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**Journal on English as a Foreign Language**

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Journal homepage: <https://e-journal.iain-palangkaraya.ac.id/index.php/jeftl>**Unleashing the potential of Indonesian EFL high school students' writing proficiency and self-regulated learning through written corrective feedback**Elizabet Afreilyanti^{1*}, Paulus Kuswandono¹¹English Education Master's Program, Universitas Sanata Dharma, Yogyakarta, Indonesia*Email: afreilian19@gmail.com (corresponding author)**Article history:**

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Abstract

Despite the existence of many studies on EFL student writing proficiency, little work reports how written corrective feedback influences EFL senior high school students' self-regulated learning. This study aimed to explore the extent to which EFL high school students prefer types of written corrective feedback strategies in their written work and the impacts on their self-regulated learning. Employing an explanatory mixed-method approach, we combined quantitative data from a 5-point Likert scale questionnaire with qualitative data gathered through semi-structured interviews. Thirty-two EFL senior high school students participated in this study. A descriptive statistical method was utilized to analyze the questionnaire, while a thematic analysis was done on the interview data. The findings revealed that direct feedback was the most preferred among the various strategies of written corrective feedback, closely followed by metalinguistics feedback. Additionally, students perceived that written corrective feedback highly contributed to fostering their self-regulated learning. Thus, this study implies that teachers should be more mindful of students' preferences when providing corrective feedback.

Keywords: EFL students; L2 writing; self-regulated learning; student's preference; written corrective feedback

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Introduction

In recent decades, writing has drawn significant researchers' attention, particularly exploring its influential strategies. As an essential component of language learning, writing encompasses the ability to express thoughts, ideas, and emotions coherently and accurately (Shanorra et al., 2021). In relation to this, writing is valued as a necessary skill for students, specifically in the higher education context. Saragih et al. (2021) stated that writing is seen as a skill that allows students to express their own thoughts, perspectives, and creativity through written words. Although writing is a crucial skill and highly valued in the educational context, it is not an easy skill to master (Harmer, 2006). In this case, writing is often regarded as a challenging skill to master for EFL students, demanding not only grammatical accuracy but also a mastery of organizational techniques for the development of ideas and information to effectively focus and emphasize ideas within the written text (Awg Nik et al., 2010). Consequently, EFL high school students tend to make errors in their writing (Shirotha, 2016). In this regard, dealing with students' errors in writing is considered a common thing and an essential part of teaching in the EFL context (Budianto et al., 2020). Departing from these previous studies, this study intended to investigate the ways in which teachers' feedback provision is integrated into the students' writing process.

The importance of addressing and rectifying students' errors in the context of the EFL teaching process becomes apparent when considering the complexity and challenges associated with mastering writing skills. The presence of errors in students' written work can significantly impact its clarity and effectiveness (Kadyrov et al., 2023). These errors encompass grammatical errors, vocabulary misuse, grammatical mistakes, and coherence problems (Ellis, 2009). Similarly, Shirotha (2016) links students' errors in writing to a lack of vocabulary, grammatical mistakes, and insufficient writing resources. Besides that, Tsao (2021) argued that errors tend to disengage students from writing. In this regard, providing feedback to students has been recognized as a crucial approach to the

process of learning and teaching (Gamlem & Smith, 2013; Magno, 2011). Particularly, written corrective feedback is one of the effective strategies, which refers to the practice of systematically marking and giving feedback on students' written work to correct language errors (Chen et al., 2016).

Written corrective feedback in EFL writing activities serves multiple purposes. Budianto et al. (2020) stated that corrective feedback assists teachers in explaining language concepts, provides insights into students' progress, and ensures that students are aware of and learn from their mistakes in language usage. Similarly, Anongnad and Petchprasert (2012) highlighted that feedback is fundamental and indispensable in the teaching and learning of languages. Additionally, Lewis (2002) stated that corrective feedback can be divided into several types, namely teacher feedback, peer feedback, and self-correction. Besides, Valezy and Spada (2006) define written corrective feedback as "any feedback provided to a learner, from any source, that contains evidence of learner error of language" (p. 134). Similarly, Ellis (2009) also defines written corrective feedback as the process of providing students with comments, corrections, suggestions, and guidance on their written work to assist them in improving their writing skills.

The practice of providing written corrective feedback to students as a means of enhancing their writing skills is profoundly influential. It can significantly enhance grammatical accuracy, give more insightful knowledge of writing elements (Bitchener & Knoch, 2009), improve writing accuracy (Farjadnasab & Khodashenas, 2017), enhance students' thinking processes, and promote students' self-confidence (Khanlarzadeh & Nemati, 2016; Kim et al., 2020; Lyster & Ranta, 1997; Rowe & Wood, 2008; Saragih et al., 2021; Wahyuningsih, 2020). Besides, corrective feedback is also recognized as a crucial element in promoting students' self-regulated learning, as self-regulated learners need feedback to monitor how well they are performing to meet the learning goals (Butler & Winne, 1995; Travers & Sheckley, 2000). In alignment with this idea, Fernandes-Michels and Fornons (2021) also argued that learning, feedback, and self-regulation are closely correlated. Corrective feedback significantly motivates students to engage in self-regulated learning. In essence, self-regulated learning allows learners to monitor and improve their learning (Andriani & Mbato, 2021). Moreover, Zimmerman et al. (1996) posit that students who exhibit self-regulation in their learning can take responsibility for their learning and strategies, which enhances their feelings of self-efficacy and overall learning progress.

The effectiveness of written corrective feedback depends not only on how the feedback is given but also on aligning feedback with students' preferences. While it is necessary to provide different sorts of feedback (Irwin, 2018), Han and Hyland (2015) suggested that it is crucial to understand students' backgrounds and beliefs for the feedback. Accordingly, students might have different perceptions of how the feedback is given (Tasdemir & Arslan, 2018; Wardana, 2023; Zahida et al., 2013). The student's preferences are essential as they maximize the effectiveness of written corrective feedback (Nicol & Macfarlane, 2006) and have significant impacts on their response to utilizing feedback for learning (Schulz, 2001). Additionally, it is crucial for promoting learning outcomes and fostering students' self-esteem, self-concept, and self-efficacy (Birenbaum, 2007) although students' preferences are influenced by several factors (Chen et al., 2016; Ekholm, 2014; Ferris, 2010; Lee, 2008; Tasdemir & Arslan, 2018). Besides, some studies also indicate that students' perception of their own learning needs, particularly the area where they struggle or require improvement, play a crucial role in shaping their feedback preference (Ferris et al., 2013; Hyland, 2003; Storch & Wigglesworth, 2010). In essence, understanding students' preferences for written corrective feedback types also provides teachers with a comprehensive understanding of how to implement feedback most effectively. Rowe and Wood (2008) reveal that tailoring feedback strategies with students' preferences fosters more effective and meaningful learning experiences for the students.

Although considering students' preferences is crucial, there are still a few studies that examined students' preferences for written corrective feedback. Saragih et al. (2021) discovered that among EFL undergraduate students, direct feedback was the most favored type. This was closely followed by metalinguistics, reformulation, and indirect strategies. The findings suggest that students value explicit correction and guidance in their writing improvement. Correspondingly, in the study conducted by Chen et al. (2016), it was found that university students from Mainland China exhibit a distinct preference for direct feedback. In this case, they preferred to receive specific guidance on what needed to be corrected in their writing. Furthermore, Aridah et al. (2017) found that there was a different preference for written corrective feedback between undergraduate students and lecturers. In this case, the students preferred direct feedback, while the lecturers tended to give more indirect feedback.

Similarly important, self-regulated learning holds a crucial role in fostering EFL student's writing proficiency. Self-regulation or self-regulated learning is defined as a self-fulfilling cycle that includes three phases namely forethought, performance, and self-reflection (Zimmerman et al., 1996). These three phases

enable learners to assess and enhance their learning. Because writing is also closely tied to how students regulate themselves, written corrective feedback could be considered a valuable strategy to foster students' self-regulation in writing. However, there are a few studies that focus on examining how written corrective feedback fosters students' self-regulation. Nipaspong (2022), who examined online corrective feedback through pre- and post-questionnaires and interviews among university students, revealed that there are positive effects of teachers' online written corrective feedback, especially among students with mid and low proficiency. Besides, Xu (2021), who investigated university students found that students' preference for seeking feedback is positively correlated with self-regulated learning and writing strategies. In this case, online interactions between teachers and students on teachers' feedback encouraged students to write more in the future. Besides, Taheri and Heidar (2019) found that focused corrective feedback is a powerful feedback technique for empowering students to learn from their mistakes, take responsibility for their own learning, and become more independent and autonomous academic writers, which leads them to become more self-regulated learners. In addition, Vasu et al. (2020) found that indirect feedback promotes students' self-regulated learning as it influences students' goal setting, strategy planning, strategy use, attribution, and adaptive behavior.

Considering the previous studies that limitedly examined EFL students' preferences for written corrective feedback and examined self-regulated learning more among university students, it is evident that there is a need for further research that delves into students' preferences for written corrective feedback and their perceptions of written corrective feedback in fostering their self-regulation in writing, specifically among EFL senior high school students. Examining students' preferred types of written corrective feedback as well as their perceptions of written corrective feedback is crucial in fostering their self-regulation because the teachers can focus on developing the students' preferred corrective feedback and needs in writing practices. Therefore, this study aims to provide valuable insights into the role of written corrective feedback in fostering students' self-regulation in writing. To address this gap, this study seeks to investigate two fundamental questions, as follows:

- (1) To what extent do EFL high school students prefer types of written corrective feedback strategies?
- (2) How does written corrective feedback foster EFL high school students' self-regulated learning?

Literature review

Strategies for written corrective feedback

The effectiveness of written corrective feedback in improving students' writing skills is influenced by how the feedback is provided (Tasdemir & Arslan, 2018). To navigate this terrain successfully, teachers often turn to various strategies. Ellis (2009) introduced a comprehensive taxonomy by categorizing the strategies into seven primary ways, namely direct corrective feedback, indirect corrective feedback, metalinguistic feedback, electronic feedback, feedback-focused, unfocused feedback, and reformulation as illustrated in Table 1. These strategies have their own unique attributes, which empower teachers to not only select the most suitable method of feedback but also deliver it effectively.

Table 1

Types of written corrective feedback (Ellis, 2009)

No	Feedback type	Definition
1.	Direct feedback	Refers to clear indications of the mistakes along with the correct forms or alternatives in the student's written work.
2.	Indirect feedback	Refers to signals where errors exist in the student's written work.
3.	Metalinguistic feedback	Refers to metalinguistic clues regarding the nature of the error, such as error code and brief grammatical description of a student's written work.
4.	Electronic feedback	Refers to error identification and hyperlinks to a concordance file that includes an illustration of correct usage.
5.	Focused feedback	Refers to the teacher's attempt to focus on correcting only a few types of errors comprehensively.
6.	Unfocused feedback	Refers to the teacher's attempt to correct all students' errors comprehensively.
7.	Reformulation	Refers to the enhancement of the students' content that is native-like while maintaining the original text.

Within this taxonomy (Ellis, 2009), direct corrective feedback involves explicit correction of errors in the student's written work. Teachers provide clear and direct indications of the errors in the student's written work, along with the correct forms or alternatives (Karim & Endley, 2019; Karim & Nassaji, 2018; Li et al., 2023). Conversely, indirect corrective feedback adopts a more implicit approach as it does not provide the corrected version of errors. Instead, it only provides signals where the errors exist, which encourages students to reflect on

their work and identify the errors themselves (Karim & Endley, 2019; Suerni et al., 2020; Wulandari, 2022). Besides, Ellis (2009) clarifies further that metalinguistic feedback goes beyond mere error correction. It includes explanations, suggestions, and comments. Further, Solhi (2019) explained that metalinguistic feedback aims to help students understand the underlying grammatical rules and language conventions related to their errors. This type of feedback aims to deepen students' understanding of how language works. Additionally, Ellis (2009) explains that electronic feedback utilizes digital tools, where the teachers point out errors and give links to concordance files with examples of how to use the information correctly. Finally, Ellis (2009) described that focused and unfocused feedback refers to whether the teacher tries to fix the majority of the students' errors comprehensively or just focuses on certain types of errors.

Along the same line, Aliakbar et al. (2023) also emphasize that feedback focus can vary based on the pedagogical objectives and students' needs. Consequently, focused feedback is primarily provided by the teachers to assist students with lower proficiency levels as it directs their focus to only one or a few grammatical errors. Meanwhile, unfocused feedback addresses a wide array of mistakes (Deng et al., 2022). Furthermore, Ellis (2009) explains reformulation is the kind of feedback that aims to enhance the students' entire content to create more that goes beyond error correction to refine the overall quality and fluency of the written work while maintaining the original text. The suggested theoretical model in Table 1, which is mainly drawn from Ellis's (2009) framework, builds upon prior research on written corrective feedback to address the extent of students' preferences for written corrective feedback in their writing tasks. The types of written corrective feedback are the core guidelines to address the students' preferences for writing feedback provision.

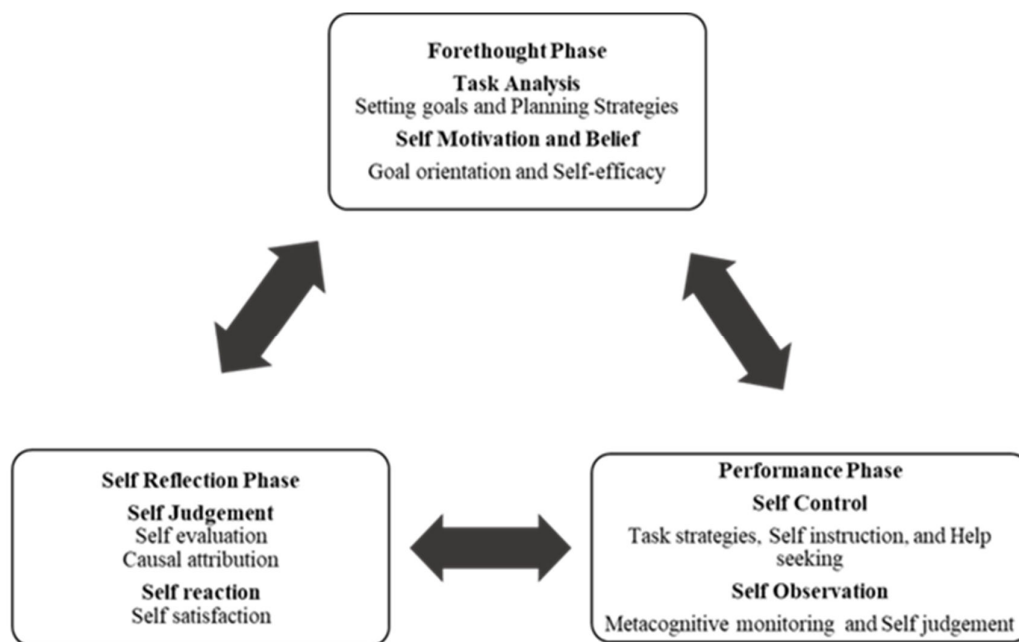
Student's self-regulation in language learning

The fact that writing is also closely tied to how students regulate themselves, written corrective feedback could be considered a valuable strategy to foster students' self-regulation in writing (Anongnad & Petchprasert, 2012). Zimmerman et al. (1996) explain that self-regulation or self-regulated learning is defined as a self-fulfilling cycle that includes three phases namely forethought, performance, and self-reflection. These three phases enable learners to assess and enhance their learning. The forethought phase refers to students' preparation for the task. In this phase, students analyze the task, set goals they want to achieve, and plan some strategies to reach the goals. Therefore, students also need to possess self-motivation and beliefs that drive them to utilize their own learning

strategies to accomplish their goals (Nadhif & Rohmatika, 2020). Furthermore, Zimmerman et al. (1996) explain that the performance phase refers to students' performance and progress monitoring in completing the task with a variety of self-control and self-observation strategies. The self-control strategy deals with task strategies, self-instruction, and help-seeking. On the other hand, the self-observation strategy deals with self-monitoring in which students monitor their own performance. Furthermore, Shen and Wang (2024) echo that students might receive feedback during this phase which is essential for maintaining their focus on achieving the goals. Self-reflection phase refers to students' assessment of their performance in completing the task. In this phase, students use self-judgment by analyzing the factors that contributed to their success and failure in completing the task. This self-assessment significantly influences students to improve their task performance by adjusting and adapting their learning strategies. Building upon earlier self-regulated learning frameworks, the proposed theoretical model (Figure 1) aims to fill the gap in the entire self-regulated learning process which specifically examines how students' preference for written corrective feedback fosters their self-regulated learning.

Figure 1

Self-regulated learning cycle (Zimmerman et al., 1996)



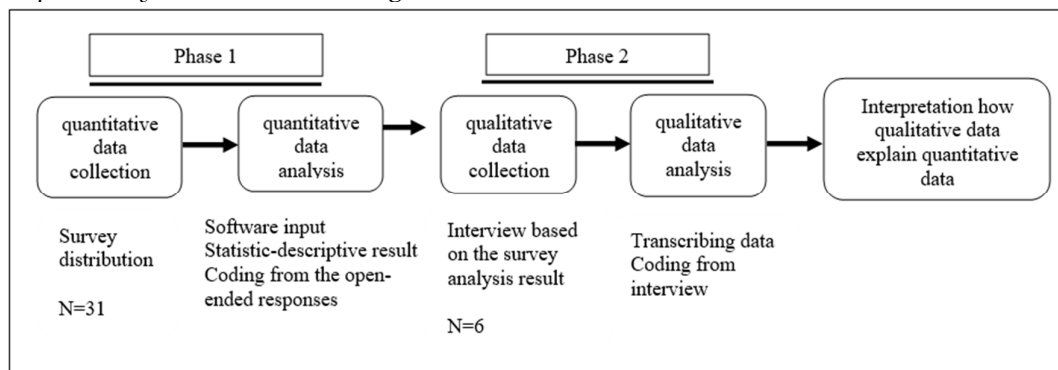
Method

Research design

This research was undertaken using an explanatory mix-method research (Creswell, 2014) by employing two stages, namely conducting the quantitative phase before proceeding to the qualitative phase (Creswell, 2014). The combination of both quantitative and qualitative data enabled the triangulation of findings and a more in-depth understanding of students' preferences and perceptions of written corrective feedback on their self-regulated learning. This study adapted Creswell's (2014) explanatory mixed-method design that is divided into two stages, as illustrated in Figure 2.

Figure 2

Explanatory mixed-method design (Creswell, 2014)



Participants

In this study, we utilized purposive sampling (Creswell, 2014) as there was a major criterion applied. Purposive sampling was used to choose the research participants based on their experience and knowledge in a certain context (Creswell, 2014). Specifically, the criteria dealt with the students who received written corrective feedback in their English written work. We distributed the questionnaire to 32 students who had received written corrective feedback by using Google Forms. The participants were given two weeks to fill out the questionnaire. Also, the participants were given a consent letter and agreed to participate. The demographic information of the research participants is shown in Table 2.

Table 2
The demographic information of the research participants

Participants	Frequency (N=32)/%	Range of age (years)	Educational level	English proficiency
<i>Questionnaire:</i>				
Male	14 (43%)	15-16	High school	Intermediate
Female	18 (56%)	15-16	High school	Intermediate
<i>Semi-structured interview:</i>				
Male	4 Participants (S4, S15, S24, and S31)	15-16	High school	Intermediate
Female	5 Participants (S1, S5, S9, S30, and S32)	15-16	High school	Intermediate

Data collection

To conduct this research, we distributed a close-ended questionnaire which consists of twenty-three items. This instrument was adapted from previous studies by Chen et al. (2016) and Nipaspong (2022). The questionnaire employed a 5-point Likert scale for respondents to express their perception, namely 1 - 'strongly disagree', 2 - 'disagree', 3 - neutral, 4 - 'agree', and 5 - 'strongly agree'. The close-ended questionnaire was divided into two sections: (1) students' preference for written corrective feedback strategy and (2) students' perceptions of written corrective feedback in fostering their self-regulated learning. Specifically, some questions from the original questionnaire by Chen et al. (2016) are excluded as they pertain to students' preferences for peer correction as a feedback strategy. This point was not examined in the current study, which solely focused on teacher's feedback. Therefore, we needed to re-measure the validity and reliability of the questionnaire in this current study. Thus, the pilot test was conducted by using Google Forms which were delivered to 32 EFL senior high school students. The R table score and R count were used to measure the validity of the questionnaire. Creswell (2014) states that the questionnaire possesses validity when the R table is less than the R count score. In this case, the R table which was set at .0349 based on the 32 participants served as the baseline for validity. Notably, the R count for each item exceeded this value, ranging from .367 to .942. Consequently, the score indicated that each item was valid and could be used in this study. Since all of the questionnaire items were valid, we employed 23 items which consisted of 7 items to examine students' preference for written corrective feedback and 16 items to find out their perceptions of

written corrective feedback in fostering their self-regulated learning. The questionnaire item distribution is presented in Table 3.

Table 3

Questionnaire item distribution

Component	Item	Number of valid items	Number of invalid items	Total
Written corrective feedback	Direct feedback	1		1
	Indirect feedback	2		1
	Metalinguistic feedback	3		1
	Electronic feedback	4	-	1
	Focused feedback	5		1
	Unfocused feedback	6		1
	Reformulation	7		1
Self-regulated learning	Forethought	8, 9, 10, 11, 12, 13		6
	Performance	14, 15, 16, 17, 18, 19		6
	Reflection	20, 21, 22, 23	-	4

We also conducted semi-structured interviews (Creswell, 2014) with nine selected students based on the considerations of their highest, moderate, and lowest scores in filling out the questionnaire as presented in Table 3. The interview questions were drawn from previous studies done by Ellis (2009), Chen et al. (2016), and Nipaspong (2022), which were designed by focusing more on participants' experiences of receiving teacher's written corrective feedback and its relation to their self-regulated learning. First, the participants were asked about which mistakes they would like their teacher to focus on. Then, considering the errors they have in the written work, they were asked about their preferred strategy for their teacher to provide written corrective feedback. Following that, they were asked about their feelings and how the written corrective feedback influence their planning, performance, and reflection on their written work. Specifically, participants were asked about their preference for written corrective feedback type and how the types of their preference foster their self-regulated learning. The semi-structured interviews were around 30 to 40 minutes. The interviews were conducted in *Bahasa Indonesia* enabling participants to offer more comprehensive and detailed information. Furthermore, the interview was also undertaken to triangulate the data information from the participants that might not have been captured in the closed-ended questionnaire. The nine participants coded S1, S4, S5, S9, S15, S24, S30, S31, and S32 were participated in the interviews.

Data analysis

The data obtained from the questionnaire was analyzed using the Statistical Program for Social Sciences (SPSS 26). Specifically, a descriptive statistical method was employed to analyze the data obtained from the close-ended questionnaire. The data were first appropriately labeled into two categories namely students' preference and students' self-regulated learning. Then, we calculated the mean and standard deviation. The mean score was categorized into three categories namely low ($M = 1.00-2.33$), moderate ($M = 2.34-3.6$), and high ($M = 3.68-5.00$). Level interpretation was then included to provide insight into the central tendencies of the participants' responses. In addition to the questionnaire, the data collected from the interviews were transcribed into structured paragraphs. For the interview analysis, thematic analysis was undertaken by examining the participants' statements into themes to identify common patterns. (Creswell, 2014). The deductive analysis was undertaken because this study employed the predefined theories (themes) to analyse the samples, namely, written corrective feedback, forethought, performance, and reflection. Thus, the predefined conceptual framework was used to highlight the emerging data from the participants at the open and axial coding stages. Following the axial coding, the process continued with selective coding, where the four initial themes were consolidated and fell into two overarching themes, namely students' preferences and students' self-regulated learning. The example of coding process is shown in Table 4. The qualitative data was also aimed to provide a comprehensive understanding of the research questions and address the trustworthiness as the data obtained from the closed-ended questionnaire was then compared, contrasted, and validated with the results obtained from the interview (Creswell, 2014).

Table 4

Example of coding process

Stages	Samples of participant's utterance (S1)			
Open coding	I want my teacher to give me feedback <u>by pinpointing the errors</u> I made in my writing.	After receiving the feedback, I <u>set a goal to</u> improve it.	While writing my essay, I think about the <u>changes I made and how they affected the quality</u> of my writing.	After completing my writing, I <u>acknowledge areas where I've improved due to feedback</u> and areas where I still need to

Stages		Samples of participant's utterance (S1)		
		focus my efforts.		
Axial coding (Themes)	Type of written corrective feedback	Forethought	Performance	Reflection
Selective coding	Students' preference	Students' self-regulated learning		

Stage for open coding is where any relevant keywords for findings from massive data were highlighted (for example "... by pinpointing the errors". The axial coding was to examine the relationships among open codings to establish the comon themes (for example "Forethought, Performance"). Finally, the selective coding is the decision-making process after seeing the core relationships and categories among the labels on the axial codings (Creswell, 2014).

Findings

Students' preference for written corrective feedback strategy

To figure out the extent to which participants preferred written corrective feedback strategies, a close-ended questionnaire and semi-structured interviews were employed. Item 1 in the questionnaire which consists of 10 statements asked participants about their preference for written corrective feedback strategies. Examples of each written corrective feedback strategy were provided, and participants rated them. Table 5 shows the average mean, standard deviation, and level of interpretation of each strategy of written corrective feedback.

Table 5

Student's preference for written corrective feedback strategy

Item	M	SD*	LI
Direct feedback	4.56	0.878	H
Indirect feedback	2.34	1.11	M
Metalinguistic feedback	3.91	1.05	H
Electronic feedback	3.06	.982	M
Focused feedback	2.34	.988	M
Unfocused feedback	3.91	.995	M
Reformulation	3.06	.982	M

As presented in Table 5, most participants acknowledged that direct feedback is the most preferred strategy among written corrective feedback strategies (M= 4.56). Specifically, participants agreed that the teacher's feedback

by highlighting the error and subsequently revising the mistakes was highly preferred. Additionally, participants acknowledged that both metalinguistics and unfocused feedback as the next preferred written corrective feedback strategy ($M=3.91$). In this case, participants preferred metalinguistic feedback as it offers explanations for necessary changes. Moreover, unfocused feedback ($M=3.06$), where the teacher addresses all errors, was perceived as the other preferred technique. In addition, reformulation ($M=3.06$), which refers to the enhancement of the participants' content into native-like while maintaining the original text, was perceived as a preferred technique. Conversely, indirect feedback ($M=2.34$) was the least preferred among the participants. This technique refers to the highlights or clues of the error which are given by the teacher. Similarly, focused feedback, which focuses only on certain errors, was considered a preferred strategy by only a few participants ($M=2.34$).

The interview of eight selected students based on the questionnaire results strengthened the findings. The total average of the questionnaire results indicated that there were two groups of participants, namely the high group and the moderate group. There is no low group as the lowest mean score is (M) > 2.33 . The four participants with high mean scores are S1, S4, S31, and S32. Meanwhile, the four participants with moderate mean scores are S5, S9, S15, and S24. Through the interview, participants also acknowledged that direct feedback was the most preferred technique for them.

When the teacher gives me the correction I could learn better from my mistakes, and it allows me to understand more what I need to improve. (Interview, S4)

I found that the corrections from my teacher helped me a lot to understand my mistakes. I can learn best if I know exactly what is right. (Interview, S31)

I prefer clues or brief explanations like the incorrect grammar I made in my writing. I think these feedbacks are also important and okay for me. (Interview, S15)

I also prefer that my teacher gives me feedback in all areas or parts where I make mistakes. Although it might make me feel sad about my result, I see it as a very helpful technique to acknowledge all the parts that I still need to improve. (Interview, S9)

The statements above show that they preferred direct feedback as it did not only clearly state the errors they made in their writing but they also got the revision of the errors. Furthermore, direct feedback was preferred as it helped them to understand the mistakes and the correct ones. Besides, participants mentioned

metalinguistic feedback and unfocused feedback as the next preferred written corrective feedback techniques.

The use of written corrective feedback in fostering students' self-regulated learning

To figure out participants' perceptions of their self-regulated learning, participants were given a close-ended questionnaire and asked how written corrective feedback influenced their self-regulated learning. Table 6 shows summary results of their perceived self-regulated learning in each phase.

Table 6

Student's self-regulated learning

Item	M	SD*	LI
Forethought	3.89	0.74	H
Performance	3.79	0.80	H
Reflection	3.96	0.88	H

As demonstrated in Table 6, the three phases of students' self-regulated learning show different scores that represent the degree agreements of students' perceived self-regulated learning. The data revealed that the participants performed high self-regulation in each phase ($M > 3.68$). In the forethought phase, the average self-regulated learning of the questionnaire indicated that participants performed high self-regulation ($M = 3.89$). Similarly, participants also performed highly self-regulated learning in the performance phase ($M = 3.79$) and reflection phase ($M = 3.96$). In detail, the findings of each phase of participants' self-regulated learning are presented separately with the mean, standard deviation, and level of interpretation of each statement. The data on the forethought phase of students' self-regulated learning is presented in Table 7.

Table 7

Forethought phase of students' self-regulated learning

Forethought phase of students' self-regulated learning	M	SD*	LI
I set clear plans to improve my writing.	3.72	.851	H
I turn the feedback into steps I can take to fix the errors in my writing that were pointed out.	3.75	.762	H
I think about the content, vocabulary, and grammar of my writing.	3.78	.608	H
I think about the organization of my writing.	3.91	.734	H
I am motivated to improve my writing based on the feedback I get.	4.22	.659	H
I believe in my ability to learn from feedback and enhance my writing skills.	4.00	.842	H

The questionnaire results in Table 7 revealed that participants perceived written corrective feedback as a useful technique to foster their forethought phase. In this phase, participants set clear plans to improve their writing ($M = 3.72$), turn feedback into steps ($M = 3.75$), think about the content, vocabulary, and grammar ($M = 3.78$), and organization of their writing ($M = 3.91$). They also feel motivated to improve their writing ($M = 4.22$) and believe in their ability to learn from the feedback ($M = 4.00$). The 8 students in the interview also perceived that written corrective feedback encourages their forethought phase. They emphasized that written corrective feedback helps them in goal setting as well as influences their motivation and belief in their skill to improve.

The feedback helps me enough know which part I need to improve. The feedback told me that the organization of my writing still needs improvement. And then, I set my goal to improve it. I feel quite motivated because the feedback encourages me to read again my note about content organization as what had been discussed in the class. (Interview, S9)

The above excerpt indicated that students perceived written corrective feedback to foster their forethought phase. In other words, they became more mindful and purposeful in their approach to writing. They planned effectively and ultimately developed into more confident and self-directed writers. In the performance phase, Table 8 demonstrates how participants also performed highly self-regulated learning in response to the written corrective feedback.

Table 8

Performance phase of students' self-regulated learning

Performance phase of students' self-regulated learning	M	SD*	LI
I often check to see how well I have used the feedback to improve my writing.	3.72	.851	H
I think about the changes I made and how they affected the quality of my writing.	3.75	.762	H
I am still eager to use the feedback, even when there are problems or difficulties.	3.78	.608	H
I regularly check the grammar, vocabulary, and content while writing.	3.91	.734	H
When the feedback is not clear, I ask for more information or clarification.	4.22	.659	H
I actively look for resources or guidance to better understand and use the feedback given.	4.00	.842	H

As shown in Table 8, although participants checked to see how well they had used the feedback was moderate ($M = 3.50$), in this phase, they thought about the changes they made and how they affected the quality of their writing ($M = 3.88$). Furthermore, they were also eager to still use the feedback even when there were difficulties ($M = 3.72$) and found clarification when the feedback was not clear ($M = 4.00$). In this phase, the feedback also encouraged them to check the content, grammar, and vocabulary while writing ($M = 3.75$) and to actively seek resources to understand and use the feedback better ($M = 3.91$). In the interview, one of the participants clearly stated that the feedback helped him to become more conscious about his writing.

Once I had a better understanding of the feedback, I applied it to my writing. The feedback makes me more aware of my writing. I checked whether all that I wanted to include in my writing was there and whether there were still some parts that I needed to change. (Interview, S31)

The above excerpt shows that the feedback promotes participants' performance phase as they always checked whether they put all that they had planned to include in their writing. Furthermore, they also consciously checked the changes they made while writing. Besides, one participant emphasized that written corrective feedback encouraged them to seek clarification and understanding eagerly while writing. In essence, both the questionnaire and interview results show that participants perceived written corrective feedback fosters their performance phase. In this case, they noted that written corrective feedback provided them with a clear roadmap for improvement, which allowed them to focus on specific areas and monitor their progress while writing. Table 9 shows reflection phase in which participants performed highly self-regulated learning.

Table 9

Reflection phase of students' self-regulated learning

Reflection phase of students' self-regulated learning	M	SD*	LI
I compare my current writing performance to previous work to gauge the impact of feedback integration.	3.75	1.04	H
I acknowledge areas where I've improved due to feedback and areas where I still need to focus my efforts.	3.88	.833	H
I think about how well I am doing on my assignments.	3.97	.897	H
I feel a sense of accomplishment when I get everything done	4.25	.762	H
I compare my current writing performance to previous work to gauge the impact of feedback integration.	3.75	1.04	H
I acknowledge areas where I've improved due to feedback and areas where I still need to focus my efforts.	3.88	.833	H

As indicated in Table 9, in this phase, they compared their writing performance to their previous work ($M=3.75$), acknowledged the area where they had improved ($M=3.88$), thought about how well they performed ($M=3.97$), and felt a sense of accomplishment after finishing their writing ($M=4.25$). In addition, one of the participants also emphasized that at the end of his writing, he reflected on his writing performance.

I feel a sense of improvement in my writing. Previously, I was confused and not really sure how to organize my content, but after reading the feedback, I know how to organize my writing. So, after finishing my writing, I recheck my writing and make sure that my writing is now better than the previous one. (Interview, S1)

The data above clearly shows that participants agreed that written corrective feedback also fostered their reflection phase. After finishing their writing, the students become more inclined to analyze and evaluate their writing performance with increased depth and self-awareness. Written corrective feedback served as a springboard for introspection which prompts them to reflect on their strength, the effectiveness of their strategies, and the areas where they could further improve.

Discussion

This part discusses the findings to figure out the relationship between previous studies and the extent to which participants preferred the type of written corrective feedback strategies and their perceived self-regulated learning in the current study. It regards to the first research question. All techniques of written corrective feedback as classified by Ellis (2009) were valued by the students in relation to their preferences. The finding shows that students perceived direct feedback to be the most preferred technique among written corrective feedback techniques ($M=4.56$). Specifically, 23 of 32 students strongly agreed that the teacher's feedback by highlighting the error and subsequently revising the mistakes is helpful for them. Students' preference for direct feedback in writing has been supported by some studies. In comparison with the findings from Saragih et al. (2021), their study discovered that direct feedback was the most favored type among EFL undergraduate students. Furthermore, this current study also found that students acknowledged that both metalinguistics and unfocused feedback as the next useful written corrective feedback techniques ($M=3.91$) followed by reformulation ($M=3.06$). Similarly, Saragih et al. (2021) also revealed that metalinguistics feedback was perceived as the next most preferred strategy among EFL undergraduate students. Furthermore, the findings of the

current study are also similar to the study conducted by Chen et al. (2016). It was also found that university students from Mainland China exhibit a great preference for direct feedback. In this case, they like to receive specific guidance on what needs to be corrected in their writing. Furthermore, Aridah et al. (2017) found that there was a different preference for written corrective feedback between undergraduate students and lecturers. In this case, the students prefer direct feedback, while the lecturers tend to give more indirect feedback.

On the other hand, students' preference for direct feedback differed from Westmacott (2017) who found that indirect feedback was perceived as the most preferred written corrective feedback strategy. Most students claimed that indirect feedback was more useful as it encouraged deeper cognitive processing and learning. These findings emphasize that the effectiveness of written corrective feedback depends not only on how the feedback is given but also on aligning feedback with students' preferences which is supported by Nicol and Macfarlane (2006) who stated that the students' preferences are essential as it maximizes the effectiveness of written corrective feedback. In the same vein, Schulz (2001) also emphasized that preferred feedback has significant impacts on students' responses to utilizing feedback for learning.

With regard to the second research question, in the context of students' self-regulated learning, this current study found that students exhibited high self-regulated learning. Specifically, participants possessed all the self-regulation phases namely forethought, performance, and reflection (Zimmerman et al., 1996). Table 6 shows that students' self-regulation scores exceeded 3.68 for each phase. In this case, students perceived written corrective feedback fostered their self-regulated learning (Ekholm et al., 2014). This finding is further supported by the questionnaire responses statement SR1 to SR6 (see Table 6) which indicated that students perceived written corrective feedback as fostering their forethought phase ($M=3.89$). In this phase, participants agreed that written corrective feedback encouraged them in the planning as they set plans to improve their writing, turn feedback into steps that they could take, and plan about the content and organization of their writing. Besides, they also felt motivated to improve their writing and believed in their ability to improve. In this essence, participants became more mindful and purposeful in their approach to writing, planning effectively, and developing confidence as self-directed writers. These results were supported by previous studies on the impact of written corrective feedback on students' self-regulated learning. Taheri and Heidar (2019) which specifically focused on examining the use of focused and unfocused feedback towards students' self-regulated learning found that focused written corrective feedback empowered students to be self-regulated learners. Similarly, Vasu et al. (2020)

found that written corrective feedback improved students in the forethought phase. It similarly shows that students were able to list steps to follow before they started writing an essay. In this case, it indicated that students performed a great planning strategy. Besides, Xu (2021) found that students who received written corrective feedback engaged in similar forethought behaviors, such as thinking about the important elements of a good writing composition and searching for some related articles to support their writing.

The high level of self-regulation observed in the forethought phase extended to the performance phase. Students also demonstrated strong self-regulation in this phase ($M=3.79$). Their response to the statement SR7 to SR12 indicated that they perceived written corrective feedback as a valuable instrument in fostering their performance phase. In comparison, corrective feedback can potentially motivate students to engage in self-regulated learning. In this case, self-regulated learning allows them to monitor and improve their learning (Mbato & Cendra, 2019). Students reported utilizing written corrective feedback as a clear roadmap for improvement, which allows them to focus on specific areas and monitor their progress while writing. In this case, it shows that students monitored their performance in completing the task with a variety of self-control and self-observation strategies (Zimmerman et al., 1996). The findings from Zimmerman et al. (1996) align with research by Nipaspong (2022) who found significant differences in self-regulation scores between students who received and did not receive written corrective feedback. Students with Written corrective feedback consistently monitored their progress while writing. Additionally, the finding of this study is also similar to Xu (2021) who found that students became more aware of their writing progress as they regularly checked their grammar, spelling, punctuation, and logical coherence. In this phase, the students also thought about the changes they made along the way. These findings are also in line with Taheri and Heidar (2019). They revealed that focused corrective feedback helped students assess their accuracy and be responsible for their own errors.

In addition to the forethought and performance phase, students also perceived that written corrective feedback facilitated their reflection phase ($M=3.96$). Statement SR14 to SR16 further reinforced the finding as it indicated that written corrective feedback encouraged them to possess critical aspects of self-regulated learning. The participants perceived that they reflected on their performance after finishing their writing. In detail, they compared their writing to their previous work. It aimed to make sure that they had applied all the feedback and plans well. Finally, they also felt a sense of accomplishment. In this case, it shows that they possessed the reflection phase which allows them to

obtain understanding from their mistakes, identify areas for improvement, and assess their improvement (Zimmerman et al., 1996). The research findings from Zimmerman et al. (1996) align with Nipaspong (2022) who found that students were encouraged to think about their improvement after finishing their writing. Additionally, it is also in line with Vasu et al. (2020) who noted that written corrective feedback fostered the reflection phase as students were enabled to identify their weaknesses and develop strategies for overcoming them. This ultimately empowered students to feel a sense of accomplishment.

Conclusion

The study aimed to explore EFL high school students' preference for written corrective feedback and their perceptions of their self-regulated learning after receiving the feedback. Concerning the type of written corrective feedback technique, the result revealed that direct feedback is the most preferred technique for revising students' written work. This is followed by metalinguistic feedback as the next preferred feedback technique which focuses on giving students explanations of the correct use of grammar. Besides, the result also revealed that students highly perceived that written corrective feedback can potentially foster their self-regulated learning. Specifically, written corrective feedback empowers the three phases namely forethought, performance, and self-reflection. First, written corrective feedback potentially enhances students' planning and goal-setting in the forethought phase. Second, written corrective feedback also potentially prompts them to actively monitor their progress, and ultimately leads them to a deeper analysis of their performance. Third, written corrective feedback promotes a stronger sense of accomplishment in the reflection phase.

Consequently, this study offers two pedagogical suggestions for teachers and students and suggestions for future research direction. First, teachers should be more mindful of students' preferences in providing written corrective feedback. While all types of written corrective feedback techniques are beneficial, prioritizing certain direct feedback aligns with students' preferences and likely increases engagement with the feedback process. Second, students should perceive written corrective feedback as a tool for growth. When students perceive feedback as a guide rather than a judgment, they embrace the opportunity to learn from their mistakes. This fosters a growth mindset, where challenges become stepping stones, and students actively seek out feedback to propel their learning forward. This empowered approach fosters self-regulated learning, as students become self-motivated to set goals, monitor their progress, and reflect on their performance. In essence, written corrective feedback becomes more than just a corrective tool. It should serve as a bridge that connects students to their

full potential as self-regulated writers. In short, examining how preference and self-regulation interact could offer deeper insight into the effectiveness of written corrective feedback.

The last suggestion is for future research direction based on the research limitations. Although this study has shed valuable light on students' preferences for written corrective feedback and its perceived impact on self-regulated learning, this study there are two limitations that must be acknowledged. First, this study did not delve into the potential interaction between students' preferred written corrective feedback types and their actual learning outcomes. Examining how preference and self-regulation interact could offer deeper insight into the effectiveness of written corrective feedback. Second, this research did not rely on reported data such as students' achievement scores after receiving the written corrective feedback. Thus, future research studies can, firstly, incorporate a closer analysis of students' actual engagement with written corrective feedback during the writing process. Secondly, since this study only focused on a single time point which restricted assessing students' change and development, longitudinal studies could be valuable research to better understand the long-term impact of written corrective feedback on students' real achievement (scores) and writing progress.

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