

Feedbacking Strategies of English Language Teachers on the Written Outputs of Students in Distance Learning

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Abstract

This study aimed to describe the feedback strategies of English Language Teachers on the written outputs of students in distance learning and how these strategies help the students improve their written outputs. It also aimed to propose a feedback framework that can be adopted by Language teachers in distance learning. This study was conducted using a general qualitative inquiry design in which a researcher-made validated interview guide served as the primary data collection tool. The study had 10 English Language Teachers as Participants who were chosen purposively using criteria set by the researcher. The findings of this study revealed that English teachers use positive words to motivate students to do better, provide constructive criticisms to improve students' outputs, observe confidentiality, remind students to avoid plagiarism, focus on grammatical errors, use rubrics for objectivity's sake, and give general comments on errors in class. The participants perceived that these feedback strategies lead to improvement, motivate students to keep on improving their outputs, raise awareness among students on their errors, and assure students that their outputs are being monitored. Furthermore, the things that the English teachers consider when they provide feedback on the written outputs of their students include being punctual, and assuring students that their outputs are being monitored. Additionally, feedback strategies have to be humane, and objective, and should check on the authenticity of students' output. Lastly, the proposed feedback framework is centered on improving students' written outputs. Its seven elements are complementary to each other to realize the main objective of the framework.

Keywords: feedback, writing, distance learning, qualitative, English

1. Introduction

The presence of feedback in communication indicates that the intended recipient has effectively received the message transmitted by the sender. In the field of education, feedback serves various purposes, including facilitating the refinement and enhancement of students' skills and talents. A substantial body of literature and empirical research supports the notion that feedback has a positive impact on the process of learning.

According to Rahman & Ismat (2016), the importance of feedback in improving students' learning experiences cannot be overstated. This has a significant impact on the professionalization of teaching in higher education. However, in this field, feedback is seen as a difficult issue. The traditional form of feedback is still used by most lecturers. This type of feedback is frequently ineffective in helping students improve their learning experience. It is past time for lecturers to reconsider their approach to providing feedback. They should refrain from using the traditional method of providing feedback to students.

It is important to remember that giving feedback is not easy, and there have been numerous challenges identified on both the provider and receiver sides. A wide range of barriers has been identified as impeding the receiver from receiving effective feedback. For example, the faculty might adopt a defensive approach during feedback sessions out of fear of upsetting the receiver and jeopardizing the existing amicability. Even the learners might take a resistant stand and ignore the feedback given by the faculty. Furthermore, nonspecific feedback does not affect the receiver's ability to change their behavior (Shrivastava & Shrivastava, 2018).

Generally, there have been studies that prove that teachers' feedback positively influences students to do better in school. However, no study was found regarding the feedback strategies of English Teachers in Higher Education Institutions on the Written outputs of their students especially now in distance learning. Hence, this study was conducted to further bridge the gap between the existing studies and the possible proposal of a feedbacking framework specifically addressing the written outputs of students in distance learning.

As regards the studies concerning feedback on writing, Bitchener et al. (2005) discovered that direct oral feedback in combination with direct written feedback had a greater effect on improving accuracy over time than direct written feedback alone, but also that the combined feedback option facilitated improvement in the more "treatable" rule-governed features (past simple tense and definite article) than in the less "treatable" feature (definite article) (prepositions). Additionally, they argue that if upper intermediate L2 writers are routinely exposed to oral and written corrective feedback, they can increase their correctness in the use of rule-governed linguistic elements.

Bitchener and Knoch (2008) investigated whether different types of written corrective feedback (direct corrective feedback, written and oral meta-linguistic explanation; direct corrective feedback and written meta-linguistic explanation; direct corrective feedback only; no corrective feedback) improve students' accuracy in two functional uses of the English article system. The findings show that (1) students who received all three types of written corrective feedback outperformed those who did not, (2) students' accuracy levels were maintained for seven weeks, and (3) there was no difference in the extent to which migrant and international students improved their writing accuracy as a result of written corrective feedback.

This study adheres to the contention of Magno et al (2011), according to them, feedback plays a critical role in the development of writing proficiency among second language learners. This is especially true in the context of academic writing in the Philippines, where the purpose of writing instruction in this course is to teach both the conventions of writing in a specific academic context as well as the grammatical forms required to complete writing tasks. In this regard, Filipino students work hard to meet the course's writing requirements as well as their writing teachers' preferences.

Words definitely can either make or break a person's heart. Similarly, in education, words coming from the teachers and delivered among students are critical because they greatly affect students' feelings. Hence, when teachers provide feedback on students' written outputs, they must be sensitive to the feelings of the students. Therefore, this study aimed to describe the feedback strategies of English Language Teachers on the written outputs of students in distance learning.

It also unveiled the English language teachers' perceptions of these strategies to help the students improve their written outputs. It also aimed to propose a feedback framework that can be adopted by Language teachers in distance learning. The study's significance could be reinforced by De Leon's (2022) assertion that the COVID-19 pandemic has undeniably resulted in extensive and profound challenges within the educational system of the Philippines. She further noted that educators have had difficulties implementing distance learning modalities since the onset of the epidemic, frequently lacking sufficient direction, training, and resources.

The findings of this study are deemed helpful among teachers and students because they will have an idea of how English teachers provide feedback on the written outputs of the students and how proper feedback can improve students' outputs.

1.1 Research Questions

This study aimed to describe the feedback strategies of English Language Teachers on the written outputs of students in distance learning and how these strategies help the students improve their written outputs. It also aimed to propose a feedback framework that can be adopted by English Language teachers in distance learning. It specifically answered the following:

1. What are the strategies of the teachers in providing feedback on the written outputs of the students?
2. How may the perceived impacts of feedback on the written outputs of the students be described?
3. What are the considerations that the teachers observe when they provide feedback on the written outputs of the students?
4. Based on the findings, what feedback framework can be proposed that can be adopted to distance learning?

2. Method

The study was conducted using general qualitative inquiry. Liamputtong (2019) discussed that qualitative inquiry refers to "a broad approach" that qualitative researchers adopt as a means to examine social circumstances. The inquiry is based on an assumption that posits that people utilize "what they see, hear, and feel" to make sense of social experiences. The researcher chose to apply this research design because the objective of the study is to describe the feedback strategies of English Language Teachers on the written outputs of students in distance learning and how these strategies help the students improve their written outputs

2.1 Participants

The participants of this study were 10 English college instructors. They were selected using these criteria: First, they should be teaching in a higher institution. Second, they should be handling English subjects that require written outputs such as purposive communication, technical writing, and literature. Third, they should be holding a master's degree in English or at least at their thesis writing stage.

2.2 Instruments

The researcher used an interview guide to capture the needed data for this study. The interview guide consisted of questions focused on the strategies of English language teachers in providing feedback to the written outputs of their students. It was a self-made interview guide and was validated by three research experts. The two validators are experts in the field of qualitative research and they hold doctorate degrees and the other one is an expert in the English language who holds a Master's degree in English.

2.3 Data Collection

The researcher asked permission from the participants to conduct the study. After securing the permit, the researcher scheduled an interview with the participants via Google Meet to observe safety precautions due to the current pandemic. The researcher explained the objective of the study before the interview began. The researcher also asked the permission of the participants to record the interview. The researcher asked to interview the participants by asking questions formulated on the validated interview guide.

2.4 Ethical Considerations

The researcher followed the ethical guidelines and principles while conducting the research. Prior to the commencement of the study, explicit consent was sought from all participants, thereby ensuring their full cooperation. Measures were taken to guarantee the security of the research data, thereby upholding the privacy and anonymity of the participants. In order to maintain the integrity of the study, precautions were taken to avoid biases and any kind of misleading information. Additionally, proper citation practices were adhered to when incorporating relevant works and research findings into this study.

2.5 Data Analysis

After the transcription of the recorded interview, the researcher used Terry et al. (2017) Thematic Analysis (TA) to identify concepts, categories, and themes from the gathered data. The thematic analysis conducted in this study used the following steps:

Stage I: Familiarizing with the Data

This process which can begin during the data collection involves transcription of data and reading and re-reading through the data to obtain initial ideas. The researcher was sensitive to different data elements which implied any meaning patterns.

Stage II: Generating Codes

In this step, the researcher systematically generates initial codes from the data which can act as building blocks of the analysis. Along with coding, the researcher also seeks similarities and patterns across the data. In this study, the researchers developed codes and stayed focused on coding the whole dataset before constructing themes.

Stage III. Searching for Themes

The themes developed at this stage are not fixed and they are open to change. In fact, the codes developed in the previous stage construct the initial themes and the relevant data for each will be gathered. Therefore, the researchers examined the codes to develop themes in the data.

Stage IV. Reviewing Potential Themes

Here the themes developed in the previous stage are further refined. The researcher read the data extracts supporting each of the themes and reviewed and refined the individual themes and the initial thematic map.

Stage V. Defining, Naming, and Analyzing Themes

In this stage, the researcher has clearly defined and named themes and sub-themes.

Stage VI. Producing the Report

In this final stage, the researcher uses the narratives, data extracts and arguments to further support the direct and indirect relation among the themes

Transferability, conformability, and credibility established the rigor of the study. Transferability was reflected as the participants described their strategies in giving feedback on the written outputs of their students in distance learning, which then enabled clusters of meaning and grouping as to the essential themes conveyed. The rechecking technique built the conformability of the findings transcribed during the semi-structured interviews. The researcher presented the transcripts to the participants to verify data for its truthfulness and accuracy, to achieve holistic credibility.

3. Findings and Discussion

This part discusses the significant themes generated in line with the research questions of this study.

3.1 Strategies of the Teachers in Providing Feedback on the Written Outputs of the Students

Theme 1: Use positive words to motivate students to do better. The participants unveiled that they use positive words as much as possible to motivate students to do better in their activities. They find this strategy useful because, using this, they focus on the affective domain of the students. Through this, they get to show their appreciation of students' output. This particular theme emerged from these responses:

Providing feedback to students is one of the necessary things teachers should consider. I have a co-teacher who told me that feedback is not just about correcting what was presented to me because that was me before. She told me that I need to give positive comment/s first regardless of the incorrectness of the output (T1)

I also refrain from using negative words which will eventually make them lose interest or effort in the subject or lesson per se. (T3)

I carefully choose my words in giving feedback so they will not be discouraged, instead, they will aim to be a better version of themselves. (T4)

In terms of the sandwich approach, the first thing that corresponds to the first bun of the sandwich you need to do is to compliment their work by looking at the vital points they provide in their output. (T5)

Whenever I give feedback to my students I see to it that I give positive feedback. Giving positive feedback to my students boosts their

morale and self-confidence. (T8)

It is the teacher's duty to provide feedback to his/her students in a comfortable manner that's why teachers need to think of the best strategies which he/she thinks apply to the students. (T10)

Withal, Marsh (2018) discussed that there are simple but powerful techniques for giving effective feedback. One of these techniques is feedforwarding. While feedback is concerned with the past, feedforward is concerned with the possibilities for the future. It is a shift from "You spoke too quickly during that presentation" to "Next time you give a presentation, try pausing between each slide to help you re-balance and make your delivery more effective." The concept is that while an individual cannot change their past behavior, they can change their behavior in the future, which is what is empowering. Feedforward allows you to address the same problems more positively. Crisostomo (2023) emphasized the significance of educators in shaping the experiences of their students. She stated that educators should offer students educational resources and suitable learning methodologies, as well as demonstrate strategies and provide advice to assist students in advancing and attaining their educational objectives.

Theme 2: Provide constructive criticisms to improve students' outputs. The participants disclosed that they use constructive criticism when they provide feedback to their students. By this, they get to point out the things that students need to improve. This theme sprouted from these narratives:

The second is to critique constructively wherein I need to suggest things to make the output better. I still follow these up now. (T1)

It depends upon the mechanics/rubrics I've given to the written output. Most commonly with the use of Google Docs, you can write the suggested right word(s) to use and what seems to be wrong with their output. (T2)

I remind them that constant and correct practice makes perfect so mistakes are opportunities and not weaknesses. (T3)

I also make sure to give comments and suggestions on how they present their ideas and how should they do such. (T4)

I am asking the students to rewrite their output based on the given comments and suggestions so that the one that they will be submitting is the one that is thoroughly crafted. (T5)

I use the common way. I just write corrections on their draft then ask the students to revise based on my comments. (T7)

This doesn't mean that I ignore the lapses in their written outputs, I still take note of them and inform them in a nice way what needs to be improved. (T8)

I usually highlight the phrases or words to improve and comment on some possible alternative or better ways to express their thoughts. (T9)

Relatively, getting comments on an early draft, according to Peter (1998), is like being critiqued before you've had a chance to make your article as terrific as it can be. Feedback is given based on the current state of learning. The most significant point is that feedback has the potential to increase performance by influencing motivation and/or strategy implementation (Kluger & DeNisi, 1996; Vollmeyer & Rheinberg, 2005).

Theme 3: Observe confidentiality. The participants shared that they value the confidentiality of the students which is why they give their comments privately, usually in the comment section of Google Classroom. This theme was unearthed from these excerpts:

I also leave some feedback in the private comment box. (T2)

In providing feedback on the written outputs of my students, I give general and specific comments. I sometimes give an overview to the class in relation to the mistakes commonly made by them. (T3)

Since the school I work for prescribed using Google services like Google Classroom, it has been easy for me to provide feedback to my students by highlighting texts and writing comments/annotations; by leaving private comments in the comment box. (T6)

Similarly, Voet et al. (2018) discussed that individualization of feedback could be an advantage. When teachers aim to provide more frequent and timely feedback, they frequently organize it together to make it possible. Individual feedback, on the other hand, can address personal needs and create possibilities for personal connection more frequently than collective feedback.

Theme 4: Remind students to avoid plagiarism. The participants also discussed that they still look into the issue of plagiarism in the written outputs of the students especially now that the country is using distance learning. It is easy to copy and paste ideas from the internet which is why they remind their students to avoid plagiarizing their submitted written outputs. This theme was unveiled from these transcripts:

When I give written outputs to my students, especially to the English major students, I always tell them and make sure that they put reference/s to every idea that they will get from what they read to avoid plagiarism. (T4)

At times, when submissions are not through Google Classroom, I print them, write on them, scan them, and give them back as PDF. (T6)

When I think the submitted file is plagiarized, I would often copy and paste the part and search for it online. Then a warning message about the consequences of plagiarizing and the link will be the subject of the feedback followed by the encouragement of expression of better ideas. (T8)

Theme 5: Focus on grammatical errors. Grammatical errors are naturally part of the things that English teachers notice in a written output. Hence, they shared that they also pointed out these lapses in their feedback on the written outputs of the students.

Upon reading, when I see grammatical error/s, I highlight such and then correct them so that when I return their works, they will know their errors. With that, they will be more conscious of their grammar and they will avoid committing error/s. (T4)

Cite all the weak points on the output like the grammar, the diction, and some of the issues that are not pertinent to the given topic. (T5)

This theme may be deemed relevant to this, "in product-oriented writing classrooms, teachers tend to assume the role of a judge remarking on student work without offering the students an opportunity to respond on the teachers' input," Brannon and Knoblauch (1982) write (Cited in Lee, Mak, & Burns, 2015.). This reality, however, causes students a great deal of anxiety.

Theme 6: Use rubrics for objectivity's sake. The participants value fairness in checking the written outputs of the students. They articulated that they use rubrics when they provide feedback to students to avoid bias. This theme sprouted from these responses of the participants:

The second approach is with the use of an analytic rubric, which is a type of rubric divided into criteria with a corresponding number of scores. Each has a statement that applies to their output. By this, it would make you more objective in giving them scores and grades. (T5)

I ask questions just to let the students evaluate or discover the lapses. My questions are based on the criteria discussed in class. (T7)

Aside from the mechanics and technicality, I find it important to also give them your reaction about their output. A student of mine shared she was assaulted before. (T9)

Feedback should not be given based on the teacher's mood, it must be based on criteria/rubrics. (T10)

Relevant to this, Marsh (2018) shared that the DESC feedback technique (describe, express, specify, consequences) is a quick and easy way to communicate with an individual what they should do more, less, or differently to improve their performance and maximize their effectiveness. The first step under this is to describe the behavior as it is perceived. Concentrate on just one recent instance of behavior that you have witnessed. You must use an "I" statement. For example, you could say, "I noticed that you didn't seem engaged in that meeting." The next step is to express how you are affected by this behavior. Then, tell them what you want them to do differently. Because people cannot read minds, stating what you want makes it crystal clear to the other person. Finally, discuss the ramifications of their new behavior. It is natural for them to want to know why you are asking them to change their behavior, and you must back it up by explaining how it will benefit both you and them. DESC can be a powerful tool for inducing behavior change. It, like feedforward, is focused on the future, and it only mentions the past to provide context. When giving feedback, people are more likely to accept it positively if they believe you care about their feelings and aspirations. Before you deliver your speech, it is a good idea to write it down and practice it. This will ensure that when you deliver it, you are clear and concise, so the person understands exactly what you are asking of them.

Theme 7: Give general comments on errors in class. Some participants answered that they give their feedback to the class when errors are common among the students. This was disclosed in these responses:

If time permits, I also allot a few minutes in class to discuss the common areas they need to work on just in case they cannot and do not read the comments I leave on their work. (T6)

Sometimes, I do not directly write the corrections. (T7)

If the error is common (more students commit it) mention it in the next synchronous session and provide examples. I have observed this in my evaluation for the previous academic year. Students feel more at ease when you let them know you are reading their works and you care about their thoughts. (T9)

On the contrary, Voet et al. (2018) discussed collective feedback cannot, however, address personal needs and provide opportunities for personal interaction as often as individual feedback can.

3.2 Perceived Impacts of Feedback on the Written Outputs of the Students

Theme 1: Feedback on students' output leads to improvement. The participants perceived that the feedback that they provide to their students may lead to the desired improvement. This feedback can guide their students in developing their outputs and skills in writing. This was unveiled from these responses:

Feedbacking will only be efficient if and only if the checked outputs are returned to students for a request for improvement. If it will just be here and then without proof of challenges to improve, it will be just "Oh okay that is the reason why I got like this and that". (T1)

It helps them to see the areas that they need to improve. (T2)

These feedbacks will stand as their guide in pursuing and developing their writing skills especially if it is being used in an organization or company. (T3)

Providing feedback is very important because it will help them improve their written outputs. (T4)

At some point, when they get used to getting feedback, they'd even send me private messages and ask me to check their work prior to submission. (T6)

The main aim of writing feedback is to help the learner if a certain writing skill understand all the opportunities for improved writing. It's often believed that the first draft is our best effort. (T7)

Relevant to this, Ion (2019) claimed that students reported a better learning experience and a greater sense of commitment to their own learning and the progress of their peers after receiving feedback. Giving students feedback helped them improve their learning, which is a clear indication that students want to take an active role in their own learning and value their input in the creation of teaching and learning experiences

Theme 2: Feedback on students' output motivates students to keep on improving their outputs. The participants also saw that whenever they return feedback to students, they get motivated and inspired to improve their written outputs. This theme emerged from these answers:

On the other hand, even without asking students to redo their outputs for improvement, feedback (especially if it is positive) is really helpful because it motivates them to continue doing their best. (T1)

It challenges them to do better with their next written activities. (T2)

First and foremost, we know that any written material should be done meticulously because whatever is written on a piece of paper or any other platform, it would be hard to take it back. (T3)

Quite frankly, commenting on their work does not create magic overnight when it comes to the areas that they need to improve on (technical aspects). Most of the time, even when I comment a lot, I still see no difference (T6)

Yes, there is room for corrections as per the feedback, but when the modifications are done with encouraging support, a motivated writer is born! (T7)

As a teacher, it is my way of uplifting their spirits, boosting their confidence, and inspiring them to do their best. (T8)

Commending on the things they did excellently and giving them pointers to look at areas they need to improve would encourage them to value their work. (T9)

The students will consider our feedback as their determining factor. It means they will use our feedback as their guide in tracing and improving their written performance. (T10)

In view of this finding, Marwan et al. (2020) uttered that correction is central to the traditional definition of feedback, derived from cognitive science and closed-systems thinking, where the role of feedback is to 'put things right' by taking corrective action.

Theme 3: Feedback on students' output raises awareness among students of their errors. The participants noted that this feedback can raise awareness among the students of their errors such as grammar and word choice. This theme was disclosed in these narratives:

Through this feedback, they are becoming aware of what they have done good and what needs to be improved. (T3)

When we correct their grammar, for example, they become more aware of their errors and they try to not commit such the next time. Also, it helps them to practice their writing skills and present their ideas in an effective way. (T4)

Feedbacking is very important to students' learning process because, as a teacher, it is your primary responsibility to correct their mistakes in terms of their output. (T5)

Likewise, Sadler (2013) acknowledges that feedback must include identification of errors or misunderstanding, but highlights the forensic role of feedback, diagnosing problems with the work. This links with the benchmarking role where feedback identifies a gap between what is understood/has been demonstrated and the standard of performance expected.

Theme 4: Feedback on students' output assures students that their outputs are being monitored. The participants shared that they assure their students that they monitor their progress and written outputs through this feedback. Through this feedback, students feel fulfilled because even though their written outputs are not perfect, their teachers are still able to appreciate their outputs. This theme emerged from these responses:

Because feedback is one of the essential elements of communication, it is also needed in the learning process. (T5)

Nevertheless, giving them feedback assures them that I read what they wrote and I appreciate their work and effort. That alone inspires them to be better every time. (T6)

Giving feedback is one way of monitoring where our students are in terms of mastery. When students receive feedback from their teachers they have that sense of fulfillment because they know that even if their written outputs are not perfect, they are still appreciated. (T8)

One way to remove the misconception that teachers are just bombarding students with activities is to give feedback based on your objectives. (T9)

On the contrary, the feedback process is considered limited in its effectiveness because, despite evidence of students' thirst for feedback (Hyland 2000; O'Donovan, Price, and Rust 2001), students do not necessarily read their feedback (Hounsell 1987) or, if they do, they may not understand or use it (Gibbs and Simpson 2004; Lea and Street 1998; McCune 2004).

3.3 Considerations that the Teachers Observe When They Provide Feedback on the Written Outputs of the Students

Theme 1: Feedback on students' output should be punctual. One of the considerations that the participants unveiled is being punctual in providing feedback. Students can feel that they need to do better in the next task if the teacher can send their feedback as early as possible to them. This theme was disclosed in these narratives:

I have realized that feedback should be on time. , If we start to return their outputs (much better on time like 5 days after submission), they will feel that they need to do their best on the next tasks. (T1)

Also, on my part is the timeliness of the feedback and the points for improvement. I must be able to provide feedback and points for improvement right away so they will be aware of their own errors and correct such, if there are any, right away as well. (T4)

The primary consideration I have is the number of students I have in class. The more students, the harder it is to provide individual feedback. (T6)

Theme 2: Feedback on students' output should assure students that their outputs are being monitored. The participants also consider the thought that the students should feel assured when they submit their written outputs that their teachers are monitoring them. This theme emerged from these answers:

It will give the students the idea of being appreciated because nowadays, they think that teachers are not checking their outputs anymore so the thing is, they will not exert effort. (T1)

I also consider giving feedback in general so my students know that they are being monitored and at the same time appreciated for the work they have done. (T2)

On the contrary, the feedback process is considered limited in its effectiveness because, despite evidence of students' thirst for feedback, students do not necessarily read their feedback or, if they do, they may not understand or use it (Gibbs and Simpson 2004; Lea and Street 1998; McCune 2004).

Theme 3: Feedback on students' output should be humane. Although there are times that feedback focuses on errors, the participants shared that they should still be sensitive in giving feedback on these written outputs. They consider the feelings and reactions of their students when they read the feedback that the teachers send to them. This theme emanated from these narratives:

The way you deliver it, even if it is written you must be aware of your tone and how your student(s) will perceive or interpret it. (T3)

The things that I always consider in giving feedback to my students, especially during distance learning, are, first, the sense of being sensitive. You always must remember that you also need to be more careful with the words you use because it might create a misunderstanding. (T5)

Another is the receptiveness of the learner. Some students are open, some are practically apathetic or overly sensitive. So I carefully choose my words too and try to assess the behavior of the student, especially since we are all in a vulnerable state. One careless remark may make a mountain out of a molehill. (T6)

One of the major considerations in providing feedback to my students in distance learning is the kind of resources my students use. (T8)

Then try to appreciate all other elements or efforts exerted by the students. (T9)

It is important to consider our students' individual skills, by taking it into consideration we can somehow protect their inner emotions. (T10)

On a similar note, the learners' characteristics should be considered according to Clariana et al (2000) as cited by Shute (2008) the skill and prior knowledge of learners have been found to powerfully influence the effectiveness of feedback interventions. Novice learners working on simple tasks benefit strongly from immediate feedback while more skilled learners, often tackling higher cognitive-level questions, can profit from delayed feedback that allows greater time for processing (Clariana, Wagner, & Roher Murphy, 2000; Shute, 2008). In line with the characteristics of students, Nanquil (2020) articulated that teachers should consider the age, diversity, belief, attitude, gender, and readiness of the learners because these factors are the determining points or bases for successful learning outcomes.

Theme 4: Feedback on students' output should be objective. The participants noted that being objective or fair in providing feedback should be prioritized also. For them, they have to point out specific errors using rubrics to observe the objectivity of their feedback.

This theme was unveiled from these responses of the participants:

Be sure to state the specific error in their written works. (T2)

After being sensitive, be more objective. Because your rubric guides you, never give irrelevant comments and do not give too many compliments to the work to not become biased. The next one is asking them to rewrite the work, give them ample time to finish it and motivate them to accomplish it on time. (T5)

I also look into the area that needs feedback. If it has nothing to do with the objectives of the lesson, I just leave it be. But if I see that it is a contributing factor to the overall performance of the student I cannot help but meddle. (T6)

We cannot conclude that a student is not performing because he/she is not able to submit on time or he/she is in the proper mindset to come up with a good write-up. His/her ability to write may be affected by the writing environment. Therefore, there's a sense of

inevitability in the assessment scoring/rating if the teacher has a belief that all students have similar atmospheres during the writing performance. (T7)

Concerning feedback, remember that it is fluid in the learning process. It means whenever possible, use it to enhance the learning experience. To establish feedback, I always start the session with the objectives. I let my students know the goals for the week. Then on the discussion part, you must always value answers whether they are oral or written on the chatbox. Recognize their names and connect answers from one student to another. Even if the answer is a little vague or not connected to the topic or question, you should still look for a point where you can use it to redirect the answers. I find that effective since it somehow gives them the sense of being recognized despite the distance or nervousness they feel. While for activities, projects, quizzes, or any other tasks, always start your feedback by following your rubric or criteria. Then try to appreciate all other elements or efforts exerted by the students. (T9)

Likewise, Nicol & Macfarlane-Dick (2006) and Hoska (1993) shared that in giving feedback, teachers should ensure learners are provided clear goals and success criteria through the use of rubrics, model assignments, and worked examples while specifically referencing these elements when communicating learner performance gaps.

Theme 5: Feedback on students' output should check on the authenticity of students' output. The participants also articulated that they check on the authenticity of the student's written output. They should make sure that the outputs that they submit are really from the participants and not from the internet. This actually pertains to plagiarism. This theme was uncovered from these answers of the participants:

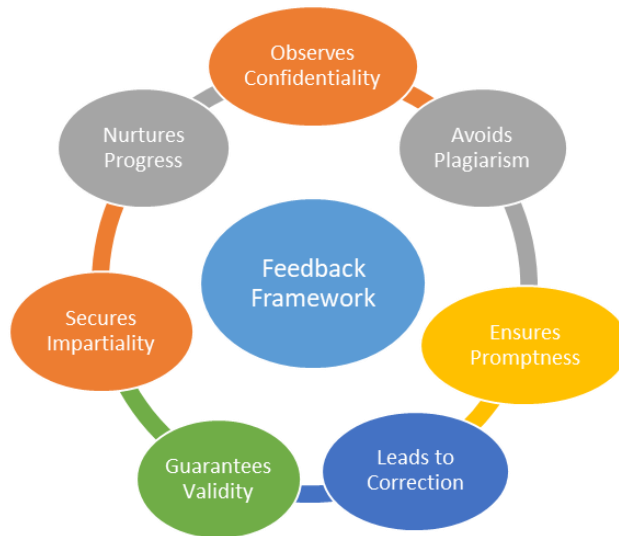
The authenticity of their works is also a plus because it has to be verified by how they interact with the given feedback. (T3)

First, I check their written outputs if they really are the ones who wrote that or if they just copied and pasted everything from the internet. (T4)

I consider the students' technical know-how such as their ability to manage the online drive and maximize its functions, plus the difficulty in internet connectivity. This reality should be significantly considered by the teacher for it will definitely affect the student's performance of certain writing tasks. (T7)

In view of the findings, Al-Bashir, Kabir, Rahman & Ismat (2016) discussed the importance of feedback in improving students' learning experiences cannot be overstated. This has a significant impact on the professionalization of teaching in higher education. However, in this field, feedback is seen as a difficult issue. The traditional form of feedback is still used by most lecturers. This type of feedback is frequently ineffective in helping students improve their learning experience. It is past time for lecturers to reconsider their approach to providing feedback. They should refrain from using the traditional method of providing feedback to students.

Reyes' (2023) Proposed Feedbacking Framework on Students' Written Outputs in Distance Learning



Reyes' (2023) Proposed Feedback framework is centered on improving students' written outputs. Its elements are complementary to each other to realize the main objective of the framework.

The following elements are beneficial as they play significant roles in improving students' written outputs.

Observes Confidentiality. This element promotes privacy between the teacher and the student to discuss points of strength and weakness in students' written output.

Avoids Plagiarism. This element allows the teacher to remind students to avoid copying, stealing, or owning someone's idea without proper citation. This will ensure that the students will value the intellectual property of authors and scholars.

Ensures Promptness. This element pertains to being prompt in providing feedback. This will ensure students that their written outputs are being monitored regularly.

Leads to correction. This element ensures that the feedback is geared towards correcting errors, mistakes, and lapses that need to be improved. However, the teacher should note that this shall be done constructively and avoid using harsh words that would lead to the demotivation of students.

Guarantees Validity. The element of validity should also be present in providing feedback. The teacher shall present also logic as to how the feedback can help the students improve their written outputs.

Secures Impartiality. This element should ensure that the teacher is fair in giving feedback. This can be done when the teacher uses rubrics as a guide to provide objective feedback.

Nurtures Progress. This element pertains to appreciating efforts and improvements. Although generally, feedback aims to improve the output of the students, it can also be given to students to lift their spirits and motivation to keep on improving their written outputs.

Correspondingly, Shrivastava & Shrivastava (2018) articulated that it is important to remember that giving feedback is not easy, and there have been numerous challenges identified on both the provider and receiver sides. A wide range of barriers has been identified as impeding the receiver from receiving effective feedback. For example, the faculty might adopt a defensive approach during feedback sessions out of fear of upsetting the receiver and jeopardizing the existing amicability. Even the learners might take a resistant stand and ignore the feedback given by the faculty. Furthermore, nonspecific feedback does not affect the receiver's ability to change their behavior

4. Conclusions and Recommendations

This presents the summary of the findings, conclusions, and recommendations of the researcher.

4.1 Summary of the Findings

This study was conducted to describe the feedback strategies of English Language Teachers on the written outputs of students in distance learning and how these strategies help the students improve their written outputs. It also aimed to propose a feedback framework that can be adopted by Language teachers in distance learning. Below is the summary of the findings of the study:

1. The following themes emerged in relation to the strategies of English teachers when they provide feedback on the written outputs of their students: Use positive words to motivate students to do better, provide constructive criticisms to improve students' outputs, observe confidentiality, remind students to avoid plagiarism, focus on grammatical errors, use rubrics for objectivity's sake, and give general comments on errors in class.
2. The perceived impacts of teachers of their provided feedback on the written outputs of their students include: feedbacking on students' output leads to improvement, motivates students to keep on improving their outputs, raises awareness among students on their errors, and assures students that their outputs are being monitored.
3. The things that the English teachers consider when they provide feedback on the written outputs of their students include: Feedback on students' output should be punctual, assure students that their outputs are being monitored, humane, and objective, and check on the authenticity of students' output.

4.2 Conclusions

In this study, the researcher described how English Language Teachers provide feedback on students' written outputs in distance learning and how these feedbacks help students improve their written outputs. It also attempted to present a feedback framework that language teachers in distant learning may adopt. Based on the investigation of the researcher, it is safe to say that English language teachers are careful in giving feedback to students as they consider the feelings of students when they receive feedback and the progress that they wish to see in the written outputs of the students. The English language teachers observe professionalism as they practice confidentiality, punctuality, and impartiality when giving feedback to students. For them, these strategies help students improve their written outputs as they become aware of their errors and motivated at the same time.

4.3 Recommendations

The following recommendations are offered based on the above-mentioned conclusions:

1. School administrators should come up with policies that would promote open communication concerning students' progress in their academic undertakings.
2. English teachers should provide feedback to students' outputs that are confidential, humane, objective, and prompt.
3. Student should comprehend and appreciate their teachers' feedback on their written outputs for improvement.
4. Other researchers could conduct an experimental study to test the effect of the proposed framework when utilized.

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