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## **EFL Teachers' Beliefs and Practices in Using Teacher Written Corrective Feedback on Students' Writing**

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### **Abstract**

This study is a case study investigating two EFL teachers' beliefs and practices regarding teacher written corrective feedback (WCF) on their students' writing in a governmental senior high school in Indonesia, using questionnaire, semi-structured interviews, document analysis, and teachers' think-aloud protocols. The results show that both teachers' actual WCF practices used four types of WCF, which are direct corrective feedback, indirect CF, metalinguistic CF, and unfocused (comprehensive) CF, despite the way they deliver WCF is different. They provided WCF on all five aspects (grammar, vocabulary, content, mechanics, and organization), however their WCF's distribution was unequal and they emphasized on different aspects. Several teachers' beliefs align/correspond with their actual practices, while the others result misalign. The teachers' beliefs on WCF differ from each other depending on several factors related to the teachers themselves (e.g. learning and teaching experiences), their workload, time constraints, and students' proficiency level which might contribute to the (mis)alignment of their beliefs and actual practices. Therefore, teachers' beliefs might not always be reflected on their actual practices. This study implies that the teachers need to take professional training related to WCF and they are suggested to cooperate with students to achieve the goals of teacher written corrective feedback.

Keywords: EFL Teachers, Teacher Beliefs, Teacher Cognition, Teacher Practices, Teacher Written Corrective Feedback

### **INTRODUCTION**

Teacher written corrective feedback (WCF) refers to the feedbacks written by teachers on students' writing with the purpose of improving their writing. It is argued that providing corrective feedback to deal with students' errors as an essential aspect of learning a second or foreign language (Mulati, 2019) and an effective way to encourage students to be more aware of their errors (Paris et al., 2017). Hyland (2003) stated that

teacher written feedback plays a primary role to improve students' writing in an L2 writing class. Previous studies found that there are several ways for providing WCF that are probably used by teachers to provide different forms of WCF in responding to their students' writing (Mao & Crosthwaite, 2019).

The (in)effectiveness of written corrective feedback on writing accuracy or skill development has become the greatest attention on L2 writing research in relation to written corrective feedback, while research on teachers' beliefs and practices regarding written corrective feedback has been comparatively less, especially in EFL contexts (Evans et al., 2010; Mao & Crosthwaite, 2019). According to Pajares (1992), beliefs are seen as the most powerful factors which can predict the teaching behavior of teachers in classroom. Moreover, Michaela Borg (2001) stated that the term of teachers' beliefs is usually used to refer to those beliefs of relevance to an individual's teaching. The language teachers' awareness, better understanding, and reflection on their beliefs will have a substantial impact on their classroom practices (Farrell & Bennis, 2013). Therefore, conducting research on this field is eligible to provide pictures of EFL teachers' beliefs and their classroom practices with regard to providing written corrective feedback on students' writing as a way to assist students improve their L2 writing.

Previous studies on teachers' WCF beliefs and practices includes Lee (2009) who uncovered ten mismatches between beliefs and practices of secondary English teachers in Hong Kong. A study by Alkhatib (2015), who used think-aloud protocols to investigate teachers' beliefs about their practices, showed congruencies and incongruences between teachers' beliefs and practices in University of Dammam. Recently, Mao & Crosthwaite (2019) and Mulati (2019) investigated the (mis)alignments between teachers' beliefs and WCF practices in EFL context. These studies also revealed that several contextual factors might affect teachers' WCF practices which contribute to the (mis)alignment or (in)congruences between their beliefs and actual practices. Research dealing with English teachers' beliefs about teacher WCF and their classroom practices is rarely found in Indonesia. Therefore, the aim of this study is to identify the kinds of WCF provided by the EFL teachers on students' writing in their actual practices, investigate the EFL teachers' beliefs, and discover the extent to which the EFL teachers' beliefs align with their actual WCF practice at a governmental secondary school. This study sought to investigate and answer the following research questions:

1. What kinds of teacher WCF do the EFL teachers provide on students' writing?
2. What are the EFL teachers' beliefs on the use of teacher's WCF on students' writing?
3. To what extent do the EFL teachers' beliefs align with their practices in using WCF and its reasons?

## **LITERATURE REVIEW**

### **Teachers' Beliefs and Practices**

Despite many researchers studying beliefs that have been conducted, no specific definition of the term 'beliefs' has been given. Although the term 'beliefs' is one of the most difficult concepts to define, it has been portrayed as the most valuable psychological construct to teachers in education (Pajares, 1992). However, this study employed the term 'teacher cognition' from Borg's framework for language teaching cognition research. The

term 'teacher cognition' refers to the unobservable cognitive dimension of teaching, that is, what teachers know, believe, and think (Borg, 2003).

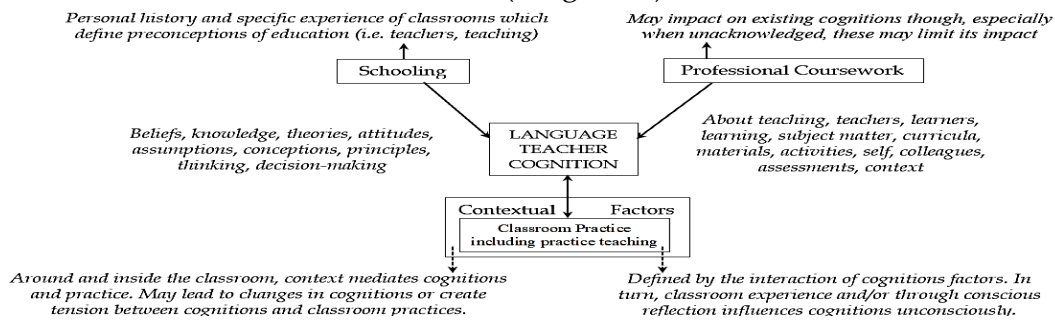


Figure 1. Element and processes in language teacher cognition by Borg's framework (Zheng, 2015, p. 27)

Borg (2003) stated that 'teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs' (p.81). According to Borg (2006) in Zheng (2015), the Borg's framework highlights the four key dimensions in the study of language teacher cognition – teacher cognition, teacher learning (schooling and professional education), classroom practices, and contextual factors – and its three major relationships (Figure 1). First, prior language teachers' life experience, which includes schooling and professional interaction with other influential parties, like parents or teachers, can establish cognitions about language learning and teaching throughout their professional careers. Second, teacher cognition and practices are informing each other. Third, contextual factors exist around and inside the classroom which play an essential role in mediating the extent to which the teachers can implement instruction congruent with their cognition. The limitation of this study is on teacher's beliefs as a part of teacher cognition. Following Phipps and Borg (2009) who stated "a more realistic understanding of the relationship between teachers' beliefs and practices can emerge when the analysis of what teachers do is the basis of eliciting and understanding their beliefs", this study refers to teachers' practices to what teachers do in the language teaching classroom. In addition, Phipps and Borg (2009) argued that teachers' beliefs can influence their beliefs, while a change in practice can lead to a change in beliefs as well. It also noted that teachers' practices do not always reflect their beliefs which leads to misalignment (Lee, 2009).

### Teacher Written Corrective Feedback

Teacher written corrective feedback is defined as the information provided by teachers in form of feedbacks to directly or indirectly respond to students' language error on their pieces of writing with the aim of correcting and encouraging initial language revision (Lee, 2003; Bitchener and Ferris, 2012). A wide range of written corrective feedback typologies are available in the literature, however the researcher of this study applied the typology of written corrective feedback types proposed by Rod Ellis (2008), who classified six strategies for providing teacher written corrective feedback (Figure 2).

Type of WCF	Description
1. Direct CF	The teacher provides the student with the correct form.
2. Indirect CF	The teacher indicates that an error exists but does not provide the correction.
a. Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.
b. Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3. Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.
a. Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).
b. Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
4. The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
a. Unfocused CF	Unfocused CF is extensive (comprehensive CF).
b. Focused CF	Focused CF is intensive (selective CF)
5. Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
6. Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.

Figure 2. The typology of teacher written corrective feedback proposed by Rod Ellis (Ellis, 2015, p. 98)

Teachers can provide WCF on some aspects that they emphasize or focus on which are considered to be able to help students' writing improvement. This study used a scheme of five writing aspects adapted from some experts (Table 1) - content (the conveyed information/ideas), organization (the structure of linked sentences or paragraphs), grammar (morphological and syntactic errors), mechanics (spelling, capitalization, punctuation), vocabulary (language expression/lexical errors).

Table 1. The Focused Aspects of Written Corrective Feedback

Storch & Tapper (2000)	Hyland (2003)	Montgomery and Baker (2007)	Alkhatib (2015)	Mao and Crosthwaite (2019)	The Focus Aspect of WCF
	Content	Content / Ideas	Content	Content / Ideas	Content
	Organization	Organization	Organization	Organization	Organization
Grammar		Grammar	Language	Grammar	Grammar
Mechanics	Language	Mechanics	form	Mechanics	Mechanics
Vocabulary				Vocabulary	Vocabulary

## RESEARCH METHOD

This qualitative research was conducted to describe teachers' beliefs and practices regarding WCF on students' writing. The researcher used the case study method that is described in nature because it is closely focused on details so that it is best to facilitate the description of a detailed and in-depth understanding of the teacher's beliefs and practices (Yin, 2002). The participants were two English teachers from a governmental senior high school in Karanganyar, Central Java, Indonesia. The techniques used for collecting data were a questionnaire, semi-structured interviews, document analysis, and teachers' think-aloud protocols (TAP).

A questionnaire and followed by semi-structured interviews, adapted from Lee (2009) and Mao & Crosthwaite (2019), were utilized to find out the teachers' beliefs on teacher written corrective feedback (WCF). The follow-up semi-structured interviews were conducted twice, the first was after distributing the questionnaire to get more detailed information about the teachers' beliefs and its influential factors that might affect their beliefs and actual practices and the second was after conducting think-aloud protocols to find out the reasons behind their decisions during think-aloud protocols.

The teachers' feedback on students' writing and the teachers' think-aloud protocol (TAP) while providing WCF on students' writing were analyzed to understand the teachers' actual practices. TAP is used to observe teachers' actual practices while providing WCF on seven selected students' written works. It is considered as a more

appropriate method to collect data on participants' cognitive process by encouraging them to verbalize what they think while carrying out the task given (Bowles, 2010; Barnard & Burns, 2012). Firstly, the researcher gave the think-aloud protocol instruction, adapted from Alkhatib (2015) and Balachandran (2018), to the teachers before performing WCF on student's writing. While performing, the teachers are required to verbalize their thoughts in Bahasa Indonesia or English and the researcher observed and recorded the teachers' process of giving WCF. After that, the researcher transcribed all of what the teachers said (teacher's verbalization) and the WCF they gave, then analyzed the teachers' verbalization to find out their beliefs and the kind of WCF they gave when performing written corrective feedback using the TAP analysis table, adapted from Alkhatib (2015).

This research used the steps of analyzing data proposed by Creswell (2012), as follows: (1) Preparing and organizing the data; (2) Exploring and coding the data by reading, identifying, and coding the data; (3) Building description and themes by organizing and developing data as the key findings; (4) Representing and reporting findings by using figures/tables and narrative discussions; (5) Interpreting the findings by making comparisons between the findings and the literature; (6) Validating the accuracy of the findings by using methodological triangulation and member checking.

## FINDINGS

### The Kind of Teacher WCF Used by EFL Teachers on their Actual Practices

Based on the document analysis, TE had 279 feedback points from 36 drafts and TR had 302 feedback points from 32 drafts. While the data from think-aloud protocol (TAP) analysis of 7 random drafts showed that TE had 93 feedback points and TR had 103 feedback points (Table 2). Based on both data sources of WCF analysis above, it revealed that both teachers employed similar four types of WCF – (1) direct corrective feedback, (2) indirect CF, (3) metalinguistic CF, and (4) unfocused (comprehensive) CF. However, it clearly showed that both teachers mainly used direct CF rather than the other types with more than half of total feedbacks.

Table 2. The Kind of Teacher WCF Used by EFL Teachers on their Actual Practices

Participant	Data	Types of Teacher Written Corrective Feedback (WCF)					The Aspects					Total
		Direct CF	Indirect CF Marking/ Underlining/ Circling	Error Code	Metalinguistic CF Brief explanation of error	Unfocused CF	Grammar	Vocabulary	Content	Mechanics	Organization	
TE	Doc	237	29	-	13	36 drafts	148	79	11	35	6	279
	Analysis	(84.9%)	(10.4%)	-	(4.7%)	(100%)	(53.1%)	(28.3%)	(3.9%)	(12.5%)	(2.2%)	
	TAP	77	14	-	2	7 drafts	47	26	7	11	2	
TR	Doc	213	53	27	9	32 drafts	107	52	5	116	22	302
	Analysis	(70.5%)	(17.6%)	(8.9%)	(3%)	(100%)	(35.4%)	(17.2%)	(1.7%)	(38.4%)	(7.3%)	
	TAP	64	22	12	5	7 drafts	32	17	4	43	7	
TR	Doc	64	22	12	5	7 drafts	32	17	4	43	7	103
	Analysis	(62.1%)	(21.3%)	(11.7%)	(4.9%)	(100%)	(31.1%)	(16.5%)	(3.9%)	(41.7%)	(6.8%)	
	Analysis	(62.1%)	(21.3%)	(11.7%)	(4.9%)	(100%)	(31.1%)	(16.5%)	(3.9%)	(41.7%)	(6.8%)	

Both teachers said that they used direct CF to help their students to recognize and correct their errors. However, they admitted that sometimes they use indirect CF on minor/repeated errors and unclear sentences since they thought the students might be able to correct them by themselves. They added that it's hard to fully give direct CF on all drafts due to the time constraints and the number of students. It revealed that they indirectly encourage their students to analyze and correct their own errors by letting them try solving the problem by themselves, as shown in the following interview and TAP transcripts below.

*"If a student just did a single error and the rest was correct, oh that means I can only circle it, he already understood the error and how to correct it by himself" (TR's Interview)*

**TE's Verbalization:**

*"When I until Senior High School"..., what does it mean? It's incorrect. Let him correct it by himself, let him think about what it means first. My classmate and I, this must be exchanged.*

**Teacher WCF:**

Underlining "When I until Senior High School, 2 years ago" and giving question mark (?).

Giving an arrow.

Both teachers gave metalinguistic CF as well, despite the way they deliver some types might be different. TE only gave a brief explanation of error, while TR provided clue code and brief explanation of error. Similarly, their reason is that sometimes they feel they need to explain the material again if the students haven't understood yet. The following transcript of TAP below illustrates how they gave a brief explanation of student's error on word choice.

**TE's Verbalization:**

*We saw many merchant which to be a traditional product of Yogyakarta. All of us bought some the merchant... what does it mean? It looks like he chose the wrong word. Merchant means pedagang. Merchandise, barang-barang dagangan*

**Teacher WCF:**

Circling the word 'merchant' and giving notes:

Merchant: pedagang, Merchandise: barang-barang dagangan.

**TR's Verbalization:**

*I have story about my vacation in Bali last month... last month, so it's not have but had, verb 2, this is past... it's not full stop.*

**Teacher WCF:**

Underlining 'last month' and 'have' then adding the clue code 'V2'

Lastly, both teachers fully used unfocused corrective feedback on all students' drafts (100%). Their main reason of practicing this type was their sense of responsibility as a teacher which influences them to not neglect errors and keep correcting all student's errors as part of assisting them, as shown in the following interview transcripts below.

*"I'm worried if students will have difficulties in taking formal test (TOEFL) later. So, if I see the errors, I want to correct them." (TE)*

*"Preventing the sustainable errors, I corrected the errors as long as it's not missed, we (teacher) assist them so that students will get information and learn from the feedback given." (TR)*

Regarding the aspect that teachers emphasize or focus on when providing WCF, both teachers showed that they provided WCF on all aspects; however, its distribution seem unequal and they emphasized on different aspects. TE gave more attention to grammar and followed by vocabulary then mechanics, while TR was on mechanics and grammar, then followed by vocabulary.

### The Teachers' Beliefs on Teacher Written Corrective Feedback

The findings were obtained from the questionnaire and followed by in-depth interview. First of all, both teachers admitted that there is no school policy regarding teacher WCF on student's writing and their students never request about their preferences with regard to how much and which type of WCF should be given. Therefore, both teachers use their personal preferences.

Regarding the type of WCF, first, both teachers believed indicating student's errors and simultaneously giving the correct form is more effective than indicating the errors only. Surprisingly, TR admitted that she had believed in indirect CF several years ago but her students kept asking her, then she changed her beliefs into direct CF. They believed that giving WCF is a part of teacher's job in assisting students' to recognize and correct their errors as well as encouraging students, as shown in the interview transcript.

*"Sometimes they don't understand which the correct or the incorrect one is... there's teacher's feedback that can be directly known by the students, they know which the correct and incorrect one or which one that be appreciated by the teacher." (TE)*

*"It is (marking and correcting students' mistakes in writing) the teacher's job. It would be better if the corrections are given, so the students know where the errors lie in the works that the students have done." (TR)*

Second, both teachers held different beliefs in the form of metalinguistic CF. TE, who is inspired by her lecturer in graduate school, said that she prefers giving a brief explanation of errors to help her students in recognizing their errors and understanding the materials more rather than giving clues/error codes since she thought some students might not fully understand the codes as stated in the following interview transcript.

*"If that (clue/error code), sometimes they didn't understand. I usually write down how the correct form immediately or I put a cross or a checkmark. It's fast, clear, the students understand." (TE)*

Meanwhile, TR believed that she uses both metalinguistic CF forms, giving clues/error codes and brief explanations of errors. She added that she might provide clue/error codes more often than brief explanations of errors depending on the student's proficiency and the level of errors as stated in the following interview transcript.

*"Circling first then I just wrote S + verb 1, like that. Not in a long sentence. Just codes and short comments like that. I consider the errors and students' competence first." (TR)*

Third, in term of focused vs unfocused CF, both teachers held different beliefs. TE believed that she always selects specific topics or issue to be emphasized (focused CF). Time or energy limitation and student's responses become her consideration on why she prefers to give written corrective feedback on a selected specific topic or issue as stated in the following interview transcript.

*"I'm tired if I should correct all errors... for students who do not have interest in English, we (teacher) feel it's wasted." (TE)*

Meanwhile, TR believed that she prefers to give written corrective feedback on all students' errors (unfocused CF). She said that teachers are responsible for assisting students in learning in school depending on their characteristics. Accordingly, she keeps marking and correcting all students' errors as long as it isn't missed, as shown in the following interview transcript below.

*"We (teachers) assist students to learn based on students' characteristics. Insyah Allah I correct all. As long as it's not missed, I always corrected all aspects." (TR)*

Regarding the aspect that teachers emphasize or focus on when providing WCF, both teachers believed that they equally gave written corrective feedback on all aspects since they thought that all of them are important.

## DISCUSSION

This study affirms some findings of the previous relevant studies and provides insight that the teachers' beliefs regarding teacher written corrective feedback might differ from among them depending on several factors related to teachers themselves, their workload, time constraints, and students' proficiency level which might contribute to the (mis)alignment of their beliefs and actual practices, therefore teachers' beliefs might not always be reflected on their actual practices. The findings found in this study are in line with several previous studies (e.g. Lee, 2009; Phipps & Borg, 2009; Rajagopal, 2015; Mao & Crosthwaite, 2019; Mulati, 2019; etc).

Regarding the type of teacher WCF on teachers' actual practices, the findings showed that both teachers used four types of teacher written corrective feedback on students' writing. First, this result showed that both teachers mostly provided direct CF with more than half of their total feedback points. They explained that they prefer to give

direct CF because they found that some of their students were unable to recognize and correct errors by themselves, therefore they decided to help them by giving direct CF. This result is similar to Lee (2009) who found most EFL teachers provided direct CF. It is supported by Ferris (2006) who proposed that direct CF might be proper for beginner-level students who are not able to do self-correction. However, it also showed that they used direct and few indirect CF simultaneously which is in line with Lee's (2009) and Mulati's (2019) findings. Their reasons for practicing this is that many factors influence them to let and encourage their students to analyze and correct their own minor and repeated errors. This result is supported by Bitchener and Ferris's (2012) statement of providing direct and indirect CF simultaneously could be the most effective way to help students to understand the feedbacks.

Second, this finding showed that both teachers provided few metalinguistic CF where its frequency is much less than direct CF. It is similar to Li and He (2017) and Arifin (2017) showing that metalinguistic CF is the least written corrective feedback used by EFL teachers. Both teachers explained that they gave metalinguistic CF is to help their students in understanding the issue, therefore they can know the root of their errors and correct them by themselves. This statement is supported by Ellis (2008) and Li and He (2017) who reports that some teachers favor its usefulness and influence on self-correction. TR gave clue/error code and a brief explanation of error simultaneously. However, TE believed that she prefers giving brief explanations of errors instead of clue/error code since she thought her students could not fully understand clue/error code, as mentioned in previous study by Lee (2005), and it was reflected in her practices.

Third, this finding showed that both teachers fully applied unfocused (comprehensive) corrective feedback on all their student drafts. It is similar to Lee (2009) and Al Shahrani and Storch (2014) who found that non-native English speaking teachers mostly applied unfocused (comprehensive) CF. Moreover, their sense of responsibility as a teacher influences them to not neglect errors and keep correcting all student's errors as part of assisting them. This reason is supported by Lee (2013) who argued that EFL teachers influence by the thinking of "the more errors they respond to; the more responsible teachers they are".

In terms of the focused aspects of teacher written corrective feedback on student' writing, this finding showed that both teachers emphasized different focused aspects. They provided feedback on all five focused aspects, however, their feedbacks' distribution was unequal. TE gave more attention to grammar and followed by vocabulary then mechanics, while TR was on mechanics and grammar, then followed by vocabulary. This result is in line with Lee (2009) that grammar, vocabulary, and mechanics were the most addressed focused aspects of written corrective feedback practice by EFL teachers since EFL students tend to have many language form errors. It is also similar to Al Shahrani and Storch (2014) who found that mechanics became the most WCF given by teachers and they seemed unaware about it.

This present study also discovered the areas of alignment and misalignment with regard to their beliefs on teacher written corrective feedback (WCF) and actual practices. Based on the findings, TE showed an area of alignment and three areas of misalignment



while TR showed two areas of alignment and two areas of misalignment regarding their WCF beliefs and actual practices. Regarding the area where the teachers' practice was in alignment with their beliefs, the first area of alignment occurred in both teachers' beliefs and practices is metalinguistic CF. Both teachers believed they provided metalinguistic CF on their student's writings since it can help their students to understand the nature of their errors and mediate them to do self-correction, as reported by Ellis (2008) on her study. TE openly said that she believed in the significant of metalinguistic CF since she is inspired by her lecturer in graduate school. It is supported by Phipps and Borg (2009) who reviewed the evidence that teachers' beliefs may be strongly influenced by their own experiences as learners. Moreover, they also admitted that they might give less metalinguistic CF on student's writings since it is much time consuming, following the finding of Li and He (2017).

Moreover, the second area of alignment only occurs in TR's beliefs and practices on unfocused CF. She believed that all aspects are important to be learned by her students so that she couldn't leave a certain kind of error to be not corrected. Her sense of responsibility in assisting students' learning process in school leads her to keep correct all errors as long as it isn't missed. This finding is supported by Lee (2008, 2013) and Mulati (2019) who showed that unfocused CF is commonly used by EFL teachers.

In case of the area where the teachers' practice was not in alignment with their beliefs, both teachers showed two similar areas of misalignments. The first area deals with direct and indirect CF. Both teachers believed that they prefer direct CF rather than indirect CF. TE believed that sometimes some of her students were unable to recognize and correct their own errors because of their English proficiency. This finding is supported by Ferris (2006) who proposed that direct CF might be proper for beginner-level students who are not able to do self-correction. However, TR admitted that she had believed in indirect CF before she changed her beliefs into direct CF because her students didn't fully understand and kept asking her. After that, she realized that it will better for her to use direct CF to help her students recognizing and correcting their errors. This finding is supported by Phipps and Borg (2009) and Mulati (2019) who stated that practices could bring changes in beliefs and students as contextual factors exist around and inside the classroom may lead to the changes. Surprisingly, both teachers provided direct and indirect CF simultaneously on their actual practice and direct CF as the superiority of their feedback. The findings above showed that time constraints and the number of students led them to practice indirect CF on minor errors and encourage their students to analyze and correct their own errors. TR added that she intentionally didn't correct some errors on certain students whom she believed have the ability to correct their own errors. This finding is supported by Mao and Crosthwaite (2019) and Mulati (2019) who found that teachers' beliefs and practices on direct or indirect CF might depend on time constraints, the number of students, and students' proficiency level.

The second area of misalignment occurred in the distribution of the focused aspects of WCF on students' writing. Both teachers believed that they provided WCF on all aspects (grammar, vocabulary, content, mechanics, and organization) equally since they are stated on students' learning objectives in the syllabus. This finding is supported by Alkhatib

(2015) who stated that the syllabus or the focus of the textbook used can greatly influence teachers' beliefs and practices in teaching writing and responding to students' writing. In contrast, their actual feedbacks distribution was unequal. TE gave more attention to grammar and followed by vocabulary, while TR was on mechanics and grammar, then followed by vocabulary. Moreover, both teachers had similar reasons related to this issue that is they wanted their students to understand English grammar rules and proper word choice so that students unable to communicate their ideas in English sentence(s) clearly and properly since English's convention differs from Bahasa Indonesia and Javanese. It is supported by Guenette and Lyster (2013) who found that the errors related to the use of L1 as one of the aspects to be corrected by teachers since students tend to have many language form errors, following the findings of Lee (2009).

The third area of misalignment only occurred in TE's beliefs and practices on focused vs unfocused corrective feedback. TE believed that she used focused CF since it wastes her time and energy. Moreover, it is also useless if her students don't positively respond to her feedback. This finding is supported by Lee (2008) and Al Bakri (2016) who found that some teachers felt discouraged by their student's responses since they often felt their written corrective feedbacks were not appreciated by their students. However, TE used unfocused CF in her actual practices. She is worried if her students will face difficulties and lack English competence in the future because of neglecting their errors, therefore she cannot resist her desire to mark or correct students' errors whenever she finds them. This finding is supported by Lee (2013) who stated teachers' sense of responsibility has a great influence on EFL teachers to respond as much as students' errors.

## **CONCLUSION AND SUGGESTION**

Based on the research findings and discussion, it can be concluded that both teachers used four types - direct corrective feedback (CF), indirect CF, metalinguistic CF, and unfocused (comprehensive) CF and provided WCF on all five aspects; however, their WCF's distribution was unequal and they emphasized on different aspects. Both teachers use their own personal preferences because there is no school policy regarding WCF and their students never request about their preferences with regard to how much and which type of corrective feedback that should be given. Therefore, the reasons behind their decisions on their actual practices might vary. The findings show that several teachers' beliefs align/correspond with their actual practices, while the others resulting misalign. The teachers' beliefs on WCF might differ from among them depending on several factors related to teachers themselves, their workload, time constraints, and students' proficiency level which might contribute to the (mis)alignment of their beliefs and actual practices, therefore teachers' beliefs might not always be reflected on their actual practices. This study implies that understanding teachers' beliefs could be the way of comprehending how teachers conceptualize their practices in their teaching. The teachers are suggested to build their awareness of self-reflection on their beliefs and practices since they can select and adjust the beliefs that might do not result in any significant progress in the teaching-learning process. It also could help them to find the most effective and appropriate written corrective feedbacks in responding their students' writing that could lead them to enhance their professional development.

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