

Can Self-Regulation make a difference? Exploring Students' Voices in Academic Writing Course

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Abstract

Self-regulated learning (SRL) is a core conceptual framework to understand the cognitive, motivational, and emotional aspects of learning. This study is aimed at exploring EFL learners' self-regulated learning experiences in academic writing courses. This study uses a quantitative method by giving some questionnaires to all students who enroll in that course in at the university. The questionnaire contained 32 statements with four indicators, namely 1) cognitive strategies, 2) metacognitive strategies, 3) social behavioral strategies and 4) motivational strategies. The results of this research are as follows: 1) All respondents have diverse self-regulated learning experiences in academic writing courses, 2) The experience possessed by respondents in the aspect of cognitive strategies amounted to 78.2%, in the aspect of metacognitive strategies with an amount of 80.4%, in the aspect of social behavioral strategies amounted to 71.3%, while in the aspect of motivational regulation strategies amounted to 71.3%. The implication of this research is to provide a wealth of knowledge about the experience of self-regulated learning with English language learning. Another implication is that the results of this study can be a reference in English language learning. The results of this research provide a scientific contribution to the psychological study of self-regulated learning associated with the study of English education.

Key words: academic writing; self-regulated learning; EFL learners; quantitative research

Introduction

Writing skills are essential in supporting learners to achieve academic success, leading to entrance into an academic community and the workforce later in life. For student writers, learning to write involves more than mastering complex language skills (Teng, 2019). Writing in an academic context often requires students in higher education to acquire a new set of skills while familiarizing themselves with the new learning environment's goals, objectives, and requirements. Therefore, students' ability to continuously self-regulate their writing process is seen as a determining factor in their learning success (Saqr et al., 2021). Writing skills are fundamental to effective communication, academic success, career advancement, and personal development. They enable individuals to articulate their thoughts clearly, engage in critical thinking, and participate fully in professional and civic life. By continually developing writing skills, individuals can enhance their ability to communicate effectively and achieve their personal and professional goals (Sa'adah, 2020). A crucial component of academic writing proficiency is the use of cognitive abilities to meet the demands of complicated tasks in addition to adhering to norms and guidelines (Doenyas et al., 2023). Writing is a difficult endeavor that demands time, dedication, consistent reading, concept structure, and the writer's motivation in order to communicate the knowledge that falls within their area of expertise in a clear and succinct manner (Velez et al., 2023).

For practically all writers, but especially for English as a foreign language (EFL) students, academic writing in English can be difficult (Lin & Morrison, 2021). Problems for learners in writing are about their ability to manage the processes

involved in writing in relation to the specific demands and characteristics of the task and its discipline (Sala-Bubaré & Castelló, 2018). The challenges of writing are students need to learn not only how to write in English but also how to apply academic terminology, writing conventions, and higher-order thinking skills if they intend to have a voice in the disciplinary communities (Khojasteh et al., 2021). In addition, the challenges in EFL academic writing are exacerbated because of the limited English language input afforded to student writers (Teng et al., 2022). One difficulty that students encounter in Academic Writing courses has to do with the assignments' grading criteria concerning plagiarism, the text's linguistic characteristics, and the submission deadline (Subandowo & Sárdi, 2023). When completing a writing assignment, people employ various types of learning techniques and strategies. Acquiring writing techniques such as brainstorming, idea generation, self-analysis, self-observation, and reflection. People who begin writing essays and other English-language discourses understand the subject matter thoroughly, whether or not the assignment piques their interest. They also become motivated to research the subject matter, plan their ideas, and arrange their thoughts or manage their self-regulated Learning (Nami et al., 2012). In addition, At the university level, the majority of students lack efficient note-taking or information-processing techniques, as well as effective learning strategies for procedural knowledge. These ineffective behavioral, cognitive, and motivational learning techniques have a detrimental impact on academic performance and adjustment (Cheng et al., 2024).

Self-regulated Learning is an integrated process that includes behavior growth that affects students' Learning. The learning process is planned and adjusted according to the student's objectives so that the learning situation can be changed (Puteha & Ibrahim, 2010). When a learner reaches the level of self-regulation, they are actively involved in their education and are able to apply motivational and metacognitive strategies (Junaštková, 2024). Self-regulated Learning (SRL) is an active process that helps students control their emotions, thoughts, and behaviors so they can effectively navigate their educational experiences (Paz-Baruch & Hazema, 2023). The theory of self-regulated Learning is based on three concepts. First, by employing effective metacognitive and motivational techniques, students can enhance their learning abilities. The second is the ability of students to select, plan, and establish a conducive learning environment. The third is that the kind and quantity of instructions that students require are under their control (Rahmawati et al., 2023). At the core, self-regulated Learning is facilitated by an individual's ability to exercise self-control. To improve learning outcomes, disciplined students set goals, organize their learning process, and use their own learning strategies (Jiang et al., 2023).

Self-regulated Learning is important for achieving learning performance (Z. Xu et al., 2023). Self-regulated Learning provides numerous benefits that extend beyond academic success. By developing the ability to control their own learning processes, students can enhance their motivation, critical thinking, and problem-solving skills, leading to greater independence and adaptability. These skills are invaluable not only in educational settings but also in personal and professional life, making self-regulated Learning a crucial component of lifelong success. In addition, implementing self-regulated Learning could make the teachers more comfortable and enjoyable. The use of self-regulated Learning can also improve students' problem-solving skills (Porter & Peters-Burton, 2021). Self-regulated Learning involves reciting the material to be learned, making connections between new and existing knowledge, organizing the learning materials mentally for longer retention and deeper understanding, and applying the previously learned knowledge to solve problems or make decisions in novel situations. All of these strategies can help learners enhance their working memory (Cheng et al., 2024).

Some previous studies have shown positive correlations between self-regulated Learning and English learning. Self-regulated learning strategies positively affected the development of foreign language skills in the flipped classroom model (Öztürk & Çakıroğlu, 2021), getting success of online English learners (Apridayani et al., 2023) by using SRL, it displayed high levels in activating their task value and interest in speaking English (Alotumi, 2021), self-regulation through voluntary reading has a significant effect on students' reading comprehension (Sholeh, 2019), There is significant relationship between motivation, self-regulation, and language learning strategy (Banisaeid & Huang, 2015). People who are successful must be lifelong learners with the ability to evaluate their Learning objectively and a metacognitive understanding of how the world is constantly changing (Parveen et al., 2023). In addition, some studies revealed the benefits of boosting self-regulated Learning through academic writing. Using self-regulated strategy development improves more genre elements when writing an academic text, such as an expository essay (Collins et al., 2021). Captivating students in some dimensions of SRL, including reflection, planning, and goal setting, has a positive impact on writing outcomes (Chung et al., 2021), and also doing rehearsal and collaboration are quite good for developing their writing (Ariyanti et al., 2018). Internal motivation and consulting with friends or lecturers as a part of motivational strategies can increase the enthusiasm to revise the writing that has been developed according to the deadline given (Maharani et al., 2023). SRL can enhance the writing process. Students can create successful learning experiences by controlling their thoughts, behaviors, and emotions with the aid of the self-regulated learning model. It supports the identification of suitable planning and learning process development strategies (Nggawu et al., 2019).

Literature Review

Academic writing is the type of writing that is studied in high school and college. Academic writing differs from creative writing, which is created for the enjoyment of the type of letter for a family or friend. Slang, abbreviations, and unfinished phrases are common in creative writing and personal writing. Academic writing, on the other hand, is formal; slang and contractions are not permitted. It is also critical to write entire phrases and structure them in a logical manner (Hoge, 2007). Academic writing is integral to the academic and professional development of individuals and the advancement of knowledge within society. It facilitates Learning, promotes clear communication, and supports the documentation and dissemination of research findings. By enhancing critical thinking, research skills, and ethical writing practices, academic writing plays a crucial role in both personal and professional growth. Therefore, developing strong academic writing skills is essential for success in academia and beyond.

"The ability to monitor and adjust cognition, emotion, and behavior in order to achieve one's purpose and/or adapt to the cognitive and social demands of certain settings," according to self-regulation. This term refers to a group of monitoring systems that underpin the ability to self-regulate rather than a single process. Self-regulation of emotion is distinct from self-regulation of cognition, which may or may not include overt behavior regulation (El-Henawy, Sayed, Dadour, & El-Bassuony, 2010). Self-regulated Learning is the cyclical employment of self-thought, planning, and action to attain a learning goal. It has been identified as one of the most important aspects influencing pupils' learning success (Gambo & Shakir, 2021)

SRL stands for self-generated thoughts, feelings, and actions aimed at achieving an individual's personal objectives. Self-regulated Learning, in other words, is concerned with how students become masters of their own learning processes. Self-regulation, according to several academics, is a dynamic process integrating cognitive, affective, motivational, and behavioral components that allows learners to modify their activities to attain specific goals in changing educational environments. As a result,

learners use various techniques to actively activate, sustain, and alter their cognitions, feelings, and actions in order to attain their learning goals. Self-regulated students are said to be able to set learning goals, create a more productive atmosphere, monitor their understanding, and adjust their plans, techniques, and effort in response to changing circumstances (An, Gan, & Wang, 2020)

A typical SRSD writing intervention consists of six recursive stages that are designed to be blended in each session based on the teacher's aims and students' requirements. The Develop and Activate background knowledge stage includes activities that encourage students to consider what they already know about a certain genre (e.g., opinion essay writing). The teacher may elicit discussions regarding the structure of texts, as well as their purpose and readership. At this point, the emphasis is on procedural expertise. Children reflect on their own writing skills and development in applying writing and self-regulation strategies at the Discuss stage. The teacher models how the student employs the target writing abilities in the Model it stage, engaging in a sort of "writing-aloud" approach in which the student verbalizes her/his thoughts as the student composes the text. During writing, the teacher frequently highlights challenges and doubts, demonstrating how the tactics can be used to overcome them. Furthermore, the student expresses a good approach toward writing. The mnemonics used in the Memorize it stage are designed to help with rote memorization of the strategies. They are introduced early in the intervention and are encouraged to participate throughout. During the Support it stage, the instructor assists and guides students during the intervention, which is commonly accompanied by materials for charting and monitoring progress, as well as self-evaluation sheets and other resources. Finally, as children develop increasingly adept at employing writing and self-regulation strategies, the independent performance stage is marked by a progressive fading away of Support. In summary, SRSD interventions for enhancing writing include explicitly teaching children knowledge about writing, including genre-specific features (e.g., text structure), and offering scaffolded knowledge about writing processes (e.g., planning, revising) (Salas et al., 2021).

SRL is best described as an active, constructive process in which students attempt to monitor, regulate, and control their cognition, motivation, and behavior in order to achieve their learning objectives. Researchers have proposed a four-part conceptual framework for categorizing self-regulation activities. These SRL elements have to do with cognition, motivation, behavior, and situations in the classroom, where students can utilize a variety of ways to govern these areas. Cognitive and metacognitive activities are considered fundamental characteristics of what it means to be a self-regulated learner in the SRL framework. Students' cognitive strategies refer to the skills they use to process information or knowledge in order to complete a task, whereas metacognitive strategies refer to the skills they use to control and regulate their own cognition as well as the cognitive resources they can use to meet the demands of specific tasks. Individuals' attempts to manage their learning behavior under the impact of contextual and environmental factors are referred to as social behavioral strategies. Individuals can actively control their affect and mood to launch, maintain, or augment their willingness or effort when completing a learning exercise using motivational regulation procedures (Teng & Zhang, 2018).

Thus, the researchers attempted to answer the following research question: "How are the EFL Learners' voices related to self-regulate learning in academic writing courses"?

The aim of this research is to explore any experience and perceptions of EFL learners' SRL, which focuses on four dimensions, namely cognitive, metacognitive, social behavior, and motivational strategies.

Methodology of This Study

Design

The study was conducted in the quantitative research design. It is used to explore the EFL learners' voices related to self-regulate learning experiences in academic writing course.

Respondent

The subject of this research is some of college students. Sampling used in this research is purposive sampling. The respondents in this study were college students who took academic writing courses.

Data Collection

Data collection in this study is using a questionnaire. The questionnaire is prepared by using a four-point Likert scale (from never to always). It consists of 32 items using four indicators. Items 1-9 focused on cognitive strategies, items 10-18 focused on metacognitive strategies, items 19-21 focused on social behavior strategies, and items 22-32 focused on motivational regulation strategies. There were 28 students who filled out the questionnaire. It was adopted from the theory of self-regulated strategies in the writing course (Xu, 2021).

Data analysis

The next step was to assess the reliability and validity of the questionnaire. In terms of overall reliability, Cronbach's alpha was .830, suggesting high internal consistency in analyzing the data quantitatively using Excel. The research subjects in this study were college students who took academic writing courses. Data analysis used qualitative description.

Results and Discussion

Results

The following are the results of a quantitative analysis of various self-regulated learning experiences of students in academic writing courses.

Students' experiences with cognitive strategies in academic writing courses

The results of filling out a questionnaire by 50 students regarding their experience in academic writing courses in the aspect of cognitive strategies are the majority of respondents answered often (39.1%), then the percentage of 39.1% of respondents answered always, 23.1% sometimes, and 0.7% never.

The following table is presented:

Table 1. Percentage of Respondents' Answers (n= 50) on the Cognitive Strategies Indicator

Cognitive Strategies	%			
	Always	Often	Sometimes	Never
When writing, I use some literary devices to make the composition more interesting	26.0	50.0	24.0	0.0
When writing, I check grammar mistakes	38.0	34.0	28.0	0.0
When writing, I check spelling and punctuation	36.0	40.0	24.0	0.0
When writing, I check the structure	28.0	46.0	24.0	2.0

for logical coherence				
When writing, I check the cohesiveness or connection among sentences	54.0	32.0	14.0	0.0
When writing, I check whether the topic and the content have been clearly expressed	58.0	36.0	6.0	0.0
I write useful words and expressions taught in writing courses to help me remember them	36.0	38.0	24.0	2.0
I speak out useful words and expressions taught in writing courses to help me remember them	28.0	40.0	32.0	0.0
I read my class notes and the course material over and over again to help me remember them	30.0	36.0	32.0	2.0

b. Students' experiences on metacognitive strategies in academic writing courses

The results of filling out a questionnaire by 50 students regarding their experience in academic writing courses in the aspect of cognitive strategies are the majority of respondents answered always (42.0%), then the percentage of 38.7% of respondents answered often, 18.4% sometimes, and 0.9% never.

The following table is presented:

Table 2. Percentage of Respondents' Answers (n= 50) on the Metacognitive Strategies Indicator

Metacognitive Strategies	%			
	Always	Often	Sometimes	Never
1. Before writing, I read related articles to help me plan	50.0	34.0	16.0	0.0
2. Before writing, I use the internet to search for related information to help me plan	76.0	14.0	10.0	0.0
3. Before writing, I think about the core elements of a good composition I have learned to help me plan	62.0	26.0	12.0	0.0
4. When learning to write, I set up goals for myself in order to direct my learning activities	30.0	50.0	20.0	0.0
5. When learning to write, I check my progress to make sure I achieve my goal	30.0	54.0	16.0	0.0

6.	I evaluate my mastery of the knowledge and skills learned in writing courses	24.0	42.0	34.0	0.0
7.	I monitor my learning process in writing courses	26.0	42.0	28.0	4.0
8.	When writing, I tell myself to follow my plan	42.0	46.0	8.0	4.0
9.	When learning to write, I set up a learning goal to improve my writing	38.0	40.0	22.0	0.0

c. Students' experiences on social behavioural strategies in academic writing courses

The results of filling out a questionnaire by 50 students regarding their experience in academic writing courses in the aspect of cognitive strategies are the majority of respondents answered always 28.7%, then the percentage of 38.7% of respondents answered often, 32.7% sometimes, and 5.3% never.

The following table is presented:

Table 3. Percentage of Respondents' Answers (n= 50) on the Social Behaviour indicator

Social Behaviour Strategies	%			
	Always	Often	Sometimes	Never
1. I brainstorm with my peers to help me write	28.0	36.0	22.0	2.0
2. I discuss with my peers to have more ideas to write with	40.0	30.0	30.0	6.0
3. I work with my peers to complete a writing task	30.0	28.0	40.0	8.0

d. Students' experiences on motivational Regulation strategies in academic writing courses

The results of filling out a questionnaire by 50 students regarding their experience in academic writing courses in the aspect of motivational regulation strategies are the majority of respondents answered often 38.9%, then the percentage of 36.4% of respondents answered always, 22.9% sometimes, and 1.8 % never.

The following table is presented:

Table 4. Percentage of Respondents' Answers (n=50) on the Motivational Regulation Indicator

Motivational Regulation Strategies	%			
	Always	Often	Sometimes	Never
1. I look for ways to bring more fun to the learning of writing	38.0	30.0	32.0	0.0
2. I choose interesting topics to practice	44.0	46.0	10.0	0.0

	writing				
3.	I connect the writing task with my real life to intrigue me	22.0	36.0	38.0	4.0
4.	I try to connect the writing task with my personal interest	34.0	44.0	22.0	0.0
5.	I remind myself about how important it is to get good grades in writing courses	56.0	40.0	4.0	0.0
6.	I tell myself that it is important to practice writing to outperform my peers	30.0	32.0	32.0	6.0
7.	I compete with other students and challenge myself to do better than them in writing courses	30.0	34.0	28.0	8.0
8.	I tell myself to practice writing to get good grades	40.0	38.0	22.0	0.0
9.	I tell myself not to worry when taking a writing test or answering questions in writing courses	30.0	52.0	18.0	0.0
10.	I tell myself to keep on writing when I want to give it up	30.0	46.0	24.0	0.0
11.	I find ways to regulate my mood when I want to give up	46.0	30.0	22.0	2.0

Based on all respondents' answers about exploring EFL learners' self-regulated learning experiences in academic writing courses on 4 indicators, namely cognitive strategies, metacognitive strategies, social behavioral strategies, and motivational regulation strategies, it can be concluded that the percentage (37.4%) stated always, frequent statements with a percentage (38.4%), statements sometimes with a percentage (22.6%), while never with a percentage (1.6%).

Furthermore, based on the analysis of the four indicators, it can be concluded that the most dominant indicator is the metacognitive strategies aspect with a percentage of 80.4%, while the lowest indicator is the social behavioral strategies aspect with a percentage of 71.3%. Here we present the graph:

Table 5. Percentage of Respondents' Answers (n= 50) Based on Indicators

Indicator	%
Cognitive Strategies	78.2
Metacognitive Strategies	80.4
Social Behavioral Strategies	71.3
Motivational Strategies	77.5

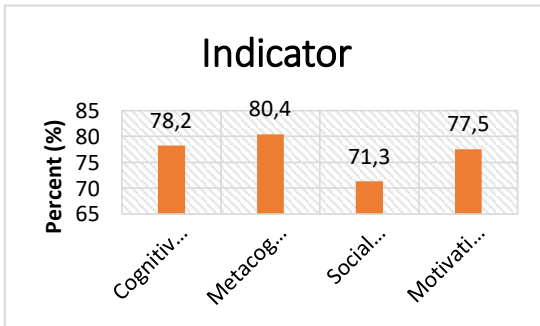


Figure 1. Diagram of Respondents' Answers (n= 50) Based on Indicators

Based on the data presentation above, it can be concluded that the self-regulated learning experience of English study program students in academic writing courses varies. In the 4 indicators presented, there are dominant statements chosen by respondents. This shows that respondents have prominent experiences in self-regulated learning in academic writing courses. Here we present the chart:

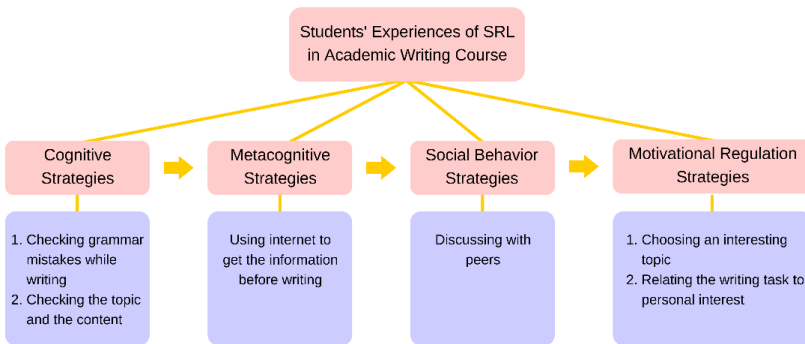


Figure 3. Students' Experience of SRL in Academic Writing Course

From the figure above, it can be concluded that students have sufficient experience in using self-regulated Learning in academic writing courses. The four components of SRL, ranging from cognitive strategies, metacognitive strategies, social behavior strategies, and motivational regulation strategies, have dominant aspects experienced by students. Students check grammar, topic, and content when they practice their writing. The students also use the internet to get more information, knowledge, and references before they start to write. To get feedback and input on their writing, they

usually discuss it with their peers. The results of the questionnaire also show that the way students start thinking about topics or themes in writing is by choosing interesting topics that are also in accordance with students' interests.

Discussion

The term "cognitive strategies" describes how well students process information and knowledge when working on a writing assignment. These strategies allow students to directly manipulate the language material through methods like analysis, reasoning, taking notes, summarizing, synthesizing, outlining, rearranging information to create stronger knowledge structures, practicing in naturalistic settings, and formally practicing structures and sounds (GOCTU, 2017). Cognitive strategies aid in the procedures that most directly result in the creation of knowledge (Na & Hipertensiva, 2013). Based on the findings above, most students use cognitive strategy in academic writing to check the structure for logical coherence, to check the cohesiveness or connection among sentences, and also to check whether the topic and the content have been clearly expressed. Cognitive strategies in writing are techniques that writers use to process information, organize their thoughts, and express ideas effectively. These strategies help writers manage the complexities of writing tasks, enhance their understanding, and improve the quality of their writing. Cognitive self-regulated learning strategies, such as rehearsal, elaboration, organization, and critical thinking, significantly predicted students' achievement in Education, including writing tasks (Sadi & Uyar, 2013).

Metacognitive strategies are the skills applied to regulate cognition and control cognitive resources; the main types of metacognitive strategies often employed by L2 writers are planning, translating, monitoring, evaluating, and revising (Zhao & Liao, 2021). Consequently, it can be said that metacognition consists of three things: (1) the ability to monitor and direct one's own thoughts in order to achieve goals more effectively; (2) the awareness of one's own mental state or process, and (3) the monitoring and directing process itself (Oktoma et al., 2020). From the findings related to metacognitive strategies, the highest percentage of this statement is about using the internet to search for related information to help me plan. To put it another way, metacognition is the ability to assess one's own Learning and comprehension as well as to determine the best course of action for completing a task based on its demands (Craig et al., 2020). It can be concluded that metacognitive strategies in writing involve awareness and control over one's cognitive processes during the writing task. By helping students adapt to the shifting situational demands of a particular learning task, the application of metacognitive knowledge directly addresses information processing (Schuster et al., 2020).

Social cognitive strategies show how people's attempts to take charge of their learning behaviors are shaped by contextual and environmental factors. Social skills behavior cooperation is related to (helping other people, sharing and abiding by rules); assertion (initiating behaviors, asking for things, and responding to behaviors of others); responsibility (communication with adults and demonstration of care); empathy (showing concern for the feelings of others); self-control (ability to respond appropriately to conflict or 'corrective feedback' from an adult) (Sonja et al., 2009). Social cognitive strategies in writing emphasize the interaction between individual cognitive processes and social influences. These strategies are rooted in the social cognitive theory, which posits that Learning occurs through observation, imitation, and modeling within a social context. Based on the findings, most students promote social cognitive strategies by brainstorming with their peers to help them write, discussing with their peers to have more ideas to write with, and working with them to complete a writing task. It recognizes learning as a social phenomenon and encourages the idea of a learning community. It fosters self-direction as well as collaboration and cooperation (Williamson, 2015).

Motivation regulation strategies are the ways in which students maintain and improve their involvement in a given task by utilizing their practices and beliefs. In order to initiate, maintain, or increase their willingness or effort when completing a learning task, people can use a variety of actions or tactics known as motivational regulation strategies to consciously control their affect and emotions (Teng & Zhang, 2018). The findings revealed that some statements are strong. It focused on choosing interesting topics to practice writing, trying to connect the writing task with my personal interest, and reminding students about how important it is to get good grades in writing courses. It is related to developing positive attitudes and creating a pleasant and supportive classroom atmosphere (Cheung, 2018). Self-assigning writing topics empowers EFL students to connect with their interests, exercise autonomy in their Learning, perceive the relevance of their writing, and ultimately improve their writing skills through heightened intrinsic motivation (Alzubi & Nazim, 2024). In conclusion, motivational regulation techniques are critical in determining how well students perform academically since they promote motivation, raise effort levels, and eventually result in better outcomes in higher education settings, such as academic writing courses (Kryshko et al., 2020).

Motivation regulation strategies in writing are crucial for maintaining focus, overcoming challenges, and achieving writing goals. By setting clear goals, creating a supportive environment, managing time effectively, and engaging in positive self-talk, writers can enhance their motivation and productivity. Additionally, connecting writing tasks to personal values and goals, seeking social Support, and managing stress contribute to sustained motivation. Implementing these strategies can lead to a more enjoyable and successful writing experience. The foundation of learning self-regulation is motivation. A student who actively controls their learning process is said to be motivated. This type of student takes into account the applied learning strategies and adjusts them in light of their own achievements and shortcomings. In addition to thinking critically about what they have learned, the student is also able to look for novel approaches driven mainly by internal self-motivation but also by external "enforcement" mechanisms. Their behavior is a reflection of their personality, which possesses certain volitional qualities. Both internal and external learning motivation are important factors (Vávrová et al., 2012).

The discussion above reinforces that students' experience of self-regulated learning in academic writing courses has a positive impact on their writing performance. Students have come up with a number of strategies for completing essay writing assignments as effectively as possible. As a result, students approach their peers and the course materials for more assistance in clarifying the work description. They read a lot and utilize online writing tools to improve text quality in terms of grammar, vocabulary, coherence, text length, and plagiarism in order to achieve the assessment standards. They employ timelines to monitor the stages of the writing process in order to address time management concerns (Subandowo & Sárdi, 2023). Self-regulated Learning is essential for college students as it enhances their academic performance, promotes independence, and prepares them for lifelong Learning. By developing skills in goal setting, time management, critical thinking, and reflection, students can take control of their education and achieve their full potential. Encouraging and supporting SRL practices can significantly impact students' success and well-being both during their college years and in their future careers.

In the dynamic process of self-regulated Learning (SRL), students actively control their education by establishing objectives, tracking their progress, and considering their results. Depending on the educational, linguistic, and cultural contexts, SRL strategies can vary greatly in their efficacy and application. Culture profoundly influences how students approach learning and the extent to which they engage in self-regulated Learning. Different cultures emphasize different values in education, which in turn affects students' learning behaviors (Anyichie & Butler,

2023; Sappor, 2022). In multilingual or non-native language learning environments, the language of instruction is especially important in SRL. Students' capacity to employ SRL strategies successfully may be hampered when they are learning a second or foreign language (Lo, 2024; Zhang, 2024).

The structure of the education system and the teaching methodologies used in different educational contexts can significantly affect the development and use of SRL. Students may be discouraged from engaging in SRL behaviors like self-monitoring, personal learning goals, and reflection on their own learning process in teacher-centered educational systems, where the teacher is viewed as the main source of knowledge and authority (Fengmei, 2023; Karlen et al., 2023, 2024).

Cultural, linguistic, and educational learning environments have a significant influence on students' capacity for self-regulated learning. While linguistic barriers can impede understanding and metacognitive control, cultural norms impact students' motivation and sense of autonomy in their education. Furthermore, the way the educational system is organized, including the kind of instruction and evaluation techniques employed, is crucial to the growth of SRL skills. Teachers who want to effectively support SRL development in a variety of learning environments need to be aware of these contextual factors (Brenner, 2022; Vosniadou et al., 2024).

Conclusions

This present study revealed the students' voices related to their regulated learning strategies in academic writing courses. The findings covered four dimensions of SRL: cognitive, metacognitive, social behavior, and motivational strategies. Cognitive aspects focused on using literary devices, checking spelling, punctuation, structuring, and writing useful words and expressions. Metacognitive aspects are related to setting goals, checking and evaluating the writing product, and also using the internet to search for information needed. Social behavior focuses on helping and sharing with others, such as brainstorming, discussing, and working with peers. Motivational strategies are related to keeping students motivated and finding some ways to conduct writing without obstacles. The results showed that college students have diverse self-regulated learning experiences in academic writing courses. The most dominant aspect is metacognitive strategies, with a percentage of 80.4%, while the lowest aspect is social, behavioral strategies, with a percentage of 71.3%. Self-regulated learning is essential for performing well in academic writing. Students can greatly improve their writing abilities by establishing clear objectives, using time management strategies, tracking their progress over time, and constructively responding to criticism. In addition to raising academic achievement, these tactics give students the lifelong learning skills necessary for both personal and professional success. Practical recommendations are for educators and students. Educators should explicitly teach SRL strategies and their relevance to academic writing. This includes goal-setting techniques, time management, self-monitoring, and reflection. Students should learn to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their writing tasks. This helps them focus on what needs to be accomplished and monitor their progress.

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