
TEACHER'S ASYNCHRONOUS WRITTEN CORRECTIVE FEEDBACK IN ONLINE ESP CLASSROOM: STUDENTS' PERCEPTIONS

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Abstract

The current study investigates the types and focus of an EFL teacher's corrective feedback and the students' perceptions about their teacher's feedback. This study adopts a mixed-method approach by combining quantitative and qualitative data to examine the teacher's electronic asynchronous feedback. The data for this study were collected by conducting online observations of the teacher's classes which were mediated by a Learning Management System (LMS), an online survey distributed to the course's students and a semi-structured interview with selected participants. The respondents who filled out the survey were 17 undergraduate students from the communication department at a private university in Jakarta, Indonesia. The students took a mandatory English for Specific Purposes (ESP) course and participated in this study voluntarily. The findings revealed that the ESP teacher preferred providing direct and focused feedback in her online classes. The focus of her feedback was oriented toward the processes of learning and the levels of self-regulation. In terms of perception, the part-time students perceive the teacher's direct and focused feedback as helpful in indicating their weak areas in L2 competency and appropriate for online courses.

Keywords: ESP, feedback, online learning, written corrective feedback

Introduction

Teaching English as a foreign language using an electronic or online approach requires the teachers to provide corrective feedback (CF) to assist students in seeing their strengths and weaknesses as their L2 abilities develop (Hyland, 2010; Bower & Kawaguchi, 2011; Tan & Manochpinyo, 2017; Kim & Bowles, 2019; Li & Vuono, 2019; Kessler, 2023). Although it is possible for the teachers to provide CF by having an online conversation, video conference with their students or doing face-to-face consultation (Manara, 2007; Aguskin & Maryani, 2018; Hoyos, 2018), written corrective feedback (WCF) is no longer an unusual choice for teachers in online learning (Sibuea, 2013; Vidal & Thouësny, 2015; Ene & Upton, 2018; Li & Vuono, 2019; Kessler, 2023) as WCF is practical when online learner takes place in normal or challenging circumstances such as poor internet connection. In the context of online foreign language learning, WCF can be delivered synchronously, through direct chat, or asynchronously by means of emails, online forums, or word processing software (Hyland & Hyland, 2006; Akbar, 2017; Ene & Upton, 2018; Huang & Renandya, 2018; Kim, Choi, Kang, Kim, & Yun, 2020; Syahputra, Hidayat, & Wulandari, 2022). With synchronous WCF (SWCF), besides receiving the feedback, the students are able to follow-up the feedbacks with further discussions with their teachers instantaneously (Shintani, 2015; Akbar, 2017; Cho, Kim & Park, 2021). On the other side, asynchronous WCF (AWCF) in online learning also supports follow-up discussions between the

teacher and their students upon receiving feedback, but the discussion does not take place immediately because the students will have to wait for several days before receiving replies or comments from their teacher and *vice versa* (Shintani & Aubrey, 2016; Canals, Granena, & Malicka, 2021; Kessler, 2023).

Studies on electronic WCF (EWCF) showed that students found EWCF beneficial in helping them notice their errors and improve their L2 productive skills, such as writing. EWCF gives room for teachers to give global feedback in terms of pointing out the students' grammatical errors, providing examples of correct language forms, writing structure (Shintani, 2015; Astrid, 2015; Huang, Xu, Bai & Dusza, 2020; Kessler, 2023). Concordantly, EFL learners found that feedback which are direct and focused would help them in noticing their grammatical error patterns, which consequently made them more aware of a specific grammar rule and improve their L2 accuracy (Yuliawati, Hermanto, Mustikawati & Magfiroh, 2021; Listiana, Ali, Sari, & Wahyudi, 2023).

In the context of online EFL learning at higher education institutions in Indonesia, previous studies reported that teacher's direct WCF would benefit students in becoming aware of their weaknesses in language accuracy and fluency (Sabarun, 2020; Fortunasari, Fajaryani, Wulandari & Khairunisa, 2021; Hanan, Firman & Terasne, 2022). Consequently, students perceived the teacher's WCF as constructive in improving the quality of their writing (Sukha & Listyani, 2022). Additionally, automated WCF provided by a web-based artificial intelligence (AI) app assisted the students in completing their writing assignments (Tambunan, Andayani, Sari & Lubis, 2023). Although past studies had discovered the positive impact of EWCF in online EFL learning, those studies were situated in universities whose students were full-time and enrolled in the English language program. So far, no study about the type and focus of a teacher's WCF has been conducted on part-time university students who enrol in a non-English language program. The current study addressed the gap that the past studies were not explored whereas it investigated the nature of teacher's EWCF in the context of an online English course that was taken by part-time university students who enrolled in a non-English language department. Two research questions were formulated to guide the current study; What are the types and focus of the teacher's AWCF in online writing tasks? And What do part-time students think about the types and the focus of the teacher's AWCF in online writing tasks?

Literature Review

This section reviews studies that have been done in the field of WCF and its typology in foreign language learning classes. It starts with a review of previous studies about WCF in foreign language writing classes. After that, it dives into the typology of language teacher's WCF by Ellis (2009) and the focus of WCF by Hattie and Timperley (2007). The discussion of these topics is salient in providing the foundation for the current study about a language teacher's AWCF in an online ESP course.

Written corrective feedback in a writing class

For teachers in general, feedback is an essential factor that can affect a learning process (Volmeyer & Rheinberg, 2005), and the feedback is effective when it is specific, objective-oriented, and impersonal (Thurlings, Vermeulen, Bastiens & Stijnen, 2012; Mahfoodh, 2022). Typically, in foreign language learning, a teacher's WCF in writing tasks fuses what the teacher thinks the students have done, summative feedback, and what the students have to do to improve their writing performance in the future, i.e., formative feedback (Hattie & Timperley, 2007; Harmer, 2020). In the context of developing writing skills, the teachers usually give WCF asynchronously or offline (Storch,

2018; Harmer, 2020) after students have finished doing their writing tasks and submit their papers to the teachers because the teachers need time to read the students' papers, write his/her comments, and return the papers to the students or have a one-on-one discussion with each student. Providing WCF immediately or in real-time is extremely difficult to provide (Cho, Kim & Park, 2021; Tatsanajamsuka & Saengboonb, 2021) in a writing class, but for teachers, delayed WCF is believed to be non-intrusive and can cover more areas of students' performance, such as the writing content (language fluency) or the language form (grammar, punctuation, spelling), i.e., accuracy in accomplishing their writing tasks.

Typology of written corrective feedbacks

Ellis (2009) has created a typology of WCF types that teachers and scholars have relied on. Based on his observation, teachers employ six types of WCF: direct, indirect, metalinguistic, focus of feedback, electronic, and reformulation. *Direct* feedback is the practice of providing correct linguistic form, such as crossing out the wrong word/phrase, inserting a missing word or letter (in case of a spelling problem), or writing the correct grammatical form above or next to the word error (Ali et al., 2023). Alternatively, CF can be given *indirectly* by indicating a problem or error, for instance, by underlining a part of a sentence, without offering explanation nor correct answer. The *metalinguistic* feedback takes form in symbols that suggest a clue to the type of error (e.g., by writing "small cap," "first person," or "subject-verb agreement"). The focus of feedback refers to whether the CF addresses selected error types (e.g. subject-verb agreement) throughout the student's paper or all types of error, *such as unfocused* CF. For *electronic* feedback, the teacher provides a hyperlink (URL) that will take the student to a website or online dictionary and provide proof of the error. Lastly, *reformulation* feedback refers to the act of rewriting a part or a student's sentence without modifying the original content.

Past studies revealed that teachers usually gave WCF on every error they found in their students' papers, a practice labelled as comprehensive written feedback (CWCF), similar to *unfocused* CF. In general, CWCF addresses errors in grammatical, spelling, punctuation, and idea organization areas. The problem with CWCF is the lack of focus and purpose (Ellis, 2008; Li & Vuono, 2019; Lee, 2019). Students always have difficulty understanding the CWCF because they do not know which area of their performance needs improvement. Lower language proficiency students will struggle with CWCF, but advanced L2 writers will reap the benefits because they make a few errors in their texts (Lee et al., 2021). Furthermore, instead of improving students' writing fluency, CWCF will drive students to focus more on accuracy in grammar, vocabulary, spelling, and many others. However, foreign language teachers generally believe that accuracy and fluency in writing are important, which drives them to provide CWCF that addresses all kinds of errors in their students' texts (Mao & Lee, 2020). Interestingly, the students in a writing course also expect CWCF from their teacher (Hyland & Hyland, 2006). Consequently, Lee (2013) and Ellis (2008) suggest that focused written corrective feedback (FWCF) should be the teacher's choice because focused CF responds to selected errors—content, organization, genre, grammar, vocabulary, or punctuation—and FWCF benefits the students in improving the weakest area of their writing skills. Additionally, a writing teacher can give hyperlinks, i.e., *electronic* feedback, that will take the students to a website or online video to assist students in improving their knowledge and understanding about a particular part of their writing skills.

In foreign language classroom practice, though CWCF benefits the students in pointing out all the problems they have in their writing, the CWCF practice is considered deficient in terms of focus and purpose (Lee, 2019). Based on the investigation of 46 first-year students in an EFL program, a

study shows that unfocused WCF should be given to students' short texts (Nicholas-Canesa et al., 2019). In a study on how a group of teachers gave WCF in the IELTS Writing course, instead of improving students' writing fluency, the teachers provided direct CWCF that influenced students to focus more on accuracy (Pearson, 2018). In a study with 52 lower-intermediate ESL students, it was found that focused written corrective feedback (FWCF) should be the teacher's choice because it responds to selected errors—content, organization, and genre—and it has a clear purpose (Bitchener & Knuch, 2009). In addition, FWCF is appropriate for lower-proficiency language learners (Bitchener, 2012; Storch, 2018; Lee et al., 2021). A study on 75 students in Auckland, New Zealand, suggested that a combination of direct CF and oral meta-linguistic explanation helped the students to use English articles “a” and “the” accurately in writing (Bitchener, 2007). In the context of EFL, FWCF is effective in the long run for EFL learners (Ellis, Sheen, Murakami & Takshima, 2008) and FWCF will be more beneficial for students when it is followed-up with a face-to-face consultation between teachers and students because the students can ask questions to clarify their teachers feedbacks (Ellis et al, 2012; Heift & Nguyen, 2021; Tambunan, Andayani, Sari & Lubis, 2022).

Focus of written corrective feedbacks

In their paper, Hattie and Timperley (2007) state that teacher's CF in the classroom has four types of focus. At *task-level*, feedback focuses on whether the task has been successfully completed or whether the work is correct or incorrect. Then, the feedback at *process level* deals with the cognitive and behavioural processes needed to finish a task. For example, teachers can reformulate a student's sentence to provide indirect feedback or produce pursuit questions to give a student a chance to rethink or defend their answers. Feedback about *self-regulation* occurs when the learners have developed an effective learning style that enables them to monitor, direct, and regulate actions toward the learning goal. A good example is a scoring rubric to inform the learners why they achieve low or high grades. At *the student level*, praises such as “You're a good student.” or “You are perceptive.” are feedbacks directed to the ‘self’. According to a study (Hattie, 1999), feedback about a task had the highest effect, while praise, punishment, and rewards had the lowest impact on the student's learning process. On the other side, praise and encouragement are effective when the teachers explain what area of the task's they think the students do well, work-specific feedback (Harmer, 2020). Therefore, good feedback has to address the issue of whether the feedback contains information about the attainment of learning goals related to the task and performance, the feedback shows the learners' progress and how to proceed, and the feedback causes the learners to develop agency in self-regulation.

Methodology

Research design and approach of the study

The current study adopted a mixed method in order to answer the research questions that have been posited before. Mixed method is pertinent because it allows the study to draw conclusion from both the quantitative findings and the qualitative result (Creswell & Creswell, 2018). To investigate the types and focus of the teacher's EAWCF and to explore the students' perceptions of their teacher AWCf, this study chose to replicate the approach that Kessler has done in his research about online

written feedback (2023). Therefore, an observation and a survey were needed to collect the required data.

Research site and participants

The participants for this study came from a group of students who enrolled in the Communication Studies program and took the mandatory *English for Specific Purpose* (ESP) course. The participants studied at a private university in Jakarta, Indonesia, and were in their second year at the university. Of 17 participants, nine students were female, and thirteen were male. The participants were mostly in their twenties and were all part-time students, working during the day and studying on the campus in the evening. The participants' last education was at the high school level.

Table 1. *Distribution of respondent's ages*

Age Group	Number of	Percentage
17 – 20	4	23.5%
21 – 25	6	35.3%
26 – 30	1	5.9%
31 – 35	2	11.8%
36 – 40	3	17%
41	1	5.9%

According to the course teacher, the English proficiency of her students varied greatly from one person to another because they did not have a shared uniform practice of learning or using English. Though they had studied English at school for at least six years, many did not continue learning it after graduating from high school. In the interview, the participants stated that they did not enroll in any English language program outside campus because they were busy working. Since this study focused on the teacher's feedback and students' perceptions of the feedback, no attempt was made to measure the student's English proficiency level.

As mandated by the department's curriculum, the participants must take the English for Specific Purpose (ESP) course in the third semester. Since the students came from a Communication Studies program and, in this course, they learned about using English for business purposes, such as English for business meetings, telephoning, and emailing. This ESP course is designed as an online course mediated by a learning management system (LMS). The learning policy in the university requires the course teacher and students to have virtual meetings four times in one semester, and the rest of the sessions are facilitated through LMS. The teacher must upload learning modules for every session, and students must download the modules for independent learning. To assist teacher-student interaction, the course teacher utilizes Forum, a feature inside the LMS, to discuss the lessons with students or raise questions for the students to respond to. Occasionally, the teacher can use Forum to give individual assignments, which the teacher can inspect and grade.

The lesson: English for business email

One part of the *English for Business* course deals with business emailing. According to the department's syllabus, in this section, the students learn about the basics of composing proper business email for three sessions and practice writing two business emails in different genres: free writing business email (fourth session) and responding to a business email (fifth session). The present study focused on the AWCF that the course teacher gave her students who had to do business email writing tasks in the fourth and fifth sessions. For the free writing task, the course teacher only provided guidelines about the kind of email that she expected the students to produce. In the second writing assignment, the teacher instructed students to continue three unfinished emails by following the prompts prepared by the teacher. All of the writing tasks in this course were delivered through the LMS Forum, and students had to provide their email composition by replying to the teacher's posts in the Forum.

The assignment process started with the teacher posting the writing assignment in the Forum channel. Then, students read the post and responded by clicking the *Reply* button, and they wrote their emails in the comment box. After that, the students click the *Post to Forum* button. After posting the assignment, the course teacher waited a couple of days and started reading the students' works and commenting on the students' writings. For each email writing assignment, students got one week to write their email, and they usually responded in two days, depending on each person's diligence.

Data collection and analysis

The data about the teacher's types and focus of WCF would be supplied by making an online observation of students' assignments given by the course teacher in the LMS Forums. Using GoFullPage, an app that can take a full-page screenshot of a web page, the current study took two screenshots of two Forums in the teacher's online class. With this strategy, the screenshots of the first and the second writing assignments were obtained, and they provided rich data to answer the first research question. In categorizing the teacher's types and focus of feedback, this study uses Ellis' typology of corrective feedback (2009) in combination with Hattie and Timperley's four levels of feedback focus (2007). Ellis' typology was chosen because it has a complete description of feedback types, and it is frequently cited in past studies of teacher's WCF. Hattie and Timperley's feedback focus was complementary in analysing if the teacher's feedback focused at the task, process, student, or self-regulation level.

To examine the students' opinion about their teachers' AWCF, this study distribute online survey to four students. This approach was used by Ene and Upton in their study of teachers' electronic feedback (2018). In addition, as the ESP course was delivered in an online setting, there was no opportunity to meet and hand the questionnaires directly to the participants. Therefore, the participants were invited to fill out an online survey sent directly to them via a messenger app. The survey is made by the researchers specifically for this study and, to ease the process of filling out the online survey, the questions were created in the Indonesian language and comprised of two parts. The first part contained five questions about the students' background and the second part contained 13 questions that collected information about the students' opinions about their teacher's WCF. Four students, two females and two males, were randomly selected for an online interview via a messenger app to supplement the data taken from the online survey. The four participants had a problem with

an online interview using the video conference app. Each person had a different class and work schedule, but they welcomed the offer of answering interview questions mediated by a messenger app. The interviews with the four respondents were conducted at separate times, and their responses would supply additional data that could confirm or clarify their opinions about their teacher's WCF. Since this study centers on students' perceptions of the teacher's AWCF, it does not investigate students' perceptions of the timing of feedback and the teacher's perceptions of her feedback.

Findings

This section contains the report of data analysis of the teacher's AWCF toward her students' works in the first and the second writing assignments. This section is divided into three parts. The first part of this section deals with the findings about the types of AWCF produced by the teacher for her students. The next part provides the answer to the second research question, which is about the focus of the teacher's AWCF. The final part explores the students' perceptions on their teacher's AWCF in the two writing assignments.

The types of asynchronous WCF

Based on the analysis of the teacher's AWCF in the two business email writing assignments, it is discovered that the course teacher chose to provide direct and focused WCF to many of her students. Furthermore, of the seven types of CF defined by Ellis (2009), the teacher's WCF fell into five types of feedback. Then, the feedbacks were mostly a combination of direct and focused WCF to her students' writings. In addition to corrective feedback, the course teachers praised a few students who produced exceptional email writing that met her requirements. This finding have answered the first research question about the type and focus of the teacher's AWCF.

Table 2. *Comparison of the teacher's types of feedbacks in writing assignment 1 and 2*

Writing Assignment	Direct CF	Focused CF	Unfocused CF	Indirect CF	Praise	Encouragement
Free writing	15	15	3	3	6	16
Completing email	16	16	1	1	1	16
Total	32	29	4	4	7	32
Average	16	14.5	2	2	3.5	16

An interesting finding from the current study is the teacher's habit of giving encouragement to her students who have completed the two writing assignments. Most students in the virtual class received words of encouragement to push them to learn again and improve their learning. The finding suggests that the course teacher provided explicit feedback because she wanted her students to know precisely the weak parts of their writing skills, and the students needed to learn the correct form of email writing. She was likely to expect the students to be able to write better after reading her WCF.

Further inspections on the data found from the two online writing assignments show that the teacher's AWCFs always come in a combination of more than two types of feedback. Analysis of the teacher's comments in the Forum exhibits the pattern of combining three types of AWCF in one comment. For instance, in the first writing task, there were eleven occurrences of written feedback, which were a combination of direct and focused WCF accompanied by words of encouragement. In addition, four students got a combination of 4 types of WCF—direct CF, focused CF, praise, and encouragement—in one comment. This pattern appears again in the second writing task. It was found that the teacher's WCF was generally a combination of direct and focused WCF to her students' writings, consistent with the findings in the first writing assignment. Besides that, the teacher still gave words of encouragement to all of her students at the end of the comment. However, the number of praises decreased in the second writing task as only one student who succeeded in meeting the teacher's expectations.

For students who were able to write business emails that met the teacher's expectations, they received praise as feedback. The praises that the students often got were “*Good job*” (five occurrences) and “*You did pretty well*” (once). Besides praises, sixteen students received words of encouragement from the course teachers, who usually wrote, “*Keep learning*,” “*Keep on learning*,” and “*Keep up the good job*.” This data was supported by the data taken from the online survey, which showed that 15 students felt that the teacher wrote comments that inspired them to learn again.

Photo 1. *Screenshot of the teacher's first writing assignment*

Forum 4 - English 1 - Writing a business email (1)

Thursday, 6 April 2023, 10:44 AM

Please write a business email with any topic that suits you (try not to copy from any samples simply). You may read again how to choose a suitable email address, compose the subject line, and write the initial salutations from the learning sources (slideshow and module) I attached to this course.

Send your email writing to this forum. Always pay attention to the punctuation, etc in your writing.

Write well.

Good luck.

Deadline: Monday, April 10, 2023, at 10 p.m.


Sum of ratings: -


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Photo 2. *Screenshot of the teacher's WCF to a student's email*



Re: Forum 4 - English 1 - Writing a business email (1)
by  Friday, 7 April 2023, 9:03 PM

Subject : Invitation to next month's Product Meeting

To PT Gerak Mitra Tangguh Marketing Team,

As mentioned in the previous email regarding the products that will be running next month, we invite you representatives from PT Gerak Mitra Tangguh to attend a meeting which will discuss next month's products and product quality that had declined yesterday. The meeting schedule is as follows :


Place : Cafe Koma Junkyard


Time: 17.00 – 20.00 WIB


Dress Code : Free attire as long as it is polite and neat


This is the invitation we give. For further inquiries please forward this email.

Best Regards,

 Staff HRD

Sum of ratings:  [Permalink](#) [Show parent](#) [Edit](#) [Delete](#) [Reply](#)



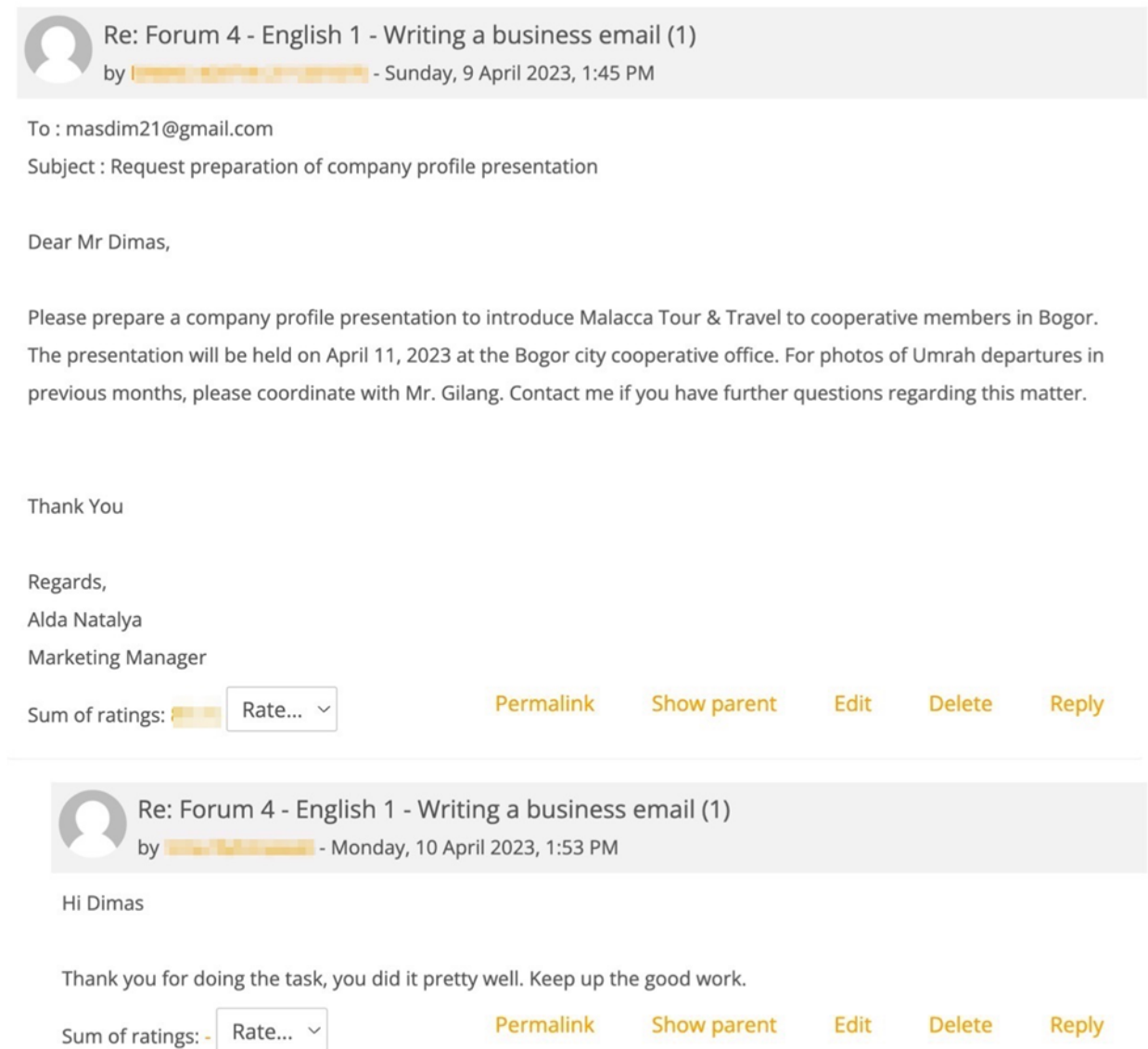
Re: Forum 4 - English 1 - Writing a business email (1)
by  Saturday, 8 April 2023, 8:48 PM

Hi Dicky

For the input, you should have written "we invite you to represent..." instead of "representatives" because it is a wrong part of speech. It should have been either "reply" or "respond", not "forward". Keep improving!

Sum of ratings: - [Permalink](#) [Show parent](#) [Edit](#) [Delete](#) [Reply](#)

Photo 3. *A screenshot of teacher's WCF in the form of praise and encouragement.*



The focus of asynchronous WCF

In response to the second research question, this study discovered that the focus of the teacher's feedbacks was mostly on the process-level and self-regulation level. The data in Table. 7 showed the teacher's tendency to give feedback that would help her students perform better in their writing tasks, i.e., accomplishing the writing objectives the way she expected them to do. She always showed the errors and provided corrections, which the students could learn for future writing activities. The low frequency of student-level feedback suggested that this feedback was given only to students who

succeeded in their writing assignment and did not make many errors in their writing, and this aligns with the data in Table. 2, which showed *Praise* as the least produced type of feedback.

Table 3. *Data distribution of the focus of teacher's AWCF in the two assignments*

Writing Assignment	Focus of Feedbacks			
	Task-Level	Student-Level	Process-Level	Self-regulation level
Free writing	7	6	19	4
Completing email	7	1	10	4
Total	3.5	7	30	8
Avg.		3.5	14.5	4

Students' perception's of the teacher's AWCF findings from the online survey and interview

To answer the second research question, this study surveyed the research participants and interviewed four students. The result of the survey supported the quantitative findings in the first and second writing assignments. 94% of the participants enjoyed the teacher' direct WCF which deals with the grammatical, vocabulary, language style, and spelling aspects of their writing. None of the participants thought that they needed praise from the course teacher. Then, 100% of the participants thought that the WCF they received was clear and the feedback was valuable in helping them improve their writing skills for business email. By reading the teacher's feedback, the participants can learn about the weak parts of their writing skills and focus their efforts on improving the weak parts.

Regarding students' perceptions of their teacher's feedback types and focus, the current study discovers that L2 writers in the ESP course appreciate explicit feedback about their weak points in L2 writing skills and language points. This finding concurs with previous research that reported students' confusion when they do not receive feedback about their texts in L2 (Ferris, Liu, Sinha, and Senna, 2012; Hosseiny, 2014). On the other hand, a few participants thought they needed opportunities to discuss the WCF with their teacher to clarify particular language issues that required deeper explanation. This fact is in line with past studies which reported L2 students' need for further discussion with a teacher even when the feedback is automated by computer software or delivered asynchronously digitally (Huang & Renandya, 2018; Huang et al., 2020; Klimova & Pickhart, 2022).

Discussion

The aims of the current study is to examine the teacher's type and focus of AEWCF in an online ESP course. In addition, the study explores the students' opinions about their teacher's AEWCF. Data analysis and comparison exhibit the course teacher's preference of providing direct and focused AEWCF to her students in the online ESP course. These findings corroborate past studies (Vidal & Thouësny, 2015; Kılıçkaya, 2019; Tatsajanamsuk & Saengboon, 2021; Jinowat & Wiboolyasarin, 2022) which advocate the practice of giving explicit feedbacks, direct and focused, in online EFL course. The previous studies promote direct and focused WCF because they highlight the problematic part of the students' L2 performance.

In terms of the focus of the teacher's feedbacks, the current study revealed that the teacher's AEWCF mostly belong to the process and self-regulation level, as shown in Table 3. This finding aligns with the recommendation made by Hattie and Timperley (2007) who suggest that task, process, and self-regulation levels of feedback will enhance students' learning process (Smit et al, 2023). On the other hand, Smit et al believe that teachers should employ the four levels of feedbacks (2023) and this notion is supported by Lipsch-Wijnen and Dirkx (2022). In their study of 22 lecturers' feedbacks on students' theses, they discovered that a combination of all levels of feedbacks would lead to students' optimal progress in theses writings. Furthermore, Brooks et al (2019) propose the effort of explicit teaching the four levels of feedback to teachers in the classroom. They believe that explicit teaching of Hattie and Timperley's levels of feedbacks will improve teachers' method of providing feedbacks to their students.

One finding that stands out in this study is the ESP teacher's habit of giving words of encouragement in her WCF. Although providing words of encouragement is not a part of Ellis' typology of WCF (2009) nor a part of Hattie and Timperley's focus of WCF (2007), that particular habit of the ESP teacher's is considered motivating by the students in her class. The results of online survey and interview show that the students found words, such as, "*Keep learning*," "*Keep on learning*," and "*Keep up the good job*," motivating and supportive. This finding align with the recommendation made by Moskovsky et al (2012), Cheung (2018), and Yu et al (2024). Those studies suggest that L2 teacher need to provide words of encouragement as one of the strategies to motivate students' learning motivation and to complement their written corrective feedbacks.

In response to the second research question, this study discovers that the students display positive attitude towards their teachers' AEWCF. All 17 participants considered the teacher's direct and focused AEWCF beneficial in showing areas in L2 writing that needs improvement. Even though the participants in this study appreciate the teacher's direct and focused AEWCF, 82% of the participants thought that a combination of AWCf and oral CF would be very beneficial. For the students in this study, an opportunity to discuss the teacher's WCF in face-to-face mode would give them detailed feedback and the students could clarify items that they have not understood. The finding from online survey and interview support the notion that any written feedback should be followed-up by more varied types of feedback (Suzuki, Nasaji, and Sato, 2019; Huang et al., 2020; Tatsajanamsuk & Saengboon, 2021; da Silva, 2023) such as metalinguistic ones or personal consultation mediated by computer, for an online course.

Conclusion and Implications

In conclusion, this study of teacher's AEWCF in an online ESP course show that the course teacher used direct and focused WCF for her online class and that approach is in line with the recommendation that is favored by Ellis (2009). The teacher's focus of feedbacks also aligns with Hattie and Timperley's suggestion of focusing the feedbacks on task, process, and self-regulation levels (2007). As a consequence, this study recommends the practice of providing direct and focused WCF in online learning mode. Additionally, online teachers should focus their WCF at task, process, and self-regulation levels, which are favored by Hattie and Timperley (2007). With regard to praising students' written work, this study advises teacher in online courses to give reasonable praise just for students who can produce exceptional writings that meet the requirements set in an assignment.

In the case of students' perceptions of the teachers' type and focus of AEWCF, online survey and semi-structured interview with the students suggest that they found the teacher's AEWCF to be

helpful and constructive in showing the area that needs improvement in their L2 writing skills. The students showed strong approval of the teacher's direct and focused WCF. Also, the feedbacks that focused on process and self-regulation levels enabled students to recognize the weak points in L2 writing and encourage them to improve their writing quality. Nevertheless, this study encourages teachers in online course to supplement their WCF with various types of feedback that are available at the teachers' disposal, such as, face-to-face consultation or synchronous online consultation.

It is important to note that result of this study should not be generalized because it does not consider the teacher's perception of her WCF and her choice of WCF strategies. The participants of the current study were part-time students from an urban setting who took an online ESP course. Further studies are needed to explore the perceptions of 1) full-time university students from an urban setting about their teacher's AWCF in online writing tasks or 2) part-time university students from non-urban areas about their teacher's AWCF in online writing tasks. Another pertinent take from this study is doing a study about L2 teachers' habit in giving WCF to students after the teachers receive a training about the four levels of feedback advocated by Hattie and Timperley (2007).

Disclosure statement

The authors report no potential conflict of interest in this article.

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