

Language Teaching Research Quarterly



2021, Vol. 25, 5-28

Teachers' Beliefs and Practice about Written Corrective Feedback: A Case Study in a French as a Foreign Language Program

Maria-Lourdes Lira-Gonzales^{1*}, Antonella Valeo², Khaled Barkaoui³

¹Department of Education, Université du Québec en Abitibi-Témiscamingue, Canada

²Department of Languages, Literatures and Linguistics, York University, Canada

³Faculty of Education, York University, Canada

Received 23 October 2020

Accepted 21 September 2021

Abstract

Despite ample research examining second (L2) and foreign language (FL) teacher feedback, research situated in French as a foreign language (FFL) contexts is scarce, in particular studies that examine the beliefs and practices of corrective written feedback (WCF) among FFL teachers. The present study seeks to address this gap by investigating the WCF beliefs and practices of FFL teachers in an undergraduate program in Costa Rica. The participants in this study were five teachers teaching in an FFL program in the Modern Languages School at a large university in Costa Rica. Data were gathered using an online questionnaire, a semi-structured interview, and samples of students' writing with teacher feedback. The findings revealed that the participants held common beliefs concerning writing, teaching writing, feedback provision in an FL, and the interdependent relationship among teaching, learning, and feedback in an FFL writing class. The results also showed that participants' beliefs and practices regarding various aspects of written corrective feedback (CF) tended to be aligned, specifically in terms of the use of comprehensive indirect error-coded WCF and the use of evaluation grids. Implications and future research avenues are discussed.

Keywords: *Written Corrective Feedback, Beliefs, Practice, French as a Foreign Language, Writing*

Introduction

Despite ample research examining second (L2) and foreign language (FL) teacher feedback (e.g., Brown, 2014; Li & Vuono, 2019; Lyster et al., 2013; Nassaji & Kartchava, 2017), research situated in French as a foreign language (FFL) contexts is scarce, in particular studies that examine the beliefs and practices of written corrective feedback (WCF) among FFL teachers. Examining FFL teachers' beliefs and practices associated with WCF offers a lens into the principles underlying and guiding their practice (Huang, 2016; Min, 2011) and sheds light on the role of context in the relationship between beliefs and practices (Borg, 2012). Such an undertaking would not only validate but also inform FFL practice and theory. This study aimed to investigate the WCF beliefs and practices of FFL teachers in a university undergraduate credit-bearing FFL program in Costa Rica in order to better understand these beliefs and practices as well as the individual and contextual factors that shape and influence them.

Teacher Beliefs

Examining FL/SL teachers' beliefs has become an important area of research; teaching is no longer seen “merely in a behaviour term but rather as thoughtful behaviour as teachers are active, thinking decision-makers” (Mulati et al., 2020, p. 1). Researchers have used different terms to refer to beliefs, including views, perceptions, conceptions, personal theories, and attitudes, each reflecting nuance in meaning (Pajares, 1992). For example, Thompson (1992) preferred the term *conceptions* when investigating literature about mathematics teachers' beliefs, claiming it encompassed beliefs, meanings, concepts, propositions, rules, mental images, and preferences housed within a generalized mental structure (p. 130), while Borg (2003) defined beliefs as one of the unobservable dimensions of teaching to be considered under the umbrella of teacher cognition. The definition adopted in the present study is that of Speer (2005), who defined beliefs as conceptions, personal ideologies, worldviews, and values which both shape practice and orient knowledge (p. 365). This definition encompasses a broader perspective on beliefs that allows for discussion situated in diverse contexts and under a range of conditions.

Research over the past several decades has revealed teacher beliefs to be complex, dynamic, contextualized, systematic, personal, practical, and often unconscious (Borg, 2003, 2006). Underlying this view is the notion that decisions made by teachers—in this case, decisions about WCF—are influenced by their prior language learning experience (e.g., Lee, 2013), previous education (e.g., Ferris, 2014; Lee, 2013), educational contexts, and personal values (e.g., Lee, 2003, 2008, 2009).

Wu et al. (2021) compared the views of international students of Chinese with the WCF practices of their Chinese language teachers. Results revealed that while students and teachers agreed that WCF should be provided, they disagreed on other issues, including what, how and when to correct; students more often preferred teachers to

provide direct, immediate and extensive correction on multiple errors, frequently delivered throughout a lesson.

In a case study with two EFL teachers, Mulati et al. (2020) investigated teachers' beliefs in providing WCF as well as the effects of contextual factors on these beliefs. While the teachers differed in terms of their beliefs regarding the explicitness and amount of teacher WCF, they agreed that these beliefs were influenced by their academic background in secondary school and college as well as their practical experience.

Furthermore, beliefs and attitudes about WCF may have a great impact on the effectiveness of WCF as well as learners' motivation (Mao & Lee, 2020). In response to Lee's (2019) suggestion that teachers should concentrate more on focused feedback instead of marking every single student mistake, McLellan (2021) suggested that teachers in Asia in general and in Japan, in particular, should tread carefully when limiting the amount of feedback they provide, especially for novice learners, because these learners often feel they need guidance, and until they become more competent and more confident, it may be more beneficial to provide them with detailed feedback and correction.

Teacher WCF Beliefs and Practices

Studies of teacher WCF beliefs and practices have been carried out in a range of contexts, including college-level ESL composition courses (e.g., Ferris, 2006, 2014), intensive English programs with pre-matriculated ESL learners (e.g., Montgomery & Baker, 2007), and secondary-level EFL/ESL classes (e.g., Lee, 2004, 2008, 2009). The alignment between students' and teachers' beliefs about WCF and teacher WCF practices has been a common focus of a number of studies. These studies, however, have not reached a consensus on the relationship between teachers' beliefs and their pedagogical practices; whereas some studies found them to be compatible, others have reported that teachers' actual practices do not always reflect their stated beliefs (e.g., Aljasir, 2021).

In an investigation of secondary school teachers' feedback practices and perspectives, Lee (2009) identified ten main discrepancies between teachers' beliefs and their practices, including that teachers use error codes although they think students have a limited ability to decipher them, and that they continue to use the same marking approaches despite believing that these approaches do not have an impact. In a study investigating teachers' views and practices concerning responding to student writing, Ferris (2014) found an overall lack of alignment between what teachers reported and what they practised. Similarly, Mao and Crosthwaite (2019) found that contextual issues, including time constraints, workload and perceptions of students' attitude to WCF, resulted in a disconnect between teachers' WCF beliefs and their practice.

More recently, Aljasir (2021) compared teachers' beliefs about different types of WCF as they transitioned from language students to language teachers and the degree to which these beliefs aligned with their teaching practice. Aljasir found that the majority of the

participants expressed positive attitudes towards WCF both as students and as teachers and teacher candidates. In addition, participants' beliefs about the use of WCF types were generally congruent across the various stages. Additionally, the analysis of the participants' WCF on a student essay revealed that their beliefs matched their practice to a great extent.

Wei and Cao (2020) examined teachers' beliefs and the strategies they employ for providing WCF. The findings showed that the teachers used different types of strategies, namely, high-demand, which demanded student response, low demand in which all errors are corrected, and no-demand feedback depending on student proficiency level. Their use of high-demand feedback strategies seemed to be a result of their pre-service and in-service experiences, as well as contextual features that included cultural dimensions and resources; their use of no-demand and low-demand strategies, however, seemed to be a result of their prior language learning experiences and classroom teaching practice. This study also revealed some inconsistencies between teachers' beliefs about the provision of WCF and their reported WCF strategies.

The Role of Context in the Relationship Between Beliefs and Practices

Although ample studies on teacher WCF have examined the relative efficacy of different types of WCF, less attention has been paid to how practitioners implement WCF in their specific teaching contexts (Cheng & Zhang, 2021). This type of research is crucial as the effect of WCF is mediated by a number of factors, including learner factors (e.g., learner goals, beliefs, and language proficiency) and contextual factors (e.g., interactional context and classroom instruction) (Mao & Lee, 2020).

Furthermore, the sociocultural context plays a crucial role in mediating students' engagement with feedback (Chong, 2021). Winstone and Boud (2019), for example, compared university students in Australia and in the UK and found that Australian students were more willing to evaluate the effectiveness of feedback and incorporate feedback than were students in the UK, suggesting that culture plays an important role in students' attitudes to and uptake of feedback. Likewise, Eriksson et al. (2020) found that culture influences how students understand their role in the feedback process. Their findings revealed that corrective feedback is only well received by students in countries where teachers are perceived as figures of authority.

Context is critical consideration when studying the relationship between beliefs and practices;-it allows us to develop a fuller understanding of this relationship and has the potential to provide insight into how context mediates it (see Borg, 2012).

Aljasir (2021) highlighted the scarcity of studies investigating teacher and student beliefs in diverse settings. A review of studies on K-12 French as a second language (FSL) published between 2000 and 2017 in Canada, for example, identified 181 peer-reviewed studies relating to FSL education, with no reference to teacher beliefs about WCF in FSL (Arnott et al., 2019)

In the context of FFL, two studies that examined teacher CF beliefs and practices were found: Mohamed (2011) and Teye (2019). Mohamed (2011) investigated teacher and student beliefs about oral feedback in learning FFL in Egypt, exploring teachers' WCF practices to determine the extent to which they corresponded to their declared beliefs. Findings showed both a mismatch between teachers' and students' beliefs in terms of the effectiveness of feedback techniques as well as divergence between teacher beliefs and practices. Teye (2019) investigated the WCF preferences of 106 Ghanaian students and five teachers of FFL at the university level. Results showed that both students and teachers accorded great importance to grammar instruction and feedback on errors and that students preferred direct feedback. None of these studies, however, considered how context mediates the relationship between teachers' beliefs and practices.

To our knowledge, no research has addressed teachers' WCF beliefs and practices in the Costa Rican FFL context. Considering the importance of context, there is a need to examine teachers' WCF beliefs and practices in a manner that presents characteristics such as first language, target language, and culture that could have an impact on the transferability of previous research findings to other contexts. The present study seeks to address this gap by investigating the WCF beliefs and practices of FFL teachers in an undergraduate program in Costa Rica. It is guided by the following research questions:

RQ₁: What are the beliefs and practices of FFL teachers of adults in a university context concerning WCF?

RQ₂: What individual and contextual factors shape and influence these beliefs and practices?

Method

The study took a multiple-case study design to investigate the beliefs and practices concerning WCF held by FFL teachers of adults in a university context, as well as the individual and contextual factors that shape and influence these beliefs and practices. Adopting a qualitative approach, the current study analyzed data obtained from five FFL university teachers and 14 samples of their students' writings.

Research Context

The first accounts of teaching FFL in Costa Rica date back to 1878, when the Costa Rican government hired ten Catholic nuns arriving from France to teach French at the school Nuestra Señora de Zion (Colegio Sion, n.d.). Later, in 1892, the Costa Rican president decreed that FFL would be taught six hours per week at secondary public schools. Since then, French has become the second most widely FL taught (the first being English) in secondary education in Costa Rica (Córdoba Cubillo et al., 2005). Currently, the number of FFL students in elementary and secondary schools represents 8% of the country's population. Recently, the Education Ministry (*Ministerio de Educación Pública, MEP*) developed a plan for the transformation of instruction in schools from a teacher-

centred approach in which the focus is on the transmission of subject content to a student-centred approach that focuses on students' learning processes (MEP, 2019). In terms of FFL, this transformation entails the implementation of a communicative approach and a greater role for the student in the learning process (MEP, 2019).

The first university to offer a bachelor's degree in French studies was the University of Costa Rica in the 1950s, followed by a Bachelor degree in teaching FFL in the late 1970s. Today, both degrees are offered in two public (University of Costa Rica and Universidad Nacional de Costa Rica) and one private university (Universidad La Salle). The current study took place at a large university in Costa Rica, which offers an FFL programs part of the university's Modern Languages School. The FFL program requires the completion of 144 credits. At the time of the investigation, there were 150 students and 30 teachers in the FFL program. The academic year is divided into two 16-week long semesters, and classes meet three hours a week.

In 2017 the school implemented changes to teacher practice by introducing evaluation grids (see Appendix for an example) and the use of standardized correction codes aimed at improving teachers' feedback provision. This change was informed by a research project examining the development of formative assessment practices, including efficient WCF provision, among FFL university teachers. The study was carried out by the program coordinator as his doctoral dissertation.

Participants

The participants in this study were five teachers teaching in the FFL program in the Modern Languages School at the university. They were among a group of teachers who participated in a workshop on WCF at the Modern Languages School and came forward to volunteer for the study. The only selection criteria was teaching FFL in the Modern Languages School. Demographic information for the five participants, identified by pseudonyms, is presented in Table 1.

Table 1

Participants' Background Information

	Fernando	Maria	Brenda	Marta	Cristina
Languages (L1 & additional)	Spanish L1, French, English, Chinese	Spanish L1, French, English, German	Spanish L1, French, English	Spanish L1, French, English, Italian	Spanish L1, French
French language study	FFL program at University of Costa Rica	Alliance Française	Secondary school	Secondary school	College in French (Belgium)
Writing courses taught	Grammar Written Expression III	Grammar Integrated French	French Composition	Written Expression I French V	Written Expression II Written Expression III
Years of teaching	20 years	7 years	12 years	18 years	30 years

experience					
Education	Ph.D. in Measurement and Evaluation	Master's in Education	Master's in French Literature	Master's in French Literature	Bachelor's in FFL
Teacher education for teaching writing	Graduate course on teaching L2 writing	Undergraduate courses on teaching writing/FFL	In-service workshops	In-service workshops	Undergraduate courses on teaching writing/FFL
Teaching education specific to providing feedback on writing	Part of a University course	Part of a University course	In-service workshops	In-service workshops	In-service workshops

As Table 1 shows, all the participants identified Spanish as their L1 and reported that they had learned French at different stages in their lives while studying in secondary school ($n=2$), a language institute ($n=1$), college ($n=1$) and university ($n=1$). All of them had the minimum qualification of a bachelor's degree; additionally, three of the five held master's degrees, and one, a doctoral degree. Participants had between 7 and 30 years of experience teaching FFL. Three of the five participants mentioned "in-service workshops" as part of their training on responding to student writing, and two reported having such training as part of their university studies.

Table 2 below shows the objectives of the FFL writing courses taught by the participants at the time of the study. The three Written expression courses varied in terms of level, from introducing students to the writing of argumentative essays to applying compositions techniques in specific writing patterns. The Grammar and the French composition courses aimed to teach students how to apply the different grammar rules in short texts and how to apply composition techniques in literary compositions, respectively. Integrated French is a basic communication course, whereas French V is a review course that aims to consolidate students' knowledge of French grammar.

Table 2
Objectives of the Participants' Writing Courses

Course	Year in the Program	Students' French Proficiency Level	Course Objective
Written expression I	2 nd year Semester I	Intermediate	To introduce students to the writing of argumentative essays
Written expression II	2 nd year Semester II	Intermediate	To apply composition techniques in the writing of argumentative essays
Written expression III	3 rd year Semester I	Upper-Intermediate	To apply composition techniques in the writing of portraits, stories, and descriptions
Integrated French	1 st year Semester I	Beginner	To communicate orally and in written form using basic structures and vocabulary as appropriate.
Grammar	2 nd year Semester I	Intermediate	To apply different grammar rules in short texts

French composition	4 th year Semester I	Advanced	To apply composition techniques in literary compositions
French V	4th year Semester II	Advanced	To consolidate students' knowledge of French grammar

Data Collection

Three different data collection tools were adopted from Barkaoui and Valeo (2017): an online questionnaire, a semi-structured interview, and stimulated recall with samples of students' writing with teacher WCF. The online questionnaire consisted of 15 questions in three parts. The first part included questions concerning the teacher's language proficiency and background. In the second part were questions related to the professional background of the teacher. The third part included questions concerning the teaching context and the FFL courses they were teaching.

The semi-structured interview was conducted in the language of the participants' choice (French or Spanish). All five participants chose French. The interview consisted of five sections, as follows:

I: *Teacher's background*. This section sought to follow up on the questions posed in the questionnaire.

II: *Teaching context*. Questions regarding the participants' current position and the program in which they were teaching.

III: *Beliefs*. Questions regarding teachers' beliefs about FL writing, including the teaching and learning of writing and provision of WCF.

IV: *WCF Practices*. Questions on how teachers typically give feedback on their students' FL writing in each of their FFL courses.

V: *Evaluation of WCF Practices*. Teachers were asked how they evaluated the effectiveness of their feedback.

The third source of data was a stimulated recall with samples of students' writing with teacher WCF. Each teacher was asked to bring three such samples that they had previously corrected to the interview and describe their decisions related to the feedback they provided. The teachers were free to choose the samples they considered to represent their WCF practices; no other guidelines were provided.

Data Analysis

After transcribing the interviews, the data were subjected to content analysis. Feedback the teachers provided on the collected students' writing samples was coded using a coding scheme from Guénette and Lyster (2013) (see Table 3). An additional coder who was a university FFL teacher with a master's degree in Teaching FFL was invited to code 38% of the textual data independently (one student's writing sample per teacher). The inter-coder agreement was approximately 80%, with any disagreements resolved through discussion until a consensus was reached.

Table 3*Types of CF (Based on Gu nette and Lyster, 2013, p. 139)*

Type of CF	Description	Code
Direct error correction without comment	Including complete rewrites—correct form is provided.	D
Direct error correction with metalinguistic explanations	Next to the error, either in a commentary bubble or outside of text—correct form is provided.	DM
Clarification requests	Teacher asks a genuine question because they do not understand what the student means.	CR
Indirect error identification	Error is underlined, highlighted, or coloured differently—correct form is not provided.	I
Indirect error identification with error code	Type of error spelled out, either in the text or on a correction chart—correct form is not provided.	IC
Indirect error identification with comment, question or explanations	Next to the error, in a commentary bubble or outside of text—correct form is not provided.	Iw/c

As Table 3 shows, the coding scheme included six types of CF. Once the feedback was coded, the frequency of use of the different WCF techniques was computed. Finally, results from the analysis of the feedback on students' writing samples were compared to the interview data.

Results

This section provides a summary of the participants' beliefs about writing, learning and teaching FL writing, feedback, as well as the relationship among teaching, learning, and feedback in class. The summary presented in Table 4 below highlights both commonalities and differences among the participants.

Table 4*Overview of the Participants Beliefs Concerning Writing, Learning, Teaching and Feedback*

Beliefs	Fernando	Maria	Brenda	Marta	Cristina
Writing: Expectations for good writing in a foreign language (FL)	It must respond to the requested writing pattern.	It entails the capacity to organize the text, using connectors, and avoid mechanics mistakes.	It implies a strong progression of ideas with the appropriate connectors; avoiding spelling errors in particular on verb tenses	It implies the capacity to share ideas and reach a communicative goal.	It must respond to the requested writing pattern.
Evaluation of writing in a FL	It must depend on the students' level.	It must depend on the students' level.	It must depend on the students' level.	It must depend on the students' level.	It must depend on the students' level.
Learning: Learning to write in an FL	It is a process that requires the continuous accompaniment of the teacher.	It is a means to communicate one's thoughts.	It is related to reading; reading helps students to write better.	It is a means to communicate one's thoughts.	It is a means to communicate one's thoughts.

Learning to write in an L1 versus in an FL	The similarities between French and Spanish lead to negative transfer, in certain cases	The similarities between French and Spanish lead to negative transfer, in certain cases.	The similarities between French and Spanish lead to negative transfer, in certain cases.	The similarities between French and Spanish lead to negative transfer, in certain cases.	The similarities between French and Spanish lead to negative transfer, in certain cases.
Teaching: Teacher and student roles in an FL class	The teacher guides students through the writing process by providing CF.	The teacher guides the students by providing clear instructions and showing them “how to write,” not, “what to write.”	The teacher is a facilitator and guides students in the writing process.	The teacher guides the students during the writing process.	The teacher is a facilitator in learning and motivates students, persuading them that writing is a valuable activity.
	Students need to revise their texts and provide peer feedback.	Students do not engage with writing during their first year at university.	Students need to attend every class.	Students need to revise the content covered in each class.	Students need to revise the content covered in each class.
WCF Definition	Information that a teacher or another student provides about errors.	Advice and recommendations to help students improve.	Information the student receives of his/her work in order improvement can be made.	Error identification and correction.	Explanation students receive of their learning progress.
Effective WCF	The teacher needs to ensure that students use WCF.	The teacher needs to ensure that students use WCF.	The teacher must provide students the opportunity to reflect on the WCF they receive.	WCF should be complemented with oral feedback in order to be effective.	Its efficacy depends on students’ motivation.
Teaching, learning, and WCF	Learning, teaching, and WCF are mutually dependent.	Learning, teaching, and WCF are mutually dependent.	Learning, teaching, and WCF are mutually dependent.	Learning, teaching, and WCF are mutually dependent.	Learning, teaching, and WCF are mutually dependent.
Examples of WCF (reported) practices	Students are asked to write a first draft in which Fernando provides WCF. Students then, have to write a final version incorporating Fernando’s feedback. The final version is graded.	After providing WCF on students’ copies, Maria invites her students to the board to correct some of the errors they received WCF on. Then she discussed with the whole class the best ways to correct the errors.	While providing WCF to her students’ copies Brenda takes notes of the common errors. After giving back the copies to her students, she writes on the board the list of common errors and ask the class to find the best way to correct each of them.	After providing WCF on students’ copies, Marta writes on the board the most common errors students have made and discuss orally with them how the errors can be corrected	Cristina shows her students their progress comparing their draft in which WWCF was provided and their revised version. She tells her students their strengths and areas of improvement in writing.

From this data, we see that while the participants had different expectations for good writing in an FL, they all believed that the evaluation of writing must depend on the student's level. They considered writing as a means to communicate one's thoughts. As for learning to write in an L1 versus in an FL, the participants shared the common belief that the similarities between French and Spanish can lead to negative transfer in certain cases. In terms of the teacher and student roles in an FL class, the participants believed that the teacher is either a facilitator or/and a guide of the learning process and that the students play an active role in the process (e.g., attending classes, revising their texts, etc.). The participants held different definitions of WCF, but all of them seem to agree on the identification or correction of students' errors in order to help them improve their writing. Four of the participants believed that WF efficacy is the teacher's responsibility, while one noted that WCF efficacy depended on students' motivation. Finally, all the participants agreed that learning, teaching, and feedback are mutually dependent.

Teachers' Beliefs, Practices and Contexts

In this section, we describe in more detail individual participants' beliefs and practices concerning WCF as well as relevant individual background and contextual information that may have shaped and influenced their WCF beliefs and practices.

Fernando

Of the five participants, Fernando held the most advanced academic degree. His doctoral dissertation examined the development of formative assessment practices such as WCF provision among FFL university teachers and included the participation of several of his colleagues in the FFL program. The use of evaluation grids and codes to provide WCF in the FLL program was implemented by the school as a result of recommendations made in his research project.

Fernando reported that he provided WCF using codes and writing comments when necessary; "When I provide feedback, I use codes, for example, S for the syntax errors, A for agreement." However, when he deemed the errors to be too complex or the students' comprehension too weak, he said that he would provide a direct correction.

Fernando chose one piece of student writing from his Grammar class and two from his Written expression III class to share in the interview. The samples showed that he provided comprehensive feedback, correcting all his students' linguistic errors and, consistent with his stated beliefs, he provided feedback using codes in all his students' pieces of writing. An analysis of the feedback types used by Fernando, shown in Table 5, however, shows that no direct corrections were used in the samples provided. Fernando seems to exclusively use indirect error identification with error codes.

Table 5
Fernando: Types of Feedback

Writing	Number of words	Type of Feedback Indirect error identification with error code
1	810	49
2	754	25
3	572	13

Figure 1, provides a sample of student work provided by Fernando. This sample shows how Fernando, consistent with his beliefs, used codes when providing feedback on linguistic errors.

Figure 1
Sample of Fernando’s Feedback Provision

En effet, la jeunesse Costaricienne dispose des autres moyens technologiques pour accéder à lecture (connaissance à partir de l'éducation générale) plus intéressante. Le Ministère de l'éducation national a créé une plateforme sur Youtube pour donner aux étudiants une façon différente de lire avec des vidéos et illustrations des livres de lecture obligatoire, quelques professeurs font pages sur Facebook pour avoir une connexion plus directe avec ses étudiants car la motivation à lire ou étudier est très important et de la même façon sur d'autres plateformes sur le web. À savoir, existent des organisations que développent entre la jeunesse la passion pour la lecture avec différents moyens technologiques, son but principal est motiver la lecture comme accès ou moyen pour acquérir culture (se cultiver), l'objectif secondaire de ce type d'organisation est promouvoir l'éducation comme outil de la société pour sortir de la pauvreté.

Il faudrait faire attention aux structures calquées de l'espagnol et à l'utilisation des prépositions qui signifient une autre chose en français ou qui ont un autre sens en français.

- Auteur S
- Auteur S
- Auteur S
- Auteur A
- Auteur A
- Auteur S
- Auteur S
- Auteur VOC
- Auteur S
- Auteur A

Although Fernando reported that the evaluation criteria must depend on the student’s level, there was no evidence of this in Fernando’s practice: the writing documents showed no difference in the way Fernando responded to students’ errors with different proficiency levels (Written expression III = upper intermediate; Grammar = intermediate). What we noticed is that the task complexity varied according to the level; students in the Grammar class were asked to write a paragraph describing a portrait, whereas in the upper-intermediate group, they were asked to write a research paper and an argumentative essay.

Fernando’s background revealed some interesting professional experiences that may have influenced his WCF beliefs and practices. He described how the courses he took as part of his PhD program, as well as his own research, shaped his feedback beliefs and practices: “It was after taking various assessment and evaluation courses that my beliefs regarding feedback drastically changed from an evaluation *of* learning perspective to an evaluation *for* learning perspective.” Fernando described how his WCF provision before his doctoral studies was focused on grading students’ texts. Even if he provided direct correction on his students’ writings, he did not give them the opportunity to revise their

texts. In other words, Fernando realized that he did not use WCF as a tool to help students identify the areas (linguistic errors) that they need to work on to improve their writing accuracy: “I realize that before doing my PhD, I did not guide students properly experiencing difficulties. I didn’t give my students the chance to revise their writings. I only used to give direct corrections and grade my students on their first draft.”

Fernando stated that he would continue changing the way he provided WCF, constantly reflecting on what type of WCF was most effective, “I am always questioning and reflecting on the most effective way to provide feedback.”

Maria

Maria was the participant with the fewest years of teaching experience. She completed a bachelor degree in FFL and a master’s degree in Education at the University of Costa Rica.

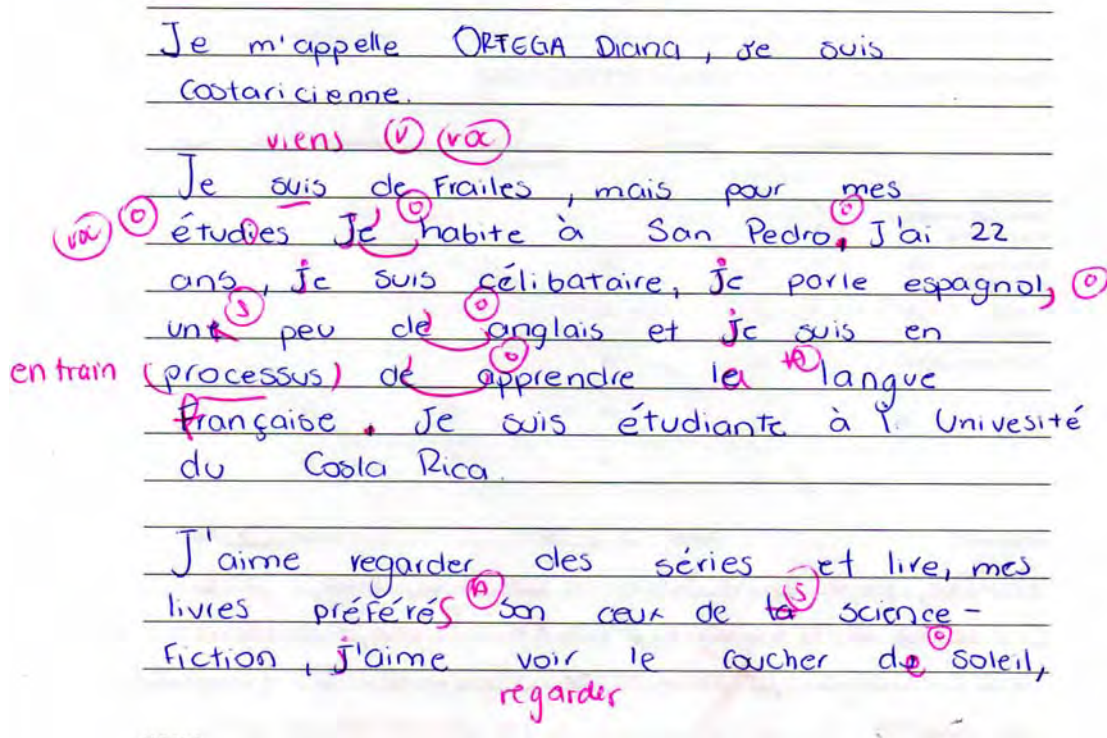
Maria reported that she provided WCF by using codes (e.g., Voc=vocabulary) as well as underlining or circling errors using different colours. Like her colleague Fernando, she mentioned that when she considered codes, underlining, or circling insufficient, she would provide a direct correction.

Maria chose three pieces of student writing from her Integrated French course. In these documents, she used both direct correction and indirect correction through codes, which is consistent with the practice she described in the interview (see Table 6 and Figure 2).

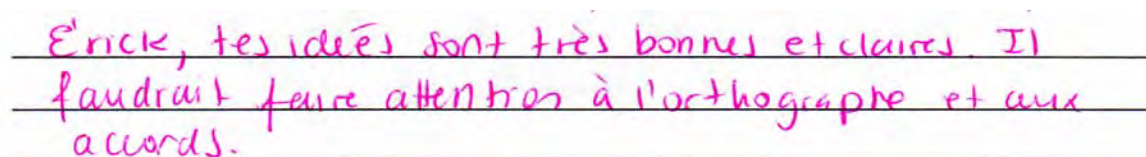
Table 6

Maria: Types of Feedback

Writing	Number of words	Type of Feedback	
		Direct error correction without comment	Indirect error identification with error code
1	130	6	0
2	170	11	7
3	240	1	9

Figure 2*Sample of Maria's Feedback Provision*

During the interview, Maria reported that the way she provided WCF depended on her knowledge of each student, “some of my students are able to correct just by coding or underlining, while other students have more difficulty in that case, either I talk with them and explain what they should do, or when this is not possible, I add comments to their text.” She also described how she started her feedback by using the first name of her student followed by positive remarks about his/her writing in order to motivate them: “I do this because that is the way my students feel more motivated, it is the socio-affective part of my teaching.” In addition, Maria believed that good writing in an FL entails the capacity to organize the text, using connectors, and avoid mechanics mistakes; therefore, she also provided feedback on the clarity of the message. Figure 3 shows another example of Maria’s comments on a student’s paper; the comments are consistent with her beliefs.

Figure 3*Sample of Maria's Comments*

Note: Erick, your ideas are really good and clear. Pay attention to spelling and agreement

Maria reported that she had begun reflecting on her CF practices after attending a workshop on WCF given by Fernando three years earlier.

Before I attended Fernando's workshop, I used to think that giving a grade was enough; now, I know that it's not only about the grade but to help my students to identify and correct their errors every time they write something.

Another factor that appears to have shaped Maria's WCF practice was the use of standardized codes adopted in the FFL program three years earlier. She mentioned that the use of standardized codes in the FFL program had been a good change because "it facilitated fair grading." One of the goals of using standardized codes might be to support students' learning, but we did not collect data on the effects of this practice on student learning in this study.

As was the case with Fernando, Maria thought that her WCF beliefs and practices would continue to change because there was always room for improvement: "I want to keep learning about feedback so that I can improve my way to do it in class."

Brenda

Brenda had 12 years of teaching experience. She completed both a bachelor's degree in FFL, and a master's degree in French Civilization at the University of Costa Rica. Brenda, reported that she used indirect feedback (underlining or circling errors, codes, and comments when providing feedback:

I use the codes, but I also circle the verb endings so that the student can identify where the problem is, I also write at the bottom of the page what each code means, because sometimes they forget, and sometimes I will also add a comment if necessary.

Brenda chose three pieces of writing from her French composition course. She provided comprehensive feedback correcting all the errors in her students' texts. Brenda used the largest variety of feedback types, including indirect correction in the form of underlining the errors and clarification requests, but most of the time she provided indirect correction through codes and direct correction (see Table 6 and Figure 4).

Table 6

Brenda: Types of Feedback

Writing	Number of words	Type of Feedback				
		D	CR	I	IC	I w/c
1	280	2		1	8	
2	416	2	1		4	2
3	520	3	1		7	2

Note: D= Direct error correction without comment; CR= Clarification requests; I = Indirect error identification (underline); IC= Indirect error identification with error code; Iw/c= Indirect error identification with comment, question or explanations

Figure 4*Sample of Brenda's Feedback Provision*

Il reconnaissait que son attitude de suivre toutes les activités ponctuellement pouvait parfois être un peu exagéré[→] mais au moins il cherchait toujours à avoir d'itinéraires qui puissent s'adapter aux goûts de chaque personne. Je me rappelle que l'année dernière, dans notre voyage Panama, ^{ou} ~~(que pour manger)~~ ^{pas nécessaire} il nous avait emmené dans un restaurant typique parce que mon frère voulait goûter les repas locaux, mais honnêtement la nourriture n'était pas très bonne. Le repas fini, mon père et moi, nous nous sentions mal car nous avons mal au coeur. la seule chose ^{dont} je me rappelle c'est de revenir rapidement à l'hôtel.

In addition, Brenda reported that occasionally she used peer feedback in class: "I tell my students that they will correct their peers' writings but that their correction will not have any impact on their grades."

Brenda also described how good writing in an FL implies that students' ideas "must be expressed in a logical way." However, we did not observe any feedback on logic in the students' copies that she brought to the interview.

As with the rest of her colleagues, Brenda's WCF beliefs and practices had been impacted by the incorporation of the use of standardized codes in the FFL program. Before coding became a standardized correction practice in the program, she used to provide direct correction, "I used to provide the right answer to my students' errors in writing, but since I started using codes, I've noticed that my students can reflect on their mistakes." Also, as part of the changes implemented in the program, the standardized evaluation grids had an impact on Brenda's WCF beliefs and practices. She reported that before using the grids, she only gave students their grades without further explanation.

Brenda described how she would like to provide individual feedback through discussions with each student more often, but this was not possible both because of time constraints during class and because students would not ask for an appointment during office hours

I would like to have the possibility to discuss with each of my students what their errors are and what difficulties they have but this is quite impossible with all the content we need to cover in a semester and the large number of students in each class.

Brenda was convinced that her WCF practice would continue to change based on teaching context: "I teach different courses every semester, so I will have to keep reflecting on my feedback practises and adapt them to my students' context and needs."

Marta

Martha had 18 years of teaching experience and held a Masters in French Literature. She was the only teacher to have lived in a French-speaking country (France) and had a French speaking spouse.

During the interview, Marta reported using indirect feedback to correct her students' work

I circle my students' errors so that they can notice that there is something wrong in that word ... in some other cases I will underline the error and sometimes I will cross it out, it depends on how I think the student will better understand what I want him/her to do.

Marta believed that WCF should be complemented with oral feedback; during the interview she mentioned, "I write on the board the most common errors students have made and we discuss orally how the errors can be corrected."

Marta chose the writings of two different students in her French V class. She explained that, at the time of the interview, she had only given these two writings to her students. Table 7 shows that in both writings, Martha provided direct feedback with comments. She underlined her students' errors, but she also gave the correct answer next to each one and, in some cases, added a comment to the direct correction.

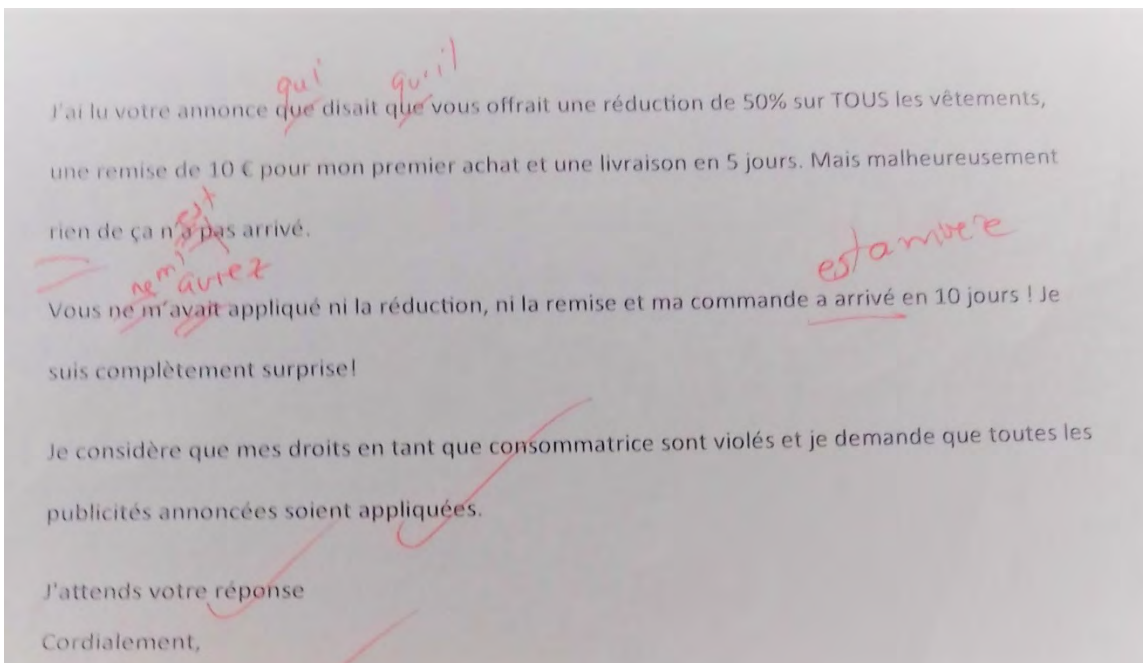
Table 7

Marta: Types of Feedback

Writing	Number of words	Type of Feedback	
		Direct error correction without comment	Direct error correction with comment
1	100	2	2
2	198	4	0

Figure 5

Sample of Marta's Student Text



Marta described two experiences as being significant to the evolution of her CF practices. She talked about being a participant in Fernando’s doctoral study and reported how this had influenced her beliefs and practices concerning feedback: “it was when I participated in Fernando’s study that I started to realize the importance of feedback provision.” She also mentioned that her WCF practices had changed due to the incorporation of evaluation grids in the FFL program in 2017. She reported that using the grids contributed to her feedback provision: “using these grids was a new experience for me, a very positive one because they have also helped me to clarify my expectations towards my students’ writing.”

Marta believed that her WCF beliefs and practices would continue to evolve because of the opportunities the university gave her to continue learning: “there are always areas of improvement and I try to apply what I learn in the training workshops the university offers us every year, like the one [the first author] gave us this summer.”

Cristina

Cristina was the participant with the most teaching experience (30 years and the only one who had studied at an undergraduate level in a French-speaking country (Belgium. Cristina reported that she provided both individual and group feedback, as well as different types of feedback, including direct, indirect, and metalinguistic feedback.

When my students are working in groups, I joined them and if I find they are having difficulty with an error, either I provide the right answer or I give them the right answer and I explain the source of error, sometimes I ask them to identify the error, or I offer clues as to what was wrong.

Cristina chose the writings of three different students in her written expression III class. In Table 8, the analysis of her students’ texts showed that Cristina provided direct feedback most of the time, followed by indirect correction using codes with comments, and in some cases, she used direct feedback and asked clarification questions, which coordinates with what she expressed doing in the interview (see Table 8 and Figure 6).

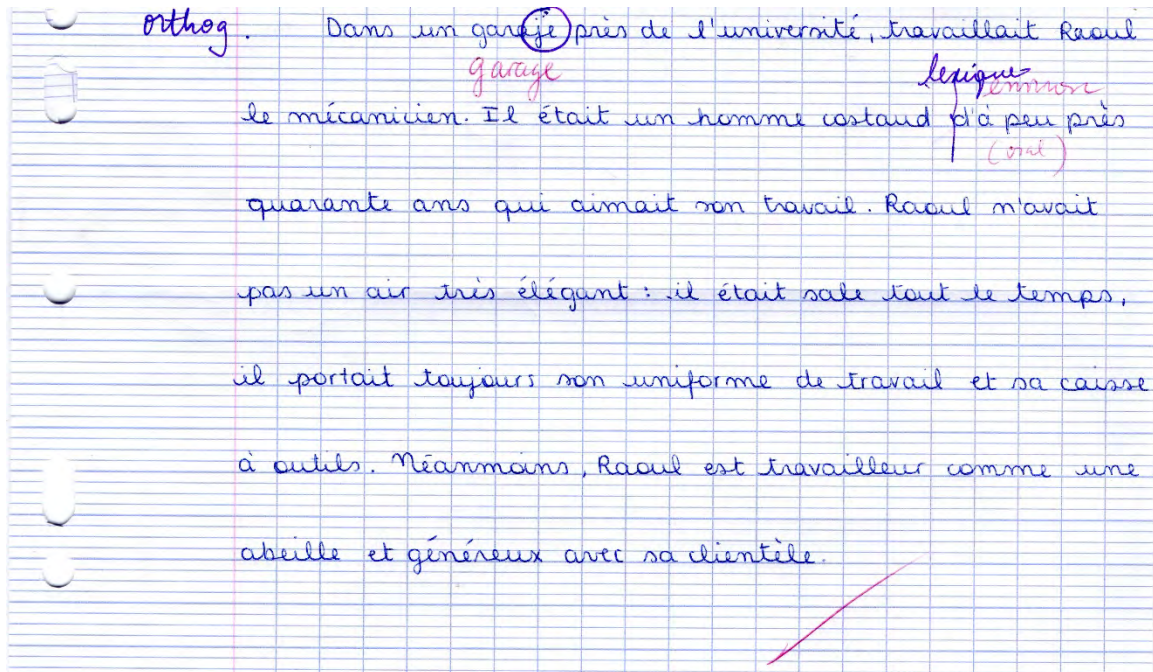
Table 8
Cristina: Types of Feedback

Writing	Number of words	Type of Feedback			
		D	DC	CR	IC w/c
1	77	5		1	3
2	56	1	1		

Note: D= Direct error correction without comment; DC= Direct error correction with comment CR= Clarification requests; IC= Indirect error identification with error code; I w/c= Indirect error identification with comment, question or explanations

Figure 6

Sample of Cristina's Student Corrected Text



Cristina reported that she used feedback to explain to her students their progress in writing: “I show my students their progress comparing their draft and revised version; I tell them their strengths and areas of improvement in writing.”

Cristina shared her colleagues' beliefs in terms of the negative transfer from Spanish to French due to the similarities of these two languages: “my students use false friends, expressions that are used in Spanish but shouldn't be used in French.” However, we did not identify any specific instances in which feedback was provided in response to students' use of false friends in the samples provided by Cristina, nor by her colleagues.

Cristina reported that her interest in feedback started three years earlier when Fernando gave a presentation on the subject. She believed that the standardization of feedback codes, as well as evaluation grids, helped to provide feedback in a more systematic way: “now, I realize that my feedback provision is more transparent and consistent based on the criteria in the evaluation grids.”

Figure 7 shows a sample of evaluation grid used by Cristina and the rest of her colleagues which contains five criteria: (1) pertinence of the ideas in relation with the writing subject and the writer's intention, (2) the coherence and organization, (3) appropriate vocabulary, (4) language accuracy, and (5) punctuation.

Figure 7
Sample of Evaluation Grid

	Très satisfaisant	Satisfaisant	Partiellement satisfaisant	Peu satisfaisant	Insatisfaisant
Pertinence des idées liées au sujet et à l'intention	Le sujet de la production écrite est très bien développé et explicitement présenté. Il respecte particulièrement bien l'intention. Toutes les idées traitées sont bien expliquées ou illustrées. L'étudiant utilise des moyens efficaces pour susciter l'intérêt du lecteur tout au long de la production écrite. 10	Le sujet de la production écrite est bien développé et présenté. Il respecte l'intention. La plupart des idées sont expliquées ou illustrées. L'étudiant utilise des moyens pour susciter l'intérêt du lecteur tout au long de la production écrite. 8	Le sujet de la production écrite est présenté sommairement et il respecte les exigences minimales de l'intention. Quelques idées sont expliquées et illustrées. L'étudiant utilise parfois des moyens pour susciter l'intérêt du lecteur. 6	Le sujet de la production écrite est présenté sommairement et il manque un élément principal pour que l'intention soit respectée. Les idées sont parfois illustrées. L'étudiant utilise très peu de moyens pour susciter l'intérêt du lecteur. 4	Le sujet de la production écrite est présenté très sommairement. Il a peu ou pas de lien avec l'intention. Les idées sont hors sujet et ne sont pas illustrées. Les moyens pour susciter l'intérêt du lecteur sont absents. 2
Cohérence de l'organisation	Les idées progressent aisément (sans rupture, sans interruption) de façon logique. Le texte respecte la structure demandée en employant les mots outils correspondants. Des liens appropriés sont toujours établis entre les phrases et entre les paragraphes. 10	Les idées progressent de façon logique malgré quelques ruptures dans la fluidité des phrases. Le texte respecte la structure demandée, mais parfois les mots outils sont inappropriés. Les liens entre les phrases et les paragraphes ne sont pas toujours appropriés. 8	Les idées présentent des problèmes de progression logique. Le texte respecte partiellement la structure demandée. La plupart des liens entre les phrases et les paragraphes sont inappropriés. 6	La plupart des idées ne sont pas assemblées de façon logique. 4	Les idées sont très difficiles à suivre. 2
Justesse du vocabulaire	Les expressions et les mots sont précis, vus, très variés et parfois évocateurs et recherchés. 5	Les expressions et les mots sont précis et variés. 4	Les expressions et les mots sont simples et adaptés à la production. Ils sont parfois précis. 3	Les expressions et les mots sont imprécis ou répétitifs et appartenant parfois au registre familier. 2	Les expressions et les mots sont imprécis, répétitifs et appartenant au registre familier. 1
Qualité de la langue	Toutes les phrases ou presque toutes sont bien structurées et bien construites (de 0 à 1%). 5	Plusieurs phrases sont bien structurées et construites (de 2% à 3%). 4	Certaines phrases ont des problèmes de structures (de 4% à 6%). 3	La plupart de phrases sont mal structurées (de 6% à 7%). 2	Toutes les phrases ou presque toutes sont mal structurées (8% et plus). 1
	La production écrite présente très peu d'erreurs dans les accords des groupes nominaux et d'orthographe d'usage (de 0% à 1%). 5	La production écrite présente quelques erreurs d'accords dans les groupes nominaux et d'orthographe d'usage (de 2% à 3%). 4	La production écrite présente un nombre important d'erreurs dans les accords des groupes nominaux et dans l'orthographe d'usage (de 4% à 5%). 3	La production écrite présente beaucoup d'erreurs d'accords dans les groupes nominaux et d'orthographe d'usage (de 6% à 7%). 2	La production écrite présente trop d'erreurs d'accords dans les groupes nominaux et d'orthographe d'usage (8% et plus). 1
	La concordance de différents temps verbaux et l'accord des verbes sont toujours respectés (de 0% à 1% d'erreurs). 5	La concordance de temps et l'accord des verbes sont souvent respectés (de 2% à 3%). 4	La concordance de temps et l'accord des verbes sont partiellement respectés (de 4% à 5%). 3	La concordance de temps et l'accord des verbes sont peu respectés (de 6% à 7%). 2	La concordance de temps et l'accord des verbes sont très peu respectés (8% et plus). 1
Respect de la ponctuation	Toutes les phrases ou presque toutes sont bien ponctuées (de 0 à 1%). 5	Plusieurs phrases sont bien ponctuées (de 2% à 3%). 4	Certaines phrases ont des problèmes de ponctuation (de 4% à 5%). 3	La plupart de phrases sont mal ponctuées (de 6% à 7%). 2	Toutes les phrases ou presque toutes sont mal ponctuées (8% et plus). 1

45/45 Bon travail, attention à l'orthographe.

Cristina also explained how the constraints of working in the university context had a negative impact on her practice: “with so many students per class, a lot of content to cover in a restricted time it is not always possible to provide feedback as we should.” All in all, however, Cristina felt at ease with her WCF practice because she understood it as a learning process in which she can “identify what is not working and make the necessary changes or ask for help if needed.”

Discussion

This case study aimed to investigate the WCF beliefs and practices of FFL teachers in a university undergraduate credit-bearing FFL program in Costa Rica. In response to the first research question which examined the beliefs and practices of FFL teachers of adults in a university context concerning WCF, a number of beliefs were found to be shared among the participants. Findings show that all five participants believed that the evaluation criteria must depend on the students’ proficiency level. All of them also shared the belief about the possibility of negative transfer of L1 because of the similarities

between Spanish (L1) and French (FL). This concern was reflected in their feedback practices. For instance, Fernando wrote a comment encouraging the student to pay attention to calques (see Figure 1), but this was the only example in our data.

Another commonly expressed belief was that it is the teacher's responsibility to ensure that students use the WCF provided by the teacher. This belief might be mediated by the role of "authority", and the teacher-centred approach still present in many South and Central American countries (Badilla-Saxe, 2011). Likewise, Sakrak-Ekin and Balçıkanlı (2019) found that the participants in their study support the idea that it is the teachers' responsibility to correct students' mistakes, especially in EFL contexts. This also aligns with Eriksson et al.'s (2020) finding that culture influences how teachers and students understand their role in the feedback process and that WCF tends to be well received by students in countries where teachers are perceived as figures of authority.

On the other hand, findings also show that the participants share beliefs concerning the teacher role as either a guide or a facilitator of students FL learning and they also agree on a more active role for learners in their own learning as in the case of Brenda who reported using peer feedback in her class. While this may seem a contradiction, it is inline with the complexity that is acknowledged in other research on teacher beliefs and practices (see, e.g., Borg, 2003). In this study, it could be related to the direction of the Education Ministry to substitute a teacher-centred approach with a student-centred communicative approach in the FFL classes that emphasizes a more active role for students in their learning, as mentioned earlier (MEP, 2019).

Concerning the types of feedback, teachers believed, as in Mao and Crosthwaite (2019), that the use of codes was both effective and efficient. In fact, all the participants incorporated the use of codes in their practice, suggesting that they see the use of indirect codes as part of the University evaluation requirements as positive. These findings contrast with Lee's (2008), where the teachers had doubts regarding the students' ability to make revisions using error codes.

The second research question addressed individual and contextual factors that may shape and influence teachers' WCF beliefs and practices. The results of this study reveal how a number of factors influenced the teachers' WCF beliefs and practices, in particular their participation in a research project on WCF and the adoption of a recommendation from that project to use codes to provide WCF to students in the FFL program. In this study, the influence of research by one colleague (Fernando) caused the other participants to reflect on their WCF practices which, in turn, changed the program policies and the participants' practices. It is not clear to what extent Fernando's position as coordinator of the program contributed to the involvement of the other participants in his research and the adoption of the recommendations of the study by the program. As opposed to Lee (2009), where approximately half of the teachers believed that the institution expected them to provide a certain manner of feedback and the other half were not sure about these expectations, all teachers in the current study clearly adopted the use of codes as part of

the university evaluation policy. However, the interesting point to be made here is that the change in policy might be an effect of changes in the participants' beliefs which had emerged from their participation in a research project carried out by a colleague and that had led to the recommendation of this policy. In Lee's (2009) study, the institution imposed a policy dictating practice, while in this study, institutional policy responded to a drive from teachers. Finally, it is worth noting that the reflection the teachers engaged in as part of their professional learning and their participation in the training programs provided by the institution. This aligns with Van Ha and Murray's (2021) finding that participation in professional development programs on corrective feedback can reshape teachers' beliefs concerning corrective feedback.

The results also indicate that teachers' WCF practices are limited by the constraints of the teaching context. During the interviews, the participants mentioned that they would like to have time to provide more individual feedback (Brenda) or to complement WCF with oral feedback in class (Maria), but that this was not possible due to the amount of content to cover, the number of students per class, and the limited number of class hours (Cristina). Indeed, a full-time teacher in the program teaches between four and five three hour classes per semester, with 30 students per class on average, and, in addition to this, must attend coordination meetings. These concerns align with the lack of time to provide a more balanced WCF mentioned by the teachers in Lee (2008, 2009), with time constraints impacting how teachers respond to essays (Guénette & Lyster, 2013). Struggles with time constraints are a notorious challenge faced by composition teachers in general and L2 writing teachers in particular (Ferris, 2010; Mao & Crosthwaite, 2019).

Implications and Future Research

The findings support the argument that a greater understanding of contextual factors is critical to deeper insights into the relationships between teachers' beliefs and practices (Phipps & Borg, 2009; Li, 2013). An understanding of this dimension of teacher practice has a number of implications for teacher education and development. In our study, the teachers reported that the use of codes and evaluation grids to provide WCF was a learning experience not only for their students but also for themselves. For this reason, teachers agreed that the WCF workshop they received from Fernando prior to the implementation of the new WCF practices had a positive influence on their practice since their participation in this workshop prepared them for the implementation of the new practices. In this program, it appeared that this workshop, as well as other training programs offered by the university, represented significant professional development opportunities for the teachers. Professional development opportunities may promote not only changes in teachers' practice but also provide occasions for critical reflection with the potential to (re)shape teachers' beliefs.

Participating in a research study on WCF seems to have changed the teachers' beliefs and, by extension, practices too. Prospective and in-service teachers may benefit from

professional training on the provision of WCF. Like Lee (2013), we believe that “teacher preparation in WCF is crucial to help teachers keep abreast of recent developments in WCF research, reflect on their practice, and bring improvement to teaching and learning.” (p.117)

The results also indicate that teachers’ WCF practices are limited by the constraints of the teaching context. Lee (2009) questioned if the differences found in her study between teachers’ beliefs and practices and attributed to teaching constraints were, in reality, excuses teachers used to justify their practices. Although this might be the case, teachers need not only professional training on the provision of WCF but also the appropriate conditions (time, resources, number of students per class, etc.) to apply what they learn in training and continue to develop as professionals. Teachers are empowered to direct their own development when educational institutions are involved in the process of change by providing resources and support for in-service development. Involving the teachers in the process, as illustrated by the involvement of the participants in this study in a research project on CF, could also facilitate the acceptance and implementation of new policies by teachers.

As mentioned earlier, the teachers in this study share the belief that it is the teacher’s responsibility to provide WCF. Nevertheless, as in Mao and Crosthwaite (2019), we suggest that students and teachers cooperate to achieve synergy for effective WCF. Teachers should help learners build autonomy and promote personal responsibility for locating and correcting their own errors, even in low language proficiency groups.

There are limitations to be acknowledged in a discussion of the findings. Given the small number of cases and the exploratory nature of case study research, one should be cautious about generalizing the findings to FFL teachers in other contexts. Another factor that may have played a role in these findings is the different classes from which the teachers chose the writing samples. For example, Maria’s samples came from a grammar course, while Fernando provided samples from a writing course. The different focuses of these courses may have had an impact on the way teachers provided WCF, specifically their use of indirect and direct feedback. Another limitation is that teachers chose a limited number of their students’ writings to show their WCF practice. Future studies could consider involving a larger sample of FFL teachers and students’ writings.

To date, most research on the topic of teachers’ beliefs has been in the form of case studies. While case studies aim to describe a phenomenon or generate hypotheses, future research might consider other research designs (e.g., survey, classroom ethnography) in which they compare teachers’ WCF beliefs and practices in different contexts, such as L1, L2, FL and explore the implications of differences and similarities across contexts for teacher WCF beliefs and practices.

A unique feature of the context of this study is that the participants had been engaged in a research study on WCF, carried out by the program coordinator just before this study took place. Findings from the study showed that teachers’ beliefs about WCF changed as

a consequence of their participation in that research. Their participation seems to have encouraged the teachers to reflect on their WCF practices and to implement policies recommended by that study for more efficient ways of providing feedback. Likewise, Fernando's beliefs concerning WCF changed as a result of his research which led him to reflect on WCF and consequently not only change his practice, but also influence the policy of the institution he was working for as a program coordinator. While the finding that participation in Fernando's study affected the participants' WCF beliefs and practices show the potential benefits of involving teachers in research on WCF, we are aware that other contexts may not share this feature. Finally, all the participants in this study indicated that their WCF beliefs and practices will continue changing. Further research is needed to help us understand the relationship between individual factors (e.g., reflection) and institutional factors (e.g., WCF policies) and the evolution of teachers' WCF beliefs over time.

References

- Aljasir, N. (2021). Matches or mismatches? Exploring shifts in individuals' beliefs about written corrective feedback as students and teachers-to-be. *Journal of Teaching and Teacher Education*, 9(1), 1-10.
- Arnott, S., Masson, M., & Lapkin, S. (2019). Exploring trends in 21st century Canadian K-12 French as second language research: A research synthesis. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 22(1), 1-26. <https://doi.org/10.7202/1060906ar>
- Badilla-Saxe, E. (2011). Sin saber el oficio y sin vocación. *Semanario Universidad Publicación semanal de la UCR*.
- Barkaoui, K. & Valeo, A. (2017). Writing assessment in the ESL classroom, teachers' beliefs and Practices [unpublished work]. York University.
- Borg, S. (2001). Teachers' beliefs. *English Language Teaching Journal*, 55(2), 186-188. <https://doi.org/10.1093/elt/55.2.186>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109. doi:10.1017/S0261444803001903
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.
- Borg, S. (2012). Interview: Teacher cognition and language teacher education: Beliefs and practice. A conversation with Simon Borg. Interview by M. Birello. Bellaterra. *Journal of Teaching & Learning Language & Literature*, 5(2), 88-94. <https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.5565%2Frev%2Fjtl3.464>
- Brown, D. (2014; 2016). The type and linguistic foci of oral corrective feedback in the L2 classroom: A meta-analysis. *Language Teaching Research*, 20(4), 436-458. <https://doi.org/10.1177%2F1362168814563200>
- Chen, S., & Nassaji, H. (2018). Focus on form and corrective feedback research at the University of Victoria, Canada. *Language Teaching*, 51(2), 278-283. DOI:10.1017/S026144481800006X
- Cheng, X., & Zhang, L. J. (2021). Teacher written feedback on English as a foreign language learners' writing: examining native and nonnative English-speaking teachers' practices in feedback provision. *Frontiers in Psychology*, 12, 1-16.
- Chong, S. W. (2021). Reconsidering student feedback literacy from an ecological perspective. *Assessment & Evaluation in Higher Education*, 46(1), 92-104.

- Colegio Sion (n.d.). *Primera institución privada del país*. Retrieved September 16 from <https://www.sion.ed.cr/carisma.html>
- Cubillo, P. C., Keith, R. C. & Salas, M. R. (2005). La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica. *Revista Actualidades Investigativas en Educación*, 5(2), 1-12. <https://www.redalyc.org/pdf/447/44750205.pdf>
- Eriksson, K., Lindvall, J., Helenius, O & Ryve, A. (2020). Cultural variation in the effectiveness of feedback on students' mistakes. *Frontiers in Psychology*, 10(3053), 1-13.
- Ferris, D. R. (2006). Does error feedback help student writers? New evidence on the Short-and long-term effects of written error correction. In H. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 81-104). Cambridge University Press.
- Ferris, D. (2010). Second language writing research and written corrective feedback in SLA: Intersections and practical applications. *Studies in Second Language Acquisition*, 32(2), 181-201. doi:10.1017/S0272263109990490
- Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19, 6-23. <https://doi.org/10.1016/j.asw.2013.09.004>
- Huang, L. J. (2016). *Teach what you preach?: a case study of a non-native writing teacher's awareness of student needs, feedback beliefs, and practices* (Doctoral dissertation, Purdue University). <https://docs.lib.purdue.edu/dissertations/AAI10188919/>
- Guénette, D., & Lyster, R. (2013). Written corrective feedback and its challenges for pre-service ESL teachers. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 69, 129-153. <https://doi.org/10.3138/cmlr.1346>
- Lee, I. (2003). L2 writing teachers' perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8(3), 216-237. <https://doi.org/10.1016/j.asw.2003.08.002>
- Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing*, 13(4), 285-312. <https://doi.org/10.1016/j.jslw.2004.08.001>
- Lee, I. (2008). Understanding teachers' written feedback practises in Hong Kong secondary classrooms. *Second Language Writing*, 17(2), 69-85. <https://doi.org/10.1016/j.jslw.2007.10.001>
- Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13-22. doi:10.1093/elt/ccn010
- Lee, I. (2013). Research into practice: Written corrective feedback. *Language Teaching*, 46(1), 108-119. doi:10.1017/S0261444812000390
- Lee, I. (2019). Teacher written corrective feedback: Less is more. *Language Teaching*, 52(4), 524-536. <https://doi.org/10.1017/S0261444819000247>
- Li, L. (2013). The complexity of language teachers' beliefs and practice: One EFL teacher's theories. *The Language Learning Journal*, 41(2), 175-191. doi:10.1080/09571736.2013.790132
- Li, S., & Vuono, A. (2019). Twenty-five years of research on oral and written corrective feedback in System. *System*, 84, 93-109.
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1-40. doi:10.1017/S0261444812000365
- Mao, S. S., & Crosthwaite, P. (2019). Investigating written corrective feedback: (mis) alignment of teachers' beliefs and practice. *Journal of Second Language Writing*, 45, 46-60. <https://doi.org/10.1016/j.jslw.2019.05.004>
- Mao, Z., & Lee, I. (2020). Feedback scope in written corrective feedback: Analysis of empirical research in L2 contexts. *Assessing Writing*, 45, 100469.
- McLellan, G. (2021). Practitioners respond to Icy Lee's 'Teacher written corrective feedback: Less is more'. *Language Teaching*, 54(1), 144-148. <https://doi.org/10.1017/S026144482000052X>

- Mohamed Hassan Mohamed, R. (2011). *Les croyances des enseignants et des apprenants adultes quant à la rétroaction corrective à l'oral et la pratique réelle en classe de français langue étrangère en Égypte*. (Doctoral dissertation. Université de Montréal). <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/4925>
- Montgomery, J. L., & Baker, W. (2007). Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance. *Journal of Second Language Writing, 16*(2), 82-99. <https://doi.org/10.1016/j.jslw.2007.04.002>
- Min, H. T. (2011). An EFL writing teacher's beliefs about feedback: A self-study. *English Teaching & Learning, 35*(3). <http://tinyurl.com/y9gkx26>
- Ministerio de Educación Pública (2019). *Informe Anual y de Período 2018 Cumplimiento de Metas de Objetivos Sectoriales, Programas y Proyectos*. Costa Rica. <https://planipolis.iiep.unesco.org/sites/default/files/ressources/informe-anual-pnd-2018-sector-educacion.pdf>
- Mulati, D. F., Nurkamto, J., & Drajiati, N. A. (2020). The teachers' beliefs in teacher written corrective feedback on the students' writing. *Journal of Applied Linguistics and Literature, 5*(1), 1-10.
- Nassaji, H., & Kartchava, E. (2017). *Corrective feedback in second language teaching and learning: Research, theory, applications, implications*. Routledge.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332. <https://doi.org/10.3102/00346543062003307>
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System, 37*(3), 380-390. <https://doi.org/10.1016/j.system.2009.03.002>
- Şakrak-Ekin, G., & Balçıkanlı, C. (2019). Written Corrective Feedback: EFL Teachers' Beliefs and Practices. *The Reading Matrix: An International Online Journal, 19*(1), 114-128. https://www.researchgate.net/publication/341287146_Written_Corrective_Feedback_EFL_Teachers'_Beliefs_and_Practices
- Speer, N. M. (2005). Issues of methods and theory in the study of mathematics teachers' professed and attributed beliefs. *Educational Studies in Mathematics, 58*(3), 361-391. <https://doi.org/10.1007/s10649-005-2745-0>
- Teye, J. C. (2019). *Ghanaian university student and teacher preferences for written CF in French as a foreign language classes*. (Doctoral Dissertation. Laval University). <https://corpus.ulaval.ca/jspui/retrieve/39896bf9-d296-4b06-b32e-a41424ec9fel>
- Thompson, A. G. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D. A. Grouws (Ed.), *Handbook of research on Mathematics teaching and learning* (pp. 127-146). National Council of Teachers of Mathematics.
- Van Ha, X., & Murray, J. C. (2021). The impact of a professional development program on EFL teachers' beliefs about corrective feedback. *System, 96*, 102405.
- Wei, W., & Cao, Y. (2020). Written corrective feedback strategies employed by university English lecturers: A teacher cognition perspective. *SAGE Open, 10*(3), 2158244020934886.
- Winstone, N., & Boud, D. (2019). Exploring cultures of feedback practice: the adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research & Development, 38*(2), 411-425. doi:10.1080/07294360.2018.1532985.
- Wu, L., Wu, Y., & Zhang, X. (2021). An online questionnaire survey on students' views and teachers' practices in corrective feedback in teaching Chinese to speakers of other languages. *International Linguistics Research, 4*(1), 1-13

Appendix

Grille d'évaluation

Nombre de mots: _____

	A Très satisfaisant	B Satisfaisant	C Partiellement satisfaisant	D Peu satisfaisant	E Insatisfaisant
Pertinence des idées liées au sujet et à l'intention	/5	/4	/3	/2	/1
Cohérence de l'organisation	/5	/4	/3	/2	/1
Justesse du vocabulaire	/5	/4	/3	/2	/1
Qualité de la langue	/5	/4	/3	/2	/1
Total					

Remarques : _____ **Points** _____ : /20 **Note** _____ /10

Evaluation Grid (translated version)

Number of words: _____

	A Very good	B Good	C Average	D Poor	E Very poor
Pertinence of the ideas related to the subject and intention	/5	/4	/3	/2	/1
Organization coherence	/5	/4	/3	/2	/1
Accuracy of vocabulary	/5	/4	/3	/2	/1
Quality of language	/5	/4	/3	/2	/1
Total					

Comments : _____ **Score** _____ : /20 **Grade** _____ /10

Acknowledgements

Not applicable.

Funding

Not applicable.

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

Rights and Permissions

Open Access

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source,

provide a link to the Creative Commons licence, and indicate if changes were made. You may view a copy of Creative Commons Attribution 4.0 International License here: <http://creativecommons.org/licenses/by/4.0/>.