

Writing Skills Through Performance Feedback: English Teachers Annotation

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Abstract. The study unfolded teachers' perspective and practices in giving performance feedback to students' writing skills. This study employed a phenomenological research design which aims to determine the experiences and perceptions of the seven (7) participants. Three themes emerged on the annotations of the teachers in giving performance feedback to students writing skills were the need to widen vocabulary skills, encouragement to write content rich composition, and the necessity of developing a reading habit. Meanwhile, on the teachers' feedback giving on students writing skills three themes emerged from the responses of the participants which were establishing manageable criteria for success, commending writing success, and responding as a reader not as a writer. Further, the following were the themes generated from the insights drawn from the experiences of the teachers which were performance feedback is educative in nature, positive learning environment for writing skills development, and including coaching approach in performance feedback. The results implied that teachers should expand their strategies in providing useful feedback to students. In order for it to be effective the criteria for success must be: fair, consistent, clear, and responsible. Moreover, the results generated provided comprehensive data in conducting future research with similar scope.

KEY WORDS

1. Feedback giving 2. writing habits 3. constructive

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1. Introduction

Assisting students in developing their writing confidence is a fulfilling yet challenging component of English instruction. One of the most effective strategies for facilitating this development is the provision of performance feedback, primarily through teacher annotations. These remarks identify areas needing revision, enhance student involvement, increase motivation, and encourage reflective thinking. However, the nuances of annotation, such as tone, clarity, and specificity, are frequently overlooked. This study highlights the vital role of annotated feedback in enhancing students' writing skills, illustrating how targeted and constructive comments from English teachers can lead to significant improvement. In a global context, Aliyu (2020) emphasizes the essential role of writing skills in English as a Foreign Language (EFL) education, as these skills are crucial for learners' academic achievements. Writing requires EFL students to utilize their linguistic abilities to articulate main ideas, support those ideas, summarize expert concepts, choose appropriate vocabulary, select topics, use punctuation correctly,

connect sentences effectively, and find relevant references. Similarly, Khazrouni (2019) argues that writing is a cognitive tool that enhances the other three language skills—vocabulary, pronunciation, and grammar. He also asserts that proficiency in English writing is essential for EFL learners, as it fosters skills such as analysis, argumentation, and critical thinking. Godwin-Jones (2022) discusses the capabilities of AWE tools in second language writing, noting that GPT-powered programs can correct essay errors and generate essays. Additionally, English as a New Language (ENL) writers can utilize GPT-powered machine translation to convert essays written in their first language (L1) into English. Research suggests that involving students in peer feedback can help them revise documents and enhance their writing skills. However, the specific mechanisms through which these skills develop remain unexamined: Does the act of giving and receiving feedback lead to learning by encouraging more comprehensive revisions, as suggested by Wu, Yong, and Schunn (2020)? Therefore, feedback can have a significant impact on students' writing abilities. For ESL and EFL learners, transparent and constructive corrective feedback is particularly beneficial, as it not only identifies areas for improvement but also directs students toward more transparent communication and the development of stronger writing habits. Teachers' feedback is crucial for helping young learners evolve their interlanguage, the transitional form of the language they are striving to master. When students receive constructive corrective feedback, it can significantly enhance their language proficiency. However, effective feedback is not merely about identifying errors; it should encourage growth without discouraging the learner. When delivered thoughtfully, feedback becomes a pathway to deeper understanding rather than an obstacle to confidence. In the Philippines, although Filipino is the official national language, English is considered the

country's second language. English is also the non-exclusive language of science and technology, which aims to develop the competence of learners in both Filipino and English at the national level. Teaching English as the medium of instruction is a crucial component of the Philippine school system. The proliferation of its usage is so extensive that it is ingrained in almost every aspect of communication. It is one of the country's identified strengths, which helped drive its economy and made the country the top provider of voice outsourcing, as cited by Jugo (2020). However, although the Philippines remains one of the preferred countries for foreign learners of English due to the affordability and quality of its English as a Second Language programs, there is a worrying trend of decreasing English competence among teachers and learners. The English proficiency of the Filipino workforce has declined, which may be attributed to Filipino graduates having only basic working proficiency in English; hence, performance feedback in the country is necessary to produce proficient learners. Although a growing body of research has examined the effectiveness of performance feedback in improving students' writing skills, fewer studies have investigated how teachers execute and practice giving feedback on students' writing skills and the challenges they encounter in doing so. This paper reports on an exploratory study that explores teachers' perspectives and practices in giving performance feedback on students' writing skills. The similarities in the participants' perceptions and experiences, as well as their approaches to coping with challenges, provide valuable insights into meaningful recommendations for effective teaching and learning. In local settings, Students in Davao City, like many Filipino students, face challenges with English writing skills. These challenges include difficulties with grammar, sentence structure, vocabulary, and organizing thoughts. Factors contributing to these difficulties include limited exposure

to the English language, a limited vocabulary, and challenges in understanding figurative language. Limited vocabulary and difficulties with sentence structure are frequently cited as key areas of concern. Additionally, some students struggle with the mechanics of writing, such as spelling and punctuation. Several factors contribute to the challenges students face in English writing, including the influence of their first language, limited exposure and practice opportunities, ineffective teaching methods, lack of confidence, and the impact of digital communication habits. To address these challenges, a multi-faceted approach is essential. This includes targeted instruction focusing on specific difficulties, such as grammar and sentence construction, providing increased writing practice

in various contexts, investing in teacher development to improve instructional effectiveness, and fostering a positive learning environment that encourages risk-taking. Additionally, integrating technology to create engaging writing experiences and promoting language learning strategies, such as vocabulary acquisition and organization, can further enhance students' writing skills. The perception of how teachers face challenges with the English writing skills of grade seven students has prompted teachers to seek a better intervention by English teachers to address this problem. Moreover, this research aimed to explore teachers' perceptions of giving performance feedback on students' writing skills.

1.1. Purpose of the Study—The study aimed to investigate teachers' perspectives and practices in giving performance feedback on students' writing skills. Theoretically, the research was significant in providing helpful information in teaching and learning, improving the quality of education, and human resources. In practice, it can make a valuable contribution to researchers interested in teaching practical writing skills. Further, the results generated provided comprehensive data for conducting future research with a similar or relevant scope.

1.2. Research Questions—This study explored the experiences and strategies of secondary school teachers regarding students' writing skills. The research was executed to address the following inquiries: The primary research questions of this study are the following:

- (1) What are the teachers' annotations in giving performance feedback on students' writing skills?
- (2) How do teachers cope with the challenges in giving feedback on students' writing skills?
- (3) What learning insights are gained from these experiences?

1.3. Definition of Terms—Students' Writing Skills—Students' writing skills include grammar, spelling, vocabulary, organization, and the ability to research, plan, and revise. These skills are key for academic success, clear communication, and personal expression. Developing them requires strong fundamentals, regular practice, and effective feedback. Teachers' Perspective- Reflect their beliefs, attitudes, and teaching approaches shaped by personal experiences, ongoing professional growth, and the

environments in which they teach. These viewpoints directly impact how they manage classrooms, engage with students, and foster learning and development. Practices- Play a vital role in developing students' writing skills. Clear, timely, personalized comments encourage active engagement, guide revision, and build confidence. Adapting feedback to learners' needs and involving students through peer review and self-assessment further strengthens their sense of ownership.

1.4. Significant of the Study—

This study's findings elucidate students' perceptions of the feedback they receive from their teachers, particularly in the context of the new normal. Feedback in the classroom encompasses not just correcting students' errors but also the interaction between teachers and students, along with appropriate feedback mechanisms. While feedback in the school was a broad topic, it was not feasible to cover all its facets; therefore, the researcher was concentrating solely on the feedback provided regarding students' writing skills. This was advantageous for educators as it enabled them to comprehend the pupils' requirements, facilitating appropri-

ate responses. This serves as a reference for administrators and establishes the foundation for the technical assistance instructors require to deliver effective performance feedback. Furthermore, the study elucidates essential aspects of the educational process that several studies have overlooked, thereby inspiring others to engage in this form of feedback to further enhance the literature. Performance Feedback - It has been defined as the teacher correcting mistakes in students' performance. Provides employees with insights into their job performance, usually during reviews.

1.5. Theoretical Lens—The study is grounded in Vygotsky's Sociocultural Theory (1978), which posits that learning, including language learning, is dialogically based; that is, acquisition occurs through rather than as a result of interaction. From this perspective, then, L2 acquisition cannot be treated as a purely individual-based process but rather as one shared between the individual and other persons. Dialogic interaction, whether written or oral, enables an expert (such as a teacher) to create a context in which novices can participate actively in their learning and in which the expert can fine-tune the support that the novices receive. In particular, social discourse demonstrates what a learner can and cannot do with assistance. A key sociocultural theory construct for explaining corrective feedback is the zone of proximal development (ZPD). To understand the ZPD, three levels of development need to be distinguished. Vygotsky (1978) distinguished the actual developmental level, that is, the level of development of the child's mental functions that has been established as a result of specific already completed developmental cycles and a level of potential development as evidenced in problem solving undertaken with the assistance of an adult (an expert) or through collaboration

with peers (novices). The third level, not commonly mentioned by sociocultural theorists, is the level that lies beyond the learner; that is, the learner is unable to perform the task even if assistance is provided. The ZPD lies at the second of these levels, the level of potential development. To borrow Vygotsky's metaphor, it is the bud rather than the fruit of development. Corrective Feedback episodes can be viewed as an arena for studying how interaction mediates learning through the construction of ZPDs. Sociocultural theory, emphasizing social interaction in learning, views corrective feedback as a collaborative process of knowledge co-construction rather than a one-way transmission of information. It focuses on the learner's Zone of Proximal Development (ZPD), where guided interaction with a more knowledgeable other (teacher or peer) facilitates language development. An often-cited example of how sociocultural theory can be applied to Corrective Feedback can be found in Aljaafreh and Lantolf (1994). They examined the one-on-one interactions arising between three L2 learners and a tutor who provided corrective feedback on essays they had written. They developed a regulatory scale to reflect the extent to which the help provided by the tutor was implicit

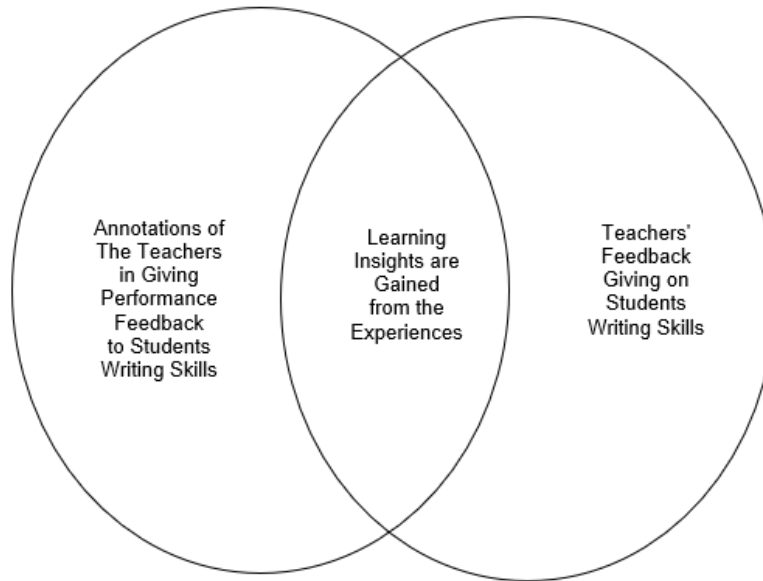


Fig. 1. Theoretical/Conceptual Framework

or explicit. For example, asking learners to find and correct their errors is considered an implicit strategy, whereas providing examples of the correct pattern is a highly explicit approach. An intermediate level occurs when the tutor indicates the nature of an error without identifying the actual error for the learner. In detailed analyses of selected protocols, they show how the degree of scaffolding provided by the tutor for a particular learner diminished (i.e., the help provided became more implicit over time). This was possible because the learners assumed increased control over the L2 and, therefore, needed less assistance. However, a teacher needs considerable skill to determine the appropriate feedback needed. The Feedback Intervention Theory is a hybrid theory that integrates various behavioral theories to explain the effects of feedback interventions on performance. Feedback provides information about an individual's performance compared to a goal or standard, and the response can vary based

on content, presentation format, and frequency. The feedback intervention itself, contextual variables, and the individual's characteristics can influence their reaction, leading to four coping strategies: improving performance, changing the standard, rejecting the feedback, or rejecting the goal or standard altogether. The theory identifies three levels of processes: meta-task processes, focal task processes, and task details. Successful feedback interventions must trigger focal task processes to stimulate motivation and initiate a learning process that includes strategies for enhancing performance. Without these strategies, pure outcome feedback may impede learning and harm performance. The study's conceptual framework is depicted in Figure 1. As shown, there are three interconnected variables: teachers' annotations during the delivery of performance feedback on students' writing skills, teachers' overall feedback on students' writing abilities, and the learning insights gained from these experiences.

2. Methodology

This chapter presents the method, research participants, data collection, the role of the researcher, data analysis, the trustworthiness of the study, and ethical considerations. Exploring facts and knowledge in this study necessitates the consequent design and implementation as elaborated in this chapter.

2.1. Philosophical Assumptions—The philosophical assumption served as a framework for collecting, analyzing, and interpreting data in a specific field of study. It established the background used for the following conclusions and decisions. Typical philosophical assumptions come in various types, which are elaborated below. *Ontology*. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2018), reality is subjective and multifaceted as perceived by the participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, including those of the researcher, the individuals being investigated, and the reader or audience interpreting the study. In this study, the realities of teachers in giving performance feedback on students' writing skills were investigated. *Ontology* explores the essential nature of reality, investigating what exists, the elements involved, and their interrelationships. Within research, a positivist ontological approach regards reality as objective and existing independently of individual perspectives, viewing the social world as composed of tangible structures unaffected by personal interpretation (Damamisau et al., 2020). This issue addresses the characteristics and nature of reality itself. In qualitative research, however, investigators recognize and value participants' diverse perspectives and experiences, such as teachers' views on mindfulness practices for managing stress and anxiety. Both researchers and participants acknowledge the existence of multiple realities, and qualitative studies aim to capture and present these varied viewpoints. In this study, the researcher relied on the voices and interpretations of the participants through extensive quotes, themes that reflected their words, and provided evidence of different perspectives. The participants' answers to the study were coded and analyzed to identify commonalities and discrepancies in their responses. It is ensured that the participants' responses were carefully coded to ensure the reliability of the results. The researcher ensured the authenticity of the responses and prevented personal bias from influencing the study as it progressed. *Epistemology*. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2018), state that on the epistemological assumption, the researcher attempted to lessen the distance between themselves and the participants. He suggests that, as a researcher, one collaborates, spends time in the field with participants, and becomes an 'insider'. This study intended to gather teachers' perspectives and practices in giving performance feedback on students' writing skills. It was ensured that there would be a close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry. Damamisau et al., (2020) posited that in qualitative research, the investigator aims to build close relationships with participants, gathering subjective evidence shaped by their personal perspectives. I selected these elementary teachers as participants because of my longstanding familiarity with

them, which enhances the depth of understanding gained from their experiences. Knowledge in this context is constructed through the lived experiences of individuals, making it essential to conduct research in the actual settings where participants live and work. These environments provide crucial context for interpreting participants' responses. The more time a researcher spends in the field or interacting with participants, the deeper their firsthand understanding becomes. Axiology. It refers to the role of values in research. Creswell (2018) avers that the role of values in a study was significant. Axiology suggests that the researcher openly discuss the values that shape the narrative and include their interpretation in conjunction with the participants' interpretations. The researcher

ensured that the dignity and value of every detail of information obtained from the participants were upheld. The researcher understood the personal and value-laden nature of information gathered from the study. Therefore, the researcher preserved the merit of the participants' answers and carefully interpreted the answers in the light of the participants' interpretation. Rhetoric. This philosophical assumption stresses that the researcher may write in a literary, informal style, using the personal voice and employing qualitative terms and limited definitions. In the context of the study, the researcher employed the first person to elucidate the teachers' perspective and practices in providing performance feedback on students' writing skills.

2.2. Qualitative Assumptions—Methodology is different from method. Methodology is a creative and responsive approach to understanding questions and subject matter, while method refers to the exact knowledge and procedure. In this study, the teachers' perspectives and practices in providing performance feedback on students' writing skills were investigated, particularly among participants from Sta Ana National High School, Division of Davao City. The researcher's drive to understand the deeper meaning of their experiences became the basis for conducting qualitative research, a method considered helpful in uncovering the meanings and motivations that underlie cultural symbols, personal experiences, and phenomena. By using phenomenology, it was hoped that this need would be addressed by presenting the stories of the floating teachers in a manner that would reveal the themes, symbols, and meaning of their experiences. Phenomenological research is grounded in two key premises. The first is that experience is a valid, rich, and rewarding source of knowledge; it is a source of knowledge that shapes one's behavior. Likewise, Hinton and

Ryan (2020) posited that qualitative research interviews are vital in gathering data across various disciplines. These interviews involve posing questions to participants to delve into their perceptions and experiences. A researcher employs a qualitative, phenomenological approach and utilizes the in-depth interview method to gather data. I should be open and upfront about their assumptions to demonstrate that they were considered, thereby increasing the validity of my study. Methods and methodology are considered in establishing the qualitative assumption of this research study. Methodology is defined as the process of utilizing techniques and procedures to gather and analyze data, thereby achieving research objectives and providing answers to questions that serve as the study's framework (Sreekumar, 2023). This research examines the perspectives of teachers in providing performance feedback on students' writing skills. The study investigated the perspectives and practices of teachers from Sta Ana National High School, Division of Davao City, particularly among participants. The motivation behind this qualitative study stems from the researcher's interest in

understanding how teachers' perspectives on providing performance feedback on students' writing skills.

2.3. Design and Procedure—This study employed a qualitative research approach, specifically a phenomenological research design, as it focused on the teachers' perspectives and practices in providing performance feedback on students' writing skills. According to Creswell (2018), phenomenology is an approach to qualitative research that focuses on the commonality of lived experiences within a particular group. The primary goal of this approach is to develop a comprehensive description of the phenomenon's nature. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used. The data were read and reread and was culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon. The research adopted a qualitative methodology using a phenomenological approach to explore and capture the participants' experiences without any prior assumptions or biases. Further, this study employed phenomenology, which meaning can be drawn as a method of describing the lived experiences in different meanings through the unique lenses of individuals (Creswell, 2018). Typically, interviews are carried out with individuals who have direct experience or knowledge of a specific event or situation. Phenomenology is defined as the exploration of the meaning behind various phenomena. While it may seem that Grounded Theory and Phenomenology share similarities at first glance, a closer look reveals key differences. Phenomenology primarily focuses on understanding personal experiences from the viewpoint of the individuals involved. It seeks to explore participants' "lived experiences" and understand their motivations and perceptions behind certain behaviors. One significant distinction between the two approaches is that Grounded Theory aims to generate a theoretical framework for social phenomena by analyzing multiple data sources. In contrast, Phenomenology concentrates on describing and interpreting an event or phenomenon based on the firsthand experiences of those who have lived it. Further, since understanding the experiences of preschool teachers and gaining insight is the central focus of this study, phenomenology is used to achieve the research objectives. A phenomenological study aims to analyze and explain the meaning of the phenomenon through the eyes of the people being studied. This approach is an interpretive understanding of human interaction and the phenomenon's essence to a person or a group of people (Christenson, et al., cited in Tenny Brannan, and Brannan 2022). Furthermore, the phenomenological approach in this study is believed to be suitable for understanding humans lived experiences, as it is appropriate for validating whether a particular phenomenon is plausible. This approach further focuses on understanding the meaning, structure, and essence of the phenomena experienced by an individual. It understands the meaning of the description of the phenomenon (Pereira, cited in Tenny, Brannan, and Brannan, 2022). Contextually, a phenomenological approach was utilized in this study since the primary objective is to understand the phenomenon through the participants who were the study's subjects. It also sought to explicate the phenomenon's meaning. A phenomenological study was used to validate that a particular phenomenon was presumptive. Creswell (2018) also claimed that interviews are

primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often, audio tapes were utilized to allow more consistent transcription. Interviews were useful to follow-up with individual respondents after questionnaires, such as to further investigate their responses. In this qualitative research, interviews were conducted to explore the meanings of central themes within the subjects' world. The main task in doing interviews is to understand the meaning of what the interviewees said. The researcher collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation, which extracted significant statements from the transcribed interviews. The significant statements were grouped into clusters of meanings based on how each statement aligned with specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience, both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated their own interpretation of the experiences here. Finally, the report was written in

a way that enables readers to understand better the essential, invariant structure of the experience's essence. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects that were selected for the study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which proved to be a difficult task. The researcher needed to decide how and when their observations were to be incorporated into the study. Epistemologically, phenomenological approaches were grounded in the paradigm of personal knowledge and subjectivity, emphasizing the importance of personal perspective and interpretation. As such they were a powerful tool for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom. Since the focus of this study was to explore and assess the teacher experience and feelings towards the school environment and on the perspectives of the English teachers, the researcher intended to employ the phenomenology type of qualitative method research.

2.4. Research Participants—For this study, I employed a purposive sampling strategy, selecting participants based on specific criteria aligned with the research objectives. The only qualified participants were kindergarten teachers. As recommended by Andrade (2021), purposive sampling was suitable for this investigation because it enabled the selection of individuals with direct experience relevant to the research topic. This method was intended to ensure the collection of detailed and pertinent data. Additionally, Campbell et al. (2020) noted that purposive sampling was beneficial when aiming to gain a comprehensive understanding of a

particular experience, event, or environment. In qualitative research, this approach—also known as judgmental, selective, or subjective sampling—was a non-probability technique frequently used. They emphasized that explicitly describing the sampling method enhances the study's methodological rigor, particularly in terms of trustworthiness. Their insights serve as guidance for novice researchers seeking to strengthen rigor in qualitative methodologies. The key informants of this study were selected from the grade seven public school teachers of Sta. Ana National High School located in the City of Davao. The participants were chosen based on

the following criteria: (1) must be in the service for at least 5 years; (2) must have a very satisfactory rating in the new normal IPCRF; and (3) must be teaching an English class. The researcher employed a purposive sampling design, as participants were chosen based on the study's

criteria or purpose (Creswell, 2018). It was also known as judgmental, selective or subjective sampling. The selection of participants was purposefully made to ensure the authenticity of the findings.

2.5. Ethical Considerations—The ethical considerations are significant in the design of this research study. The researcher needed to consider several ethical issues about the research participants in this fieldwork. Ethical considerations are often regarded as one of the most important aspects of research. The researcher needs to adhere to promote the aims of the research, imparting authentic knowledge, truth, and prevention of error. Social Value. Research is very essential to the society. In this study, the social value was focused on the experienced of teachers. This study was specifically conducted among elementary teachers. This study also served as a basis for higher authorities to create more programs and resolutions that would benefit classroom teachers. Thus, the social problem that interests the researcher is the challenges faced by teachers in using interactive media instruction in the classroom as a way to improve teaching competence. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) was adhered to. The invitation to the participants ensured that their participation in the research was entirely voluntary and was based on the understanding of adequate information. The participant recruitment and selection are outlined in the appendices of this study. Gaining the trust and support of research participants was crucial to the informed and ethical conduct of academic inquiry and phenomenological research. All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each

participant was required to provide a signed personal acknowledgement, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter is to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and anticipate the information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. Vulnerability of Research Participants. The participants of this study were capable of answering the research instrument because they are all professional teachers in public elementary schools. Thus, the researcher assured them that they could easily be reached through the contact number and address in case of any clarifications or questions regarding the study. Risks, Benefits and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they have queries related to the study. Furthermore, if respondents would experience potential discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher has ensured that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during their convenient time. Dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the

rights of privacy and confidentiality, and minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized through taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given consideration so that there were no conflicts of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way and must be avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they have to give their full honesty in answering the survey questions and additionally, any type of communication in relation to the research should be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The respondents accessed the results of the study, heads of the participating schools because the information was available, and was be placed in CD or other storage devices in which can be requested from the researcher to provide. In addition, by learning on the results of the study, classroom teachers were aware of the significance of the study and its contribution to their well-being. Further, each of the participants were be advised that they have the right to withdraw their information at any time up to the completion of the data collection process, and that they can be requested and allowed to verify their individual transcript after the interview is carried out. This provided the par-

ticipants with the opportunity to amend or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possesses the needed qualification to conduct the study. The researcher should be completing the academic requirements, and passed the comprehensive examination prior to thesis writing which was the last requirement to obtain the masteral degree, and that the researcher should be qualified to conduct the study physically, mentally, emotionally and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully on the specified time and that he or she was equipped with the necessary resources. Likewise, the technical committee helped in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she has enough funds to continue and finish the research. Thus, this study was hoped to be completed on the target time. Community Involvement. The researcher showed respect to the local tradition, culture and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure for the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication. The researcher respected other works by properly citing the author and rewriting what someone else has said in their way. The researcher also used quotes to indicate that the text has been taken from another paper. Sim-

ilarly, the researcher assured that honesty was maintained throughout the manuscript's development, and no intentional misrepresentation or

fabrication of data or results was included, nor were any conclusions purposefully presented that were not accurate.

2.6. Role of the Researcher—The researcher has a responsibility to uncover, transfer and exploit ed knowledge for the benefit of educational institutions. To do so, the researcher took up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducts interviews with the participants and guides them in the process. The researcher interprets ideas and responses based on existing literature and related studies and not on the researcher's own knowledge, thoughts and feelings to avoid the intrusion of bias. Expert in qualitative method. The researcher implements the qualitative method correctly. To do so, the researcher assesses himself and seeks help to the research adviser and other research professionals. These help him exhibit competence in explaining the study without biasing the participants, conducting interview properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensured that different methods were used to record what was said and done during the interview and Focus Group Discussion, such as taking hand-

written notes or audio and/or video recording. The recordings were transcribed verbatim before data analysis could begin. Records done by the researcher were secured adequately as they contain sensitive information and were relevant to the research. However, the data were being collected, a primary responsibility of the researcher was to safeguard participants and their data. Mechanisms for safeguarding must be clearly articulated to participants and approved by a relevant research ethics review board prior to the commencement of the research. Analyst of data. The researcher saw the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. The researcher ensured that the findings accurately reflected the participants' experiences and that their voices were heard. Organizer and presenter of data. The researcher presented the problem and the related literature and studies that support it. The study's findings were also presented, organized by research question, with results for each question illustrated through themes that demonstrate how the research questions were addressed in the study. Moreover, the researcher outlined future directions and implications of the study to inform the improvement of educational policy and practices.

2.7. Data Collection—The following were the step-by-step process of gathering the data needed. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher sent a letter addressed to the Schools Division Superintendent, accom-

panied by the attached Chapters 1 and 2, along with the research instrument, which explains the study's objectives and identifies the participants. The researcher waited for the response of the SDS before conducting it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explain-

ing that the study would be conducted in their schools. Obtaining consent from the participants. The researcher obtained permission from the participants and their parents or guardians. They were formally informed about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The participants' profiles were taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses accurately by recalling

their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English for this study. Data Coding and thematizing. After the transcription, the data were then categorized and coded. Then, themes were extracted and individual data within the participants were compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants. The additional information gathered was thoroughly examined and integrated into the existing body of data. Afterward, the data were compared and contrasted among the participants to identify patterns and trends.

2.8. Data Analysis—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the conducted interviews using Creswell's Model, specifically the identifying themes approach. According to Creswell (2018), themes in qualitative research are similar codes aggregated together to form a significant idea in the database. Familiarization with the data is common to all forms of qualitative analysis; the researcher immersed herself in and became intimately familiar with the data, reading and re-reading it and noting any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis, involving generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data

item and ended this phase by collating all their codes and relevant data extracts. Searching for themes is a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data, and began to define the nature of each individual theme, and the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme identifying the 'essence' of each theme and constructing a concise, punchy and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature. The researcher made sure that the teachers' perspectives and practices in giving performance feedback to students' writing skills were presented comprehensively.

2.9. Framework of Analysis—

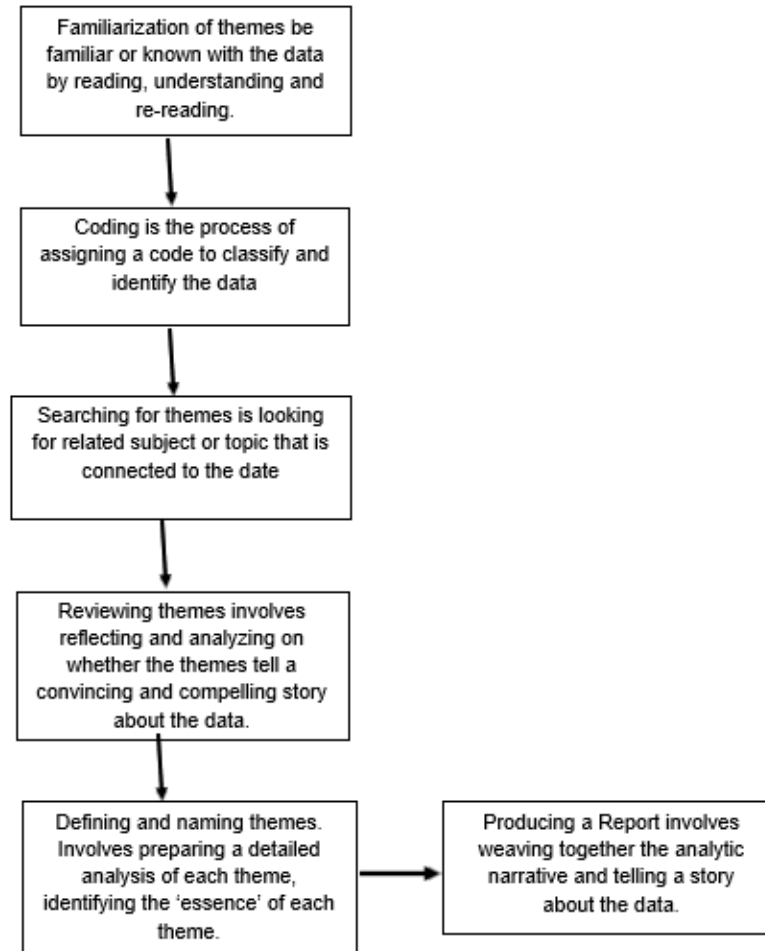


Fig. 2. Analytical Framework of the Study)

The framework for this study allows for flexibility, enabling data collection and analysis to coincide. Data gathered from Contractual teachers were reviewed and organized according to recurring topics and themes related to their experiences, challenges, and insights. Drawing from the steps outlined by Fuchs (2023), the process typically involves six steps: becoming familiar with the data, generating initial codes, identifying themes, reviewing the themes, defining and naming the themes, and producing a report. This process ensures that the analysis focuses on capturing teachers' experiences and struggles in working under a contractual arrangement. Familiarization: I familiarize myself with

the data by reading and re-reading it, noting any initial analytical observations. In coding, I often employ coding in my qualitative analysis methods. This involves creating brief labels for the significant data features relevant to my research question. Through coding, I can effectively reduce and analyze data. Each code I assign represents my semantic and conceptual interpretation of the data. I conclude this stage by organizing all the codes and associated data extracts. Searching. At this stage, I identify coherent and meaningful patterns within the data that relate to my research question. I would complete this by categorizing all the coded data according to each identified theme.

2.10. Trustworthiness of the Study—

I demonstrated that my data analysis was carried out precisely, consistently, and methodically by thoroughly documenting, classifying, and outlining my analysis methodologies. I provided sufficient detail to allow readers to assess the reliability of my processes. I view trustworthiness as both a goal and a practice. In my study, the Trustworthiness section provided evidence that demonstrated the benefits of my survey to readers. My findings were reliable because I am committed to detailing the methods and procedures I used in my research. Additionally, I ensured that all my research methods and findings are credible, transferable, confirmable, and dependable.

Credibility In this study, the researchers adhered to the ethical standards for trustworthiness in research, especially in terms of credibility. All sources used were reputable, with comprehensive citations, appropriate author acknowledgments, and APA referencing, ensuring confidence in the validity of the conclusions. Additionally, the study's findings were evaluated by its ethical guidelines.

Transferability

Due to the small number of participants, the study's findings cannot be broadly generalized, but they can serve as a foundation for future research in similar settings. Transferability depends on applicability; therefore, I provided detailed descriptions of the participants and research process—such as context, setting, sample characteristics, data collection methods, and excerpts from interview guides—allowing readers to assess whether the findings apply

to their contexts. As with the Diabetes Self-Management Study by Moser and Korstjens (2018), I detailed the data collection process, including archival logs and procedural details, to support the trustworthiness of the study. To ensure dependability, I thoroughly documented the data-gathering process, including dates, locations, and procedures, with supporting materials included in an appendix. Dependability, which ensures consistent and repeatable findings, was further strengthened by an external inquiry audit to verify that interpretations aligned with the data. Repeating the study under similar conditions and thoroughly documenting sources and references will enable future researchers to replicate and build upon this work. Additionally, I followed the guidance of my research advisor and panel to enhance the study's dependability.

Conformability

Elo et al. (2014, as cited by Linneberg Korsgaard, 2019) defined conformability as objectivity, or the ability of two or more independent people to agree on the' correctness, relevance, or interpretation of facts. Results should be reported methodically and meticulously, with a clear emphasis on the connection between data and conclusions. The researcher should present a documented and complete copy of the transcribed interview information. The transcribed information would contain non-biased data and exude precision, generally written and recorded verbatim. Additionally, the researcher would inform the participants of the interview's content and request their approval for the transcription of the interview.

3. Results and Discussion

In this chapter, the study's results are presented and discussed about its aim. Moreover, the themes that emerged from the gathered data are discussed in this chapter. The results present the descriptions and backgrounds of the participants, who are assigned pseudonyms to conceal their identities.

3.1. The Annotations of the Teachers in Giving Performance Feedback on Students' Writing Skills—Writing is often one of the most challenging skills for students to master. Unlike speaking, where communication happens instantly, writing requires the reader to understand and interpret what you have put on paper, which can sometimes be challenging. According to Paris (2022), writing skills are becoming increasingly popular in society due to the rise of electronic and social media communication. Yulandari, E. S. (2020) says that writing across the curriculum can be invaluable for mastering diverse subject matter. Therefore, it can be said that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community. Teachers use annotations to provide performance feedback to students on their writing skills. The participants' responses were condensed into a single theme to generate the themes and subthemes. These were carefully analyzed and formulated based on the information provided by the informants' accounts and reflections.

3.1.1. The need to widen vocabulary skills—The participants commonly stated that most of them often provide feedback on the students' vocabulary skills, which results in difficulty in constructing sentences. During the feedback session, the participants noticed that students have poor vocabulary and grammatical skills. They have difficulty translating the vernacular words they want to write into English, and also struggle to arrange them into proper sentences. For participants, writing is a complex intellectual task involving many component skills, and some of these are vocabulary and grammar skills, which at-risk students may lack completely or have only partially mastered. When students lack skills in these areas, their writing may be unsatisfactory in multiple ways – from poor grammar and syntax to unclear organization to weak reasoning and arguments. Com-

plicating matters is the fact that many at-risk students' reading skills are also poor. The participants asserted that if they cannot recognize the main point of an argument in their reading, they obviously cannot respond to this point in their writing. They asserted that they need to provide feedback on students' vocabulary development in order to encourage them to improve their skills. This corroborates the claim of Misbah et. al. (2017) that this has caused the students to face challenges in acquiring writing skills. Vocabulary is the fundamental element in constructing sentences, which is the core of practical writing skills. Students use spoken and written words every single day to communicate their ideas, beliefs, and feelings with people around them. A well-developed vocabulary repertoire can help students express their thoughts effectively in both speaking and writing. The usage of an electronic dictionary and more reading activities can help students with limited vocabulary.

3.1.2. Encouragement to write a content-rich composition—Meaningful content in students' writing composition is one of the main annotations of the teacher participants in students' writing performance. Texts have always played an integral part in classroom learning, for skills development, and as contexts for language study. It has long been acknowledged that choosing texts that are both interesting and motivating is key, but we also need to ensure that the content is rich and meaningful. As observed by the participants, for many students, choosing a topic, creating an outline, generating an initial draft, and making edits to produce a final copy is a fluid process that poses minimal difficulty. However, for students who struggle with composing text, the writing process can be an arduous challenge, often resulting in frustration and a final copy of lower quality than standards dictate. Coherence is a significant requirement in writing. There is no single way to organize ideas, but there are common organization pat-

terns that teachers can introduce to students. For participants, if students can connect ideas, they will likely feel that the essay flows, which makes their writing better. This corroborates the idea of Enago Academy (2021) that coherence is a crucial quality for effective writing. In writing, the flow of ideas from one sentence to the next should be smooth and logical. Without cohesion, the reader will not understand the main points that one is trying to make. It also hampers readability. Further, writing should be concise, coherent, and cohesive. Maintaining these three qualities involves employing various strategies to convey ideas to the reader. After all, that is the whole point of any writing.

3.1.3. The necessity of developing a reading habit—The participants agreed that it is essential to encourage students to develop strong reading habits, as they will learn a great deal from the books they read. They have to try to read to write; it is a way to discover creative writing strategies, word choice strategies, and syntax control that can supplement their writing skills. The participants' feedback on students' writing mainly revolves around developing reading habits, for it is the core to skill improvement. Reading is a way to help improve students' memory and overall cognitive function. The act of reading for them is a mental workout, which means that reading is one of the most effective ways students can exercise their brains. With improved cognitive functioning comes an enhanced writing ability, particularly a greater ability to make mental connections. Those with higher cognitive functioning can write more clearly and expressively. As stated by Collier, E. (2019), Teachers and parents play a vital role in making reading a regular part of children's daily lives. We will share additional information on why this is so crucial and offer some practical tips for use both in the classroom and at home. The significance of reading for children cannot be overstated. Engaging in reading for enjoyment can enhance a child's

academic progress, social skills, cognitive development, overall well-being, and mental health. Moreover, teachers often teach reading and writing as two separate subjects, but students cannot complete a writing task if they cannot read and understand the instructions. These two skills are intertwined and both equally important to students' success. Because most students dislike reading, the vast majority find writing essays to be even more daunting. For this reason, it is important to help students develop a habit and improve their writing skills. If students read more about what they are going to write about, discussing and analyzing the ideas in the materials at hand, they will surely develop many ideas for writing. Reading and writing will interact to form the reader's schema. The ability to read plays a crucial role in enhancing individual life and academic abilities. It is essential to support the development of a country, as the ability to read offers numerous benefits, including expanding the repertoire of knowledge, accessing new information, facilitating the ability to explain new information to others, enhancing concentration, and providing entertainment (Rintaningrum, 2019). The framework below summarizes the teachers' annotations on providing performance feedback to students' writing skills. Based on the figure above, three themes emerged from the participants' responses: the need to widen vocabulary skills, encouragement to write content-rich compositions, and the necessity of developing a reading habit. These themes imply that students must develop these component skills and knowledge necessary to perform the complex tasks of writing. Students must practice integrating these aspects to develop greater fluency and automaticity. They must also be given feedback and assistance on when and how to apply the skills and knowledge they have learned. As teachers, it is important to develop conscious awareness of these elements of mastery to help students learn more effectively.

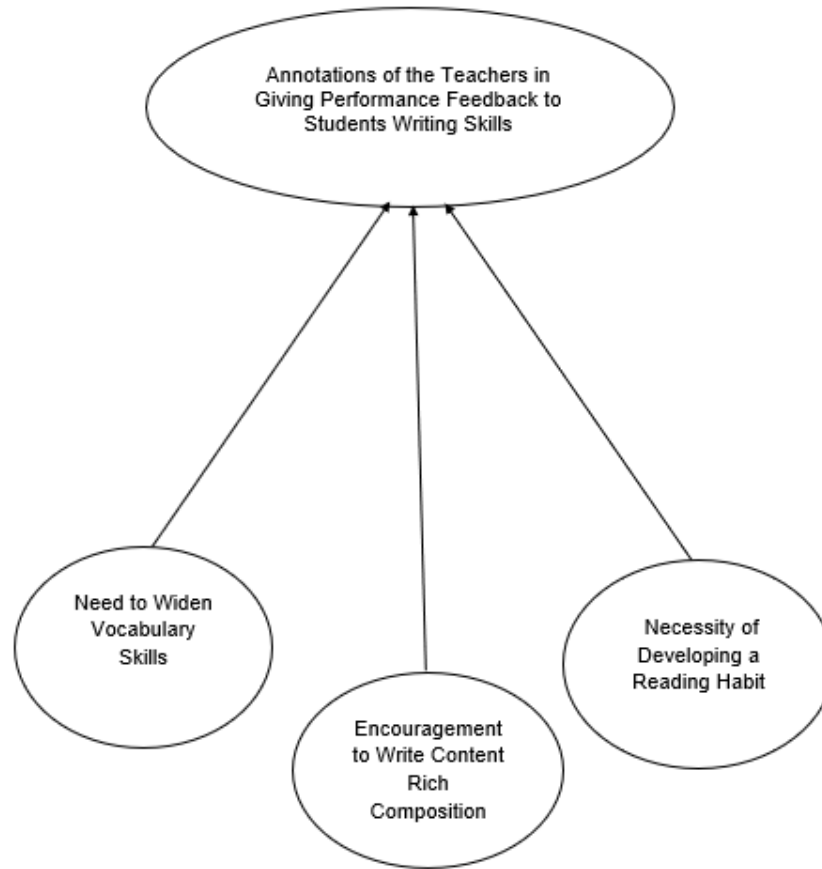


Fig. 3. Emerging themes on the Annotations of the Teachers in Giving Performance Feedback on Students' Writing Skills

3.2. *Coping with the Challenges of Teacher Feedback Giving On Students' Writing Skills*—It is already known that second language learners who succeed in communicating a message and who receive no negative or corrective feedback may often assume that their interlingual hypotheses would not attempt to change or improve (O'Maggio, 1986). Feedback is necessary to minimize errors made by second language learners and to provide solutions for their writing. According to Lewis (2002), feedback is a way of informing students about their progress and facilitating improvement in specific areas. There are many ways to give feedback on student writing. The best approach for any particular instructor depends on your purpose for giving the feedback, the amount of time available, and the preferred communication style.

The participants shared their feedback, and their responses were analyzed to identify the themes and subthemes. These were carefully analyzed and formulated based on the information provided by the informants' accounts and reflections.

3.2.1. *Establishing Manageable Criteria for Success*—Giving feedback on writing is a special responsibility. The participants shared that it is essential to inform students of the goals and criteria for every writing activity, so they can focus on the relevant area of writing for a given task. It makes learning crystal clear for them, thus avoiding numerous errors and mistakes due to an unclear set of goals. They asserted that students do not need to memorize all the possible writing strategies and their steps. Instead, they should understand the purpose of their writing activities and know how to select

an appropriate strategy that best suits them. Furthermore, the participants also emphasized that when setting criteria and goals, teachers should provide some form of writing stimulus. For them, a writing stimulus is like a prompt that introduces and focuses on the writing topic. The purpose of this is to encourage students' interest in a topic and to inspire them to write about it thoughtfully and creatively. They claimed that an effective prompt introduces, directs, and limits the writing topic, while also providing clear instructions about the writing task. The participants also like to modify their instruction based on the skill level of their students. For example, when working with struggling students who are new to a particular strategy, they begin by setting basic and achievable goals. When students become more comfortable with it, they challenge themselves to extend the strategy further by setting additional or more difficult goals. Goal-setting teachers serve as directors of learning, breaking larger goals down into skill areas, suggesting goals based on skills students are missing, and outlining the steps necessary to achieve a particular goal, while ultimately leaving the selection of the goal itself in the students' hands. According to Chan et al. (2014), through goal setting, students develop the skills to reflect on their learning and turn their understanding of their current knowledge and skills into a drive to learn more. In classrooms that exemplify student ownership of learning, students know where they are going, where they are, and how to close the gap. This also corroborates Robinson's (2014) assertion that, in giving feedback, teachers should provide writing goals, as they serve as a roadmap to students' writing success. Writing goals break down the abstract process of becoming a stronger writer into smaller, more tangible steps. Almarode et al. (2021) emphasized that success criteria render the learning objective, or 'it,' explicit for both educators and students by delineating the knowledge and skills learners must acquire

to demonstrate achievement of the day's learning objectives. To illustrate the effectiveness of success criteria, consider the research on effect size. In educational research, effect size quantifies the magnitude of the impact of various school-related factors (e.g., instructional tactics, ability grouping, feedback, homework) on student learning outcomes. Hattie (quoted in Eagan, 2023) defines the average effect size as .4; any value exceeding this average may positively influence learning. Almarode et al. (quoted in Eagan, 2023) indicate that success criteria have a potential effect size of 0.88, significantly exceeding the average, thereby demonstrating substantial potential to influence student outcomes. They emphasize the essential connection between high-impact, high-quality success criteria and meta-cognition, purposeful practice, feedback, and equity. Establishing robust student-teacher relationships is essential for incorporating these factors into regular classroom experiences, thereby utilizing the potential influence of success criteria effectively. Through the collection of data from classroom walk-throughs, Almarode (2021) noted intriguing insights regarding students' understanding of learning expectations. Confronted with the inquiries: What knowledge am I acquiring? What is the purpose of this learning? Moreover, how will I ascertain my comprehension? Approximately 80% of the pupils answered the initial question successfully. Approximately 70% were able to respond to the second question, whereas merely 30% could address the third issue. Sara belongs to the majority who were unable to articulate how they would recognize their learning, which should prompt her teacher to reconsider. In what ways does Sara's teacher inadvertently lack clarity, and what measures might she take to address this issue? The concept of teacher clarity is inherent in these three fundamental questions. Providing Sara with opportunities to engage with essential questions during her learning process can significantly impact her future success.

How often do teachers construct an assignment without establishing the corresponding rubric? How frequently do educators possess the rubric yet fail to utilize it as an instructional resource? How frequently do teachers observe?

3.2.2. *Commending writing success*—Appreciative words from teachers are a powerful source of motivation for students. It can be a motivating factor to gain confidence in their writing skills and encouragement to continue writing. According to the participants, the most effective way to help students become better writers is to complement the work they are doing well. The participants believed that teachers should describe at least one thing the student did well, referencing the success criteria. Focusing their feedback on the criteria, not on other features of the work (like handwriting or grammar, unless that was the focus of the writing lesson). Even the poorest paper has something to commend it. Often overlooked in the writing process is the importance of celebrating students' progress and success. Rarely in writing teachers' experiences do they witness an overnight transformation in students' writing skills. Writing more often is characterized as a process filled with small victories and progressions. Setting a writing goal creates the means for tracking these accomplishments. This finding validates the notion of George (2018), who claimed that positive feedback helps build empathy with a writer, allowing them to open up to a teacher. Just as the teacher is gauging the writer's reactions to their tutoring practices, so too is the writer gauging the teacher's responses to their paper. Positive comments about the student's paper help them to feel comfortable and less vulnerable. It also allows the teacher to take on the role of friend and collaborator, rather than that of critic or professor. Praising specific aspects of a student's paper verbally and non-verbally allows a teacher to highlight what is working well in their paper so they can use that as an example for other papers and help the writer feel comfort-

able discussing their paper. Even though finding something positive to say about every paper can seem like a challenge, it is worth the effort. Unless a writer feels that they are doing something right, they will become discouraged and frustrated. Although not the only determinant, feedback that teachers offer can either positively or negatively impact student motivation and engagement in learning (Alderman, cited in Halm, 2018). Schunk et. al's 1993 study investigated how progress feedback, along with goal setting, affected both self-efficacy and writing achievement. Research has shown that feedback, particularly when combined with progress goal setting, has a significant impact on self-efficacy. This study is pertinent because it considered the complex relationship between strategy acquisition, feedback, self-efficacy, and writing performance. . As May and Rizzardi (cited in Halm, 2018) stated, "Half the battle in teaching is just getting children to take a chance with their self-esteem and try new tasks. If students feel they cannot be successful, the result will typically be what is termed 'work avoidance'". A lack of self-efficacy not only signals failure for that student, but it also impacts their willingness and confidence in offering feedback to classmates, which in turn stimulates cognitive development and strengthens critical analysis abilities for both the reader and the writer.

3.2.3. *Responding as a reader, not as a writer*—The participants stress that good feedback in students' writing should not impose on them what to do, as it can hinder students' art of writing or their creativity. Teachers should not instruct students on how to write their papers. Instead, respond to each part of the paper as the teacher reads it, pointing out gaps in logic or support and noting any confusing language that occurs. This strategy is essential to follow when a student asks teachers to respond to a draft before the final paper is due. In this case, the aim should be to help the student identify weaknesses that they should improve,

rather than doing the student's thinking and writing for them. The participants point out that by making elaborate corrections on student writing, teachers appear to be showing the discrepancy between what the writing has achieved and what ideal writing ought to look like, perhaps with the conviction that any student who perceives the difference can also narrow it. However, this correcting also tends to show students that the teacher's agenda is more important than their own, that what they wanted to say is less relevant than the teacher's impression of what they should have said. While it is essential to provide students with feedback on their writing, feedback is most effective when teachers also solicit it from students. The more teachers ask students to self-evaluate and reflect on their work, the greater the impact on their achievement (Halm, 2018). This corroborates the idea of Knoblauch and Brannon (2018), who claimed that when students lose authority, they also lose a sense of authorship and authenticity, writing as an exercise to fill in the blanks by guessing what the teacher expects. They do not see these expectations as rooted in the conventions of academic discourse; instead, they see them as idiosyncratic, the pet peeves of a particular teacher. Students, therefore, move from class to class to unearth the idiosyncratic requirements of individual professors rather than learn what it means to write for an academic audience, within an academic discipline. To help keep authority where it belongs, teachers should adopt a facilitative posture in responding to student papers. Instead of directing the revision with comments like "Omit this" or "Not relevant," instructors facilitate the revision by asking "How is this relevant?" or "What is the connection to the argument here?" These questions prompt students to reflect on what they have written. Instead of following instructions and crossing out a seemingly irrelevant idea, the student writer will work to make the concept relevant—a far more valuable exercise. The study by Youssef (2021) was done

to explore an alternative method for teaching the novel in Egyptian secondary schools. The technique is the Reader Response Approach (RRA). Participants were 35 Egyptian female students from a second-year secondary school. A Reading Comprehension test was used to measure their comprehension of the novel at three comprehension levels. Findings revealed the effectiveness of the approach. It also enhances students' reading comprehension and critical thinking skills. Rahmawati Rakhmawati (2022) examined the effectiveness of using short stories to engage students in listening practices. The quantitative study employed a pre-experimental design to test the effect of short stories. Participants were first-year college students of the English Department at an Indonesian university. Results showed that the students' scores have increased after the treatment. Analysis of the results revealed an improvement in the post-test scores. This result suggests that short stories are highly engaging for students in listening practice. The study by Koroglu (2020) investigated student teachers' perceptions of the implementation of digital short stories in language classrooms, with a focus on listening skills. The study used a pretest and post-test method. Data was collected from a written, structured interview. The interview contained six open-ended questions. The achievement tests and t-test were used to analyze the quantitative data. Results revealed that digital short stories provide satisfactory content. It also supports students' vocabulary learning. It improves language learners' listening skills while also providing students with familiarity with complex grammar structures. The stories also introduced the students to different cultures. Based on the figure above, three themes emerged from the participants' responses: establishing manageable criteria for success, commending writing success, and responding as a reader rather than a writer. These themes implied that a good diagnostician of writing is, first and foremost, a sensitive and

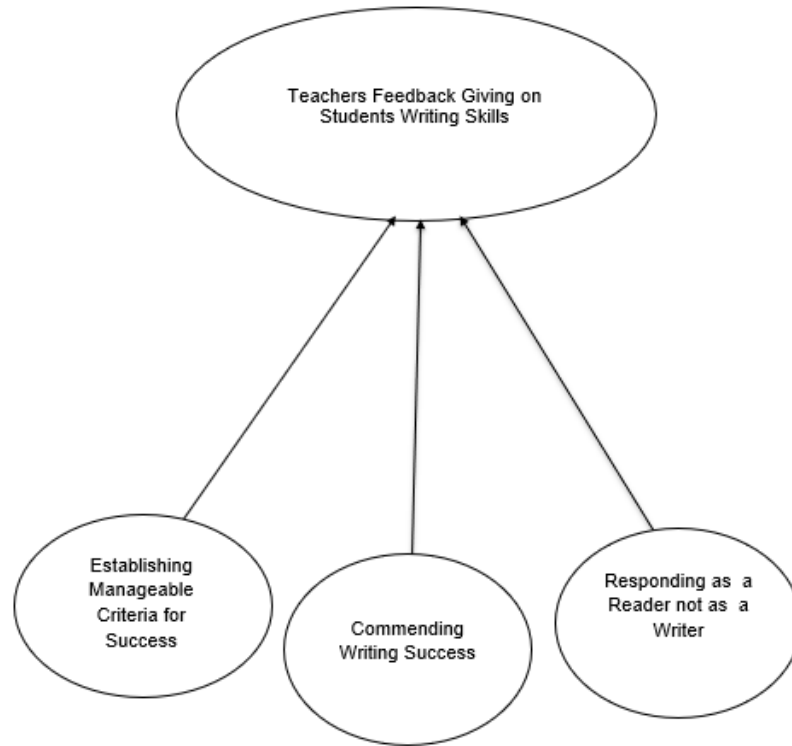


Fig. 4. Emerging themes on the Teachers' Feedback on Students Writing Skills

attentive reader, capable of reading a text in multiple and complex ways. Teachers who have a stack of papers in front of them may feel that a direct and critical response to "what is wrong with this paper" is the best strategy.

3.3. Educational Management Insights Drawn From the Experience of the Teachers—The participants shared their educational management insights, which were narrowed down into a single theme. These themes were carefully analyzed and formulated based on the information provided by participants' accounts and reflections. The subthemes are shown below:

3.3.1. Performance feedback is educative—Providing feedback gives students an explanation of what they are doing correctly and incorrectly, with the focus of the input on what the students are doing right. Participants in the study shared that it is most productive for a student's learning when they are provided with an explanation of what is accurate and inaccurate about their work. Performance feedback

redirects or refocuses the student's actions to achieve a goal by aligning effort and activity with an outcome. It can be about the output or outcome of the writing task, the process of the writing task, the student's management of their learning or self-regulation, or about them as individuals. The participants discussed the great importance of performance feedback in improving students' writing skills. Students' knowledge and skills in writing have developed to a more advanced stage than they were prior to the implementation of the particular feedback intervention. Mastery or expertise becomes possible. Mastery or expertise encourages lifelong learning. When students are given time to learn and succeed, and if they are supported with appropriate and meaningful performance feedback, they can achieve their full potential in writ-

ing. With participants highlighting performance feedback as educative, they also shared strategic recommendations for teachers to address the challenges in students' writing. The participants emphasized that using different forms helps students better understand performance feedback and motivates them to engage more in the feedback process. Students should experience various forms of feedback to widen their learning experiences. Some students are more confident in receiving performance feedback if it is formally written to them. Meanwhile, some students appreciate performance feedback more if it is given verbally to them. Both types of students should be exposed to written and verbal performance feedback to create a high level of engagement, relevance, and information retention. Furthermore, the participants also noted that substantial developments in educational technology enable teachers to provide feedback more quickly and offer more detailed performance feedback. Other technologies that can be used to provide performance feedback, not mentioned by the participants, include Virtual Learning Environments, audio feedback, and screen capture software. Overall, the responses of the participants relate to the study of Tan (2013) that giving performance feedback to students' writing is essential for students because it tells them how much progress they have made, how much further progress is needed to reach their goals in writing, the direction they need to take and how to achieve them. She further states that performance feedback is educational because it entails transmitting knowledge that students can use to overcome obstacles and acquire mastery and expertise. She also reminded the teachers to conduct an appropriate assessment to properly understand how students are progressing and where they are having trouble with writing. They can use this information to make necessary instructional adjustments for the students. Any adjustments, comments, and suggestions are given as performance feedback. Moreover,

the responses of the participants relate to the statement by Rigo D. (2014) that, with different types of performance feedback available, teachers need to familiarize themselves with the various approaches to communicating them. Students will benefit from the other methods because having different approaches caters to the different learning styles of students. If learning styles are catered to, it could encourage students to reflect on their strengths and weaknesses, giving them more ownership and control over their learning.

3.3.2. A positive learning environment for developing writing skills—Receiving performance feedback in a writing activity is an intensely personal experience for students. When providing performance feedback, teachers should respect students' vulnerability and create a positive environment that encourages them to improve, rather than discouraging them from trying. The responses of the participants revolve around the idea that teachers have to acquire students' trust to guide them on their educational journey. Teachers must determine the most effective way to interact with each student individually, utilizing humor, technology, or other creative strategies to communicate their performance feedback. One-on-one meetings will help teachers to show students that they care about them and are always there to assist them in their writing tasks. Furthermore, the participants suggested that reinforcing good behavior makes a significant contribution to the effective delivery of performance feedback. Reinforcement motivates the students to practice the desired behavior or performance in the writing class. In general, the participants' responses relate to the study by Usman (2018). The author found out that learning environments play a crucial role in student writing success. Students who study writing in a positive learning environment are more motivated, engaged in the task, and have higher skill development. The teacher, as an individual, is an essential factor in

the learning environment. They are key factors that create a favorable teaching-learning experience, making writing activities easy, enthusiastic, adaptable, and valuable. When delivering feedback, teachers need to ensure that it is constructive, transparent, and non-biased. Another study that supports the participants' statements is Strade's (2018) study, which suggests that the learning environment plays a critical role in effective writing instruction. A positive learning environment keeps students motivated to continue their work, provides appropriate instruction and feedback, and manages students' work so that they are on track to achieve the goal or objective. The author also tackled the idea that the effective teacher is an excellent classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Therefore, teachers must ensure that students are in order so that they can deliver what is expected of them.

3.3.3. Include a coaching approach in performance feedback—Including a coaching approach in performance feedback helps students achieve their fullest potential: asking instead of telling, highlighting people's strengths more than their limitations, treating students with respect, and, in general, engaging emotional intelligence. When trust is high, it will build the levels of trust required for performance feedback to be valued. The strategic recommendations of the participants build on the idea that coaching should be planned based on the performance feedback provided to students regarding their writing performance. Having a plan offers numerous benefits for students – it establishes actions towards achieving goals

and increases learning satisfaction. Effective teacher coaches help students achieve results by building on their strengths, developing skills, providing encouragement, and increasing student confidence. It also requires teachers to make modifications to the instructional plan to accommodate the challenges and issues that were previously unperceived. Overall, the participants' idea of the inclusion of coaching approach in giving performance feedback to the writing skills of the students relates to the study of Lynch Maden (2015) that coaching students after the feedback has shown to help students develop self-reflection and critical-thinking skills by allowing them to examine their learning experiences which is a prerequisite for academic success. Furthermore, the authors explained that the feedback-and-coaching approach enables learners to focus on their learning experience, the specific problems they need to address, and the goals they seek to achieve. These are possible since the approach assists students as they identify factors that can influence their academic experience. Moreover, the study by Allen et al. (2008) verifies the participants' responses. The author revealed that feedback with coaching is an essential means of addressing student engagement and providing adequate support for at-risk students. If feedback is given without any coaching, at-risk students often do not get the value of the feedback given to them because they are not engaged. Academic engagement is essential to secure since it influences retention. Retention then supports students' commitment and persistence, which in turn leads to academic success.

4. Implications and Future Directions

This chapter provides a brief overview of the study, followed by implications drawn from its findings. Future directions in the field of teachers' experiences were also discussed here.

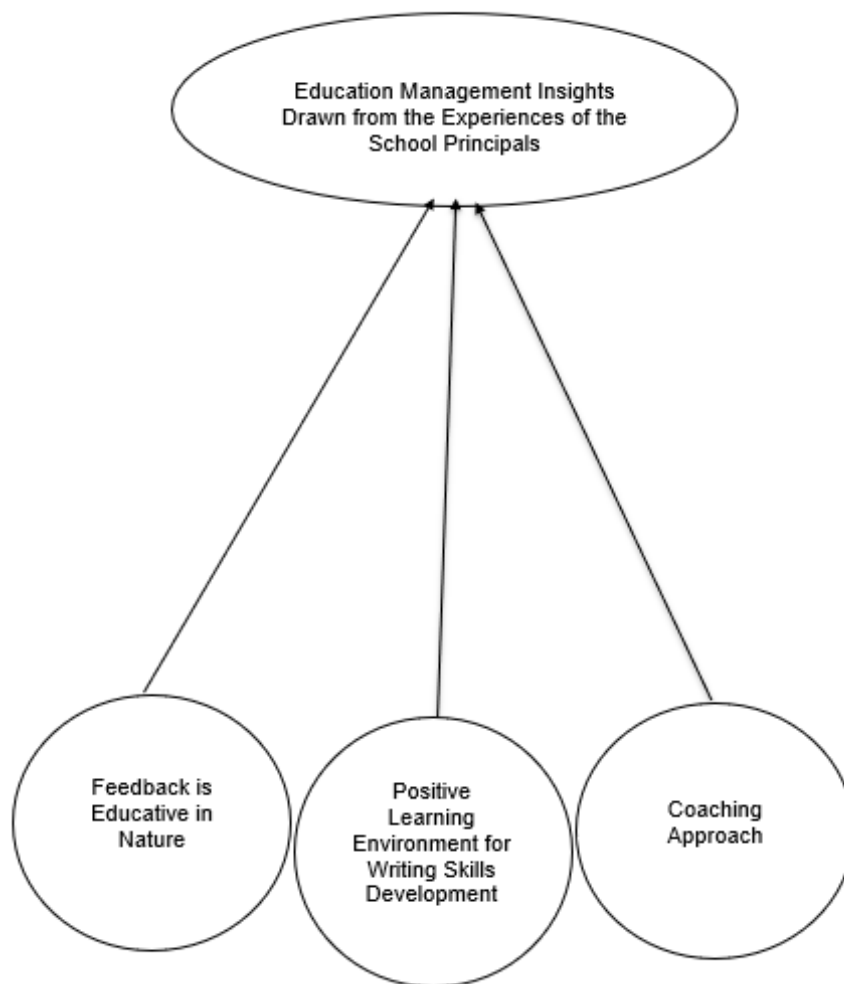


Fig. 5. Emerging Themes on the Educational Management Insights Drawn From the Experiences of the Teachers

4.1. Findings—The goal of the study was to investigate teachers' perspectives and practices in providing performance feedback on students' writing skills. Three themes were drawn from each of the phenomena in the conceptual framework of this study. The emerging themes in the teachers' annotations on providing performance feedback for students' writing skills were the need to expand vocabulary skills, encouragement to write content-rich compositions, and the necessity of developing a reading habit. These themes imply that students must develop these component skills and knowledge necessary to perform the complex tasks of writing. Students must practice integrating these aspects to develop greater fluency and automaticity. They must also be given feedback and assistance on when and how to apply the skills and knowledge they have learned. As teachers, it is important to develop conscious awareness of these elements of mastery to help students learn more effectively.

4.2. Implications—Meanwhile, based on the teachers' feedback on students' writing skills, three themes emerged from the participants' responses: establishing manageable criteria for success, commending writing success, and responding as a reader, not as a writer. These themes implied that a good diagnostician of writing is, first and foremost, a sensitive and attentive reader, capable of reading a text in multiple and complex ways. Teachers who have a stack of papers in front of them may feel that a direct and critical response to "what is wrong with this paper" is the best strategy. This way of reading ignores two fundamental principles, however: first, it overlooks what is right with the paper; second, it overlooks the fact that a paper may represent someone's best effort. For these reasons, teachers should try to read differently. In addition to reading critically, teachers will want to read as a person who is curious, responsive, and open to what lies on the page. They should read to get to

know the writer, as it will help teachers analyze the content more thoroughly and gather the thoughts that will form their feedback. Furthermore, the educational management insights drawn from the study include that performance feedback is educative, a positive learning environment is essential for developing writing skills, and incorporating a coaching approach in performance feedback. The themes imply that performance feedback is for learning, directing student attention to areas for growth and improvement. Performance feedback is meant to be received and implemented by the students. To make this happen, teachers should provide students with meaningful learning experiences through a positive learning environment and effective coaching. These maximize student writing performance, helping them reach the target competence. This concept is associated with Vygotsky's Sociocultural Theory (1978), which is crucial for understanding how teachers can effectively provide performance feedback to students. The theory emphasizes the role of social interaction and cultural context in cognitive development, suggesting that learning is a collaborative process influenced by interactions with more knowledgeable individuals. When applied to feedback, this means that teachers can leverage social interactions and cultural tools to help students understand areas for improvement and guide them towards higher levels of performance. Vygotsky's Sociocultural Theory explains how performance feedback can be used to promote student learning and development. It emphasizes social interaction, the Zone of Proximal Development (ZPD), and cultural tools. Teachers engage in social interactions with students, helping them internalize feedback and improve their understanding. The ZPD is the gap between a student's capabilities and their ability to achieve with guidance. Teachers can provide targeted feedback within the ZPD to scaffold learning and help students progress. Cultural tools, such as rubrics, can be used to

make feedback more concrete and understandable. Reflective teaching and action research are also encouraged to refine feedback practices. In summary, Vygotsky's theory provides a valuable framework for teachers to use performance feedback effectively to foster a supportive learning environment.

4.3. Future Directions—From the conclusions, the following recommendations are forwarded: This research provides significant empirical, theoretical, and practical insights into teachers' perspectives and approaches to performance feedback on students' writing abilities. The data acquired provided guidance for many stakeholders in education, encompassing legislators, administrators, and educators. The prospective trajectories of this research are delineated as follows: Policymakers must collaborate more effectively with school leaders and teacher trainers to refine policies aimed at enhancing feedback on writing performance, thereby ensuring greater support and resources for 21st-century education. School adminis-

trators can strengthen students' writing skills and attitudes by analyzing implemented tactics through feedback, resulting in beneficial outcomes and the advancement of the plan. To design a targeted policy and support system that enhances students' reading and writing practices. Furthermore, to assist educators, particularly in providing technological support. Teachers may enhance their methodologies for delivering constructive feedback to pupils. To be effective, the success criteria must be equitable, consistent, transparent, and accountable. Considering these criteria will be advantageous when choosing feedback techniques for educators. Future researchers are advised to explore alternative perspectives, including those of educators from various disciplines, and to conduct additional interviews with students and instructors across diverse grade levels. This will yield findings and consequences that are tailored to the organizations and hierarchical structure of the education sector.

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