

Written Corrective Feedback in Online ESL Academies

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Abstract. Written corrective feedback (WCF) 's usefulness in offline education has been extensively studied. However, studies examining online ESL instructors' perceptions and attitudes toward this kind of feedback in online ESL academies were conspicuously lacking. In this regard, this study aimed to identify (1) the lived experiences of online ESL instructors when giving written corrective feedback, (2) the common strategies they employ, (3) the challenges in their feedback practices, and (4) the impact of their written corrective feedback. It was grounded on Bandura's Social Cognitive Theory and Borg's Language Teacher Cognition Theory. The study used the qualitative phenomenological approach to examine the participants. Ten online ESL instructors from ESL academies participated through an in-depth interview. Based on the study, two themes were generated for lived experiences: feedback goals and feedback views. Regarding WCF strategies employed by online ESL instructors, data produced the following themes: feedback based on proficiency level and feedback clarity and personalization. Regarding the challenges online ESL instructors face when giving written corrective feedback, the findings revealed the following themes: student factors and feedback factors. Lastly, regarding the impact of written corrective feedback as perceived by online ESL instructors, results showed student skill refinement, teacher feedback technique development, and student behaviors.

Keywords: English language teaching; ESL academies; Lived experiences; Online ESL instructors; Written corrective feedback.

1.0 Introduction

Written Corrective Feedback (WCF) originated from second language acquisition (SLA). Language experts believe in the Contrastive Analysis Hypothesis, which claims that learners make errors in the second language because they are affected by their first language (Wagner, 2016). In the late 1960s, SLA scholars found that even first language (L1) students would make many errors during their learning process. Relevant studies and literature explore teachers' perspectives on written corrective feedback (WCF) in ESL contexts. First, Language Teacher Cognition Theory (LTC) focuses on understanding language teachers' thought processes, beliefs, knowledge, and decision-making in their instructional practices, including feedback provision (Borg, 2006; Feryok & Kubanyiova, 2015). According to LTC, teachers' beliefs and knowledge shape their instructional decisions and practices, including their approaches to WCF.

In the Philippine setting, teachers' beliefs about error correction may influence their attitudes and practices regarding WCF. Studies by Reyes and Santos (2015) suggest that Filipino teachers often prioritize error correction to improve language accuracy and proficiency. In addition, Filipino cultural values and norms may influence

teachers' approaches to WCF. Research by Alcaraz (2018) highlights the importance of maintaining positive rapport and preserving students' self-esteem in feedback interactions, which may impact how Filipino teachers deliver corrective feedback. Furthermore, studies by Lomibao and Cruz (2017) examine Filipino teachers' strategies for providing WCF, including direct correction, indirect correction, and metalinguistic feedback. These studies suggest that Filipino teachers employ strategies influenced by their pedagogical beliefs and goals. They also face various challenges and constraints in providing effective WCF, such as large class sizes, limited resources, and time constraints (Magno, 2014). These challenges may shape teachers' perceptions of the feasibility and efficacy of different feedback approaches.

The usefulness of written corrective feedback (WCF) in the offline setting has been extensively studied, but studies examining online ESL teachers' perceptions and attitudes toward this kind of feedback were conspicuously lacking (Gonzales & Nassaji, 2020; Park et al., 2015; Karim & Nassaji, 2018). This emphasizes the need for more research to fully grasp the obstacles and possibilities for improving feedback practices in online ESL education. To address this research gap, this qualitative research paper explored how teachers view written corrective feedback in English writing contexts.

2.0 Methodology

2.1 Research Design

To get information on the lived experiences of online ESL instructors in giving Written Corrective Feedback to foreign students, the researcher used the qualitative phenomenological research approach, a type of study that offers perspectives on the issue or aids in developing ideas (Tenny et al., 2022). Data that provide a subjective account of who, what, and where the events or experiences took place are produced by qualitative research (Kim et al., 2017). This translates into researchers being interested in comprehending each human experience in its particular setting in qualitative phenomenological research.

2.2 Research Locale

The study used snowball sampling, a non-probability sampling approach, to choose the participants. This technique entails a primary data source, such as a teacher, recommending additional potential data sources, such as other online instructors who were eager to participate in the study. The study was conducted with ten online ESL teachers working for ESL academies based in Ortigas, Pasig City, who were in a work-from-home setup. After the interviews, the researcher found three experts in the online ESL education field to cross-reference the results; they served as the key informants of this study.

2.3 Research Participants

The researcher used triangulation of sources, wherein in-depth interviews were conducted with different stakeholders (Bhandari, 2023). To discover more about the study, the researcher found literature and studies relevant to the paper, provided her own experience and knowledge while making sure to set aside her judgment and biases, and conducted a written interview with the participants as well as key informants who are experts in the field of online ESL teaching. A written interview is a method to gather information using guide questions (George & Merkus, 2022). The interview was carried out with ten online ESL teachers working for online ESL academies based in Ortigas, Pasig City, who met the following criteria: (a) actively teaching or have experience assessing essays or providing written corrective feedback to foreign ESL learners, (b) have at least one year of ESL experience, and (c) a degree in English or communication. The invited key informants had more than a year of experience in online ESL teaching and finished a degree related to English or education. The results of their interviews were used to verify the validity of the participants' answers.

2.4 Research Instrument

Interviews with ten online ESL instructors from various online English academies in Ortigas, Pasig, were used to collect the data. The researcher formulated the interview questions to elicit responses to each research question. The research instrument was validated by inviting three validators who were experts in online language education to comment on the interview questions. The interview questions are comprised of four sections: *Lived Experiences on WCF*, *Common Strategies for WCF*, *Challenges in Providing WCF*, and the *Impact of WCF on Feedback Quality and Student Written Output*, which answer each research question of this study.

2.5 Tradition of Inquiry and Data-Generation Method

This study examined the structures of consciousness and how people experience events using the phenomenological approach (Larsen & Adu, 2021). In this approach, the researcher discovers a phenomenon or an essence through a group of individuals who have similar experiences through in-depth interviews. The researcher followed Jack Caulfield's six steps of thematic analysis (Caulfield, 2019) for this study. In the context of online ESL instructors and their practices in giving written corrective feedback (WCF) to foreign students, this method was used to delve deeper into the instructors' lived experiences and the intersubjective meanings related to them. First, the researcher familiarized herself with the data being studied. The data were collected through an in-depth written interview. The researcher selected participants who were online ESL instructors. The interview was done in a written form at a time that worked best for the participants, and they were given flexible time to answer each question more deeply. After familiarization, the researcher started labeling the excerpts from the interviews and assigned labels or initial codes for them. Next, themes were extracted, named, defined, and reviewed. Lastly, a diagram was constructed from the generated themes to represent the research study better, and then it was explained.

2.6 Ethical Considerations

Before they joined, each participant was told about the research goals, methods, and possible difficulties. The participants were also informed that they could leave anytime without negative consequences. The information was kept safe, and only the research team could access it. Should any of the study's activities or questions cause emotional discomfort, participants were assured of providing necessary support services, and sensitive issues were treated with care. Once the study concluded, a debriefing session ensured that participants felt at ease with their participation and addressed any concerns they had. Participation was voluntary, with individuals free to withdraw from the study at their discretion at any stage. The Data Privacy Act of 2012 or RA 10173. In this study, the researcher guaranteed that no personal information was revealed. The researcher requested authorization from the College of Education-Graduate Studies' Research Ethics Committee to ensure adherence to all ethical standards. Any potential conflicts of interest were disclosed. The collection, storage, and analysis of data were conducted ethically.

3.0 Results and Discussion

3.1 Lived Experiences of Online ESL Instructors

Table 1 below represents the participants' lived experiences with written corrective feedback. It demonstrates how participants understand and experience written corrective feedback, which is influenced by various factors, including their (a) feedback goals and (b) feedback views.

Table 1. Summary of themes: Lived experiences of online ESL instructors on WCF

Theme	Meaning	Sample Extracts
Feedback Goals	This refers to the desired result of online ESL instructors when giving written corrective feedback.	Giving written corrective feedback is critical for student development. Initial codes include feedback clarity, student-improved proficiency, student awareness and self-correction, and memory retention. <i>"From my experience working with ESL learners, I have noticed that Koreans commonly struggle with omitting articles, ensuring subject-verb agreement, and occasionally with spelling."</i>
Feedback Views	This refers to the perspectives of online ESL instructors on written corrective feedback.	Feedback can be provided in many different ways. Initial codes emphasize WCF's importance, provide personalized feedback, and utilize motivating English expressions. <i>"To assist students, see their errors, and learn how to remedy them, written corrective feedback is crucial in ESL instruction. It provides precise guidance on language use, which is essential to improving."</i>

Feedback Goals include the initial codes such as feedback clarity, student-improved proficiency, student awareness and self-correction, and memory retention. This theme and initial codes correlate to the Noticing Hypothesis (Zhang, 2022), which states that WCF assists students in two ways: First, it helps them become aware of shortcomings in their L2 knowledge, and then, it draws their conscious attention to the target form, which, according to this hypothesis, are the essential requirements for learning to occur. The participants mentioned how important WCF is in helping students become aware of their linguistic errors, such as grammar rules, vocabulary usage, and sentence structure, their mistakes and weaknesses, and shapes them into independent learners. In addition, based on the participants' answers, written corrective feedback allows students to focus more deeply on

the intricacies of grammar, such as proper sentence construction and spelling. It helps students identify and correct errors in grammar, vocabulary, sentence structure, and spelling, enhances language learning for foreign students by providing specific guidance on errors, promotes self-correction, raises awareness of language rules, and improves accuracy, holds paramount importance in ESL instruction due to the prevalence of grammar errors among foreign students, evident not only in their speech but also in their writing, precisely identifies grammar errors, particularly because many of these mistakes stem from nuances in their native language, and leads to greater proficiency in written expression, showcasing their ability to articulate thoughts more effectively through writing than spoken English. The key informants of this study also agreed that written corrective feedback is particularly crucial in ESL teaching. They noted that what it does is help the students to notice their errors, guided by the indication that an editing text embodies the proper use of the language, enabling students to reflect on their text, reconsider their views, and eventually improve and change their language learning.

In addition, the findings are also congruent with Choi's (2017) study on the effects of written corrective feedback, whose findings demonstrated that students using WCF did exhibit improved accuracy based on grammatical structures and distinct feedback kinds. The indirect group he studied received the greatest mean score for verb tense use in the first composition, whereas the metalinguistic group received the highest score in their third composition. However, only the indirect group improved their scores when comparing the first and last compositions regarding article utilization. In contrast, the scores of the other two feedback groups decreased.

Moreover, the theme **Feedback Views** includes the initial code's emphasis on WCF importance, providing personalized feedback, and utilizing motivating English expressions. These findings align with Krashen's Monitor Model, which implies that learning differs from acquisition, a subconscious process. In interaction theories, L2 input must be pushed to give modified output in interactions. That is, learners need to pay attention to the input and output form to incorporate the explicit linguistic knowledge into their L2 system as L2 intake. The internalization process is affected by mediating factors such as learners' amount of attention, motivation, cognition, and affection (Robinson, 2013). According to the instructors, through WCF, language learners can do their best to write more accurately, and they can eventually learn the language independently because when students can analyze and reflect on their errors, they can automatically correct themselves and have autonomy in their language learning journey; it also teaches them to check their own work and learn from their errors (Park et al, 2015). On the other hand, they also agreed that positive reinforcement boosts their motivation. To strike a balance, constructive criticism, and encouraging words should be given to help students become more confident writers.

3.2 WCF Strategies of Online ESL Instructors

Table 2 presents the participants' strategies when giving written corrective feedback. It demonstrates the themes generated based on the strategies employed by the participants in their corrective feedback, such as (a) feedback type based on the student's level and (b) feedback clarity and personalization.

Table 2. Summary of themes: WCF strategies of online ESL instructors

Theme	Meaning	Sample Extracts
Feedback Type Based on Proficiency Level	This focuses on the methods for delivering feedback based on the student's competency level.	Direct and focused feedback is mainly effective for beginners. Indirect feedback is less explicit and encourages self-correction suitable for advanced-level students. Unfocused feedback, which is broad and specific, promotes a deeper understanding of lessons for advanced-level students. <i>"I have been applying direct and focused feedback since students' writing part of their learning is more focused on the grammar side of their language learning program."</i>
Feedback Clarity and Personalization	This highlights the significance of clear and tailored feedback to each student's requirements.	Through clear and personalized feedback, online ESL instructors can use the students' strengths, weaknesses, and learning preferences to make their feedback more relevant and effective. Initial codes include personalized feedback, comprehensive feedback, student feedback consideration, and building confidence and motivation. <i>"To tailor my feedback strategies, firstly, I assess the student's strengths, areas of improvement, and levels based on my corrections to their essays. After that, I give written comments and grammar tips when needed, like for students of lower levels."</i>

The **Feedback Type Based on Proficiency Level** theme is relevant to the types of feedback presented by different proponents. Three initial codes are under this theme: direct and focused feedback for beginners, indirect feedback for advanced students, and unfocused feedback for advanced students. First, Direct Feedback involves explicitly providing the correct form, indicating errors, and supplying the correct version (Aseeri, 2019). The reasons for the online ESL instructors' use of this feedback include using it along with focused feedback to beginner students, or those who commit a lot of mistakes, and to intermediate students. They can carefully correct errors and provide the correct form to reinforce language rules, as it highlights a grammatical error, and providing the correct form helps clarify mistakes for learners. One also noted that explicitly providing the correct form or indicating errors and supplying the correct version helps them understand the target language structures and build their confidence by openly correcting their mistakes. Meanwhile, some of the participants preferred Indirect Feedback. Indirect Feedback points out errors without explicitly providing the correct form, prompting learners to self-correct or reflect on their mistakes (Agbayani, 2022). When asked why, they explained that they give indirect feedback to advanced students to identify faults and encourage self-correction so that they may think critically and comprehend concepts at a deeper level. Seven of the participants discussed their use of Focused Feedback in employing WCF. This feedback type targets specific types of errors or language features, such as grammar or vocabulary (Berkant, 2020).

The participants declared that they provide focused and direct feedback to beginner students, or those who commit many mistakes, and sometimes to intermediate students. In addition, they use it for individual errors to specifically point out errors and provide the correct forms for targeted language elements, such as grammar or vocabulary, verb tense consistency, or word choice, which they believe can guide students in improving their writing skills effectively. Finally, only three of them considered Unfocused Feedback for WCF. Unfocused Feedback addresses errors broadly without targeting specific linguistic features, often providing general comments on overall writing quality (Al-Hazzani & Altalhab, 2018). Their reasons include using this method with students who commit only one mistake or write almost perfect essays, when they give them grammar tips at the end of their feedback, or combining another feedback type with unfocused feedback to address overall writing quality and development with specific feedback on reoccurring difficulties.

For the next theme, **Feedback Clarity and Personalization**, the participants explained that tailoring is utilized, with the initial codes including personalized feedback, comprehensive feedback, student feedback consideration, and building confidence and motivation. The findings are similar to a study in 2015 by two researchers. According to the study, tailored feedback is done by assessing the student's strengths, areas of improvement, and levels based on the corrections they have initially made (Bitchener & Knoch, 2015). In addition, another participant adjusts their wording depending on the level of the student or age in order to match their students' requirements, as they believe each student's unique proficiency level and learning objectives are crucial to satisfy their various demands. The instructors explained that based on the students' feedback, some who get direct and focused feedback appreciate the corrections and grammar tips they provide. Some also take note of the feedback students give through the questions they ask regarding the corrections they receive. Sometimes, students' sentences are grammatical but can still be improved to sound more natural, so suggestions are made. For the use of examples, when a student is struggling with the tenses of the verb, some instructors provide direct feedback, as it is important for the student to see their mistakes corrected, so they find giving examples very effective, especially for vocabulary. They further mentioned that providing specific examples and suggestions for improvement can further clarify the points being made.

Participants considered and incorporated students' personalities, backgrounds, and interests into the feedback; they also prioritized acknowledging students' narratives to convey that they had thoroughly read their submissions, and they also ensured their answers to questions determined their age. These findings correlate with a study by a professor in Pittsburgh who used personalized feedback to examine students. In her study, she found that the personalized feedback approach improved students' language and metacognitive skills and their emotive reactions to WCF. This is most likely due to the interpersonal character of the personalized feedback approach, which provided students agency and a say in the feedback process. Students who thought their lecturers were involved in their learning reacted positively to feedback since it made their opinions and beliefs relevant in the process (Denman, 2020). The critical informants of this study also agreed with these insights and even elaborated that as much as it is important to cater to students' needs, online ESL instructors should be aware of students'

expectations and their level; they should also make sure to give useful feedback by providing seasonal updates and feedback about the students' work. They also added that credibility should be established if the instructors want students to listen.

3.3 WCF Challenges of Online ESL Instructors

Table 3 displays the participants' challenges when giving written corrective feedback. It demonstrates the themes of the challenges encountered by the participants in their corrective feedback, such as (a) student factors and (b) feedback factors.

Table 3. Summary of themes: WCF challenges of online ESL instructors

Theme	Meaning	Sample Extracts
Student Factors	This refers to online ESL instructors' challenges on how feedback affects students' emotions and willingness to engage and study.	It is beneficial to assess how feedback may influence students' emotions and deliver it in an approach. Initial codes include balancing motivation and correction, addressing cultural differences, student engagement, and student sensitivity. <i>"...it is a challenge to strike a balance between giving corrective feedback and motivating the student, especially when the student has made a lot of mistakes in their writing."</i>
Feedback Factors	This highlights the significance of making feedback understandable and actionable while effectively handling it.	Online ESL instructors encounter obstacles that students may have while comprehending feedback, such as distance and English words that are used differently in the students' L1. Initial codes include feedback interpretation and clarity, addressing recurrent mistakes, providing concise corrections, and managing feedback effectively. <i>"Even after corrections, students repeat the same mistakes, which frustrates students and instructors. Some students struggle with self-correction or do not understand feedback, causing repeated blunders."</i>

The theme **Student Factors**, which include the initial codes of balancing motivation and correction, addressing cultural differences, student engagement, and student sensitivity, were the main challenges as the participants dealt with foreign students. When asked regarding the reasons, the participants explained that it can be difficult when students mention cultural concepts that they are unfamiliar with; correcting these students can be sensitive, especially if they are not fully aware of the cultural context, emphasizing that these cases require extra care. Some even discussed that language hurdles, student competence gaps, and communication impediments resulting from cultural differences are common causes of problems in the feedback process and that overcoming these challenges calls for perseverance, cultural awareness, and the application of successful teaching techniques to guarantee that feedback is comprehended and helpful for every student. This coincides with similar studies that mention the affective component of WCF, the realities of teachers' tasks, and a disconnect between theory and practice. For instance, their studies found that Dayak students prefer the teacher WCF, followed by Javanese students, and Banjarese students prefer peer correction for their work. Based on these results, they recommended teacher development through cross-cultural awareness in writing instruction, which means considering the students' cultural context when providing WCF to students (Elhawwa et al., 2018; Hopper, 2023). The key informants of this study also agreed with this notion. They even added that communication breakdown that causes issues in the feedback process often stems from language barriers, student competence gaps, and cultural differences. For them, it is often challenging to provide pointed, clear criticism geared toward each student when grades include a mix of many students. The difficulty arises when one uses a general cognitive framework for all student types without considering students' levels and learning styles.

In addition, balancing feedback and motivation poses a dilemma when it comes to their feedback. They explained that writing corrective feedback to foreign students is difficult because they need to balance the number of corrections and the length of the explanation. Clarity and Understanding is also an ongoing problem because instructors' primary concern is whether their corrections would be understandable to students and whether the corrections are sufficient. One even cited that if they sense that their wording might not be clear to the students, they try to think of an alternative way to convey the message and rephrase it accordingly. "Ensuring the input is interpreted and applied appropriately presents a significant difficulty when giving written corrective feedback to international students."

Moreover, the theme **Feedback Factors**, which include the initial codes of feedback interpretation and clarity, addressing recurrent mistakes, providing concise corrections, and managing feedback effectively, was noted due

to difficulties in comprehending students' ideas, and four also cited tailoring feedback and distance and communication. When personalizing feedback, instructors find it difficult to modify feedback to suit every student's level (Ghandi & Maghsoudi, 2014). Some mentioned using templates when giving grammar tips, as they have already been meticulously checked. However, as students' levels differ, explanations and examples sometimes require modification for better understanding. They want to customize the feedback to each student's proficiency level and learning style to be understandable, precise, and useful. The participants who have difficulties comprehending students' ideas noted that there are language and cultural differences, as it is hard to interpret their ideas and provide feedback accurately. Some struggle to understand the student's words or sentence construction, and one participant attributed this to the variance in the syntax of the student's first language (L1) and the syntax of American English. As for the issue regarding distance and communication, some mentioned the biggest challenge is distance, as they do not have the students face-to-face to ask what they mean with the sentences they wrote directly, so they would have to try and guess what they mean. Sometimes, the instructors struggle with explaining things, so they gauge how technical they should be with their feedback.

Meanwhile, this theme also includes issues about time management and handling recurring mistakes. When asked why time is also an issue, they provided examples such as meeting deadlines, especially when students' essays are too long and have too many errors. They may find it difficult to give all the corrections and grammar explanations they originally planned to provide. They also mentioned Handling Recurring Mistakes, as some students still repeat the same errors even after being given corrections, which frustrates both the instructor and the student. They also explained that some students struggle with self-correction or do not understand feedback, causing repeated blunders. Because of this, studying writing without giving up or becoming discouraged is another challenge. Finally, only one participant mentioned handling limited student responses as a difficulty, stating, *"When students provide only a single-sentence answer, it becomes challenging to assess their capabilities thoroughly as their writing is limited."*

3.4 Impact of WCF on Feedback Quality and Student Written Output

Table 4 illustrates the participants' perceived impact of written corrective feedback. It demonstrates the themes of the impact of written corrective feedback on the quality of feedback and the students' written output, which includes (a) student output, (b) teacher feedback, and (c) student behaviors.

Table 4. Summary of themes: WCF impact on feedback quality and students' written output

Theme	Meaning	Sample Extracts
Student Skill Refinement	This focuses on how feedback influences student learning progress and improvement.	There is a perceived impact on student progress and improvement. Initial codes include student transferable writing skill improvement and local writing skill improvement. <i>"It is rewarding to observe the progress of our students over time. Initially, many were not particular about using articles, but after months of learning with us, they have become increasingly conscious of their usage, demonstrating significant improvement in their language skills."</i>
Teacher Feedback Technique Development	This highlights the necessity of how the online ESL instructors' feedback is used by the students.	Students apply the feedback they receive, resulting in a decrease in errors committed. Initial codes include students' feedback application and determining the appropriate correction approach. <i>"They learn to use words more carefully and comprehend writing standards. Feedback reduces frequent problems such as verb tense misuse and subject-verb agreement concerns in students' writing."</i>
Student Behaviors	This refers to the improvement of students' behaviors toward written corrective feedback given by their online ESL instructors.	Initial codes include student learning retention, confidence, motivation, and reactions and preferences. <i>"On the other hand, intermediate and advanced learners are more experimental with their vocabulary and start to emphasize the depth and context of their writing."</i>

Written corrective feedback impacts **Student Output Refinement**, which includes the labels student transferable writing skill improvement and local writing skill improvement. The participants pointed out that written corrective feedback improves ESL students' writing by improving their grammar, vocabulary, and sentence structure. This feedback type also reduces frequent problems such as verb tense misuse and subject-verb agreement concerns, enabling students to write essays with more clarity and better expressions (Aridah, 2016).

Moreover, the theme **Teacher Feedback Technique Development**, which includes the labels students' feedback application and determining appropriate correction approach, was also cited as students applied the feedback they received as the number of errors they commit decreases, and their sentences became easier to understand. When students repeatedly commit a certain grammatical error, they also receive repeated corrections. Next, when it comes to students' responses to feedback, the ESL instructors noted that many students take note of their mistakes, and as they better express themselves, they tend to write more frequently. The key informants of this study also agreed with these insights. They even elaborated that in their students' essays, they noticed that their students achieved better quality in their written work. Gradually, they could accommodate such feedback in their essays, making them more structured, detailed, and resourceful. They assumed that their writing skills improve with the help of text correction exercises, and using them in the right sequence reinforces beneficial effects.

Lastly, with the theme **of Student Behaviors**, which includes the initial codes of student learning retention, student confidence and motivation, and student reactions and preferences, the participants believed advanced students would react better to input on pragmatics and language nuances. In contrast, beginner students typically gain more from clear comments on grammatical problems. This further proves Denman's study (2020), in which she pointed out that suggestions, or constructive criticism, are one mitigation strategy that can reduce the negative implications of WCF. She defined mitigation as words containing "a positive phrase." previous criticism or the use of hedge words like "perhaps" or "maybe." L2 teachers frequently employ hedges, which are qualifiers like "some" or "a little" or verbs like "seemed" or "could" to soften criticism, and another method of mitigation is the use of questions designed to have students thinking about WCF. In addition, this finding emphasizes confidence and better interaction between student and teacher as a fundamental effect of WCF, which agrees with Al-Hazzani and Altalhab's study (2018). According to this finding, corrective criticism in English writing classes can be educational and encourage students to engage in writing tasks to be motivated to complete the writing activities. One participant noted, "Some of my students truly retain the feedback I offer, leading to increased confidence in their English abilities." They added that it helps foreign students become more motivated when they see they are improving. The research construct below shows the interconnection between the themes gathered from the data provided by the participants. It displays the lived experiences of selected online ESL instructors in online ESL academies in Ortigas, Pasig City when giving written corrective feedback to foreign students in ESL academies.

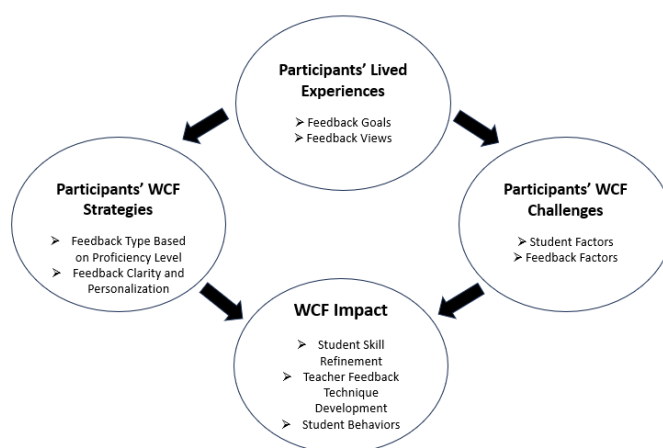


Figure 1. Research Construct

The participants' lived experiences with written corrective feedback include their views on its use and their goals. Based on these lived experiences, they emphasized their strategies and challenges when using this feedback practice. Participants drew the perceived impact of their written corrective feedback from the challenges and strategies.

4.0 Conclusion

In terms of lived experiences of online ESL Instructors when giving written corrective feedback, the results showed two themes: Feedback Goals and Feedback Views. Regarding strategies employed by online ESL instructors when

giving written corrective feedback, the findings revealed these themes: Feedback Based on Proficiency Level and Feedback Clarity and Personalization. Regarding the challenges online ESL instructors face when giving written corrective feedback, results showed these themes: Student Factors and Feedback Factors. Lastly, findings revealed three themes: Student Skill Refinement, Teacher Feedback Technique Development, and Student Behaviors.

Based on the conclusions, here are the researcher's recommendations: The instructors may use error logs or journals for their students to record their feedback. With this, the students will also have their tracker for their writing progress and can easily verify their recurring linguistic issues. The teacher may also initiate peer correction activities before giving the teacher corrective feedback. This will allow students to check others' works using their knowledge of grammar and writing, thus promoting awareness of errors. Foreign beginner and intermediate-level students should be given explicit feedback for the initial writing activities. The comments can be error codes or abbreviations to indicate errors in the text or margin. For the succeeding activities, the instructors may use focused feedback to target the most important errors that affect the clarity of the students' work.

In order to address cultural diversity, it is crucial to develop a culturally sensitive communication environment. Increasing cultural sensitivity in feedback procedures involves using inclusive language, respecting students' opinions, practicing active listening, requesting clarity, avoiding preconceptions, being receptive to feedback, and apologizing as needed. In addition, online ESL instructors should be able to understand and adapt to students' communication styles. Furthermore, to eliminate potential confusion, provide feedback in clear and detailed language and avoid idioms, slang, or analogies that may not transfer well across cultural barriers, especially with beginner and intermediate students. To ensure that the quality of feedback boosts writing competence and improves students' confidence, online ESL instructors should give personalized feedback to meet each student's needs and requirements. This way, instructors can target both areas for improvement and motivate their students by balancing encouraging words and constructive criticism.

5.0 Contributions of Authors

The author reviewed and approved the final version of this work.

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7.0 Conflict of Interests

No conflict of interest is declared for this paper.

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