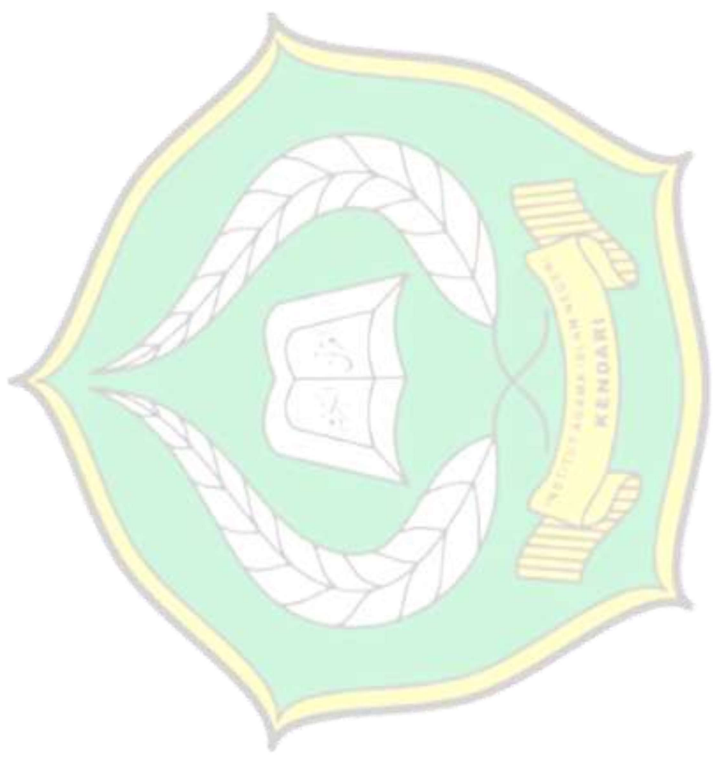
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	Post-Pandemic Public Speaking Classroom: Effects of Modality Change and Communication Growth Mindset	and Storr, M. L. (2022)	<p>19 pandemic impact course modality and student engagement in public speaking courses?</p> <p>What were the main findings of this study and how can they inform future approaches to teaching public speaking?</p>		<p>engagement, with one exception: higher cognitive interest scores were reported among students in the hybrid modality. Communication growth mindset associated positively with all student engagement variables examined: student interest—emotional, student interest—cognitive, participation, and class rapport. The findings offer tentative optimism about the promise of blended public speaking course modalities, and evidence for the necessity of</p>	<p>improves learning and cognitive interest. Instructors should use course management systems for content availability across various course formats. Detailed Engagement Analysis: To understand how modality and mindset impact learning, dissect engagement into subdimensions. Mindset measures provide insights into student learning approaches, affecting interest,</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>mindset intervention to maximize student success</p>	<p>participation, and rapport. Advancing Research: The study advances instructional communication research by exploring the influence of modality and mindset on student interactions and perceptions. It advocates continued use of the Instructional Beliefs Model (IBM) to analyze the connections among course, teacher, and student elements. Certain student characteristics, like communication mindset, can be</p>

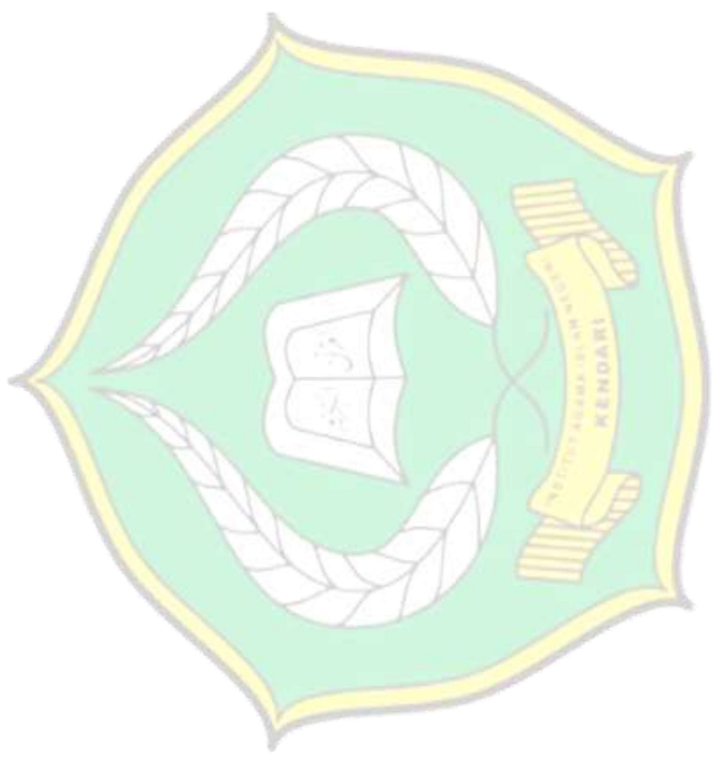
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
18	Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety	Chen., & Hwang (2020)	<p>What are the effects of the ISVVR approach on the English speaking performances of EFL students with different cognitive styles?</p> <p>What are the effects of the ISVVR approach on the anxiety of EFL students with different cognitive styles?</p> <p>What are the effects of the ISVVR approach on the motivation of EFL students with different cognitive styles?</p>	<p>Students think critically in learning activities</p>	<p>This study involved Sventy-two EFL learners were assigned to experimental (n = 37) and control (n = 35) groups. Used a quasi-experimental design and pretest/posttest control</p>	<p>The results of the pretest indicated that the participants of the two groups were homogeneous concerning their proficiency level, critical thinking awareness and EFL speaking anxiety. The experimental group was instructed to construct concept maps after each listening task, and formulated their answers to the required speaking tasks from their concept maps.</p> <p>The results of the</p>	<p>stable yet influenced by classroom interventions.</p> <p>Firstly, the study suggests that using authentic contexts in EFL teaching can be beneficial for learners' speaking performances, anxiety, and motivation. The results showed that the participants who learned with the proposed ISVVR learning mode used more move structures similar to those adopted by professional TED speakers. The move analysis specific to TED talks</p>

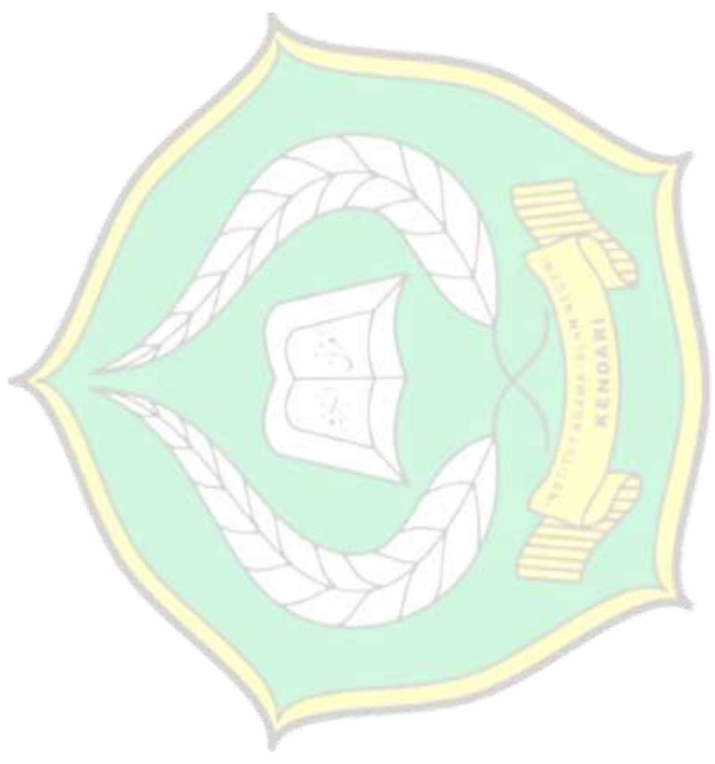
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10			<p>How do the cognitive styles of EFL students affect the effects of the ISVVR approach on their English speaking performances, anxiety, and motivation?</p>			<p>posttest indicated that concept mapping has a positive and significant influence on EFL learners' English speaking performance and critical thinking awareness, and can decrease their speaking anxiety. Moreover, the relationships between concept mapping, learning performance, and critical thinking are statistically correlated. The results also revealed a significant negative relationship between speaking anxiety</p>	<p>was observed more in the presentations of the participants in the ISVVR learning mode than in the conventional multimedia mode. This indicates that the use of authentic contexts can help learners acquire linguistic as well as pragmatic knowledge of the target genre. Secondly, the study highlights the importance of considering learners' cognitive styles in EFL teaching. The results showed that the</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0						<p>and the other variables.</p>	<p>interaction between the cognitive style and the learning modes was significant in the oral presentation. Both the FI and FD participants improved significantly after learning with the different learning modes. This suggests that EFL teachers should take into account the cognitive styles of their learners when designing and implementing instructional materials and activities. Thirdly, the study suggests</p>

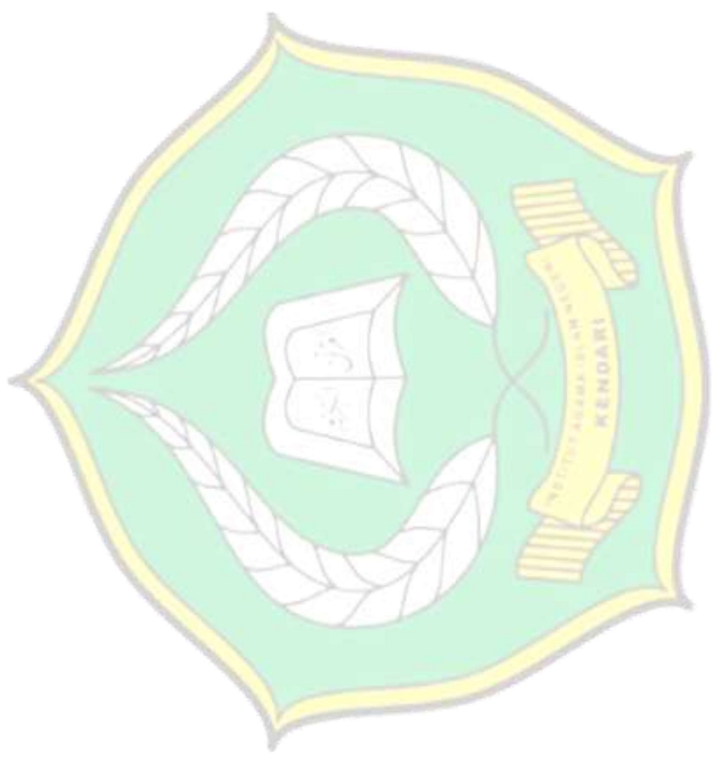
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0						<p>that interactive learning environments can be effective in promoting EFL learners' speaking performances, anxiety, and motivation. The results showed that within the ISVVR learning mode, participants had significantly better oral presentation than the participants of the conventional multimedia learning mode. This indicates that interactive learning environments can provide learners with more engaging and immersive</p>	

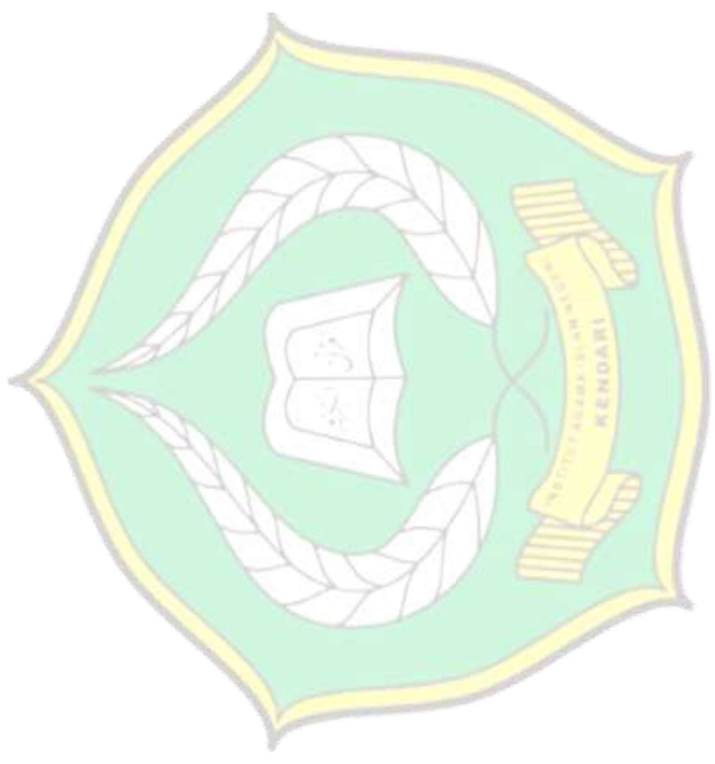
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
19	Incorporating E-flipped classrooms: An in-depth analysis of students' speaking performance and learning engagement	Kusuma, Mahayanti., & Adnyani., & Budiarta (2021)	Does the use of e-portfolio with flipped classrooms improve students' speaking performance? Does the use of e-portfolio with flipped classrooms positively influence students' learning engagement? Is the use of e-portfolio with flipped classrooms feasible for ELT?	Students participate in class activity	This study involved 63 twelfth grade students used mixed method approach with speaking test and interview	The result showed a significant effect of e-portfolio in flipped classrooms on students' speaking performance. Furthermore, students showed active behavioral, cognitive, and affective engagement. The students were actively engaged in collaborative activities such as	learning experiences, which can enhance their speaking performances, reduce their anxiety, and increase their motivation. Firstly, the study found that the use of e-portfolio with flipped classrooms can improve students' speaking performance. The students who participated in the experimental group showed significant improvement in their speaking skills compared to the control group. This

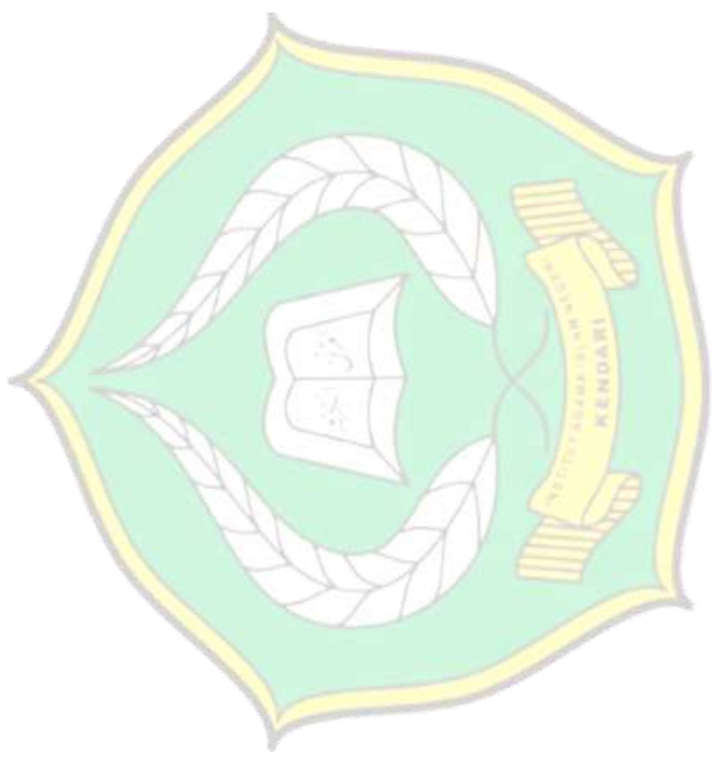
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>discussions, practicing with friends, composing monologs or dialogs, and recording videos.</p>	<p>suggests that incorporating e-portfolio with flipped classrooms can be an effective way to enhance students' speaking abilities. Secondly, the study found that the use of e-portfolio with flipped classrooms can positively influence students' learning engagement. The innovative materials and exciting activities provided by the e-portfolio apparently influenced the students to have good affective</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>domains. This is in accordance with the claim of previous researchers that the activities of flipped classrooms lead to satisfaction and can influence students' feelings and attitudes toward the learning process. Moreover, the findings also showed that good affective engagement influenced the motivation to succeed in behavioral and cognitive engagement. Thirdly, the study found that the use of e-portfolio with</p>

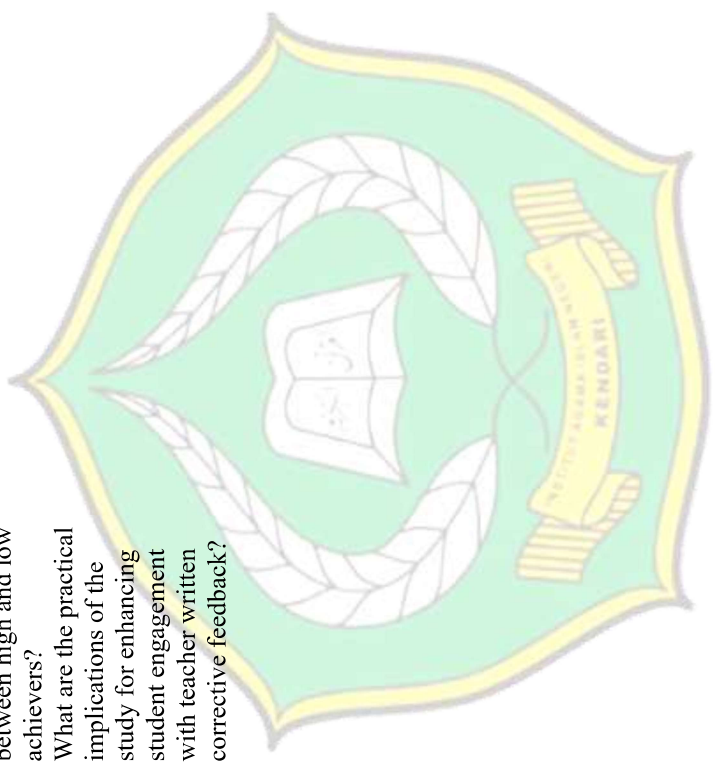
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
20	The Effect of Problem-Based Learning on Iranian EFL Learners' Vocabulary Learning	Fard & Vakili (2018)	<p>What is the effect of Problem-based Learning on the vocabulary learning of Iranian EFL learners?</p> <p>What is the perception of Iranian EFL learners towards learning vocabulary through the problem-</p>	<p>Self-regulated learning</p>	<p>This study involved 23 students. This study used a mixed-methods design with interviews and analyzed using grounded theory</p>	<p>The findings of this study can be significant from various perspectives and can contribute to the field of applied linguistics. Although research on the effects of PBL and learning</p>	<p>flipped classrooms is feasible due to the availability of some advanced technology tools to store, manage, and share audio or videos online. This suggests that implementing an e-portfolio is possible and can be a useful tool for ELT. The study has several pedagogical implications for language teachers. The findings suggest that problem-based learning can be an effective approach to vocabulary</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10			<p>based learning approach?</p>			<p>some language skills has been documented, empirical evidence dealing with such an effect on vocabulary learning are very rare. Therefore, this study can provide the readership with empirical evidence in this regard.</p>	<p>learning for Iranian EFL learners. Therefore, language teachers can design and implement problem-based vocabulary tasks to increase the opportunities for learning vocabulary for the language learners. The study also highlights the importance of considering learners' level of reasoning and research skills when designing problem-based vocabulary tasks. Teachers should adjust the difficulty level of the tasks to the learners'</p>

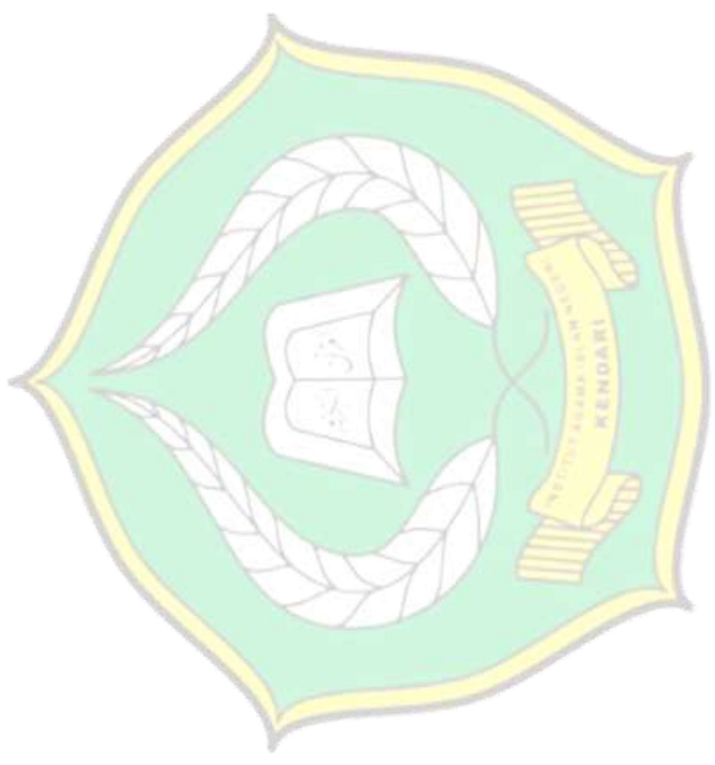
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
10							<p>cognitive skills to avoid creating overwhelming tasks. Moreover, the study emphasizes the importance of creating a positive learning environment for learners. The learners in the experimental group were content with the new approach and had positive perceptions regarding problem-based learning. Therefore, teachers should strive to create a supportive and engaging learning environment to enhance learners' motivation and</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>engagement. The study also highlights the importance of considering cultural factors when designing problem-based vocabulary tasks. The researchers attempted to highlight the role of culture and the diminished role of the first language in creating the problems for the study. Therefore, teachers should consider the cultural background of their learners when designing problem-based vocabulary tasks to ensure that</p>

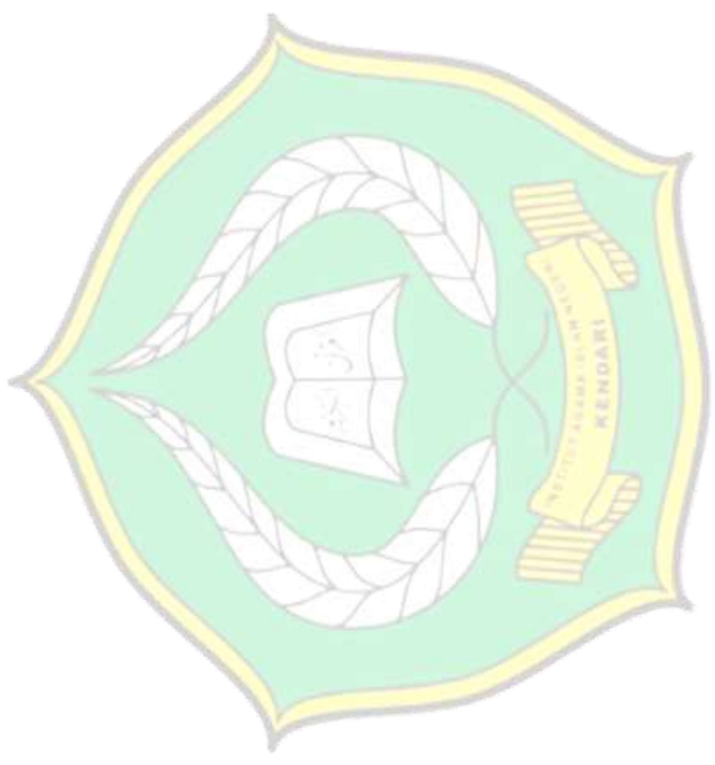
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
21	Exploring and Analysis of Student Engagement in English Writing Grammar Accuracy Based on Teacher Written Corrective Feedback	Santanatanon & Chinokul (2022)	<p>How is student engagement with teacher written corrective feedback related to English writing grammar accuracy?</p> <p>How do secondary school students engage with teacher written corrective feedback behaviorally, and affectively, and cognitively?</p> <p>What are the effects of teacher written corrective feedback on student engagement with writing tasks?</p> <p>What are the differences in student engagement with</p>	<p>Students' understanding learning material</p>	<p>This study involved 26 students used mixed-method experimental study with interviews</p>	<p>The results indicated that there was no significant association between the variables and that students' engagement with WCF had both negative and positive effects on their English language writing accuracy. The nature of their engagement with this type of feedback was ultimately found to be complex and linked to the three dimensions of student engagement.</p>	<p>the tasks are relevant and engaging for the learners.</p> <p>1. Importance of student engagement: The study highlights the importance of student engagement in the learning process. It shows that students who are more engaged with written corrective feedback tend to have better English writing grammar accuracy. This finding underscores the need for educators to promote student engagement in the classroom.</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>teacher written corrective feedback between high and low achievers? What are the practical implications of the study for enhancing student engagement with teacher written corrective feedback?</p>		<p>The participants' cognitive engagement could be determined by the extent to which they noticed and understood the teacher WCF and what cognitive and metacognitive strategies they used to engage with the feedback. The participants' responses revealed that they understood the teacher WCF on three different levels: total understanding, partial understanding, and no understanding. They reported that when they</p>	<p>2. Need for varied feedback strategies: The study shows that students engage with written corrective feedback in different ways. Some students prefer to receive feedback in a positive and encouraging manner, while others prefer more critical feedback. This finding suggests that educators need to use a variety of feedback strategies to cater to the diverse needs of their students.</p> <p>3. Role of affective</p>	

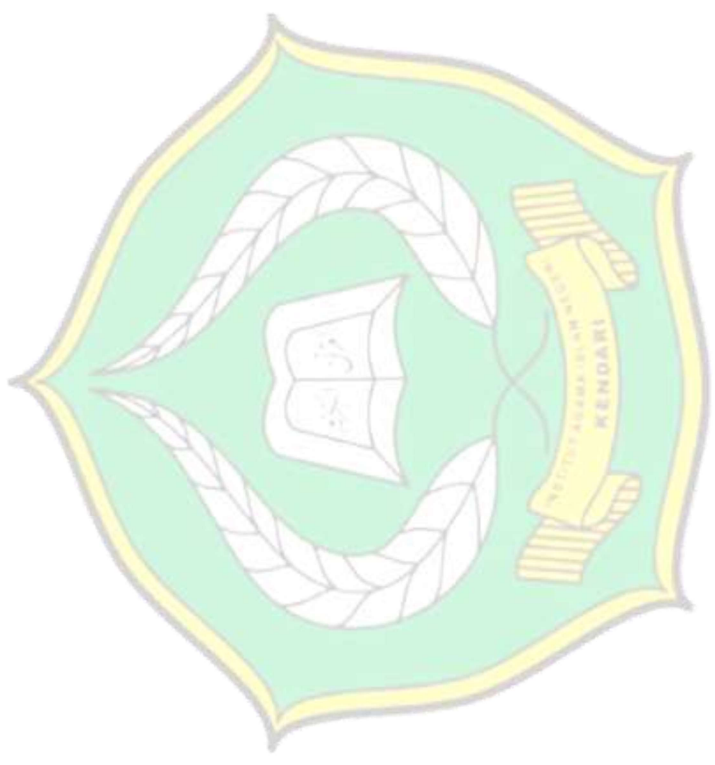
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0						<p>totally understood the feedback, they knew what it told them and could correct the errors accurately. If they partially understood the feedback, they sought more clarification to help them better grasp the feedback. When they did not understand the feedback, they explained that they did not know what exactly the feedback was trying to convey. They recognized the error categories because of the coded feedback but did not know</p>	<p>engagement: The study shows that affective engagement with written corrective feedback is an important factor in improving English writing grammar accuracy. Students who feel motivated and confident tend to perform better than those who feel anxious or discouraged. This finding highlights the need for educators to create a positive and supportive learning environment that fosters affective engagement.</p>




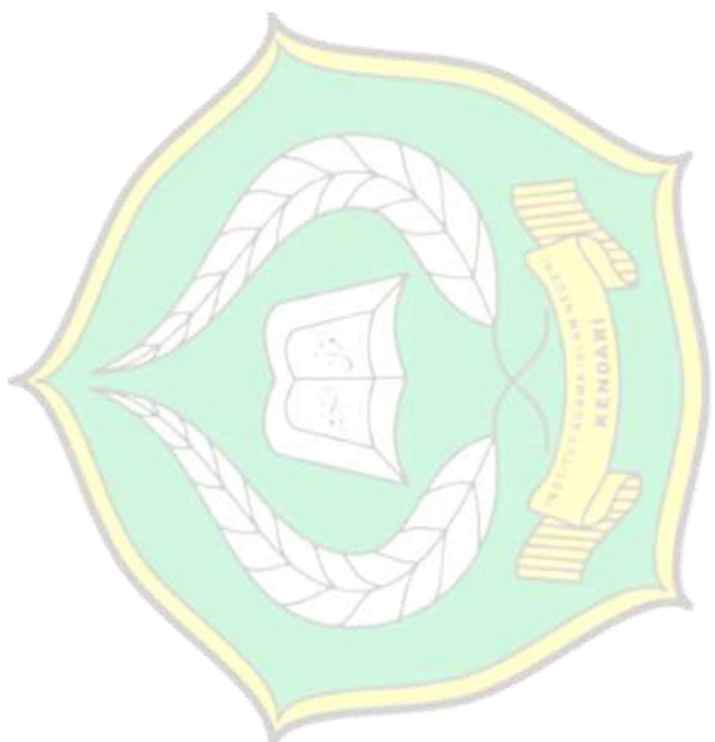
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
4.						<p>how to correct the errors</p>	<p>4. Importance of follow-up tasks: The study shows that students benefit from performing follow-up writing tasks after receiving feedback. This allows them to apply what they have learned from the feedback and improve their writing accuracy. This finding suggests that educators should provide students with opportunities to practice their writing skills and receive feedback on their progress.</p> <p>5. Need for personalized</p>



No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
22	Examining Student Cognitive and Affective	Barber, Gallagher, Smith,	What reader profiles emerge from how EL students characterize	Students think critically in	This study involved 8 students used qualitative method with	We found that, although engagement in	feedback: The study shows that personalized feedback is more effective than generic feedback. Students who receive feedback that is tailored to their individual needs tend to perform better than those who receive generic feedback. This finding highlights the need for educators to provide personalized feedback that addresses the specific strengths and weaknesses of each student. Understanding ELs' reading profiles informs

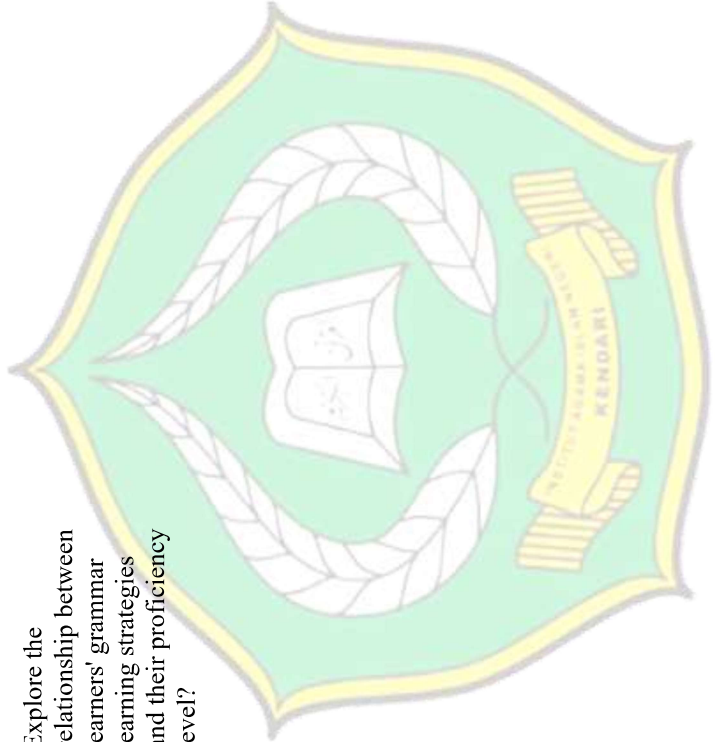


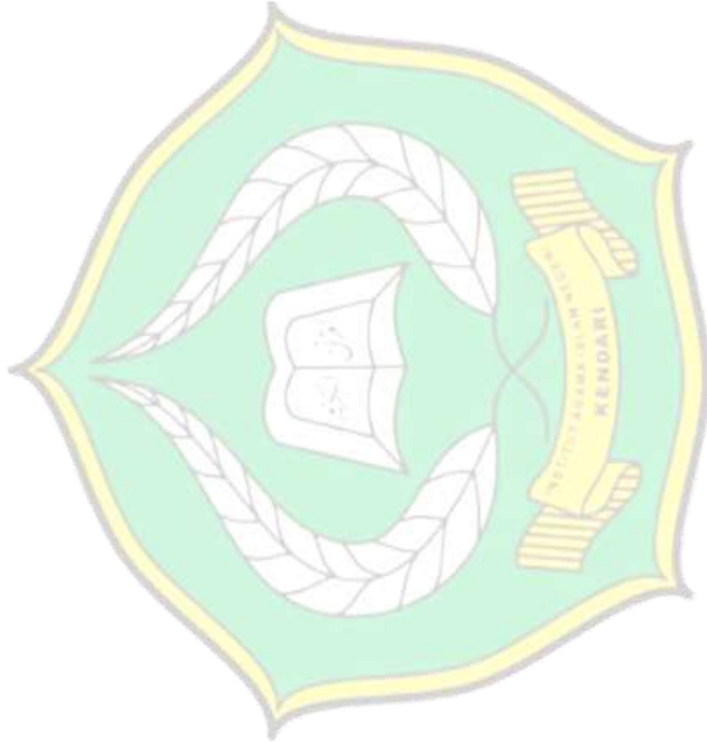
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	Engagement and Reading Instructional Activities: Spanish-Speaking English Learners' Reading Profiles	Buehl, & Beck (2016).	<p>themselves in relation to reading?</p> <p>How do ELs compare on their cognitive and affective engagement based on their reading profiles?</p> <p>How do the cognitive and affective engagement of ELs vary in relation to the type of reading activity?</p>	<p>learning activities</p> 	<p>interview questions or following assessment directions.</p>	<p>the different activities varied by student, guided reading seemed to be the most engaging activity for most of the ELs in the study.</p>	<p>tailored teaching. These profiles, shaped by how ELs perceive their reading abilities, guide educators in providing specific support, especially for students identifying as "struggling readers." ELs' literacy development benefits from both cognitive and emotional engagement, which varies with different reading activities. To support growth, educators should create tasks that encourage both types of engagement, recognizing that</p>


No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0						<p>guided reading engages them most while class discussions and teacher modeling engage them less. Student self-reports provide valuable insights into ELs' engagement and complement other data sources for effective assessment. Future research should investigate engagement among ELs from diverse backgrounds, considering linguistic and cultural influences, as this study focused solely</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
23	Evaluating student motivation and engagement in the Chinese EFL writing context	Yu, Zhou, Zheng, Zhang, Cao, & Li. (2019).	<p>What are the profiles of L2 learners' motivation and engagement in EFL writing courses in China?</p> <p>How do individual differences in L2 writing motivation and engagement relate to L2 writing performance?</p> <p>What are the predictors of L2 writing motivation and engagement in EFL writing courses in China?</p>	Self-regulated learning	<p>This study involved 1190 students from 35 Chinese universities participated in this study. This study used a stratified sampling method with survey</p>	<p>Results showed that students were generally motivated to write in English and engaged in the second language (L2) writing courses. Individual differences (i.e., gender, grade, region, colleges' prestige, and profession) in L2 writing motivation and engagement also were identified.</p> <p>Three distinct profiles of L2 learners' motivation and engagement were identified: the "Motivated and engaged", the</p>	<p>on Spanish-speaking EFLs.</p> <p>The study underscores the need for teachers to consider individual differences in L2 writing motivation and engagement in Chinese EFL writing courses. It identifies three distinct motivation and engagement profiles linked to L2 writing performance. Furthermore, educators should prioritize enhancing positive motivation and engagement factors and reducing</p>

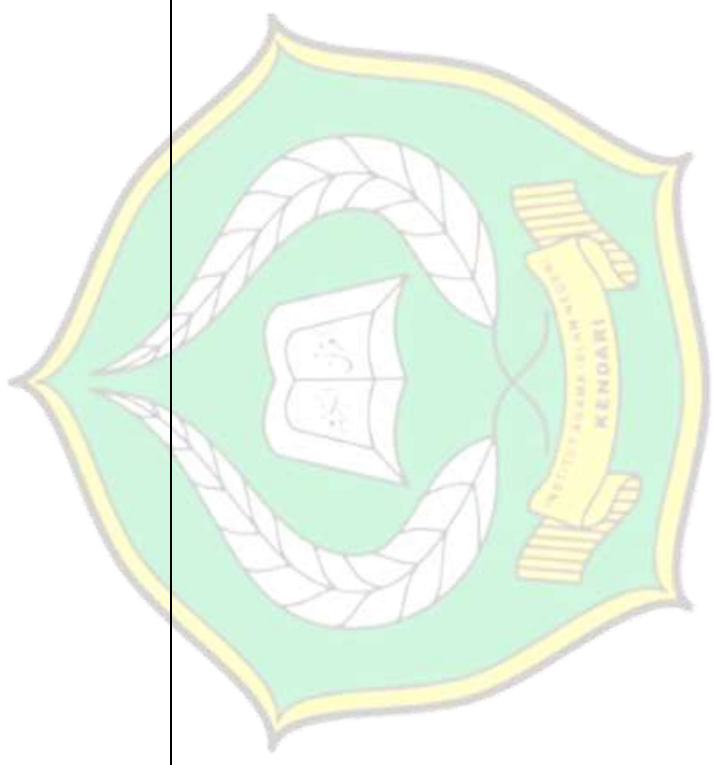
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
24	Cognitive grammar learning strategies in the acquisition of tense-aspect morphology in L3 Catalan	Comejoan (2019)	Identify the grammar learning strategies that learners used to select tense-aspect verbal forms in L2 Catalan? Investigate how learners selected the appropriate tense-	Self-regulated learning	This study involved 18 students of Catalan in a university. This study used qualitative method with	“Ambiguously motivated and engaged”, and the “Ambivalently motivated and engaged” L2 writers. The findings shed new light on the nature of Chinese Englishmajored undergraduates’ motivation and engagement in EFL writing context.	negative ones through effective teaching methods, like clear instructions and feedback. Future research should explore instructional strategies’ effectiveness and include a more diverse sample of Chinese undergraduate students for a comprehensive understanding. The findings highlight that learners employ various strategies for understanding L2 tense-aspect morphology. Thus, educators should foster a

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>aspect form in the short narrative?</p> <p>Explore the relationship between learners' grammar learning strategies and their proficiency level?</p>		<p>range of acquisition strategies and help learners apply them in diverse situations. Additionally, the study underscores the importance of cues like semantics, syntax, and pragmatics in selecting tense-aspect forms. Therefore, language instructors should facilitate practical use of these cues in real contexts and enhance learners' comprehension of their application. Furthermore, the research reveals</p>	<p>aspect, adverbial, and tense strategies. The analysis of strategy use according to type of morphology and selection of the correct form in the showed that strategy use is related both to specific tense-aspect forms as well as to accuracy in the selection of forms.</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
25	The effect of cognitive vocabulary learning approaches on	Li & Tong (2020)	What is the effect of the visual-verbal cognitive approach and the visual cognitive approach on		<p>This study involved 100 participating students. Used qualitative and vocabulary test and learning motivation survey</p>	<p>Results showed that the pictographic-verbal coding approach assisted</p>	<p>Utilize visual-verbal methods, like the pictographic-verbal coding</p>
						<p>that learners of different proficiency levels use similar strategies, but advanced learners have a broader repertoire and higher self-awareness. In response, language teachers should cultivate a variety of strategies, promote self-awareness, offer feedback, and encourage reflection on their learning approaches.</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	Chinese learners' compound word attainment, retention, and learning motivation		<p>Chinese learners' compound word attainment and retention?</p> <p>What is the effect of repetition on Chinese learners' compound word retention?</p> <p>Is there a significant difference in learning motivation between the two visual-verbal approaches?</p> <p>What is the relationship between cognitive strategy use and Chinese learners' compound word attainment and retention?</p> <p>What is the relationship between cognitive strategy use and Chinese learners' learning motivation?</p>		learners in acquiring as well as retrieving more Chinese words compared to the pictorial-verbal coding approach. We also found that learners taught by the pictographic-verbal coding approach demonstrated higher learning motivation. Instructional implications were discussed. Keywords Chinese as a foreign/second language, learning motivation, vocabulary attainment, vocabulary	approach, to boost compound word acquisition and retention among Chinese learners. Emphasize the benefits of repetition as an effective teaching tool to help students remember new vocabulary. Encourage students to employ cognitive strategies like elaboration and mental simulation to enhance learning outcomes and motivation. Employ high-quality learning materials that incorporate both visual	

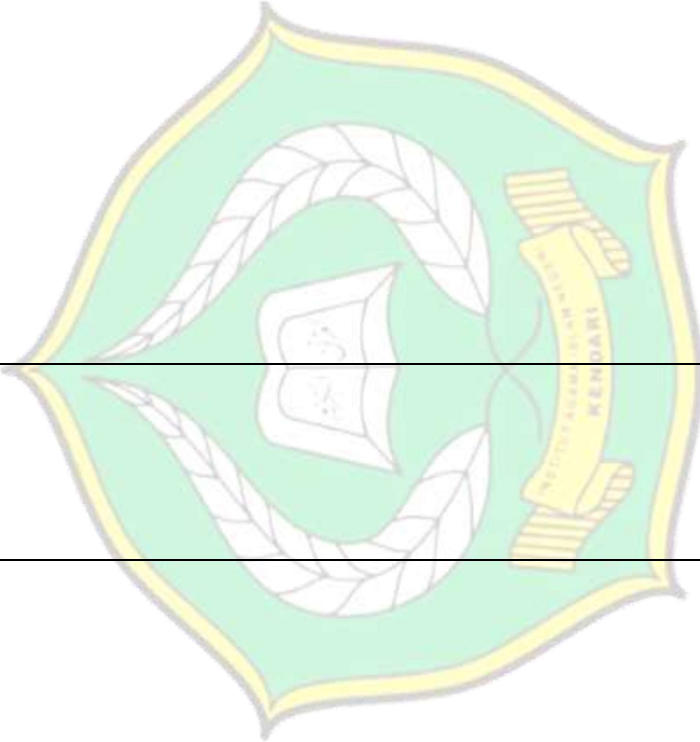
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
0							(pictograms) and semantic support to improve students' overall learning achievements.

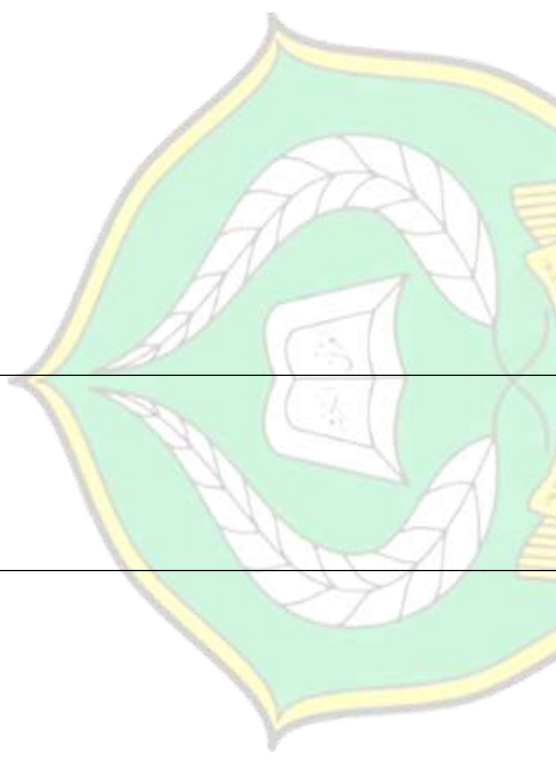


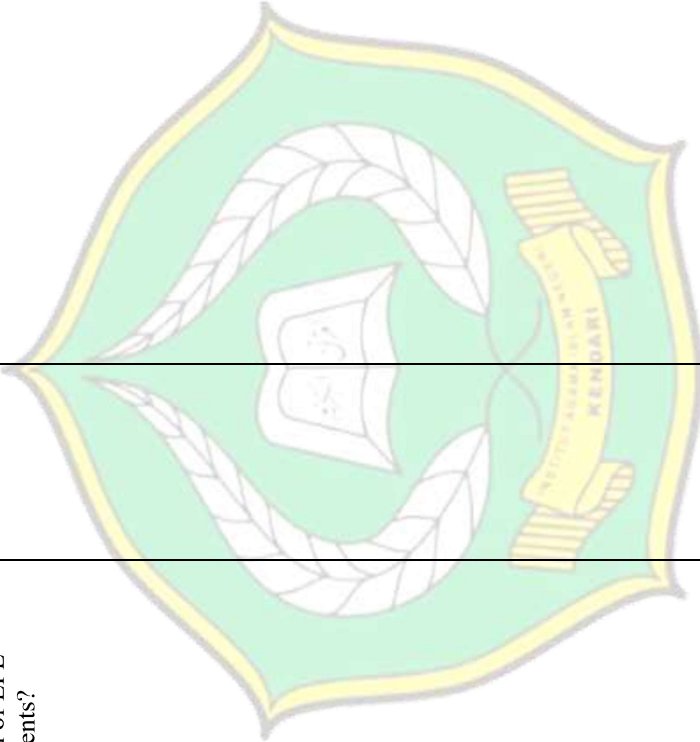
Appendix 3: Examples of Data Analysis of Cognitive Engagement

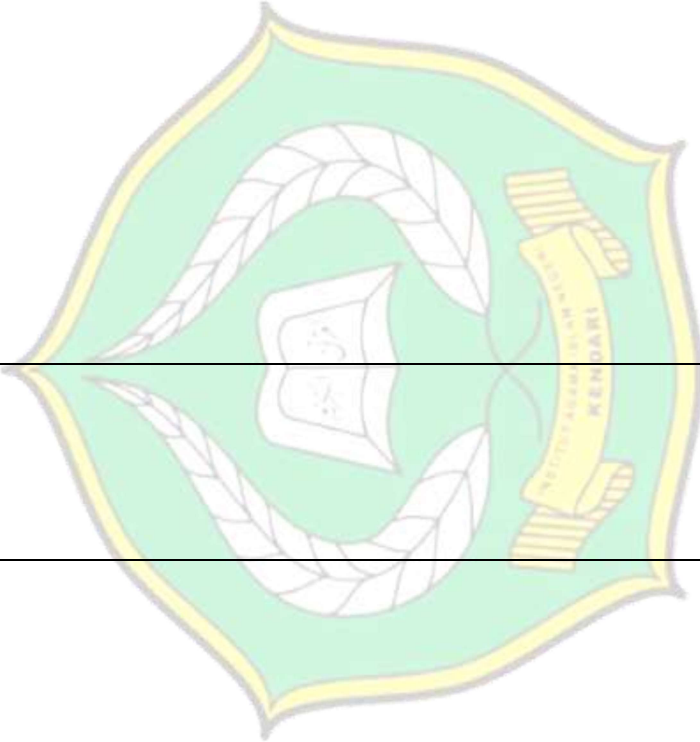
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
1	The Relationship Between Cognitive and Affective Dimensions of Reading Self-Concept With Reading Achievement in English and Russian	Karimova & Csapo (2021)	<p>What is the structure of the reading self-concept in the foreign language domain, and how does it differ between English and Russian?</p> <p>To what extent do cognitive and affective dimensions of reading self-concept predict reading achievement in English and Russian?</p> <p>How does the relationship between cognitive and affective dimensions of reading self-concept with</p>	<p>Self-regulated learning</p>	<p>This study involved secondary school students (54.7% boys, 44.7% girls) in Grade 10 (12 schools) of all 12 administrative districts) using descriptive qualitative and questionnaires.</p>	<p>The results of structural equation modeling demonstrated that cognitive and affective self-concepts were independent, but strongly interrelated constructs. The separated components of the reading self-concept construct showed a more explicit structure than a conflated model. The relationships among cognitive and affective self-concepts with achievements in the reading</p>	<p>1. Importance of addressing affective components of self-concept: The study found that the affective component of reading self-concept is highly related to the cognitive component, which is in turn highly related to achievement. Therefore, educators and curriculum developers need to work on the affective component of reading self-concept in addition to the cognitive component to foster the growth of students' beliefs about their reading ability in a foreign language.</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>reading achievement differ between English and Russian?</p> <p>To what extent does the I/E model of self-concept apply to the reading self-concept in the foreign language domain, and how does it differ between English and Russian?</p> <p>How do the findings of this study contribute to the understanding of the multidimensionality of self-concept and its relationship with achievement in the foreign language domain?</p>			<p>domain were invariant across genders. The results of this study can encourage future research on the examination of more domain-specific self-concepts that conceptualize a twofold multidimensional structure</p>	<p>2. Need for longitudinal studies: The study was cross-sectional and targeted only 10th-grade Azeri students. Longitudinal studies are necessary to gain an accurate and deep intuitive understanding of the operation of the multidimensionality of self-concept and its relationship with achievement in the foreign language domain. Longitudinal studies also allow the investigation of the interrelation across time, as they enable the examination of self-concept and achievement relations that have been explored to be reciprocal.</p> <p>3. Importance of domain-specificity:</p>

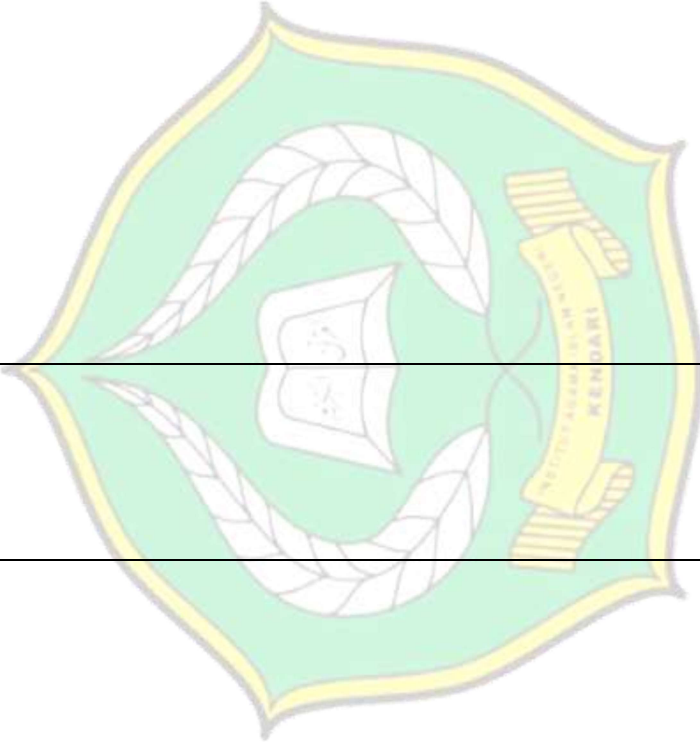
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>The study found that the I/E model of self-concept applies to the reading self-concept in the foreign language domain, and that the cognitive and affective dimensions of reading self-concept predict reading achievement in both English and Russian. Therefore, educators and curriculum developers need to develop proper strategies to foster the growth of students' beliefs about their reading ability in a foreign language that are specific to the domain.</p> <p>4. Implications for research: The study contributes to the understanding of the multidimensionality of self-concept and</p>

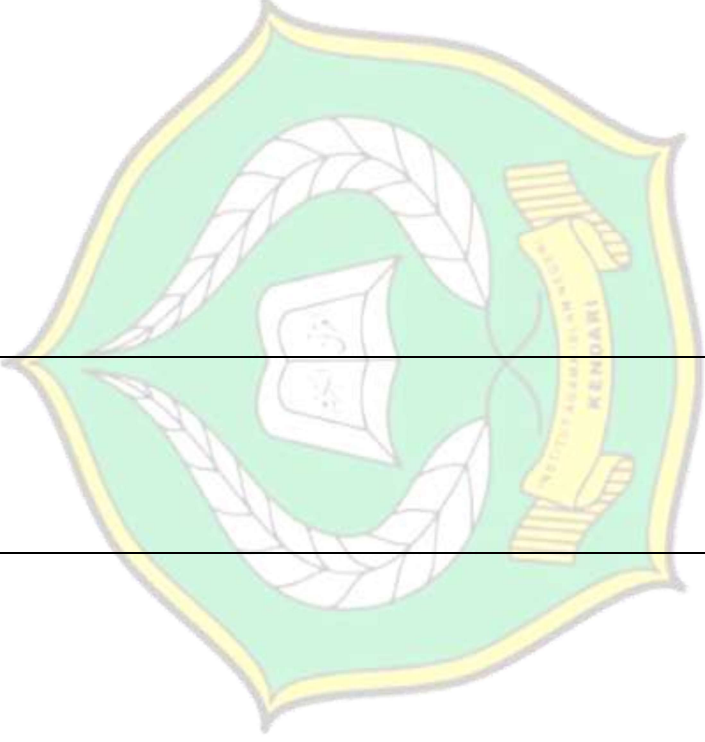
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
2	Impact of Related Activities on Reading Comprehension of EFL Students	Alghonaim (2020)	<p>What is the effect of reading engagement on the comprehension level of EFL students?</p> <p>What is the relation between reading</p>	 <p>Students participate in class activity</p>	<p>This study involved 51 EFL students in the English Department at Qassim Private Colleges. Used qualitative and two instruments: (1) Reading Engagement Scale and (2) pretest/posttest</p>	<p>The result of the study showed that the difference between the two groups was statistically significant. The students in the experimental</p>	<p>its relationship with achievement in the foreign language domain. Future research should investigate further the twofold multidimensionality and the I/E model within the domain-specific level, and compare the twofold multidimensional structure and the I/E model of reading self-concept within the foreign language domain between younger and older students.</p> <p>Firstly, the study suggests that pre-related reading activities can significantly improve the comprehension level of EFL students. Therefore, teachers can use these activities to enhance</p>

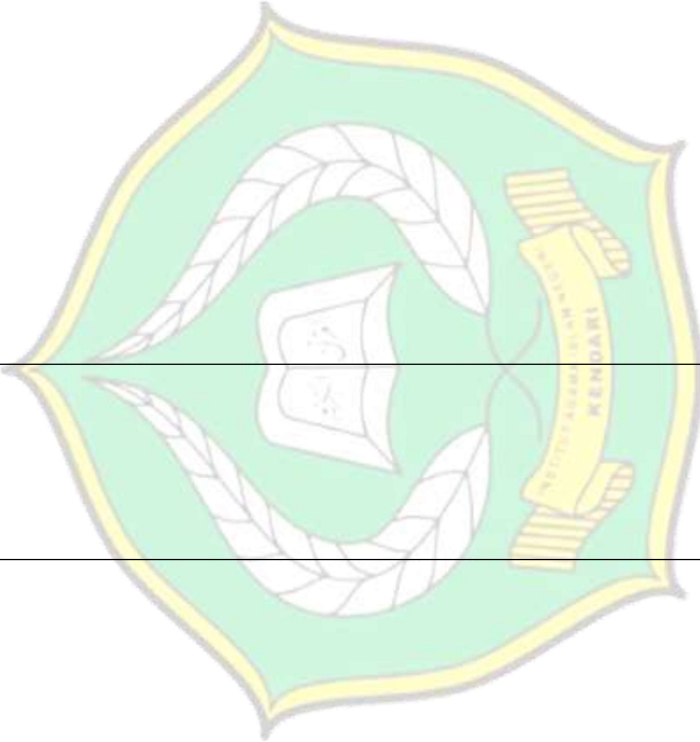
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			engagement and comprehension level of EFL students?		<p>groups far outperformed those in the control group. Reading engagement has a positive impact on the reading comprehension of EFL students in the experimental group</p>	<p>the reading skills of their students. Teachers can design pre-reading activities that promote critical thinking and engage students in the reading process.</p> <p>Secondly, the study highlights the importance of reading engagement in improving the comprehension level of EFL students. Therefore, institutions can design reading courses that promote reading engagement among students. Institutions can also provide training to teachers on how to design reading courses that promote reading engagement.</p> <p>Thirdly, the study suggests that reading</p>	

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>comprehension is a necessary skill for EFL students to succeed in their academic and professional objectives at the global level. Therefore, institutions can design reading courses that focus on developing reading comprehension skills in EFL students.</p> <p>Fourthly, the study recommends that future research should focus on the effectiveness of different pre-related reading activities in improving the comprehension level of EFL students. Future research can also investigate the impact of reading engagement on other language skills such</p>

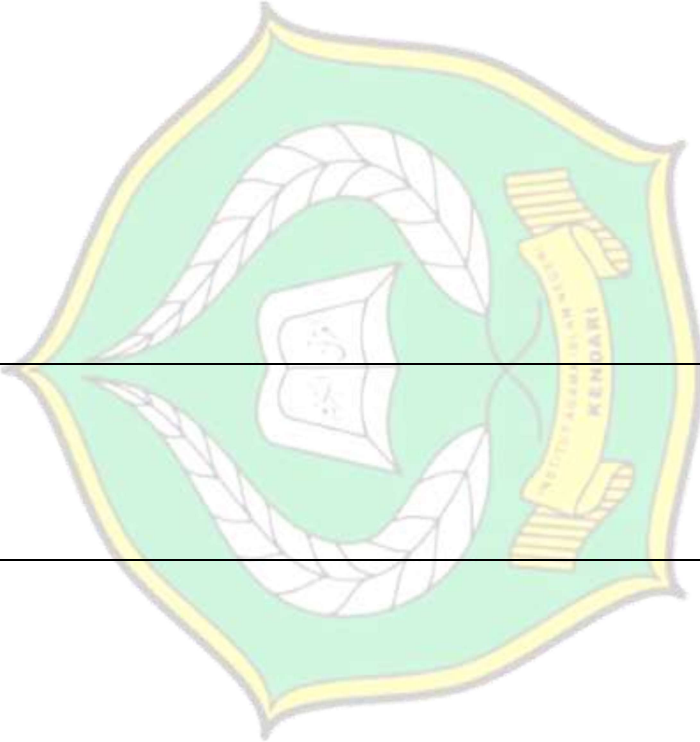
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
3	Improvement of EFL Students' Academic Reading Achievement Through the Cognitive Academic Language Learning Approach (CALLA)	Albashtawi (2019)	<p>What is the effect of CALLA on the academic reading achievement of Jordanian EFL undergraduate students?</p> <p>What are the perceptions of Jordanian EFL undergraduate students towards the effect of CALLA on their academic reading achievement?</p>	<p>Students think critically in learning activities</p>	<p>This study involved 122 Jordanian EFL undergraduate students. This study used mixed methods with reading tests and focus group interviews</p>	<p>The results obtained through the analysis of the quantitative data showed that CALLA has positively affected students' academic reading achievement. This was obvious because the analysis of the ART showed that the scores of the students in the experimental group were higher than the students in the control group. These results were also supported by the results of the analysis of the qualitative data which were obtained from the</p>	<p>as writing and speaking. Firstly, the study suggests that CALLA can be an effective approach for improving the academic reading achievement of Jordanian EFL undergraduate students. The study found that the experimental group, which received CALLA instruction, outperformed the control group on the post-test. This suggests that CALLA can be a useful approach for developing students' academic language proficiency and metacognitive strategies, which are essential for academic reading.</p>

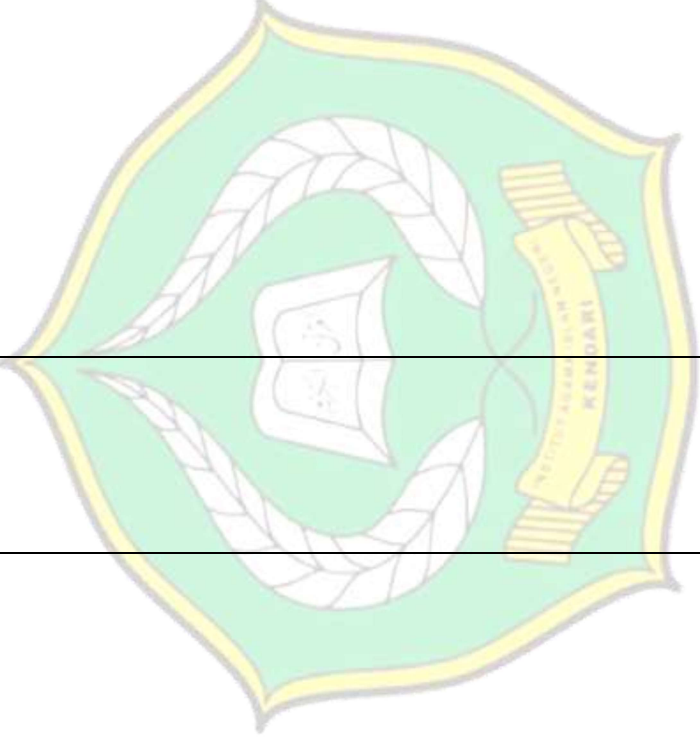
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>analysis of the transcriptions of the focus group interviews.</p>	<p>Secondly, the study highlights the importance of teaching cognitive strategies to EFL students. The study found that students who received CALLA instruction were able to use cognitive strategies more effectively than those who received traditional reading instruction. This suggests that teaching cognitive strategies can help EFL students to focus on the content of their materials in a way that can solve their academic reading problems.</p> <p>Thirdly, the study suggests that academic reading classes should be enriched with various activities that</p>

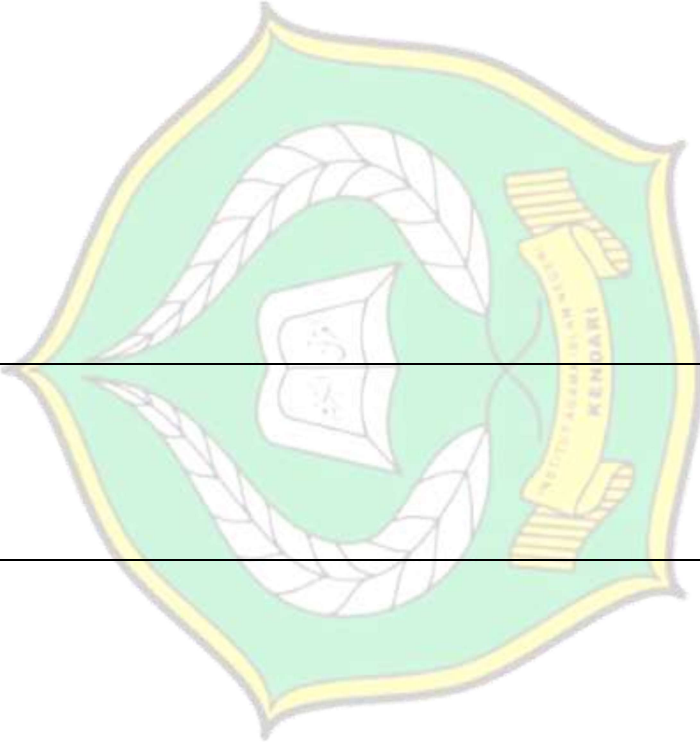
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>encourage students to self-regulate their learning. The study found that CALLA instruction helped students to become more independent and self-confident learners. This suggests that teachers of academic reading courses should exploit various techniques to demonstrate to students how to learn and how to read academic materials.</p> <p>Fourthly, the study suggests that future studies may focus on students in other EFL university contexts. The study was conducted with a group of Advanced Reading course students in one public university in Jordan. Future studies may</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
4	A study of adolescent	Lee (2020)	What cognitive engagement	Self-regulated learning		<p>try to increase the number of student participants in order to generate further findings that can be generalized to other EFL university contexts.</p> <p>Finally, the study suggests that teachers' perceptions about the employment of CALLA and its usefulness in EFL context can be explored. The study recommends that future research may include teachers in the sample so that their perceptions about the effectiveness of CALLA can be explored. This can help to provide insights into the</p>	<p>1. Automated content feedback systems can</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
	English learners' cognitive engagement in writing while using an automated content feedback system.		<p>strategies do adolescent English learners use when writing with an automated content feedback system?</p> <p>How does the use of an automated content feedback system affect the cognitive engagement of adolescent English learners when writing?</p>		<p>English writing workshops. This study used a case study with The verbal reports answering RQ1 and the stimulated recalls answered RQ2</p>	<p>engagement: the composing process and strategies adopted by language learners while they are writing on the System.</p> <p>The participants' cognitive engagement while using the System was demonstrated through the 48 identified composing and problem-solving strategies</p> <p>grouped under four types of mental activities, corresponding to each respective composing process.</p> <p>According to Figure 2, the four types of mental</p>	<p>promote cognitive engagement in writing: The study found that the use of the Essay Critiquing System 2.0 (ECS 2.0) had a positive effect on the cognitive engagement of adolescent English learners when writing. The feedback provided by the system helped the learners to identify and correct errors in their writing, which in turn increased their confidence and motivation to write.</p> <p>2. Teachers can use automated content feedback systems to identify individual problems: The study suggests that teachers can use automated content feedback systems to identify individual problems</p>

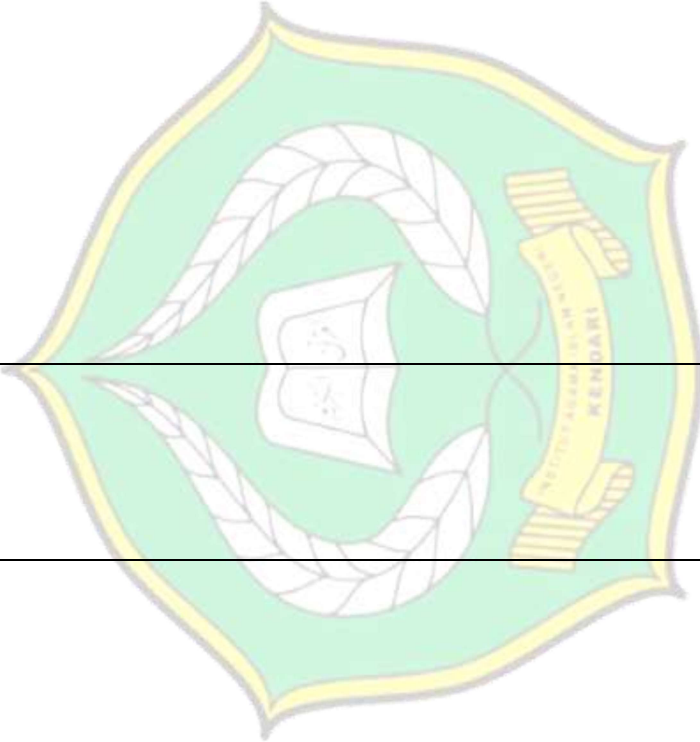
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>activities were (1) understanding a writing topic at the initial stage; (2) questioning oneself before writing; (3) planning for content, reasoning, identifying problems with solutions, and revising content/language; and (4) polishing up the draft before submitting the final version to the System. The four mental activities have embraced the writing behaviors of varied levels of L2 writers (from high school, undergraduate to postgraduate level) reported in</p>	<p>or difficulties that learners may have in managing feedback. By doing so, teachers can provide more focused feedback and encourage learners to take a more active attitude towards the use of the system and writing in general.</p> <p>3. Automated content feedback systems can be used to differentiate instruction: The study found that the cognitive engagement strategies used by the participants varied depending on their English proficiency levels. This suggests that teachers can use automated content feedback systems to differentiate instruction by providing more complex feedback to</p>

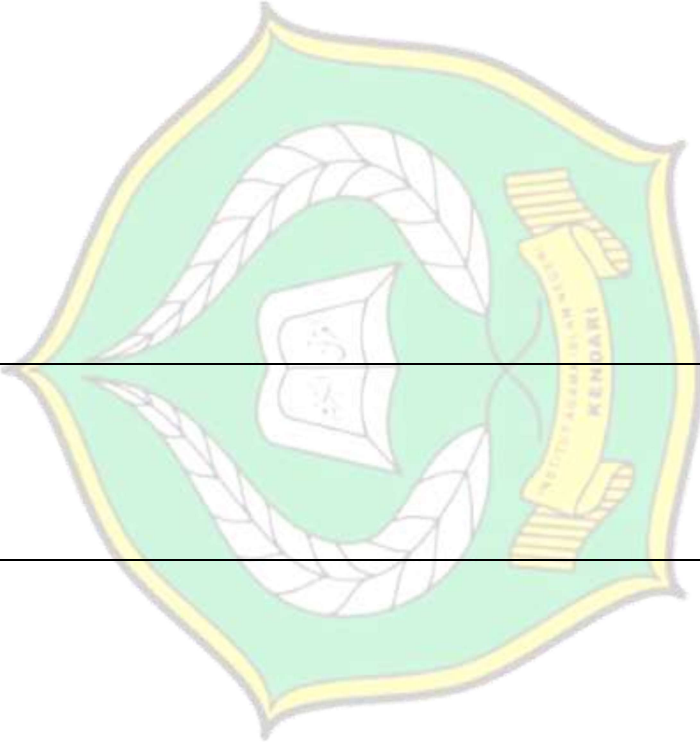
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
						<p>the pen-and-paper writing conditions.</p> <p>2. Demonstrating cognitive engagement: aspects that L2 learners attended to in their writing during silence or pauses.</p> <p>In response to RQ2, it was found that content, discourse, and language use were the three main aspects that the six high-, mid- and low-proficiency participants were most concerned with in their writing.</p> <p>According to the overall frequency</p>	<p>high proficiency level learners and more basic feedback to low proficiency level learners.</p> <p>4. Automated content feedback systems can be used to promote self-regulated learning: The study found that the use of the ECS 2.0 encouraged learners to engage in self-regulated learning by setting goals, evaluating their writing, and identifying and correcting errors. This suggests that automated content feedback systems can be used to promote self-regulated learning among language learners.</p> <p>5. Automated content feedback systems can</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
					<p>rates, content and language use were the two aspects of their writing that were mentioned most frequently by the three proficiency groups, followed by discourse organization. The high-proficiency students, however, cared more content and about discourse organization, with their frequency rates being higher than that of language use. Regarding the reasons for silence or pauses, the participants stated that they did so because they did not have any writing ideas or examples. They did not</p>	<p>be used to promote metacognitive awareness: The study found that the use of the ECS 2.0 helped learners to develop metacognitive awareness by encouraging them to think about their writing processes and strategies. This suggests that automated content feedback systems can be used to promote metacognitive awareness among language learners.</p>	

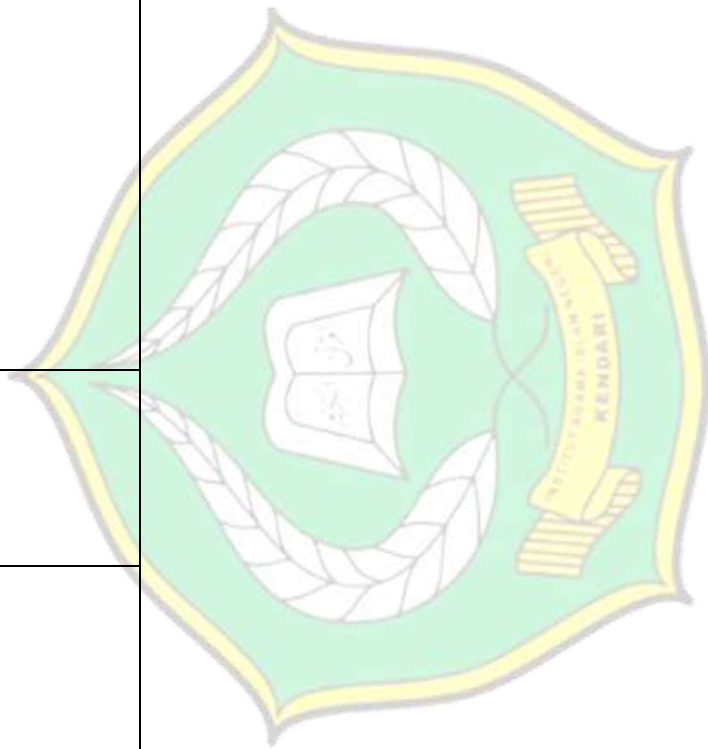
No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
5	Student engagement with automated written corrective feedback (AWCF) provided by Grammarly: A multiple case study	Koltovskaia (2020)	<p>What are the different levels of behavioral, cognitive, and affective engagement that two ESL college students have with AWCF when revising a final draft?</p> <p>How do the students' levels of engagement with AWCF change over time?</p> <p>What factors influence the students' levels of</p>	<p>Students' understanding of learning material</p>	<p>This study involved 7 undergraduate students enrolled in the International Freshman. Used case study Stimulated recall, and semi-structured interview.</p>	<p>know a word or how to express a meaning in English. A low-proficiency participant, A1004, struggled with both content and language.</p> <p>The results show that students had different levels of engagement with AWCF. One showed greater cognitive engagement through his questioning of AWCF. However, he did little to verify the accuracy of feedback which resulted in moderate changes to his draft. The other's overreliance on AWCF indicated more limited</p>	<p>1. Teachers should provide explicit instruction on how to use AWCF effectively. The study found that the two ESL college students did not effectively utilize Grammarly feedback to revise their final draft. Therefore, teachers should provide explicit instruction on how to use AWCF effectively, including how to interpret the feedback, how to prioritize the errors, and how to apply the feedback to revise the writing.</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
			<p>engagement with AWCf?</p> <p>How do the students' levels of engagement with AWCf affect their writing performance and revision strategies?</p> <p>What are the implications of the findings for the use of AWCf in ESL writing instruction?</p>			<p>cognitive engagement which led to feedback's blind acceptance. Nevertheless, this also resulted in moderate changes to her draft.</p>	<p>2. Teachers should encourage students to engage cognitively and affectively with AWCf. The study found that the two ESL college students focused mainly on eliminating Grammarly-detected errors and did not engage cognitively and affectively with the feedback. Therefore, teachers should encourage students to engage cognitively and affectively with AWCf, such as by reflecting on the feedback, asking questions, and seeking clarification.</p> <p>3. Teachers should consider the limitations of AWCf. The study found that the use of AWCf has</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>both benefits and limitations. For example, AWCf can provide immediate feedback and reduce the workload of teachers, but it may not be able to detect all errors and may not provide feedback on higher-order concerns. Therefore, teachers should consider the limitations of AWCf and use it as a complementary tool to human feedback.</p> <p>4. Teachers should consider the individual differences of students. The study found that the students' levels of engagement with AWCf varied over time and were influenced by various factors, such as their prior knowledge of</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							<p>English grammar, their motivation to learn, and their perception of the usefulness of AWCf. Therefore, teachers should consider the individual differences of students and provide differentiated instruction and support based on their needs and preferences. 5. Future research should investigate the development and changes in student engagement with AWCf over time. The study only analyzed one draft, so the development and changes in student engagement with AWCf over time were not investigated. Therefore, future research should investigate the development and</p>

No	Title	Author(s)/Year	Research Questions	Category of Cognitive Engagement	Participant/Instrument/Research Design/Data Analysis	Findings	Implications
							changes in student engagement with AWC over time and explore the factors that influence the changes.



Appendix 4: Surat Pengantar Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KENDARI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax: (0401) 3193710/ 3193710
email: iainkendari@yahoo.co.id website: http://iainkendari.ac.id

Nomor : 3299/In.23/FTIK/TL.00/06/2023

26 Juni 2023

Lampiran : Proposal Penelitian

Perihal : *Izin Penelitian*

Yth. Kepala Balitbang Provinsi Sulawesi Tenggara

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa sebagai syarat penyelesaian studi di Institut Agama Islam Negeri (IAIN) Kendari, maka dimohon berkenan membenarkan izin kepada mahasiswa kami:

Nama : **Nurul Magpira**
NIM : 19010106005
Jurusan : Tadris Bahasa
Prog. Studi : Tadris Bahasa Inggris
Alamat : Jl. Sultan Qaimuddin Kendari
Pembimbing I : Dr. Sitti Nurfaidah S.Pd., M.Ed
Pembimbing II : Azwar Abidin M.Pd

Untuk melakukan penelitian serta pengumpulan data di IAIN Kendari dengan judul skripsi:

"EFL Students' Cognitive Engagement with Classroom Routines in Speaking Class Context"

Demikian kami sampaikan, atas kerjasamanya yang baik diucapkan terima kasih.




Tembusan:

1. Ketua LPPM IAIN Kendari;
2. Ketua Prodi Tadris Inggris FTIK IAIN Kendari.

*Visi Fakultas Tarbiyah dan Ilmu Keguruan:
Menjadi Fakultas yang Menghasilkan Tenaga Pendidik dan Kependidikan
yang Berkualitas, Berkearifan Islam dan Berwawasan Transdisipliner Tahun 2025*

APPENDIX 5: Surat Izin Melakukan Penelitian

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
BADAN RISET DAN INOVASI DAERAH
Jl. Mayjend S. Parman No. 03 Kendari 93121
Website : <https://brida.sultra.prov.go.id> Email: bridaprovsultra@gmail.com

Kendari, 27 Juni 2023

Kepada
Yth. Rektor IAIN Kendari
Di - KENDARI

Nomor : 070/ 631 / 2023
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor : 3299/In.23/FTIK/TL.00/06/2023 tanggal 26 Juni 2023 perihal tersebut diatas, Mahasiswa dibawah ini

Nama : NURUL MAGPIRA
NIM : 19010106005
Prog. Studi : TBI
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

"EFL STUDENTS' COGNITIVE ENGAGEMENT WITH CLASSROOM ROUTINES IN SPEAKING CLASS CONTEXT"


Yang akan dilaksanakan dari tanggal 27 Juni 2023 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan

1. senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Riset dan Inovasi Daerah Provinsi Sulawesi Tenggara
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN RISET & INOVASI DAERAH
PROV. SULAWESI TENGGARA


Drs. Hj. ISMA, M.Si
Pembina Utama Madya, Gol. IV/d
Nip. 19660306 198603 2 016

T e m b u a n

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FTIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FTIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.

Appendix 6: Curriculum Vitae (CV)

CURRICULUM VITAE

PERSONAL DATA

1. Name : Nurul Magpira
2. Place/Date of Birth : Laroonaha, 13th May 2002
3. Gender : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 081341929423
7. Address : BTN Grand Mangkubumi blok Blok C No. 51
8. E-mail : nurulmagpira427@gmail.com



PARENTAL DATA

1. Name of Parents
 - a. Name of Father : Wahid Latorumo
 - b. Name of Mother : Mindrayanti Abbas
2. Name of Brother : Fino
3. Name of Sister : Mawar Anugrah

EDUCATIONAL BACKGROUND

1. SD : SDN 1 Oheo
2. SMP : SMPN 1 Oheo
3. SMA : SMAN 01 Oheo
4. College : Institut Agama Islam Negeri (IAIN) Kendari

Kendari, 20 November, 2023

The Researcher

Koperasi dan UMKM
Kabupaten Konawe Utara

Nurul Magpira
NIM. 19010106005