# Focused or Comprehensive Written Corrective Feedback: Exploring Students' Preferences for Written Corrective Feedback

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**Abstract:** *Although researchers have theorized that focused written corrective feedback may be more conducive to noticing and internalization on account of the fact that learners have limited processing capacity and should not, therefore, be burdened with attending to feedback on multiple errors at the same time (Ellis et al., 2008; Frear & Chiu, 2015), several qualitative studies have reported that learners prefer comprehensive written corrective feedback targeting all their errors (Lee, 2005; Amrhein & Nassaji, 2010; McMartin-Miller, 2014). As most studies investigating the relative effectiveness of the two types of feedback focus have not produced any conclusive evidence (Ellis et al., 2008; Sheen et al., 2009; Frear& Chiu, 2015; Rahimi, 2019), it is worth investigating if students' preference for comprehensive written corrective feedback is ubiquitous, well-founded and in line with the findings from the empirical research. This paper reports a qualitative research that explored four EFL students' relative preferences of focused- and comprehensive written corrective feedback using semi-structured interviews and analyzed the data employing thematic analysis. The results revealed that the students showed a clear-cut preference for comprehensive feedback. However, since research in the domain of feedback focus is largely inconclusive, students' preferences might not be well-informed by the research in the field, as they were found to assess feedback based on its quantity rather than quality. They seemed to be guided by the fact that more is better. Teachers, therefore, need to strike a balance between their students' preferences for feedback focus and the findings from research. The study recommends that teachers provide WCF in a non-polar manner adapting it to their students' needs and writing proficiency rather than solely founding their feedback decisions on the basis of their students' priorities.*

**Keywords:** *learners' beliefs and perceptions, feedback efficacy, comprehensive written corrective feedback, focused written corrective feedback, feedback scope*

## Introduction

Effective written communication is a fundamental skill in today's globalized world, influencing success across various academic and professional domains (Sparks et al., 2014). Language educators continually seek ways to enhance students' writing abilities, and one crucial aspect of this endeavor is the provision of written corrective feedback (WCF). WCF in L2 contexts is provided to guide students in identifying and rectifying errors in their written compositions to foster language proficiency (Crosthwaite et al., 2022)

In the domain of WCF, a recurring debate centers around the relative efficacy of two primary

approaches: focused and comprehensive feedback. Focused feedback targets specific linguistic or structural aspects of writing, focusing on individual errors or areas for improvement. Comprehensive feedback, on the other hand, takes a holistic view of a student's writing, addressing a broad spectrum of errors and offering suggestions for overall enhancement (Lee, 2020) The ongoing debate regarding the effectiveness of comprehensive WCF versus focused WCF in the realm of writing instruction continues to be a subject of contention among researchers. While some scholars advocate for the benefits of comprehensive feedback and present empirical evidence that challenges assertions of heightened cognitive load associated with it, proponents of focused feedback hold differing opinions. In particular, Lee (2019) constructs a case against comprehensive feedback, highlighting several points of concern. These include the substantial time investment required for teachers to provide feedback on all errors, which might divert attention away from other crucial aspects of writing like content, organization, and genre. Lee also suggests that this type of feedback could take an emotional and psychological toll on teachers, leading to potential burnout. Additionally, he argues that excessive correction could bewilder and discourage students, ultimately hampering their motivation to write. From a pedagogical perspective, Lee contends that comprehensive WCF might not align well with theories of second language acquisition (SLA), as learners-especially those with lower proficiency levels struggle to process a large number of errors simultaneously due to limited cognitive capacity.

However, these arguments have not gone unchallenged. Falhasiri ( 2021)provides a counterpoint to Lee's assertions. One of Falhasiri's key contentions is that the idea that comprehensive WCF contributes to cognitive load was originally put forth in the context of oral skills, rather than writing skills. Moreover, Falhasiri references studies such as Lopez et al. ( 2021)and Frear and Chiu (2015) that suggest learners did not perceive comprehensive feedback as burdensome, thereby casting doubt on the notion of excessive cognitive load. Addressing the claim that comprehensive feedback lacks structure and clarity, Falhasiri draws upon Gass's (1997) cognitive processing model to support the argument that feedback scope might not significantly impact comprehension. Instead, factors like the explicitness of feedback and the proficiency level of the learner could wield greater influence over feedback comprehension.

Amidst these conflicting perspectives, the debate remains ongoing. Analogous to the unresolved discourse regarding the comparative efficacy of direct and indirect feedback, the discussion about the differing effects of comprehensive and focused WCF remains inconclusive. Currently, empirical evidence has not yielded definitive conclusions regarding the superiority of either approach. As researchers continue to explore and analyze this topic, the landscape of WCF in writing instruction may evolve, potentially shedding more light on the intricacies of this pedagogical matter.

Although the debate is ongoing, students and teachers in EFL contexts have been reported to show a preference for comprehensive WCF (Lee, 2004); McMartin-Miller, 2014) This is so even though focused WCF has been posited to be more conducive to noticing and cognizing and less overburdening for learners by some researchers (Ellis et al., 2008; Sheen, 2007). Because both students and teachers are affected by the amount of feedback they receive and provide respectively, it is worth further investigating whether EFL learners prefer comprehensive- or focused WCF, and how their perceptions tie in with the findings of empirical research in this regard. Moreover,  although

understanding students' beliefs about the relative efficacy of focused and comprehensive WCF is crucial in devising feedback strategies that tally with their preferences, it is advisable to align students' preferences with the findings of empirical research, as such preferences may not be well informed.

### Literature Review

Beliefs about corrective feedback are the attitudes, views, and opinions learners have about the usefulness of corrective feedback in L2 learning and teaching and how it should be implemented (Lee, 2017). This study lists several reasons why it is important to investigate CF-related student beliefs. Firstly, its effectiveness is dependent upon learner receptivity, i.e., only learners who engage with feedback benefit from it. Secondly, their views about CF are an important source for critically evaluating what has been found about its utility in the research with the classroom reality (p.143).

A number of studies have examined learner beliefs with regard to their preference for selective vs. comprehensive feedback. Leki, (1991) surveyed 100 ESL students regarding their views about comprehensive and selective feedback. The survey aimed to understand which paper marking techniques are most helpful to these students in improving their writing. The students were asked about the types of corrections they pay attention to, retain best, and their reactions to positive and negative comments on both their writing's form and content. The study found that 70% of the students associated good English writing with being error-free, leading them to anticipate their composition teachers to correct all errors. The researcher argued that agreement between teachers and students on what constitutes writing improvement was crucial. It is also suggested that students' expectations might need adjustment for them to benefit from teacher feedback on their compositions.

Oladejo (1993) conducted a study involving 147 secondary school students to investigate three specific topics: (a) the students' preferences for error correction, (b) their perceptions of errors, and (c) the attitudes of learners with different levels of exposure to errors and error correction. Additionally, the researcher conducted a separate but similar study with 500 undergraduates from the National University of Singapore, belonging to different faculties. The aim was to gather insights into the students' opinions and preferences regarding error correction.

Learners generally agreed that correcting their errors in English is necessary to improve their fluency and accuracy. They preferred comprehensive error correction rather than selective correction. Most learners strongly disagreed that grammatical errors should be overlooked in favor of errors affecting communication. A significant number of learners also disagreed with the idea of correcting errors only if the majority of learners struggled with those specific aspects. More than 80% of respondents disagreed with this notion. It's worth noting that a majority of learners also disagreed with the belief that consistent error correction might frustrate them and reduce their willingness to use the language. Over 80% of respondents disagreed with this notion as well. These findings are consistent with observations from the study with secondary school students, where over 90% of secondary school pupils disagreed with the idea of selective error correction. Moreover, 63% of the students did not think that comprehensive feedback led to frustration and discouragement among L2 learners.

Lee (2005) investigated L2 students' beliefs, perceptions, and attitudes about error correction. A questionnaire in both Chinese and English was administered to a total of 320 students from eight secondary schools through a contact teacher in each school. With regards to the two types of error

feedback in English writing by their teachers: comprehensive and selective, over 60% of students reported that their teachers used comprehensive error feedback, marking all errors, while about 33% received selective feedback, marking only some errors. Among those receiving selective feedback, around 48% were told which error types would be focused on before or after marking. The majority (82.9%) preferred comprehensive feedback, finding it helpful to have all errors underlined or circled. Students felt that it helped them identify and avoid their mistakes, especially for exams. Interviews supported this, with students valuing knowing their errors. Those disliking selective feedback found it unhelpful for learning, as they couldn't grasp their mistake patterns. Conversely, proponents of selective feedback found it more conducive to learning, citing the ability to focus on specific error types for better retention.

Amrhein and Nassaji (2010) focused on examining the perspectives of English as a Second Language (ESL) students and teachers regarding the effectiveness of various forms and quantities of WCF (WCF). The research aimed to understand how these individuals view different types and amounts of WCF, as well as the underlying reasons influencing their preferences. Both qualitative and quantitative data were gathered through written questionnaires administered to a total of 31 ESL teachers and 33 ESL students. 94% of the ESL learners they surveyed wanted their teachers to mark all errors.

One of the topics participants were surveyed about was whether teachers should mark all, some, or no errors, focusing on ideas and content. Students and teachers could choose multiple options. The most popular choice among students was marking all errors (93.9%), while for teachers, it was marking all errors (45.2%). The second most chosen option for students was marking major errors but not minor ones (9.1%), and for teachers, it was marking errors that hindered communication of ideas (25.8%). The difference between teachers and students in terms of error marking preferences was statistically significant (p=0.01). Students leaned towards marking all major errors, whereas teachers leaned towards correcting only errors that affect communication.

McMartin-Miller (2014 aimed to explore two primary concerns related to the teaching of second language writing: 1. the proportion of errors that instructors identified in student compositions, along with the reasons for their marking choices; 2. the students' perceptions regarding selective versus comprehensive error feedback. The research involved three instructors and 19 students who were part of a first-year composition course designed for international students at a major U.S. university.
The study found that although a majority of students interviewed by the researcher preferred comprehensive feedback, there were also discrepant views. Some students also expressed willingness for other types of feedback, such as selective feedback.

Jamoom (2016) explored the beliefs of feedback in terms of how they translated into their classroom practices. The study was undertaken at the University of Zawia, Libya and the target participants were undergraduate students and teachers at the Department of English. All student participants who were first- and fourth-year students were Libyan. However, the teacher participants are from different nationalities. Two closed-ended questionnaires were used to explore teachers' beliefs and practices of feedback, preferences of students for feedback, and students' problems and strategies when dealing with teacher-written feedback.

The findings showed that most of the student participants believed that their written texts should

be error-free. The students' beliefs could be a result of their thoughts that as English major students, they have to produce error-free written texts. They could also be attributed to the nature of their teachers' written feedback, which focuses extensively on their linguistic errors. Based on these beliefs, most of the student participants preferred all their linguistic errors to be corrected or indicated (comprehensive feedback). Their reasons for this strategy were that it enabled them to identify their errors and helped them to understand the nature of these errors. They also reported that without teachers' correction or indication to all their errors, they might think that what they have written is right. This might lead them to repeat the same errors in their future written texts (error fossilization).

In conclusion, while there's considerable research on students' and teachers' beliefs about WCF, there's no one-size-fits-all answer. The effectiveness and appropriateness of different WCF strategies can depend on a range of factors, including the goals of the instruction, the level and needs of the students, and the specific context in which teaching and learning are taking place. Moreover, while the studies cited above report learners' preferences for WCF, they are not exclusively focused on the differential efficacy of focused- and comprehensive WCF. The differential efficacy of those two types of WCF is only one of several topics. Therefore, there is a need for research that exclusively focuses on learners' beliefs and perceptions about feedback scope.

This study, therefore, explored the beliefs of the participants about the two types of feedback, comprehensive and focused, to compare their relative efficacy from the learner's point of view. Such exploration into students' beliefs about the relative efficacy of focused and comprehensive WCF not only provides insights into learner preferences but also offers potential directions for teachers to maximize the impact of their corrective feedback.

## Methods

In this study, data was collected to investigate students' preferences for two types of feedback through semi-structured interviews with four students. The purpose was to understand students' views on their relative preferences for the two feedback types. To guide the interviews, a set of questions aligned with the study's theoretical framework was prepared. These questions were designed to gather detailed information about students' perceptions of the effectiveness and preference between selective and comprehensive WCF. Although the interviews followed a semi-structured format, they allowed flexibility for open-ended discussions. The interviews took place in the researcher's office, were individually recorded using an Android recording App, and lasted around ten minutes on average. Due to time constraints, the interviews were intentionally kept brief, as the students had other classes to attend. The recorded interview files were stored on a Cloud platform for safekeeping. Each interview was transcribed verbatim and cross-checked for accuracy.

The four student interviews were analyzed using content analysis techniques, specifically codification. Content analysis involves selecting text samples, defining units of analysis and categories, coding the texts by assigning them to categories, and then quantifying occurrences of words, codes, and categories. A "code" refers to a word or short phrase that symbolically represents a key attribute of a portion of data. Despite debates on the effectiveness of codes for qualitative data analysis, the researcher chose this method for its systematic approach and ability to add rigor to qualitative research.

The researcher transcribed the four interviews verbatim and read through them to understand

their overall meaning. Significant text segments were highlighted and assigned code words or phrases that captured their essence. This initial coding process was applied to all interviews. Similar codes were then merged to create categories and themes, reducing the number of codes for manageability and providing detailed descriptions of fewer themes rather than general information about many. This practice aligns with qualitative research principles. The resulting coding hierarchy is illustrated in Figure I.

**Figure I**
*An Example of Coding Procedure* ( Creswell 2014)



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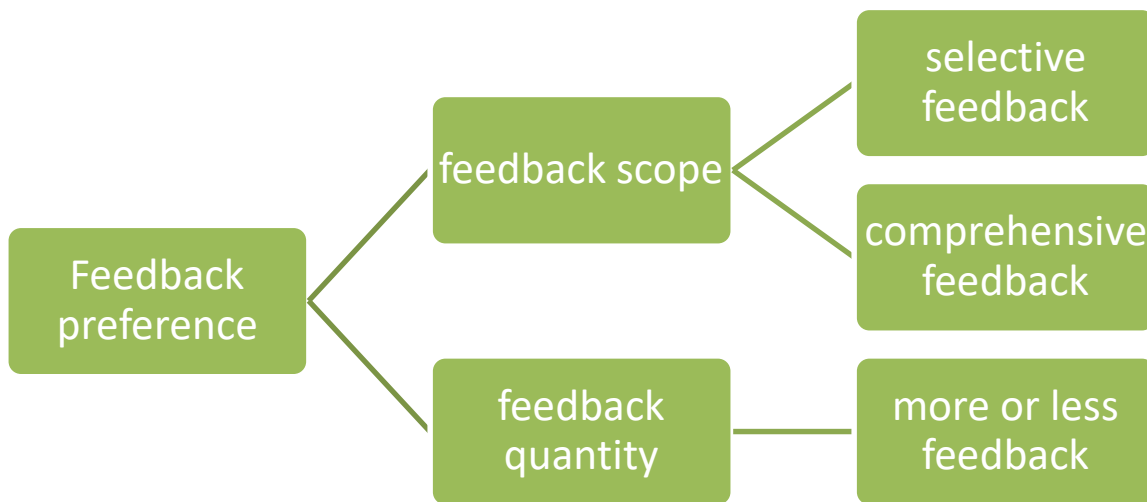
The initial three codes in the first column illustrate how students desire their writing to be corrected by teachers – whether they prefer comprehensive feedback addressing all errors or focused feedback targeting specific errors. These two codes were combined to form the "feedback scope" category. Similarly, the "more or less feedback" code was incorporated into the higher-level "feedback quantity" code. These two categories were then merged to establish the overarching theme of "feedback preference." This process involved condensing the data into abstract themes through a hierarchical progression from specific codes to broader categories and themes.

Subsequently, each interview was transcribed using online Software, and the resulting written text was cross-referenced with the original spoken content through multiple listenings. Adjustments were

made to enhance clarity where the meaning was unclear or ambiguous.

### Validity and Reliability

The interview questions were sent for validation to a panel of three experts having research backgrounds in qualitative methodology. The researcher was advised to use more open-ended questions to get richer responses and to modify the language of some of the questions to make them easier to understand for the participants. The suggestions were incorporated into the questions. By and large, the panel found the interview questions appropriate for eliciting the desired information.

A pilot interview was conducted to evaluate the appropriateness and effectiveness of the interview questions, gauge the time required, and anticipate potential issues for the upcoming main interviews. Key takeaways from the interview included the realization that certain questions were not comprehended by the student, necessitating repeated rephrasing. Consequently, questions were simplified for the main interviews. The student occasionally veered off-topic, resulting in tangential information. To address this, the researcher rephrased and restated questions. This highlighted the disparity between the idealized interview process and real-world complexities. The student also exhibited reluctance to elaborate, requiring the researcher to prompt for deeper insights.

In conclusion, the pilot interview yielded valuable lessons: the importance of question simplification, the skill of follow-up questioning, and maintaining focus. It also provided an opportunity for the researcher to enhance their interview techniques and prepare for challenges in future main interviews.

Intercoder reliability was used to ensure consistency and transparency in the coding process. The concept of Inter-rater Coder Reliability (ICR) involves assessing the agreement between different coders when coding the same data. ICR evaluation addresses both external and internal concerns in qualitative research. It helps address suspicions about research rigor and ensures coding consistency among individual researchers.

In this study, the researcher employed double coding for data analysis. The researchers familiarized themselves with interview contents, and then applied inductive coding, creating emergent codes based on data segments. The researcher acted as Coder 1, while a colleague served as Coder 2. Following conventions, 25% of the data were double-coded to evaluate ICR. Each data segment received a unique code to avoid ambiguity.

The coding procedure involved Coder 1 coding one interview and creating a codebook. Coder 2 received the transcript with highlighted data segments, and then independently assigned codes. Subsequently, the two coders compared their codes and calculated ICR. Various methods, such as percentage agreement and statistical tests like Cohen's kappa, could be used to measure ICR. The researcher opted for the simple approach suggested by Huberman & Miles (1994): ICR = (number of agreements) / (number of agreements + number of disagreements)

Miles and Huberman (1994) proposed an 80% agreement on 95% of the codes as a benchmark. ICR results between .81 and 1 indicate almost perfect agreement. To achieve this standard, the data were double-coded multiple times, with intercoder discussions to address disagreements and eventually reach the 80% agreement goal.

### Results

The study aimed to explore students' perceptions of the usefulness of WCF and their preferences between focused and comprehensive feedback. Four students were interviewed, and their responses were analyzed thematically. This analysis revealed various themes that reflected the students' views on WCF. The following paragraphs will delve into these themes individually, with the participants pseudonymized as O, A, B, and Z to ensure privacy.

One of the themes that emerged from the analysis was the students' previous experience of WCF. One student, named O, shared that in his previous education, his English teacher would have him write multiple drafts of the same topic and provide feedback on each draft. This method allowed him to revise his work based on the feedback, and he found it easier than the feedback approach in his current university where he had to apply feedback to new essays.

O also understood that his teacher couldn't focus comprehensively on all errors due to the large class size but appreciated that the teacher marked errors more extensively on the final draft. Another student, A, recalled that his previous teachers mainly focused on formal aspects like spelling and grammar, rather than content or organization. B remembered receiving feedback that covered all paragraphs and the entire essay, but the exact extent of coverage was not entirely clear.

Z had studied in Australia and received feedback that covered various perspectives, both in terms of form and content. Though the feedback was minimal due to fewer errors, it was comprehensive in its coverage of different writing aspects.

In summary, the participants' previous feedback experiences varied. O valued feedback on multiple drafts, A's past feedback mainly addressed formal errors, B received feedback that seemingly covered the entire essay, and Z's feedback was comprehensive despite being minimal due to fewer errors. Overall, the participants displayed a good understanding of WCF from their past academic experiences.

Another theme that came up was students' valuation of teacher WCF. Participants were asked if they would accept a teacher who didn't provide any feedback, and all four participants strongly rejected this idea.

Participant O emphasized that feedback is crucial for learning, especially during the initial draft, as it aids both learning and exam performance. Participant A highlighted the necessity of a second perspective on writing, stating that feedback helps identify errors that might go unnoticed by the writer. Participant B shared that feedback is essential for improvement, even if it initially feels daunting. Participant Z also stressed the importance of feedback in pointing out areas for improvement.

All participants highly valued the teacher's corrective feedback. They believed it was necessary for improvement in writing skills, providing a second perspective, identifying errors, and highlighting weak points. The consensus among participants was that feedback was indispensable for enhancing their writing skills.

The research focused on participants' preferences for feedback focus. All participants expressed a strong preference for comprehensive WCF. Participant O preferred feedback that helped him avoid minor mistakes made under time pressure, leading to higher grades. Participant A, despite feeling nervous about extensive corrections, acknowledged the improvement that comprehensive feedback brought to his writing. Participant B believed in the long-term benefits of such feedback, seeing it as useful beyond academia. Participant Z emphasized the value of catching minor errors early through comprehensive

feedback to prevent them from becoming significant mistakes.

All four participants emphasized the importance of teacher feedback. They unanimously rejected the idea of a teacher providing no feedback. Participant O highlighted how feedback aided learning and exam performance. A stressed the need for an external perspective to identify errors and enhance writing skills. B associated feedback with improvement and recognized its significance in highlighting weaknesses. Z echoed similar sentiments, stating that feedback was crucial for self-improvement.

In conclusion, all participants preferred comprehensive feedback and regarded it as essential for improvement. They recognized the educational and developmental value of teacher feedback, even though it might sometimes trigger feelings of apprehension or nervousness due to the corrections received.

The study examined students' responses to corrective feedback in terms of their perceptions and strategies for managing comprehensive feedback. The concept of how students react to feedback is significant in the literature. Some researchers argue that comprehensive feedback can be overwhelming for students, leading to stress. Despite this, participants in the study preferred comprehensive feedback due to its potential benefits.

Participant O showed eagerness to engage with comprehensive feedback, as it ensured a high grade. Participant A acknowledged difficulties in dealing with extensive corrections due to personal errors but still valued comprehensive feedback. Participant B expressed the intent to seek teacher assistance to manage the feedback. Participant Z outlined a step-by-step approach to handling feedback systematically.

The participants' strategies were influenced by their beliefs in the value of comprehensive feedback. Satisfaction with feedback was also explored. O believed the feedback improved his performance, although he had lingering concerns. A highlighted significant improvements in writing and language skills. B experienced discouragement initially but later embraced feedback as it led to improvement. Z expressed complete satisfaction, finding the feedback comprehensive and effective.

Overall, participants' responses emphasized their willingness to engage with comprehensive feedback, recognizing its potential benefits despite acknowledging the challenges it might present.

The researcher aimed to understand students' perceptions of the intervention's value in terms of time and effort spent. The goal was to determine if students believed the feedback aided their writing improvement, and if they were satisfied with the amount of feedback received.

One student, O, initially believed the feedback helped him improve and raise his grades. However, he later expressed uncertainty about consistent improvement, suggesting partial satisfaction. A student named A was highly content with the feedback. He identified improvements in spelling, chatting with friends in English, and enhanced conversation skills, even reducing reliance on Google Translate. A desired more feedback, indicating overall satisfaction. Similarly, student B felt satisfied with both the quantity and quality of feedback. Initially discouraged by the number of corrections, B's growing writing improvement led to an appreciation for feedback as a means of enhancing writing skills. Student Z displayed complete satisfaction with the feedback, finding it comprehensive, understandable, and effective for improving his writing without errors. In summary, except for O, who had reservations about persistent errors, all participants expressed overall satisfaction with the feedback's impact on their writing

skills. A, B, and Z were notably content with the feedback's positive effects on various aspects of their writing.

To conclude, this study focused on students' views about WCF and their preferences between focused and comprehensive feedback. Thematic analysis of interviews with four participants revealed diverse experiences and viewpoints. Key themes included participants' past feedback experiences, their unanimous appreciation for teacher feedback, and a strong preference for comprehensive feedback. Participants recognized the long-term benefits of such feedback for improving writing skills, demonstrating their commitment to self-improvement. The study also highlighted participants' strategies for managing feedback, displaying their dedication to maximizing its advantages. Overall, despite challenges, students highly valued comprehensive WCF for its educational benefits, reinforcing its role in fostering growth and improvement in their writing skills.

## Discussion

The participants in the study placed great importance on teachers' WCF as a means to enhance their writing accuracy. They perceived this feedback as an indispensable tool for improving their writing skills and were unable to envision any progress without it. They expressed a strong aversion to scenarios where teachers refrained from providing any form of corrective feedback, bearing out the findings of McMartin-Miller (2014), wherein no student indicated acceptance of a teacher who marked no errors. This response highlighted the students' recognition of the multiple dimensions of value that corrective feedback offers.

The students' perspectives on this issue varied: participants O and B interpreted the absence of feedback as a missed learning opportunity, reflecting a goal-oriented approach where students expect valuable returns for their invested time and effort. Conversely, participants A and Z emphasized the significance of corrective feedback in offering a second-person perspective on their errors, asserting that writers often fail to identify their own mistakes without external input. This appreciation indicated the students' deeper comprehension of the role and function of corrective feedback, paralleling the necessity for even experienced writers to have their work reviewed and edited by others.

The findings resonated with those of Chen et al. (2016), where students exhibited a favorable attitude toward error correction and comments, especially in terms of content and organization feedback. Similar outcomes were observed with Leki (1991), where the majority of students stressed the importance of having their grammar errors pointed out. This positive appraisal of the teacher's corrective feedback underscored the significance of error-free writing from the student's perspective, illustrating their aspiration for precise and accurate writing.

Satisfaction with feedback emerged as another significant theme, reinforcing the students' favorable evaluation of teacher feedback. All interviewees expressed substantial satisfaction with the feedback received on their essays, indicative of their belief in the feedback's efficacy in enhancing their writing. For instance, participant O credited the feedback with improving the accuracy of his writing, resulting in better grades. Interestingly, participant A reported improvements in spelling accuracy, and even conversational skills, which, though surprising, made sense in the context of English as a foreign language (EFL) learners. Improved accuracy in writing correlated with better control over spoken output, highlighting the comprehensive impact of teacher feedback beyond its immediate scope.

A central question in the research concerned whether students preferred focused or comprehensive WCF. When given the choice between receiving feedback that addresses some errors (focused) or all errors (comprehensive), all participants chose the latter. This preference for comprehensive feedback was also echoed in other studies such as Jamoom (2016) and Amrhein and Nassaji (2010). Comprehensive feedback was seen as valuable for learning, ensuring errors were recognized and corrected, and improving writing overall.

Interestingly, participant O sought comprehensive feedback primarily to eliminate casual errors under exam conditions, aiming for better grades. This echoed findings from McMartin (2017) where some students preferred comprehensive feedback for the potential of higher grades. Participant A attributed his improvement to the numerous negative comments received, indicating a recognition of cognitive stress associated with comprehensive feedback. Participant B viewed comprehensive feedback through a futuristic lens, acknowledging its significance for academic and professional success, and demonstrating awareness of English writing proficiency's relevance in the contemporary world.

While two participants emphasized comprehensive feedback's learning potential, two valued it as an editing tool. Despite differences in focus, all students appreciated teacher feedback's role in their learning journey, encompassing both immediate editing needs and long-term proficiency goals.

Despite concerns that comprehensive feedback could overwhelm students, participants affirmed their ability to manage it, motivated by their desire to enhance their writing skills and grades. The willingness of students to embrace comprehensive feedback might stem from an understanding of "the more, the better". However, the study suggested that teachers could introduce students to diverse feedback strategies, aiding them in appreciating innovative ways of feedback provision. This could lead to a broader understanding of feedback types and their benefits. Varying feedback practices over time and aligning them with learner proficiency levels could further enable students to choose suitable strategies for improved accuracy and learning outcomes.

## Conclusion

Students' perspectives on feedback emerged as a crucial aspect of the study. Their appreciation for feedback as a learning tool and their recognition of its influence on writing skills and grades highlight its significance. The preference for comprehensive feedback, despite potential cognitive challenges, underscores the commitment students have toward improving their writing. However, the study suggests that students' preferences may benefit from a broader understanding of various feedback strategies, and teachers can play a pivotal role in facilitating this understanding.

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