ANALYZING CORRECTIVE FEEDBACK ON WRITING SKILL AS A MOTIVATION TOOL FOR ESL LEARNERS AT INTERMEDIATE LEVEL: A QUALITATIVE STUDY

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ABSTRACT

This qualitative study investigates the effectiveness of corrective feedback on writing skills as a motivation tool for English as Second Language (ESL) learners at the intermediate level. The research aims to explore the impact of providing targeted corrective feedback to motivate students to improve their writing abilities by leading them to identify and rectify their errors in written work. The study adopts a qualitative approach, utilizing semi-structured interviews from ESL teachers and student feedback to gather data from intermediate-level ESL learners. The analysis focuses on identifying patterns and themes related to positive corrective feedback, motivation, teachers' and learners' perception, and teaching learning experiences related to corrective feedback. The findings highlight the impact and effectiveness of corrective feedback as a motivational tool, as it fosters learners' engagement, self-reflection and contribution of the learning process. The research contributes to the field of ESL instruction by emphasizing the role of corrective feedback in promoting learners' motivation and enhancing their writing skills. The implications of the study suggest that ESL teachers should incorporate targeted positive corrective feedback strategies in ESL writing instruction to stimulate students' motivation for their writing skills development.

Keywords: corrective feedback, writing skills, motivation, ESL learners, intermediate level, instruction, qualitative, perception

1. INTRODUCTION

Ferris, (2010); Beuningen et al. (2012); Suzuki (2012) are of the view that many research findings indicate that effective Corrective feedback (ECF) plays a significant part in the process of learning and teaching writing. Hyland & Hyland (2019), Lee, (2017); Yu et al. (2023) state that feedback always remains a central concern for both teachers and researchers as part of the second language L2 writing classroom.According to Oliver and Adams (2021) corrective feedback (CF) serves as the response given to language learners when their output is incorrect, unrelated to the target, inappropriate, or confusing. Bitchener, J. (2018) maintains that corrective feedback (CF) has been found to significantly increase language competency among learners, this aspect make it an essential component of second language acquisition (SLA) research.Ellis, R. (2017)research offers a critical analysis of the

studies on the role of corrective feedback in Second Language Acquisition. He opines that while CF is critical for increasing learners' accuracy, it is not always effective due to a variety of factors, such as the type of feedback, the learning environment, and learner variations. These ideas present a broad view of the corrective feedback and its role in second language teaching and learning. It would certain provide foundation for understanding corrective feedback in ESL world.

Background and Rationale

Second language writing skills play a crucial role in the language development of English as Second Language (ESL) learners. Writing effectively is not only essential for academic success but also for daily communication in various social contexts. Corrective feedback is a widely recognized tool used by teachers

to address learners' language errors and enhance their writing skills. However, the relationship between corrective feedback and learners' motivation remains an area of interest and requires further investigation. This study aims to explore the impact of corrective feedback on motivation among intermediate ESL learners, specifically in the context of writing skills relying on the point that positive corrective feedback serves as motivation tool for ESL learners at intermediate level.

Research Objectives
This study focuses on the following research objectives:
1. To explore the effect of corrective feedback on writing skills of ESL learners at Intermediate level
2. To analyze corrective feedback as motivation tool for ESL learners at Intermediate level
3. To examine ESL teachers' and learners perceptions towards corrective feedback
4. To trace different types of corrective feedback

Research Questions
This study seeks to find answers the following research questions:
1. How do intermediate ESL learners perceive corrective feedback on their writing skills?
2. What impact does corrective feedback have on the motivation of intermediate ESL learners?
3. Which types of corrective feedback that are more effective in enhancing motivation among intermediate ESL learners?
4. How does learners' engagement and motivation vary during the feedback process?

Significance of the Study
Understanding the role of corrective feedback as a motivation tool is crucial for ESL teachers and learners. By identifying the types of corrective feedback that positively influence learners' motivation, ESL teachers can tailor their feedback strategies to enhance motivation of ESL learners to promote better writing skills. This study also contributes to the existing researches on motivation in second language learning, shedding light on the specific context of writing skills and intermediate-level ESL learners motivation through corrective feedback.

Limitations of the Study
Several limitations were encountered during the study, including the sample size, potential bias in self-reported data, and the context-specific nature of the research. These limitations should be considered when interpreting the findings.

Literature Review
According to Hyland and Hyland (2019) corrective feedback has always been a significant component of EFL or ESL classes. Polio and Shea (2014) mentioned five factors that can affect assessing accuracy in L2 writing study. These are: (i) the effects of planning (ii) the effects of writing corrective feedback (iii) the characteristics of task complexity (iv) the contrast between solitary and collaborative writing; and (e) change over time. It can be maintained here that corrective feedback is an established area of research in second language learning and teaching domain.

Factors That Make Corrective Feedback Motivating and Demotivating
There a number of factors that can be listed to see that corrective feedback can have two dimensions as it can be motivating as well as demotivating for ESL learners in various academic settings and contexts. Here is a brief review of some such factor making corrective feedback motivating and demotivating. It is important to mention here that the points of motivating and demotivation have been mentioned simultaneously for a better understanding.

Timing and Relevance
Motivating: Timely and relevant corrective feedback helps ESL learners at the intermediate level understand their errors and make immediate improvements. Ifprovided feedback is timely and relevant, it becomes more meaningful and motivating for the learners.

Demotivating
Delayed or irrelevant corrective feedback may lead to confusion and frustration among ESL learners. If learners receive feedback long after the error was made or if the feedback is unrelated to the task or content at hand, it can be demotivating and hinder their understanding and progress.

Clarity and Specificity

Motivating: Clear and specific corrective feedback provides ESL learners with a clear understanding of their errors and guidance on how to improve. When feedback is concise, constructive, and focuses on specific language aspects, learners can see tangible progress and feel motivated to correct their mistakes.

Demotivating Vague or ambiguous corrective feedback may confuse ESL learners and impede their progress. If feedback lacks clarity or fails to address specific language issues, learners may struggle to grasp the necessary improvements, leading to demotivation and a sense of uncertainty.

Positive and Supportive Approach

Motivating: Positive and supportive corrective feedback helps create a safe and encouraging learning environment for ESL learners. When feedback is delivered in a constructive and encouraging manner, acknowledging learners' efforts and highlighting their strengths, it fosters motivation and a sense of achievement.

Demotivating: Harsh or negative corrective feedback can demotivate ESL learners, especially at the intermediate level. If feedback is overly critical, disrespectful, or focuses solely on errors without recognizing progress or effort, learners may feel discouraged, lose confidence, and become less motivated to continue their language learning journey.

Individualization and Differentiation

Motivating: Tailoring corrective feedback to the individual needs and learning styles of ESL learners can enhance motivation. When feedback considers learners' specific strengths, weaknesses, and learning preferences, it shows personalized attention, which can boost confidence and engagement.

Demotivating: Lack of opportunities to practice or apply corrected language forms can hinder motivation. If learners receive feedback but are not given sufficient chances to use and reinforce the corrected language in meaningful contexts, they may struggle to see the relevance and lose motivation to make the necessary improvements. It is important to note that these factors may interact and vary among individuals. Therefore, understanding the specific needs, preferences, and contexts of ESL learners is essential for providing effective and motivating corrective feedback at the intermediate level. Li and

Vuono (2019) specifically reviewed 25 years of research on WCF in System.

Types of Errors

It is a proven fact that ESL learners commit different types of errors in written works. This gives birth to the need of error correction. It is believed that corrective feedback is a reliable tool of error identification and error correction. Kang and Han (2015) conducted a study that can be considered as a concrete example of the statement made by Ferris (2010). They focused on two questions: "Does written corrective feedback help to improve the grammatical accuracy of second language writing?" and "What factors might mitigate its efficacy?"They searched the effects of corrective feedback. When providing corrective feedback to ESL learners at the intermediate level on their writing skill, it is essential to focus on common errors that impede their language development. Here is a list of errors that often require corrective feedback:

Common Errors Explained
Grammatical errors

Grammatical errors are the most common errors that occur in ESL learners' language learning. Here is a list of some such common errors: subject-verb agreement, verb tense sequence, incorrect word order, misuse of articles, agreement between pronouns and antecedents and misuse of prepositions.

Vocabulary and word choice errors: The common errors committed by ESL learners include: incorrect word usage, inappropriate or unclear word collocations and limited vocabulary and lack of synonyms.

Sentence structure errors: ESL learners commit these sentence structure errors: run-on sentences, sentence fragments errors, lack of sentence variety or repetitive sentence structures.

Punctuation errors: Another common type of errors is punctuation errors that include: missing or misplaced commas, incorrect use of apostrophes, incorrect use of quotation marks and capitalization.

Spelling errors: The most common errors traced in the written work of ESL learners are spelling errors. These include: misspelled words for example, received, confusion between homophones (same sounding words) like break, brake.

It is important to keep in mind that providing corrective feedback should be positive and

constructive. It is essential to provide examples and suggestions for improvement. ESL learners should be allowed to learn from their mistakes and improve their writing skills. Truscott (2007) maintains that corrective feedback helps a learner note the mistakes made in a piece of writing. L2 learners are proactive recipients, and their engagement with, and use of, the feedback they receive is a critical determinant of feedback effectiveness (Winstone et al., 2016).According to Carless and Winstone (2023) another significant implication is that in order to make corrective feedback effective, the way of corrective feedback must be thoroughly explained to learners.

Different Types of Corrective Feedback and their Effects

The study identified various types of corrective feedback, including direct or explicit feedback, indirect or implicit feedback, positive and negative feedback.Storch and Wigglesworth (2010) examinedthe cons and pros of corrective feedback type in terms of effectiveness. They raised the question why direct feedback was effective than indirect feedback. There are different types of corrective feedback with different effects that individuals receive in various contexts. For instance, positive and negative feedback indicate the nature of the feedback. Let us explore them in more detail:

Extrinsic Feedback: Extrinsic feedback also known as direct feedback is information or guidance that comes from an external source, such as a teacher, coach, supervisor, or peer. It provides individuals with input on their performance, behavior, or actions. Extrinsic feedback can be verbal, written, or even non-verbal, and it aims to shape and enhance one's performance or learning. For example, a coach providing feedback on an athlete's technique or a manager giving feedback on an employee's project.

Intrinsic Feedback: Intrinsic feedback is information that individuals receive internally through their own sensory systems as a result of their actions or behaviors. It is also known as self-generated or inherent feedback. Intrinsic feedback is a natural consequence of performing a task or activity and is related to the sensory information received during the process. For instance, a tennis player feeling the impact and direction of their shot or a musician sensing the harmony of their performance.

Positive Feedback: Positive feedback focuses on acknowledging and reinforcing desirable behaviors, skills, or outcomes. It highlights strengths, achievements, and successes, providing encouragement and motivation to continue the behavior or performance. Positive feedback helps individuals build confidence and enhances their sense of accomplishment, fostering a positive learning or working environment.

Negative Feedback: Negative feedback, on the other hand, identifies areas for improvement, points out mistakes, or highlights deviations from desired behaviors or outcomes. It helps individuals recognize and address weaknesses or errors, leading to growth and development. While negative feedback may initially be perceived as critical or discouraging, when provided constructively, it can offer valuable insights for improvement.

To further explain the role to different types of feedback and their effect, here is what Han (2017) states that corrective feedback focuses on what students do with it. This could be anything from completing the tasks given to them to employing ways to enhance their language proficiency in response to the teacher's corrective feedback.

Motivation in Second Language Learning:

Motivation plays a crucial role in second language acquisition and learning. It is a multifaceted construct that influences learners' engagement, persistence and effort. Theoretical models such as the Socio-Educational Model and Self-Determination Theory provide valuable insights into the factors influencing motivation in second language learning, including intrinsic motivation, extrinsic motivation, teachers and learners' perceptions and the role of autonomy and competence. Vattøy and Smith (2019) studied students' perceptions of teachers' corrective feedback drill in the English as a foreign language teaching context.

Corrective Feedback in Writing Skill Development:

In ESL classrooms, corrective feedback acts as a key component of the language learning process, particularly in developing writing skills. Feedback can be categorized into various types, such as direct feedback, indirect feedback, negative feedback, and positive feedback. These different types of feedback have varying effects on learners' writing skills. Understanding the impact of corrective feedback on

ESL learners' writing skills is essential for effective language instruction. Shen and Chong (2022) assert that studying learners' motivations for using feedback as well as their attitudes towards it might help develop adaptable feedback techniques that are tailored to the needs of L_2 learners.

Mao & Lee (2020) pointed out further distinctions in feedback treatments concern the scope of feedback regarding comprehensive versus focused feedback which focuses on the amount of WCF teachers should give to students. The two distinctions are whether to address all writing errors or to do it in a targeted or selective way.

Motivation and Corrective Feedback:
The relationship between motivation and corrective feedback has been explored in researches, with several studies highlighting the influence of feedback on learners' motivation. Positive feedback and constructive criticism have been found to enhance learners' motivation and promote learning. Conversely, any critical or discouraging feedback can demotivate and create negative effects on learners. Therefore, providing effective and targeted positive feedback is crucial in fostering learners' motivation.

Research Gap
While previous studies have investigated the relationship between motivation and corrective feedback in second language learning, there is a gap in the researches concerning the specific context of writing skills among intermediate ESL learners. This qualitative study aims to fill this gap by exploring the impact of corrective feedback on motivation of ESL learners in learning writing skills at intermediate level.

Methodology
Research Design
This study employs a qualitative research design, specifically utilizing semi-structured interviews for teachers and students' feedback regarding motivation through corrective feedback. The qualitative approach allows for an in-depth exploration of teachers' and learners' perceptions and experiences related to corrective feedback and motivation.

Participants
A purposive sampling technique was used to select a sample of intermediate ESL learners from public language institutes in Multan city. The participants were selected based on their English proficiency level and willingness to participate in the study. The sample size included 20 learners ensuring diversity in terms of gender and educational background. The population of the study consisted of all intermediate male and female teachers and learners of public colleges at intermediate level.

Data Collection Procedures
Semi-structured interviews were conducted with teachers and qualitative student feedback was received to collect data based on their perceptions and experiences of corrective feedback and motivation. Participants' collected data was analyzed to examine the impact of corrective feedback on writing skills of ESL learners. The data provided valuable insights about motivation through corrective feedback.

Data Analysis Techniques
The collected data from teachers' interviews and students' feedback was qualitatively analyzed using qualitative analysis technique. The analysis involved identifying teachers' and learners' perceptions and experiences about the role and impact of corrective feedback as motivation tool for ESL learners at intermediate level. The date was categorized and analyzed to answer research questions.

Data Analysis and Discussion
The data was collected from 100 respondents regarding their satisfaction with receiving corrective feedback on their language proficiency. The respondents were asked to rate their satisfaction on a five-point scale, ranging from "very dissatisfied" to "very satisfied."

Q. 1
Analysis:
The question asked respondents to indicate their level of satisfaction with the feedback. Here is the analysis of the responses:
1. Option 1: Very dissatisfied: 15 responses (15%)
2. Option 2: Dissatisfied: 25 responses (25%)
3. Option 3: Neither satisfied nor dissatisfied: 5 responses (5%)
4. Option 4: Satisfied: 35 responses (35%)
5. Option 5: Very satisfied: 20 responses (20%)

Discussion

The results indicate that the largest proportion of respondents expressed satisfaction with the corrective feedback they received. 35% indicated they were "satisfied" and 20% were "very satisfied." Another percentage of respondents expressed dissatisfaction, with 15% were very "dissatisfied" and 25% were "dissatisfied." A small percentage of respondents (5%) were neither satisfied nor dissatisfied with the feedback received.These findings suggest that while a significant portion of respondents found the corrective feedback to be satisfactory, there is room for improvement in addressing the concerns of those who expressed dissatisfaction.

Q. 2
Analysis

The question asked respondents to indicate the importance of providing corrective feedback to the students on their written work shows the frequency and percentage of responses for each option.

Option 1: Very dissatisfied: 5 responses (5%)

Option 2: Dissatisfied: 15 responses (15%)

Option 3: Neither satisfied nor dissatisfied: 10 responses (10%)

Option 4: Satisfied: 45 responses (45%)

Option 5: Very satisfied: 25 responses (25%)

The results indicate that the majority of respondents (45%) chose Option 4, indicating that they were satisfied with the importance of providing corrective feedback. 25% of respondents chose Option 5, expressing that they are very satisfied. 15% of respondents selected Option 2, indicating that they were dissatisfied with the importance of corrective feedback. Another 10% of respondents chose Option 3, indicating a neutral stance on the importance of providing corrective feedback.

Discussion

These findings suggest that while a significant proportion of respondents value the importance of corrective feedback, there is a notable percentage has concerns or reservations about its significance. Overall, based on the data analysis, a considerable number of participants expressed satisfaction or strong satisfaction with the importance of providing corrective feedback. It indicated its significance in the learning process.

Q. 3
Analysis

The question asked respondents to indicatethe satisfaction level of the teacher providing regular corrective feedback can be analyzed by breaking down the frequency and percentage of responses for each option.

Option 1: Very Dissatisfied

Number of responses: 5 responses (5%)

Option 2: Dissatisfied: 15 responses (15%)

Option 3: Neither Satisfied nor Dissatisfied: 15 responses (15%)

Option 4: Satisfied: 45 responses (45%)

Option 5: Very Satisfied: 20 responses (20%)

Discussion

The data analysis of the responses provides an understanding of the participants' overall satisfaction levels with the teacher's regular corrective feedback. The majority of the responses fall under the satisfied and very satisfied categories, indicating that a significant proportion of the participants found the teacher's feedback to be helpful. However, it is important to address the concerns of the dissatisfied and very dissatisfied participants and take steps to improve the feedback process accordingly.

Q. 4
Analysis

The question asked respondents to indicatethe responses regarding the statement "Receiving corrective feedback is a motivation tool for students". Here's the analysis based on responses:

Option 1: Very Dissatisfied: 5 responses (5%)

Option 2: Dissatisfied: 10 responses (10%)

Option 3: Neither Satisfied Nor Dissatisfied: 10 responses (10%)

Option 4: Satisfied: 50 responses (50%)

Option 5: Very Satisfied: 25 responses (25%)

Discussion

These percentages indicate the level of satisfaction expressed by the respondents regarding the effectiveness of receiving corrective feedback as a motivation tool. This analysis shows that the majority of students (75%) reported being satisfied or very satisfied with receiving corrective feedback. This suggests that for a significant portion of the student population, receiving corrective feedback serves as a motivational tool. Conversely, it is important to pay attention to the feedback from the

dissatisfied and neither satisfied nor dissatisfied groups as their perspectives may provide valuable insights for improvement.

Q. 5
Analysis

The question asked respondents to indicate the effectiveness of corrective feedback in helping students identify and correct errors. Here is the frequency and percentage analysis of responses for each option.

Option 1: Very Dissatisfied: 5 responses (5%)

Option 2: Dissatisfied: 20 responses (20%)

Option 3: Neither Satisfied nor Dissatisfied: 5 responses (5%)

Option 4: Satisfied: 40 responses (40%)

Option 5: Very Satisfied: 30 responses (30%)

Discussion

These results indicate that the majority of the participants (70%) had positive perceptions of the role of corrective feedback in error identification and correction. This response confirms the concept that the role of corrective feedback in error identification and correction is significant for improvement of writing skills. This trend should be forced and reinforced in language instruction. 30% responses feeldissatisfied. Overall, the data suggests a relatively positive view of the effectiveness of corrective feedback in helping students with error identification and correction. The responses of the dissatisfied respondents should also be given due consideration.

Q. 6
Analysis

The question asked respondents to give responses regarding the statement "Receiving corrective feedback is never useful for improving writing skills."

Option 1: Very Dissatisfied: 5 responses (5%)

Option 2: Dissatisfied: 10 responses (10%)

Option 3: Neither Satisfied nor Dissatisfied: 10 responses (10%)

Option 4:Satisfied: 50 responses (50%)

Option 5:Very Satisfied: 25 responses (25%)

Discussion

Based on this Analysis, it can be seen that the majority of respondents, 50%, were satisfied with receiving corrective feedback for improving their writing skills. 25% of respondents were very satisfied, 10% were dissatisfied, and 10% neither satisfied nor dissatisfied. Only 5% of respondents were very dissatisfied with receiving corrective feedback for improving their writing skills.This analysis indicates that a significant portion of the respondents found receiving corrective feedback beneficial for enhancing their writing skills, with the majority expressing satisfaction or high satisfaction. The responses of the dissatisfied respondents, though low, should also be taken into consideration.

Q. 7
Analysis

The data analyzedthe responses on the question regarding the negative impact of corrective feedback on student motivation as discouraging and demotivating. Here is the frequency and percentage analysis of responses for each option:

Option 1: Very Dissatisfied: 15 responses (15%)

Option 2: Dissatisfied: 35 responses (35%)

Option 3 Neither Satisfied nor Dissatisfied: 15 responses (15%)

Option 4 Satisfied: 25 responses (25%)

Option 5 Very Satisfied: 10 responses (10%)

Discussion

Based on this data analysis, it can be observed that the majority of respondents (50%) expressed dissatisfaction with the impact of corrective feedback on their motivation. They considered corrective feedback discouraging and demotivating. On the other hand, 35% of respondents reported being satisfied while 15% were very dissatisfied or neither satisfied nor dissatisfied, and 10% were very satisfied.It is important to note that this data provides an overview of the distribution of responses to the question on corrective feedback and student motivation. The responses lead to the directions of rethinking and revising the negative impact of corrective feedback. This will be beneficial for both the teachers and the learners. Particularly, teachers need to control and eliminate any negativity.

Q. 8
Analysis

The data analyzed the responses on the question on the teacher providing timely and positive corrective feedback. Here is the frequency and percentage analysis of responses for each option:

Option 1: Very Dissatisfied - 5 responses (5%)

Option 2: Dissatisfied - 15 responses (15%)
Option 3: Neither Satisfied nor Dissatisfied - 15 responses (15%)
Option 4: Satisfied - 40 responses (40%)
Option 5: Very Satisfied - 25 responses (25%)

Discussion

The analysis of the frequency and percentage of each response option provides an understanding of the participants' satisfaction levels regarding the teacher's provision of timely and positive corrective feedback. It is notable that the highest number of responses falls under the "Satisfied" category. This indicates a significant portion of the respondents appreciates the teacher's feedback approach. On the other hand, (15%) expressed dissatisfaction and an equal number of participants suggested a neutral stance. These results provide insights into the overall satisfaction levels of the participants regarding the teacher's timely and positive corrective feedback. It is important to note that feedback provided by the students helps identify areas for improvement and meet the needs of the students effectively.

Q. 9
Analysis

The data analyzed the responses on the question regarding corrective feedback has negative effects on students.Here is the analysis of the frequency and percentage of responses for each option:
Option 1: Very Dissatisfied: 30 responses (30%)
Option 2: Dissatisfied: 25responses (25%)
Option 3: Neither Satisfied nor Dissatisfied: 15 responses(15%)
Option 4: Satisfied: 20 responses (20%)
Option 5: Very Satisfied: 10 responses (10%)

Discussion

The analysis of responses shows that the majority of the respondents 55% respondents had a negative perception of the effect of corrective feedback as they were dissatisfied, 15% had neither satisfaction nor dissatisfaction while30% were satisfied.It is important to note that this data indicates a significant portion of students expressing dissatisfaction with the corrective feedback. It provides valuable insights for improving the feedback process and addressing students' concerns. Consequently, it will improve student learning and proficiency of writing skills in particular.

Q. 10
Analysis

The data analyzed the responseson the question on the role of the teacher in providing corrective feedback. Here is the analysis of the frequency and percentage of responses for each option:
1. Very dissatisfied: 5 responses (5%)
2. Dissatisfied: 10 responses (10%)
3. Neither satisfied nor dissatisfied: 10 responses (10%)
4. Satisfied: 45 responses (45%)
5. Very satisfied: 30 responses (30%)

Discussion

The results provide insights into the participants' perceptions of the teacher's role in providing corrective feedback. The highest number of responses falls under the "satisfied" option, with (75%) expressing satisfaction with the teacher's role. On the other hand, a smaller proportion (15%) of respondents expressed dissatisfaction and (10%) adopted "neither satisfied nor dissatisfied" options. These findings suggest that the majority of respondents had a positive perception of the teacher's role in providing corrective feedback. Overall, this analysis provides an overview of the distribution of responses and indicates the general sentiment of the participants towards the teacher's role in corrective feedback.

Holistic View of Responses

	Statement	Option-1		Option-2		Option-3		Option-4		Option-5	
		Responses	%	Responses	%	Responses	%	Responses	%	Responses	%
1	Receiving corrective feedback on your writing skill in English classroom, you feel	15	15%	25	25%	05	5%	35	35%	20	20%
2	Receiving corrective feedback is important for improving writing skills of students	05	5%	15	15%	10	10%	45	45%	25	25%
3	Your English Teachers provides regular corrective feedback on written work	05	5%	15	15%	15	15%	45	45%	20	20%
4	corrective feedback on students' written work is a motivation tool for students	05	5%	10	10%	10	10%	50	50%	25	25%
5	Corrective feedback helps students identify and correct writing errors	05	5%	20	20%	05	5%	40	40%	30	30%
6	Corrective feedback is never used for improving writing skills	05	5%	10	10%	10	10%	50	50%	25	25%
7	Corrective feedback discourages or demotivates you	15	15%	35	35%	15	15%	25	25%	10	10%
8	English teachers provide timely and positive Corrective feedback	05	5%	15	15%	15	15%	40	40%	25	25%
9	Corrective feedback has negative feedback on students	30	30%	25	25%	15	15%	20	20%	10	10%
10	Role of teachers in Corrective feedback is very important	05	5%	10	10%	10	10%	45	45%	30	30%

Findings and Discussion
Participants' Perception of Corrective Feedback
The data analysis revealed that participants both ESL teachers and learners at intermediate level generally perceived corrective feedback positively, considering it valuable for their language development. ESL learners appreciated that the individualized attention and guidance provided by ESL teachers through corrective feedback motivated them to improve their writing skills.

Impact of Corrective Feedback on Motivation
The findings indicated that corrective feedback had a significant impact on ESL learners' motivation. Positive and constructive feedback increased learners' confidence and motivation to continue writing and strive for improvement. On the other hand, negative and discouraging feedback negatively affected motivation, leading to decreased involvement and improvement.

Learners' Engagement and Motivation during the Feedback Process
Observations during the feedback process indicated that learners' engagement and motivation varied depending on the feedback they received. Learners were more motivated when feedback was provided in a supportive and encouraging manner. Additionally, engaging learners in the feedback process through dialogue and collaboration enhanced their motivation and sense of ownership.

Implications and Recommendations
Pedagogical Implications
This study offers several pedagogical implications for ESL teachers and learners. ESL teachers should provide timely and targeted positive corrective feedback to enhance learners' motivation for improving writing skills. Feedback should be delivered in a supportive and constructive manner, highlighting both strengths and areas for improvement. ESL teachers should also consider learners' preferences for different types of corrective feedback and adapt their strategies accordingly.

Suggestions for Future Research
This qualitative study provides insights into the relationship between corrective feedback, motivation, and writing skills among intermediate ESL learners. Future research could explore the long-term effects of corrective feedback on learners' motivation and examine the role and impact of motivation to other language skills and investigating the role and effect of technology-mediated corrective feedback.

Conclusion and Contributions of the Study
This qualitative study analyzed the impact of corrective feedback on motivation among intermediate ESL learners, specifically in the context of writing skills. The findings suggest that effective and targeted corrective feedback positively influences learners' motivation, leading to improved writing skills. Motivation is a critical factor in second language learning, and corrective feedback can be an effective tool in fostering motivation among ESL learners. This study contributes to the existing body of knowledge by exploring the specific context of writing skills and intermediate-level ESL learners. It emphasizes the importance of providing effective corrective feedback to enhance learners' motivation and foster language development. The findings offer valuable insights for language instructors, curriculum developers, and policymakers seeking to optimize motivation and promote better writing skills among ESL learners.

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